



**SAINT LOUIS
UNIVERSITY™**

— EST. 1818 —

BACHELOR OF SCIENCE IN OCCUPATIONAL SCIENCE PROGRAM STUDENT HANDBOOK

Department of Occupational Science & Occupational Therapy

JUNE 16, 2020

SAINT LOUIS UNIVERSITY
Doisy College of Health Sciences
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I. DEPARTMENT INFORMATION

1. Introduction

Welcome to the Saint Louis University Department of Occupational Science & Occupational Therapy Student Handbook. This document is designed to guide your educational experiences as occupational science students and your progression through the professional Master of Occupational Therapy program.

This manual is intended for general information purposes only. It does not replace the Saint Louis University Handbook. For information specific to the university and its policies, please refer to the [Saint Louis University Handbook](#). The Department of Occupational Science and Occupational Therapy specifically reserves the right to make any changes deemed necessary at any time, without advance notice.

The Department of Occupational Science & Occupational Therapy's administrative and faculty offices, main classrooms, and labs are located on the 2nd floor of the Allied Health Professions (AHP) Building:

3437 Caroline Mall, Suite 2020
St. Louis, Missouri 63104
(314) 977-8514 (phone)
(314) 977-5414 (fax)

The Master of Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number is 301-652-2682.

2. Faculty and Staff Listing

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3. Terms and Definitions

Below are the various terms and definitions you may encounter in the handbook, program materials and in discussions with faculty, staff and students.

Classification by Year

Year 1 - Freshman Year

Year 2 - Sophomore Year

Year 3 - Junior Year

Year 4 - Senior Year and Professional Year 1 (PY1/S)

Year 5 - Professional Year 2 (PY2)

Program Classification

Pre-professional program (undergraduate) – years 1-3

Professional/MOT program (graduate) – years 4-5

Degrees

BSOS - Bachelor of Science in Occupational Science (years 1-4) - degree awarded after Year 4

MOT - Master of Occupational Therapy (year 5) - degree awarded after Year 5

University Classification (purposes of degree and scholarship)

Undergraduate - Years 1-4

Graduate - Year 5

4. Historical Overview

A. Doisy College of Health Sciences: Long a leader in health professions education, Saint Louis University began its nursing program in 1928 and the first baccalaureate degree program in an allied health profession in 1929. The Edward and Margaret Doisy College of Health Sciences was dedicated in 2001. The school was endowed by Margaret Doisy, widow of Dr. Edward Doisy, who was the 1943 Nobel Laureate for physiology and medicine for his discovery of Vitamin K.

1. Mission: Rooted in Jesuit ideals, the Doisy College of Health Sciences serves humanity through education, research, and engagement.

2. Teaching: Through the teaching component of its mission, the College prepares students at baccalaureate, master's, and doctoral levels. The college creates a student-centered environment that recognizes and actively addresses the diverse needs of individuals and creates an academic climate that promotes the spirit of inquiry among faculty and students.
 3. Research: Through the research component of its mission, the College advances the active engagement of faculty and the involvement of students in the scholarly processes of inquiry and discovery, dissemination, and use of new knowledge. The College promotes multi-disciplinary collaboration in the conduct of research in order to advance health care.
 4. Service: Through the service component of its mission, the College promotes quality health care within the University and the local, regional, national, and international communities. The College assumes a leadership role in developing each of its professions by providing expertise in education, practice, administration, and research to these communities.
 5. The Edward and Margaret Doisy College of Health Sciences embraces the lessons of the past, acknowledges and accepts the realities of the present, and is committed to capitalizing on the opportunities ahead, thus establishing the College as an innovative leader in shaping the future.
- B. The Department of Occupational Science and Occupational Therapy was established in 1992 as the Department of Occupational Therapy. Initially, the program offered a freshman-entry baccalaureate degree in occupational therapy. In the spring of 2000, the University Board of Trustees approved the Department's proposal to establish a Bachelor of Science in Occupational Science (BSOS) degree and an entry-level Master of Occupational Therapy (MOT) degree.
- C. The MOT program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at:

6116 Executive Boulevard, Suite 200
North Bethesda, MD 20852-4929
Phone: 1-800-729-2682
www.acoteonline.org

5. Department Vision Statement

Our Vision is to serve global human needs through transformative occupation-focused teaching, research, service, and therapeutic practices that advance participation, health, and justice.

6. Department Mission Statement

Inspired by Jesuit values, the mission of Saint Louis University's Department of Occupational Science and Occupational Therapy is to be at the core of innovative teaching, research, scholarship, service, and practice that enables occupational engagement, wellness, social inclusion, and the promotion of justice.

In support of the mission, the Department of Occupational Science and Occupational Therapy will:

- A. Provide an academic community that nourishes, develops, and challenges students and faculty members intellectually, socially, spiritually, and personally. Departmental activities will cultivate intellectual rigor and maximize potentials to become men and women for and with others.
- B. Promote social and occupational justice locally, nationally, and globally. The Department will advance ethical and diversity values that help empower people to engage in meaningful and health-promoting occupations.
- C. Develop empowered, informed, and responsible practitioners and scholars who are equipped with knowledge, skills, and attitudes that facilitate innovative and evidence-supported therapeutic services and research.

7. BSOS Mission and Undergraduate Learning Outcomes

- A. The Bachelor of Science in Occupational Science (BSOS) program at Saint Louis University aims to form and transform students into people who enhance health and well-being for individuals, communities, and societies. By fostering students' knowledge about human occupation, the department endeavors to impact issues of real-world significance and achieve the following objectives and student learning outcomes:
 - 1. Create a learning environment that emphasizes critical reflection, analysis, and application of concepts to theoretical cases, personal experiences, and observed examples.
 - a. Students will articulate the importance of occupation to human health and well-being.
 - b. Through reflection, students will engage in an iterative process of understanding self and others as occupational beings.
 - c. Students will critically evaluate information to synthesize knowledge of human occupation.

2. Develop student interest in occupational science and occupational therapy research.
 - a. Students will develop an appreciation for scholarly writing within occupational science and occupational therapy.
 - b. Students will demonstrate the ability to gather and cite literature that supports their understanding of human occupation.
 - c. Students will seek opportunities to engage in scholarly activities that promote occupational science understandings outside the classroom.
3. Support and promote individual and community occupational engagement and justice through service-learning activities.
 - a. Students will apply occupational science knowledge through active engagement in community-based service learning.
 - b. Students will demonstrate knowledge of how situational factors influence occupational justice on individual and community levels.
 - c. Students will identify barriers and opportunities for change relative to occupational engagement in the surrounding community.

II. PROGRAM POLICIES

1. Admission

Saint Louis University's Department of Occupational Science & Occupational Therapy currently admits students at 2 levels: Freshman and Undergraduate Transfer. Our Post-Baccalaureate degree admissions for the BSOS to MOT and Post-Professional Doctor of Occupational Therapy (OTD) degree programs are currently suspended. Admission at each level is based on a standard set of criteria set forth by the Department of Occupational Science & Occupational Therapy.

Current admission criteria for freshman and transfer students can be found on the BSOS departmental webpage at: <https://catalog.slu.edu/colleges-schools/health-sciences/occupational-science-therapy/occupational-science-bs/>.

