

MASTER OF SCIENCE – ATHLETIC TRAINING TECHNICAL STANDARDS AND ESSENTIAL FUNCTIONS

The Master of Science in Athletic Training (MSAT) Program at Seton Hall University is a rigorous professional preparation program designed to prepare graduates for entry-level practice in a variety of athletic training and healthcare settings. The program's curriculum includes didactic coursework, laboratory experiences, and supervised clinical education that collectively align with the standards of the Commission on Accreditation of Athletic Training Education (CAATE).

These technical standards describe the essential functions required to complete the MSAT program and to demonstrate the knowledge, skills, and professional competencies expected of an entry-level athletic trainer. The standards are intended to ensure educational quality, patient safety, and professional readiness, not to exclude qualified individuals on the basis of disability.

Seton Hall University is committed to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and applicable state and federal laws. Qualified students with disabilities are encouraged to apply and may request reasonable accommodations to enable them to meet these essential functions.

Students must be able to demonstrate, with or without reasonable accommodation:

1. Cognitive and Analytical Skills

The ability to acquire, integrate, analyze, and apply information from multiple sources; to engage in critical thinking and clinical reasoning; and to make informed assessment and treatment decisions consistent with professional athletic training practice.

2. Clinical Observation and Assessment

The ability to effectively observe, evaluate, and interpret patient data obtained through accepted assessment techniques, including visual, auditory, tactile, and other sensory inputs, as appropriate to clinical practice.

3. Motor, Postural, and Technical Skills

The ability to perform or direct components of athletic training assessments and interventions safely and effectively, including the use of equipment, instruments, and technologies commonly employed in athletic training practice. This may be accomplished directly or through reasonable accommodations or adaptive strategies that do not compromise patient safety or essential learning outcomes.

4. Communication Skills

The ability to communicate effectively, respectfully, and professionally with patients, peers, faculty, preceptors, and other healthcare professionals from diverse cultural, social, and linguistic backgrounds. This includes the ability to receive, interpret, and convey information in oral, written, and electronic formats consistent with competent professional practice. Communication accommodations may be utilized when appropriate.

5. Documentation and Information Management

The ability to accurately and clearly document clinical findings, treatment plans, and outcomes in a timely manner, consistent with professional, legal, and ethical standards.

6. Behavioral and Emotional Regulation

The capacity to demonstrate professionalism, emotional stability, and appropriate judgment in demanding academic and clinical environments, including the ability to manage stress, adapt to changing situations, and respond effectively to emergencies.

7. Professional Responsibility and Endurance

The ability to demonstrate reliability, integrity, perseverance, and accountability in meeting program requirements, including attendance, participation, and completion of assigned academic and clinical responsibilities over time.

8. Professional Interpersonal Skills

The ability to establish and maintain appropriate professional relationships; demonstrate ethical behavior; show respect, empathy, and cultural humility; and engage in collaborative healthcare practice.

Accommodations and Disability Support

Applicants and enrolled students who have a disability as defined by applicable law may request reasonable accommodations through Disability Support Services (DSS).

- Students who believe they can meet the MSAT program's essential functions with or without reasonable accommodation are encouraged to apply.
- DSS will evaluate documentation to determine whether a student has a qualifying disability under Section 504 and the ADA.
- In collaboration with the student and the MSAT program, the University will determine whether requested accommodations are reasonable and appropriate.
- Reasonable accommodations will not be provided if they would fundamentally alter the nature of the program, compromise essential learning outcomes, or pose a direct threat to the health or safety of patients, students, or others.

All determinations are made on an individualized, interactive basis in accordance with applicable law.

Adopted – 4/15/2026