A. Freshman Entry

1. Freshman applicants apply by December 1st of the year before they plan to attend Saint Louis University.

2. Applicants are required to have a minimum 3.2 high school grade point average (on a 4.0 scale).
3. Applicants must also have completed 4 years of science coursework (including chemistry & biology and preferably physics and/or anatomy), 4 years of math coursework, and 4 years of English coursework.
4. Applicants must have a minimum ACT composite score of 24, recommended no sub-scores less than 22 or an equivalent SAT composite score of 1180 and individual score of 1100. On average, applicants to the Occupational Science program will have an ACT score of 26 or SAT score of 1260.

B. Transfer Entry

1. Transfer applicants are considered each year for the fall term. Admission at this level is limited based on the number of seats available in the sophomore or junior class. Applicants will be evaluated for transfer entry based on the coursework completed that is applicable to the BSOS program. Applicants not currently attending SLU are required to apply using the Saint Louis University Online application. Applicants currently attending SLU will complete an application form available through the Doisy College of Health Sciences Advising Office.
2. Applicants must have a 3.2 grade point average in all undergraduate coursework, earned a grade of C or higher in all department required courses, submit a personal statement and shadowing/observation hours to the department by the application deadline. Late applications will not be reviewed. Qualified applicants will be interviewed by departmental personnel who score all applicants for final admission decisions.

2. External Transfer Credit

- A. Saint Louis University grants degrees that build on previous academic work at other educational institutions. To ensure the integrity of the University's degrees, the University requires that all previous or concurrent academic work be documented with official transcripts received by the SLU Office of the Registrar either in a sealed envelope or secure email and that those transcripts be authenticated.
- B. Transfer credits are applied where appropriate in fulfillment of program and degree requirements of a specific college or school of the University provided admission criteria are met and the courses presented are from an accredited college or university. In addition, all transfer credit must have a C letter grade or

above and be recognized by the specific college or school of the University as comparable to courses offered at the University.

- C. Saint Louis University accepts transfer credit for which we have no equivalent. This credit would be acceptable in transfer as elective degree credit and would not fulfill specific graduation requirements. No more than 64 semester hours earned at the community college level can be applied toward the bachelor's degree at Saint Louis University.
- D. The Department of Occupational Science and Occupational Therapy will accept transfer credit for non-occupational science and occupational therapy coursework in the undergraduate program. Occupational science and occupational therapy coursework from another university will not be accepted at the undergraduate or graduate level.
- E. To determine which credits will transfer, click on the following link and follow the instructions <http://www.slu.edu/admission/transfer/credits.php>.

3. Length of Professional Program

- A. Completion of the BSOS to MOT programs will typically take 5 years and 1 summer. BSOS Students requiring a Leave of Absence may extend the BSOS program up to one year. MOT Students requiring a Leave of Absence may extend the MOT program up to one year.
- B. The professional Master of Occupational Therapy curriculum begins with Gross Anatomy after completion of the spring semester of Year 3.
- C. Level II Fieldwork typically begins in January and ends in June of Professional Year 2 and must be completed within 18 months of completion of the academic coursework.

4. Degree Requirements

- A. Criteria for Successful Completion
 - 1. Students enrolled in the BSOS program must successfully complete the Year 3 courses listed below with a grade of "C" or higher and maintain a minimum semester GPA of 2.7 for freshman, 2.8 for sophomores and 2.9 for juniors.
 - 2. Information about these requirements is available to students via a curricular guide and detailed progressions information located in **Section III, Academic Policies** of the student handbook. Students are required to acknowledge receipt of the student handbook every August to ensure that all students are familiar with program requirements.

3. Year 3 Required Coursework:

OCS 3120 - The Study of Occupation
OCS 3220 - Contexts of Occupation
OCS 3320 - Development of Humans as Occupational Beings
OCS 3520 - Personal and Community Wellness
OCS 3620 - Lived Experience: Disability and Chronic Conditions
OCS 3720 - Critical Perspectives of Culture, Occupation, & Justice
COS 4620 - Clinical Conditions & Phenomenology

B. Curriculum

1. The following are guidelines for students pursuing the **Bachelor of Science in Occupational Science** and **Master of Occupational Therapy** degrees:

- a. Students should confer with their assigned faculty mentors for specific guidance once they initiate their studies within the program. Students who had faculty mentors during their undergraduate BSOS program will typically remain assigned to that faculty mentor for PY 1.
- a. Students must meet all the Saint Louis University and BSOS/MOT Program graduation guidelines and maintain the appropriate Grade Point Average (GPA) as outlined for each student class level in the Student Handbook.
- b. **For Grade and GPA Requirements see Section III.**

BSOS to MOT Program Curriculum

Term	Undergraduate Year	Credit
Fall	FRESHMAN YEAR 1	16
OCS 1000/UNIV 1010	Seminar in OT Practice/Enhancing 1 st Year Student Success	2
BIOL 1240	Principles of Biology I	3
BIOL 1245	Principles of Biology I Lab	1
ENGL 1900 (f, sp)	Advanced Strategies of Rhetoric and Research	3
PSY 1010 (f, sp)	General Psychology	3
PHIL 1050 (f, sp)	Introduction to Philosophy: Self & Reality	3
IPE 1100(f, sp)	Introduction to Interprofessional Health Care	1
Spring	FRESHMAN YEAR 1	16
ANAT 1000	Basic Human Anatomy	3
HSCI 2500	Human Development Across the Lifespan	3
MATH 1200 (f, sp)	College Algebra	3
PSY 2050 (f, sp)	Foundations of Research Methods and Statistics	4
IPE 3500 (f, sp) ^{IPE 1100}	Health Care Systems & Health Promotion	3
Fall	SOPHOMORE YEAR 2	17
OCS 1010 (f)	Introduction to Occupational Science and Therapy	2

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CHEM 1080	Principles of Chemistry I	3
CHEM 1085	Principles of Chemistry I Lab	1
ENG 4000	Business and Professional Writing	3
ORES 2320	IPE Health Outcomes	2
PSY 4390 (f, sp)	Abnormal Psychology	3
XXXX ¹ (f, sp)	Societal Contexts Elective	3
¹ Select 1 course from SOC 1100, ANTH 1200, ASTD 3200, ECON elective or POLS elective		
Spring	SOPHOMORE YEAR 2 (Option to Study Abroad)	15
XXXX ²	Personal/Professional Expression Elective	3
PHIL 2050/HEC 2010 (f, sp)	Ethics or Health Care Ethics	3
THEO 1000 (f, sp)	Theological Foundations	3
IPE 4200	Applied Decision-Making in Interprofessional Practice	3
XXXX ³	Cultural Analysis Elective	3
² Select 1 course from CMM 1200, Fine Art elective or Foreign Language elective		
³ Select 1 course from ENG 2XXX – 3XXX elective or HIST elective		
Fall	JUNIOR YEAR 3	16
HSCI 2200 (f, sp)	Medical Terminology	3
OCS 3120	Study of Occupation	3
OCS 3220	Contexts of Occupation	3
OCS 3320	Development of Humans as Occupational Beings	3
PPY 2540	Human Physiology	4
Spring	JUNIOR YEAR 3	14
IPE 4900	Interprofessional Community Practicum	2
OCS 3520	Personal and Community Wellness	3
OCS 3620	Lived Experience of Disabilities and Chronic Conditions	3
OCS 3720	Critical Perspectives of Culture, Occupation & Justice	3
PHYS 1050	Physics of the Human Body	3
Term	UNDERGRADUATE - GRADUATE YEAR	
Summer	SENIOR YEAR 3 – PROFESSIONAL YEAR 1	6
ANAT 4000	Gross Anatomy	6
Fall	SENIOR YEAR 4 – PROFESSIONAL YEAR 1	17
OCS 4620	Clinical Conditions & Phenomenology	3
MOT 5020	Professional Development I	1
MOT 5150	Kinesiology	3
MOT 5170	Neuroscience in OT	4
MOT 5300	Fundamentals of OT Practice	3
MOT 5460	OT with Aging Adults	3
Spring	SENIOR YEAR 4 -PROFESSIONAL YEAR 1	16
MOT 5030	Professional Development II	1
MOT 5350	Theoretical Foundations of OT	3
MOT 5400	OT for Adults with Physical Dysfunction	4
MOT 5410	OT in Mental Health	3
MOT 5450	OP and Assessment of Children and Youth	3
MOT 5490	Applied Research I	1
MOT 5500	Applied Research II	1
Fall	PROFESSIONAL YEAR 2	18
MOT 5040	Professional Development III	1
MOT 5250	OT Policy & Administration	2

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MOT 5260	Problem Based Learning	2
MOT 5480	OT and Upper Extremity	2
MOT 5550	OT for Adults with Neurological Dysfunction	3
MOT 5560	OT and Community Practice	3
MOT 5600	OT with Infants and Children	4
MOT 5650	Applied Research III	1
Spring	PROFESSIONAL YEAR 2	12-18
MOT 5700	Level II Fieldwork	6
MOT 5750	Level II Fieldwork	6
MOT 5660	Applied Research IV (elective)	0-6

2. The following are guidelines for students **pursuing the Bachelor of Science in Occupational Science (BSOS) degree, without the intention of progressing into the Master's in Occupational Therapy program (MOT).**
 - a. Student must closely coordinate the Curriculum Plan with the Program Coordinator for Undergraduate Education.
 - b. Prior to registration each semester, the student must receive approval for coursework from the Program Coordinator for Undergraduate Education.
 - c. A student must meet all Saint Louis University graduation guidelines, including a minimum of 120 credit hours, completing the final 30 credit hours at the University, and with the minimum cumulative grade point average required for graduation (2.5).
 - d. Enrollment in additional courses other than those required for BSOS degree graduation that begin with OCS or MOT prefixes is not permitted.
 - e. Remaining coursework must be focused in one of the following areas:
 - (i) Occupational Science
 - (ii) Supportive of a minor or certificate
 - (iii) Supportive of intended career objective
 - (iv) Supportive of anticipated graduate education following the BSOS degree
 - (v) Coursework includes classes at the 3000 level or above; a maximum of six credit hours may be taken below the 3000-course level.

Bachelor of Science in Occupational Science ONLY Curriculum
(Not progressing into the Master of Occupational Therapy Program)

Term	Undergraduate Year	Credit
Fall	FRESHMAN YEAR 1	16
OCS 1000/UNIV 1010	Seminar in OT Practice/Enhancing 1 st Year Student Success	2
BIOL 1240	Principles of Biology I	3
BIOL 1245	Principles of Biology I Lab	1
ENGL 1900 (f, sp)	Advanced Strategies of Rhetoric and Research	3
PSY 1010 (f, sp)	General Psychology	3
PHIL 1050 (f, sp)	Introduction to Philosophy: Self & Reality	3
IPE 1100(f, sp)	Introduction to Interprofessional Health Care	1
Spring	FRESHMAN YEAR 1	16
ANAT 1000	Basic Human Anatomy	3
HSCI 2500	Human Development Across the Lifespan	3
MATH 1200 (f, sp)	College Algebra	3
PSY 2050 (f, sp)	Foundations of Research Methods and Statistics	4
IPE 3500 (f, sp) ^{IPE 1100}	Health Care Systems & Health Promotion	3
Fall	SOPHOMORE YEAR 2	17
OCS 1010 (f)	Introduction to Occupational Science and Therapy	2
CHEM 1080	Principles of Chemistry I	3
CHEM 1085	Principles of Chemistry I Lab	1
ENG 4000	Business and Professional Writing	3
ORES 2320	IPE Health Outcomes	2
PSY 4390 (f, sp)	Abnormal Psychology	3
XXXX ¹ (f, sp)	Societal Contexts Elective	3
¹ Select 1 course from SOC 1100, ANTH 1200, ASTD 3200, ECON elective or POLS elective		
Spring	SOPHOMORE YEAR 2 (Option to Study Abroad)	15
XXXX ²	Personal/Professional Expression Elective	3
PHIL 2050/HEC 2010 (f, sp)	Ethics or Health Care Ethics	3
THEO 1000 (f, sp)	Theological Foundations	3
IPE 4200	Applied Decision-Making in Interprofessional Practice	3
XXXX ³	Cultural Analysis Elective	3
² Select 1 course from CMM 1200, Fine Art elective or Foreign Language elective		
³ Select 1 course from ENG 2XXX – 3XXX elective or HIST elective		
Fall	JUNIOR YEAR 3	16
HSCI 2200 (f, sp)	Medical Terminology	3
OCS 3120	Study of Occupation	3
OCS 3220	Contexts of Occupation	3
OCS 3320	Development of Humans as Occupational Beings	3
PPY 2540	Human Physiology	4
Spring	JUNIOR YEAR 3	14
IPE 4900	Interprofessional Community Practicum	2
OCS 3520	Personal and Community Wellness	3
OCS 3620	Lived Experience of Disabilities and Chronic Conditions	3
OCS 3720	Critical Perspectives of Culture, Occupation & Justice	3
Elective 3xxx		3
Fall	SENIOR YEAR 4	14
OCS 4620 (f)	Clinical Conditions & Phenomenology	3

IPE 4900 (f, sp)	Interprofessional Community Practicum	2
Elective 3xxx/4xxx		3
Elective 3xxx/4xxx		3
Elective 3xxx/4xxx		3
Spring	SENIOR YEAR 4	12-15
Elective 3xxx/4xxx		3
Elective 3xxx/4xxx		3
Elective 3xxx/4xxx		3
Elective 3xxx/4xxx		3
Elective 3xxx/4xxx		3

5. Course Plan Schedule

- A. The course plan schedule for students pursuing the Bachelor of Science in Occupational Science (BSOS) and Master of Occupational Therapy (MOT) degrees are subject to change. All revisions will be communicated to the student.
- B. Every undergraduate student is assigned a **Doisy College Professional Academic Advisor**. This Academic Advisor ensures appropriate scheduling of courses to meet graduation requirements. In addition, each undergraduate student will be assigned an OT Faculty Mentor.

6. Academic Advising and Mentoring

A variety of approaches and services are utilized to enhance the student's college performance and experience. The Integrated Advising and Mentoring System is one of the primary structures that support students throughout their academic careers at Saint Louis University (SLU). It is a collaborative process comprised of the Student Advisee, Faculty Mentor, and Academic Advisor.

A. Student

1. The student's role with both the Academic Advisor and the Faculty Mentor is that of an active participant in the advising/mentoring process. It is ultimately the student's responsibility to know and understand degree requirements and to monitor progress toward completion. Students should quickly establish and keep open the lines of communication with their Academic Advisor and Faculty Mentor.

B. Faculty Mentoring

1. Every student declaring occupational therapy as a major is assigned a faculty mentor who serves as the Faculty Mentor during his or her undergraduate and graduate academic career. Faculty mentors are assigned to students by the OSOT Department. Mentees are assigned a Mentor based on the student's last name or due to enrollment in a special service or program such as a research project, participation in Faculty Practice, the Honors Program, Micah House, or Presidential, Martin Luther King, and Pre-Professional Scholars.
2. The student is encouraged to be in contact with their Faculty Mentor at least once per semester prior to registration.
 - a. Faculty Mentors serve a variety of roles including:
 - (i) Increasing the Mentee's awareness of professional options.
 - (ii) Discussing personal and educational goals as these goals relate to curricular options.
 - (iii) Providing professional linkages and letters of reference for awards, scholarships, and employment (see Guidelines for Requesting a Professional Letter of Recommendation).
 - (iv) Referring students to important academic and personal services on campus including Tutoring, the Writing Center, Disability Services, Career Services, Campus Ministry, and Student Health and Counseling.
 - b. Mentoring can occur via individual or group face-to-face interactions, email conversations, or phone conversations.
 - c. It is the student's responsibility to proactively seek out and communicate with his or her faculty mentor in a form that is convenient for both parties.
 - d. Students must be aware of a faculty mentor's office hours and general availability when sending communications and seeking mentorship. Except for time-sensitive and urgent situations, students are advised to schedule consultations with faculty mentors during office hours.
 - e. For email and phone communications, faculty mentor responses should not be expected less than **24 hours** from the time of initial communication. At busy times of the semester or during travel periods, faculty mentor response times may exceed 24 hours.

- f. **Communication from student to mentor is especially important during times of academic difficulties.** The department encourages students to seek consultation with Faculty Mentors before reaching academic difficulties; therefore, it is important for students to become acquainted with their assigned mentor early in the academic program.
- g. If a student is dismissed from the program, they will be referred to the Doisy Academic advising office for consultation.

C. Academic Advising

1. Each student is also assigned an Academic Advisor who works with the Advisee during his or her undergraduate career. Academic Advisors are assigned to students by the Advising Center.
2. Academic advisors serve multiple roles including:
 - a. Assisting students with curricular planning, course registration, and degree audits.
 - b. Monitoring the student's academic progress.
 - c. Providing an overview of curricular requirements within the College and University to assist students who plan double majors and minors.
 - d. Communicating requirements needed for students secondarily classified as pre-professional health, pre-law, honors and special programs.
 - e. Providing direction and requirements for students wishing to study abroad.
 - f. Providing direction and guidance for students wishing to test out of core courses or waive certain requirements.
 - g. Referring students to important academic and personal services on campus including but not limited to Tutoring, the Writing Center, Disability Services, Career Services, Campus Ministry, and Student Health and Counseling.

7. Care and Concern Policy

At Saint Louis University, the Dean of Students Office team strives to assist students and their families in successful navigation of the SLU experience. They strongly encourage the promotion and development of a healthy mind, body, and spirit to help every student persist and succeed in their college career. Through individual support, they aim to ensure that our students are provided the opportunity to grow as empowered global citizens who make contemplative and just choices that align with their passion and purpose.

There are many situations that the Dean of Students Office can help students to navigate at SLU that include, but are not limited to:

- Academic distress
- Adjustment and transition issues
- Financial distress
- Anxiety and depression
- Student grievances
- Bias incident reporting
- Sexual misconduct reporting
- Significant well-being and behavioral concerns

Students in the Department of Occupational Science and Occupational Therapy who are experiencing issues like those listed above are encouraged to speak with a faculty or staff member for support and assistance. When such concerns arise, it is the responsibility of the faculty or staff member to contact the Dean of Students Office so they can provide additional support services, which may include the following:

- Supporting students in distress and crisis
- Referring students to SLU campus resources
- Sending academic notifications on behalf of students experiencing emergencies
- Engaging parents and families in support of their students, as appropriate
- Helping students reflect on significant developmental transitions and challenges

Contact with the Dean of Students Office may be initiated by a student, faculty, or staff member by emailing deanofstudents@slu.edu or by calling 314-977-9378. The Dean of Students Office is in Busch Student Center, Suite 356. More information is available at <https://www.slu.edu/student-development/dean-of-students/index.php>"

8. Registration

The following procedures should be followed by students for registration:

- A. Prepare a Registration Plan (See your curriculum guide)

- B. Schedule a mandatory meeting with your Academic Advisor. This includes freshmen, sophomores, juniors and students pursuing the BSOS only. Professional Year 1 students are not required to meet with the Academic Advisor.
- C. Communicate with your Faculty Mentor. This includes all levels of undergraduate students - freshmen, sophomores, juniors, and senior/PY 1 students.
- D. Register online in Self-Service Banner at your designated time
- E. Resolve holds related to tuition, housing, etc. A full list of those items and how students should address them can be found [here](#).

9. Semester Credit Hours

A semester hour (one credit) is defined as one lecture, recitation, or class exercise fifty minutes per week for one semester. Under ordinary circumstances, students are not authorized to register for more than eighteen hours per semester, or for more than twelve hours during the summer session. Students who wish to take 19 or more credit hours in a semester need permission from the Associate Dean of Student and Academic Affairs of DCHS. Such students should have a minimum cumulative GPA of 3.0 and must understand that additional tuition will be charged.

10. Options for Minors

The BSOS curriculum is designed to allow students the possibility of achieving a minor of study to complete their degree. If you wish to pursue a minor, please consult with your Doisy College Professional Academic Advisor.

11. Study Abroad Option

During the spring semester of the sophomore year, students have the opportunity to study abroad. If a student desires to study abroad, they should contact the Doisy College Professional Academic Advisor to assure that the courses taken abroad are appropriate for the progression in the program. Arrangements for study abroad are coordinated through SLU's International Center.

12. Course Withdrawal

The decision to withdraw from any course must be carefully considered. Students considering withdrawing from any required course must consult with the assigned Academic Advisor and inform their Faculty Mentor.

- A. Purpose of this consultation

1. Help the student determine whether they can realistically meet the Department's requirements for academic or professional progression if they withdraw from the required course.
2. Make certain the student is aware of the likely consequence of withdrawal from a required course.
3. Help the student explore the possibility of other options to resolve the problem(s) that led to the withdrawal decision.

B. Deadlines

1. Per University policy, the deadline for withdrawing from a class without a "W" appearing on the transcript is Friday of the second full week of classes.
2. The deadline for Withdrawal (W) is two weeks after the end of the mid-term examination week (at the end of the ninth week of class).
3. The student may be given permission by the Associate Dean for Student and Academic Affairs of the DCHS to withdraw after the tenth week for a serious, non-academic reason.
4. See <https://www.slu.edu/financial-aid/paying-your-bill/refunds.php> as well as **Section VI – University Policies** of this handbook for information on tuition refund policies.

13. Leave of Absence (Non-Academic Issue)

A student may request a Leave of Absence, for up to one year, due to personal or medical reasons.

A. The student:

1. Must submit an email, through their SLU account, requesting this leave to the Chairperson of the Progressions Committee.
2. May need to meet with the Progressions Committee to determine whether leave is granted.
3. If the request is granted, the student must submit an email through their SLU account to the Chairperson of the Progressions Committee, reviewing how they are now ready to re-renter the program and identifying the support systems in place to allow the student to succeed.

4. This letter must be submitted no later than March 1 for program reentry into the fall semester or October 1 for program reentry into the spring semester.
5. The Progressions Committee may request an additional meeting with the student to review the student's plan for success.
6. Must submit a completed Petition for Leave of Absence to the University (see Section VII).

For Academic Leave of Absence's, please refer to the policy in Section III

14. Requesting Professional Letters of Recommendation

The following guidelines facilitate the writing of a professional letter of recommendation reflective of the student's performance in the Department of Occupational Science and Occupational Therapy.

- A. Reviewing information pertinent to the request and the student's accomplishments requires both time and effort to compose an effective, personalized letter. The student should contact their Faculty Mentor to inquire of the Mentor's availability to write a letter. This request should occur no less than two (2) weeks before the application letter due date.
 1. It is at the mentor's discretion to accommodate the student if the request is submitted less than two (2) weeks before the application letter due date.
 2. For select scholarships, where the number of nominees per program is limited, the Scholarship and Awards Committee will determine which students will be considered for submission. Students will receive more information on this process as part of the Professional Development series of courses in their PY 1 and PY 2 years.
- B. Other faculty members may be approached for a second letter only after the Faculty Mentor has been contacted. This faculty member is first responsible to their mentees and requests are honored on an individual basis. However, to improve the likelihood of receiving the 'award', it is recommended letters be submitted from a variety of sources.
- C. The Mentor will contact the student with one of the following responses:
 1. The Mentor will write the letter.
 2. The Mentor is unable to write the letter.

- D. The Mentor will submit the student's name to the Scholarship and Awards Committee for consideration. This occurs when many students are applying for the same monies or highly competitive recognitions. The rationale for this action: multiple letters of support for more than two-three students from the department markedly decreases the probability any student will be selected to receive the 'award'. All students will be informed of the decision three-four weeks in advance of the letter due date.
- E. Once the Mentor commits to writing the reference, the student shall submit to the mentor the following documents:
 - 1. A professional resume inclusive of the cumulative grade point average.
 - 2. A letter, in paragraph form, where the students provides the reasons they are qualified to receive the scholarship, honor or award.
- F. Students may respectfully inquire regarding the progress of the letter.
- G. All information pertinent to the letter should be provided including any directions or forms to be completed, the title of the scholarship or the title, the name and address of the recipient and the due date. Information regarding the process or matter should be in paper copy rather than a link to a website. Electronic processes such as online submissions are an exception.
- H. It is professional courtesy to inform the reference letter author if the scholarship or honor is received.

15. Technical Standards and Essential Requirements

The rapidly changing and dynamic nature of contemporary health and human service delivery systems requires the entry-level occupational therapist to possess basic skills as a direct care provider, consultant, educator, manager of personnel and resources, researcher, and advocate for the profession, the consumer, and the community.

A. Philosophy for the Occupational Therapy Student

The Department of Occupational Science & Occupational Therapy is committed to promoting justice and equality in educational opportunities. This document outlines the skills and attitudes required for successful completion of the course work and fieldwork experiences in the professional Master of Occupational Therapy Program. These Technical Standards and Essential Requirements, in conjunction with established academic standards, are followed by the Admissions and the Progressions Committees for selection and retention of

students who possess the characteristics that are necessary to become competent occupational therapists.

Saint Louis University has systems in place to assist students with temporary or ongoing disabilities who believe they may not be able to perform one or more of the listed technical standards and essential requirements in the typical manner. Difficulties in any of these areas may present challenges to success as a student or practitioner.

Students with concerns about their ability to perform any of the functions listed are encouraged to initiate contact with the Department of Occupational Science & Occupational Therapy and the personnel in the Office of Disability Services. Early self-disclosure of issues is encouraged to assure the safety and well-being of the student and future clients, thus enhancing the likelihood of successful completion of the program and competence as a practitioner.

B. Philosophy for Students with Disabilities

Saint Louis University is committed to maintaining inclusive and accessible environments across the campuses. Saint Louis University welcomes persons from all races, ethnic backgrounds, religions, and abilities to its campuses as faculty, staff, students, and visitors. Saint Louis University opens its programs and educational services to all qualified candidates without regard to their disability. All programs and services provided for students are done in a manner that does not discriminate based on disability.

Students with disabilities are entitled to appropriate and reasonable accommodations through The Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, provided that these disabilities are documented in appropriate evaluations administered by qualified professionals (including psychologists, physicians, or agencies specializing in the diagnoses of such disabilities).

C. Student Responsibility

With respect to individual services, it is the student's responsibility to notify the University of any needs that require accommodations. The student should provide documentation of the disability to the Office of Disability Services and meet with Disability Services to begin the process of arranging appropriate accommodations. The Office of Disabilities Services is responsible for reviewing and evaluating the documentation of students with disabilities and assisting departments in accommodating those documented disabilities. Saint Louis University must provide reasonable accommodations, but the student must be able to meet all academic requirements and abide by the student code of conduct. Disabilities Services may be contacted at disability_services@slu.edu

D. Disclosure

Students are not required to disclose that they have a disability, nor are they required to disclose any specific information about their disability, unless they wish to request accommodation of their disability. Formal disclosure requires that the student submit appropriate documentation to the Office of Disability Services as stated above.

Although students may discuss their disabilities or needs with their academic advisor or other faculty or staff, this discussion alone does not constitute formal disclosure. Faculty are not obligated to provide accommodations until formal disclosure is made and the Office of Disability Services has required the implementation of specific accommodations. Early disclosure may enable faculty to help the student adjust his or her program in ways that optimize the student's performance and that may prevent potential challenges.

E. Confidentiality

The Americans with Disabilities Act mandates the confidential treatment of disability-related information. Specific guidelines have been established for post-secondary education to protect the rights of all students to confidentiality. The Department of Occupational Therapy abides by the ADA and its resulting regulations.

F. Technical Standards and Essential Requirements Definitions

Technical standards and essential requirements describe functions necessary for students to complete their education and training in the Department of Occupational Therapy, and to assume the role of an occupational therapy professional. They are stated to ensure that all students, regardless of disability status, are aware of the expectations of the program. Academic requirements are not waived due to a student's disability. Students must be able to meet the academic requirements with the approved accommodations.

Technical standards are the skills, knowledge and experience the student must bring to the occupational therapy program (often as part of the admissions process) and are considered essential to participate in the occupational therapy program. *Essential requirements* are those skills and abilities that all students must be able to do, with or without accommodation, in order to graduate from the Occupational Therapy Entry-Level Master's Program (MOT Program).

The Department of Occupational Therapy views technical standards and essential requirements as lying within the overlapping domains of academic performance, clinical performance, and the broader context of social behavior.

Students must demonstrate competence in five functional areas across each of these domains in order to progress in and complete the occupational therapy program. These functional areas are: (1) observation, (2) sensory and motor coordination and function, (3) intellectual, conceptual, integrative, and application skills (4) communication, and (5) behavioral, social, personal, and professional attributes. The specific functions described below are considered critically important to the performance of the role of an entry level occupational therapy professional.

1. Observation

Technical standards for observation - The occupational therapy student must be able and willing to:

- Observe, through the use of the senses, in the classroom and clinical environment

Essential requirements in this functional area include the ability to:

- Observe clients' environment for accessibility and potential safety hazards
- Observe clients to evaluate their level of function and safety
- Observe demonstrated clinical techniques
- Observe and differentiate changes in anatomical structures and body movements
- Observe clients' interaction with environment
- Observe emotional affect, nonverbal cues, and response to intervention of both individual clients and groups of clients

2. Sensory and Motor Coordination and Function

Technical standards for sensory and motor coordination and function - The occupational therapy student must be able and willing to:

- Participate in structured motor activities as warranted
- Participate in exploratory learning involving handling objects of various size, weight, and height
- Move in a timely way to various classrooms and locations required for class/clinical experiences
- Maintain self in a classroom situation for extended periods of time

- Process sensory information from people and the environment

Essential requirements in this functional area include the ability to:

- Participate in active experiential learning situations that include performing and/or demonstrating ability to instruct others in manual and skilled tasks both in the classroom and clinical experiences; (e.g., orthotic fabrication, client transfers, handling techniques)
- Have adequate strength, endurance and body movement that would be necessary to move body parts or transfer patients/clients who have limited strength and use of their bodies from one place to another, such as from wheelchair to bed, toilet to wheelchair, or wheelchair to car seat.
- Perform assessments and interventions that require such functions as palpation, manipulation of clinical tools, positioning of client and self, and demonstration of adaptive equipment and techniques
- Initiate emergency responses and/or assist others to provide prompt care
- Tolerate and safely handle body fluids (e.g., urine, fecal material, blood)
- Have adequate attention and hearing ability to be able to listen to and interpret lectures, discussions, classroom exercises and fieldwork interactions for courses, and the requests, needs, and other auditory information communicated by patients/clients, families, and other professionals.
- Have adequate visual ability that would be necessary to see how patients/clients are performing activities, so that therapeutic adaptations can be made and safety can be evaluated, and to be able to read their non-verbal communications.
- Have adequate sense of touch to be able to interpret patient/client body structures and their qualities, which are necessary to perform and interpret assessments and perform interventions safely.

3. Intellectual, conceptual, integrative, and application skills

Technical standards for intellectual, conceptual, integrative, and application skills - The occupational therapy student must be able and willing to:

- Receive, process, and comprehend text, oral presentation, numbers, and graphs displayed in print, lecture, and digital formats
- Possess the following intellectual skills: attention, comprehension, measurement, mathematical calculation, reasoning, integration, analysis, comparison/contrast, critical-thinking, problem-solving, planning
- Critically evaluate his/her own performance and the performance of others
- Independently access and utilize technology

Essential requirements in this functional area include the ability to:

- Have adequate cognitive skills to allow understanding and synthesis of information learned from course experiences (such as lectures, readings, discussions, and other classroom, community experiences, and fieldwork) to be able to provide and judge the appropriateness and safety of assessments and interventions used by occupational therapists.
- Be able to read, understand, and interpret the English language efficiently and effectively
- Participate in online learning as required
- Utilize introduced theoretical perspectives and information during the observation, screening, and assessment process
- Identify and interpret emotional affect, nonverbal cues, and response to intervention of both individual clients and groups of clients
- Assess clients and contexts
- Modify screening and evaluation procedures as needed
- Accurately interpret evaluation results
- Use statistics, tests, measurements, and research
- Develop and implement intervention plans
- Update, modify, and terminate interventions

- Determine scope, frequency and duration of service
- Supervise, select and delegate tasks, and collaborate with faculty, supervisors, peers, and colleagues
- Refer clients to other professional services
- Follow all policies and procedures of program and fieldwork sites

4. Communication

Technical standards for communication - The occupational therapy student must be able and willing to:

- Seek out and address problems or questions to the appropriate people at the appropriate times
- Demonstrate awareness of own non-verbal communication and how it may be interpreted by others
- Communicate quickly, effectively and efficiently in oral and written English
- Participate effectively in small groups, class discussions, and presentations
- Receive and process technical and professional materials

Essential requirements in this functional area include the ability to:

- Record observations and plans efficiently, accurately, and legibly in the client record
- Prepare and communicate concise but complete assessments, progress notes, changes in client behavior and function, discharge summaries, and recommendations
- Communicate with clients and caregivers to build rapport and elicit information
- Interpret verbal and nonverbal communication
- Effectively adjust communication for intended audience
- Maintain cultural sensitivity to interact respectfully
- Accept and provide constructive feedback

5. Behavioral, social, personal, and professional attributes

Technical standards for behavioral, social, personal, and professional attributes - The occupational therapy student must be able and willing to:

- Demonstrate honesty, integrity, ethics, responsibility, compassion, and respect for others
- Adhere to safety precautions
- Recognize potentially dangerous situations and equipment and proceed safely in order to minimize risk of injury to self or others
- Respect others' ideas, rights and property
- Maintain privacy and confidentiality of peers, faculty, staff, and clients
- Maintain classroom work area, equipment, supplies
- Demonstrate appropriate personal appearance and hygiene in context of the classroom and applied professional experiences
- Attend classes typically between the hours of 8:00 am - 5:00 pm Monday-Friday,
- Remain in class or lab to achieve learning objectives
- Complete required assignments and exams in a timely manner

Essential requirements in this functional area include the ability to:

- Adhere to the Occupational Therapy Code of Ethics
- Complete client interventions, assessments, and documentation in a timely manner
- Create an environment that maximizes client responses
- Appropriately apply concepts of universal precautions and infection control
- Collaborate with peers, faculty, staff, colleagues, and care team
- Take responsibility for professional competence, conduct, and growth
- Demonstrate consistent, professional work behaviors in classroom, clinic, and fieldwork
- Engage appropriately in the supervisory process

- Consent to and provide documentation of screenings (tuberculosis, titers, drugs) and immunizations required by the Program or fieldwork settings or provide documentation of exempt status
- Complete and pass state and federal criminal background checks
- Maintain current CPR and First Aid certifications
- Adhere to HIPAA regulations
- Have adequate ability to tolerate a variety of environmental conditions that might be encountered in class and in the workplace, such as confined spaces, noise, dust, odors, and temperatures

G. References - Adapted from:

- College of St. Scholastica, Occupational Therapy Department (2020). Technical Standards and Essential Requirements retrieved from <http://www.css.edu/academics/school-of-health-sciences/graduate-areas-of-study/occupational-therapy/current-students/technical-standards-and-essential-requirements.html>
- St. Catherine University, Occupational Therapy Department (2020). Technical Standards and Essential Requirements retrieved from <https://stkate.app.box.com/s/ysm7s6r5tgbs2g3cfg37i47t6a20l3cy>

16. Students with Disabilities

Students with disabilities may be eligible for special services and accommodations, as accorded by the Americans with Disabilities Act. To access these services, contact Disabilities Services at 314-977-3484 for complete information and see <http://www.slu.edu/life-at-slu/student-success-center/disability-services>.

17. Immunization Requirements

See <https://www.slu.edu/life-at-slu/student-health/required-records-forms.php>

- A. Hepatitis B - dates of three doses of the vaccine or protective titer
- B. Measles - date of primary immunization and boosters or protective titer
- C. Mumps - date of primary immunization and boosters or protective titer
- D. Rubella - date of primary immunization and boosters or protective titer
- E. Varicella - date of primary immunization and boosters or protective titer

- F. Polio - date of primary immunization and booster
- G. Tetanus - Diphtheria: date of booster (must be within the prior 10 years)
- H. Tuberculosis - Annually. The date of PPD or similar test (BBG vaccine and negative chest x-ray)
- I. Meningitis - Immunization is required for all freshmen students living in residence halls or signed waiver acknowledging risks/benefits of vaccine.
- J. FLU/influenza vaccine is not required but highly recommended.

18. Health Insurance

Students are required to maintain personal health insurance throughout their enrollment in the undergraduate and graduate programs. Please refer to the University's Student Health website for details at <https://www.slu.edu/life-at-slu/student-health/university-health-plan.php> and <https://www.slu.edu/life-at-slu/student-health/medical-billing.php>

19. General Dress Code Requirements

In addition to appropriate behaviors and attitudes, appearance and dress is an important part of the way a student is perceived by others. Attire and hygiene should reflect your intent to be perceived as a professional and matched to the setting and activity in which you are involved. The following information provides guidelines for meeting professional dress and appearance standards.

A. In the classroom and labs:

1. Casual apparel is acceptable, including jeans, t-shirts, sweatpants, skirts and dresses.
2. Clothing items that are not acceptable in the classroom include pajama pants, slippers/house shoes, and clothing that reveals any type of undergarments.
3. Scheduled guest lecturers or assignments involving classroom presentations may require more professional attire; each professor will determine appropriate clothing for the season.

B. Class Outings and Applied Community Service Experiences:

1. In the Fall Semester, the student organization (SLU/SOTA) sells approved polo shirts with embroidered departmental logos. You are highly encouraged to purchase and wear a departmental polo for experiences that take place outside the classroom. Polos can be paired with solid color, conservative slacks.
2. Footwear should be functional and modest. Most sites require socks and close toe/heel shoes such as an athletic or leather shoe.
3. Most sites have policies against visible tattoos and/or visible body piercings. Students are obligated to check with and follow each facility's rules regarding this.
4. Sites vary in guidelines, and therefore, students will follow the requirements of the facility.

20. Student Activities and Recognitions

A. SLU SOTA

1. Purpose: The Saint Louis University Student Occupational Therapy Association (SLU SOTA) enhances student's knowledge of the profession, educational, community, and social activities. The organization facilitates opportunities for camaraderie among students, as well as, provides meaningful, productive interaction with faculty.
2. All Occupational Therapy students are automatically members of SLU SOTA. Meetings and activities are scheduled throughout the semester. The Association's email address is slusota@slu.edu.

B. Beta Gamma Chapter of Pi Theta Epsilon Honor Society

1. Pi Theta Epsilon (PTE) is a specialized honor society for occupational therapy students and alumni. The society recognizes and encourages superior scholarship among students enrolled in professional entry-level programs at accredited educational programs across the United States.
2. The objective of the society, as outlined by the founders of PTE, was to contribute to the advancement of occupational therapy through special projects of its members; to provide a basis for relationship among accredited programs of occupational therapy; and to work in cooperation with the aims and ideals of other student occupational therapy organizations. At present, the mission of Pi Theta Epsilon is to promote research and scholarship among occupational therapy students.

3. Pi Theta Epsilon supports the development of occupational science and the practice of authentic occupational therapy by promoting research and other scholarly activities of its members. In this way, the organization serves not only the profession but also helps to ensure quality health care services for the public.
4. In the early spring, qualified students are invited to apply based on the following:
 - a. Good standing with the department
 - b. 3.5 or higher GPA in professional coursework, including Gross Anatomy
 - c. Top 35% of the class
 - d. Enrolled in the 2nd semester of their senior/PY 1 program

For more information on Pi Theta Epsilon please visit
<http://www.aotf.org/pithetaepsilon.aspx>.

C. Alpha Eta Society

Alpha Eta Society is a national honor society for the allied health professions. Membership is by invitation and based on scholarship, leadership, fellowship, and significant contributions to the health sciences.

21. Department Student Representatives

A. Objective

1. Two to three student representatives will be selected from the junior, senior/PY 1 (fall semester) classes to serve as an additional mechanism for communicating with faculty.

B. Responsibilities

The student representatives will have the following responsibilities

1. Schedule time to meet with classmates outside of class time to discuss substantive issues and concerns. This can be completed via face-to-face, telephone, or electronic communications.
2. Bring forward to the faculty concerns about the program.

3. Discuss concerns with faculty at the monthly faculty meeting (TBA). Student representatives will have a designated time at each meeting to discuss the concerns of their particular class. Not all student representatives will have to come to every faculty meeting. A schedule will be arranged in which each class will have student representatives attend faculty meetings once per semester.
4. Present feedback from the faculty to their class.

C. Selection

1. Students may be nominated by their classmates or they can self-nominate.
2. In order to be placed on the nomination ballot, the student must be willing to serve as a class representative for a one-year term.
3. Students will coordinate the election process with a faculty contact for procedural advice.
4. The names of the students who have been selected must be provided to the Department Chairperson two weeks before the scheduled September faculty meeting. The date will be determined on a yearly basis.

22. Program Complaint Procedures

A. Definition of Program Complaints

1. Program-related complaints are **non-academic** complaints for which there are no existing Program, College, or University policies. Program complaints are viewed as feedback and opportunities to further improve the program. **See Section III for academic grievance policies and procedures.**

B. Procedures for Program Complaints

1. Complaints regarding specific faculty, students, or staff related to a specific course should be directed or communicated to the course coordinator or course faculty. This can be done through a request for a meeting or communicated via email directly to the course instructor. Fieldwork-related complaints need to be directed to the Academic Fieldwork Coordinator.
2. Should the issue remain unresolved, the individual can file a written, printed and signed complaint to the Program Director. The written complaint needs to specifically state the facts and reasons for the complaint, all parties involved, date and times of any events, and all resolutions that have been sought prior to filing a complaint. All complaints will be treated confidentiality.

3. The Program Director will review the complaint and address the issue within ten (**10**) business days of receiving the complaint. Resolutions can include, but are not limited to, forming a committee to investigate the complaint, requesting a meeting with all parties involved, or counseling individuals related to the complaint.
4. The Program Director will keep a record of the complaint and all pertinent documents related to the complaint for a period of five years.
5. Complaints should be addressed to:

Dr. Julia Henderson-Kalb
Program Director
Dept. of Occupational Science/Therapy
3437 Caroline Mall, AHP 2020
St. Louis, MO 63104
julia.hendersonkalb@health.slu.edu

- C. Students who have grievances with actions, decisions, and/or processes at the College level are afforded formal means for registering those complaints and for their complaints to be deliberated and acted upon by governing Doisy College of Health Sciences officials. Details on specific types of complaints and related complaint policies and procedures are provided at <http://www.slu.edu/doisy/about-doisy-college-of-health-sciences/academic-grievance-policy>.

23. Lab and Equipment Use

- A. Use of labs and equipment/materials:
 1. Lab and equipment/materials use is restricted to class-related activities only.
 2. Labs and all lab equipment (including but not limited to mats, wheelchairs, durable medical equipment, lab supplies, and assessment kits) should only be used under the direct supervision or with verbal consent from the appropriate faculty member.
- B. Use and maintenance of tables, mats, sinks, appliances, and kitchen counters and workspaces during and after class-related activities:
 1. Labs and all lab equipment should be left as they were found. Return lab space to its original layout whenever mats, chairs, etc. are moved for any activity.

2. Straighten up and wipe down all areas used, including mats, tables, etc.
 3. Ensure that nothing is left in the sink after use (i.e., cleaning paint brushes, dumping items other than water).
 4. Do not leave trash in any of the lab spaces. Be sure that any trash, including food waste, is appropriately contained within the garbage cans.
 5. Utilize any lab equipment or materials in an appropriate, safe, and careful manner. Should any breakage occur, please let the instructor or lab assistant know of the situation immediately.
- C. Use and maintenance of all other lab equipment during and after class-related activities:
1. Lab equipment should only be used under the direct supervision or with verbal consent from the appropriate faculty member.
 2. Any equipment used should be returned to its original storage space and in the condition, it was originally stored.
 3. If there is a reason to check out equipment/materials for use outside of the lab, then students must indicate in writing that they have received the equipment/tools and are assuming responsibility to return the items intact. The appropriate sign-out sheet will be located at the front desk or in the appropriate location as verbalized by the class instructor. No equipment should be removed from the lab or the college without signing it out on the appropriate form.
 4. It is the student's responsibility to ensure any equipment checked out from the department is returned in a timely manner and with all parts and/or pieces in working order. Students will be charged for any broken and or missing lab equipment which occurred while the materials were in the possession.
 5. Prior to checking out equipment, please ensure that the equipment is in working order with all pieces included. Once it is signed out to a student's possession, it becomes the student's responsibility (see above).
 6. See the OSOT Department *Lab Health and Safety Manual* for information regarding specific pieces of lab equipment, including but not limited to installation and maintenance instructions.
- D. Personal protective equipment (PPE) and first aid storage and maintenance:

1. All labs have a first aid kit, masks, gloves, goggles, eye wash and anti-viral/bacterial cleansers available for immediate emergency usage.
2. There are First Aid and PPE stickers on the cabinets containing first aid kits and personal protective equipment.
3. In the Activities of Daily Living (ADL) In the Activities of Daily Living (ADL) these supplies are located in the cabinet under the sink and in the Occupational Performance Lab, in the cabinets over the sink.
4. and Occupational Performance Lab (OPL), the PPE supplies and first aid kits are in the cabinet over the sink.
5. In the Media Lab, PPE supplies and the first aid kit are in the lower cabinet next to the large sink.
6. See the OSOT Department *Lab Health and Safety Manual* for further instruction on handling emergency situations.

24. Technology and Internet Access

It's standard practice for class attendance, lectures, labs, course assignments and projects to require access to the internet for participation, completion and submission of assignments and to communicate with instructors. There is wireless access throughout both campuses. For best performance, students should:

- A. Be competent with basic computer skills.
- B. Have access to a computer or mobile device and printer. Students that do not have their own computer may use the computers and printers located in the Doisy College of Health Sciences computer lab, the Educational Union common area and the Medical School Library on the Medical Campus and the Pius Library on the main campus.
- C. Have a reliable broadband connection to the Internet that is not restricted by an aggressive firewall. (e.g. military, hospital, government agency).
- D. Students should use the University provided email account for all program related email communications and should check this account daily.
- E. Have access to and a working knowledge of a Microsoft Office type suite of tools.
- F. ExamSoft is a secure testing program used in most of the OSOT course exams. The software blocks access to files, programs, and the internet during the exam providing a secure testing environment. To use ExamSoft, the student's operating system must meet the minimum operating requirements as listed at

<https://ei.examsoft.com/GKWeb/login/SLUHS..> Students are required to have a device that is in good working order and meets all the requirements listed.

- G. TopHat is an app used in some classes to take attendance, conduct short surveys and quizzes and other tasks. There is a fee associated with the use of this app which students pay in their junior year and which will cover their enrollment during the remainder of their academic program.

III. ACADEMIC POLICIES

The Academic and Professional Progression Standards presented in this handbook apply specifically to students enrolled in the Bachelor of Science in Occupational Science (BSOS). The Standards define the criteria for progression in the program and ensure, to the extent possible, that students graduating with the BSOS are prepared to enter the Master of Occupational Therapy Program.

The Department's Progressions Committee is responsible for the academic (knowledge and skills) and professional (behaviors and attitudes) progression of students in both the undergraduate and graduate programs. The Committee is a recommending body, writing progression policies and procedures under the direction of the Program Director. These policies and procedures support the student's academic and professional development in preparation for practice as an entry-level, competent, and generalist occupational therapist.

The Progressions Committee embraces the Jesuit value of *cura personalis*, responding to the student and their circumstances. The Committee is tasked with administering policies and procedures as academic, professional, health, personal, or family issues arise. As the Committee determines, students may interact with the Committee in the form of written communication, a telephone conversation, or a face-to-face meeting to discuss the presenting issue. Upon review of the issue, the student may be placed on probation, granted a leave of absence, guided to medical resources, directed to campus resources, or may be dismissed from the program. **See Sections III. Academic Policies and IV. Academic and Professional Integrity** for the Program's Progression Standards.

1. Grade Standards and Extra Credit

A. Grade Standards

Bachelor of Science in Occupational Science: The Department of Occupational Science and Occupational Therapy assigns grades for academic courses as follows for the freshman, sophomore, and junior years (approved 1/07):

Quality Points	% Equivalent	Alphabetic Equivalent
4.0	93-100	A

3.7	91-92	A-
3.3	89-90	B+
3.0	84-88	B
2.7	81-83	B-
2.5	79-80	C+
2.0	74-78	C
1.0	68-73	D
0	67 and below	F

B. Extra Credit

The inclusion of extra credit assignments as part of coursework is up to the discretion of the individual instructor. When an extra credit assignment is a component of a course, the following guidelines will be used:

1. The extra credit work must be offered to all students in the course.
2. The assignment will never count for more than 2% of the student's total semester grade.
3. The assignment cannot be used to raise or have any effect on final course grades of D or F.

2. Attendance

- A. Successful completion of the BSOS degree implies that students have experienced essential components of the curriculum. Consistent attendance is required to meet this standard.
- B. Students are expected to attend all classes. At least 80% of class sessions must be attended to sufficiently derive material from the BSOS courses. Any student absent for more than 20% of a class will receive a failing grade for that course.

3. Applied Community Service Experiences (ACSE)

- A. As part of the BSOS curriculum, students are required to participate in Applied Community Service Experiences.
- B. Students must successfully complete the required ACSE hours to pass the applicable OS course.

4. Incomplete Grade Requirements

- A. Undergraduate students may request a temporary grade of "Incomplete" when required coursework is unfinished as of the last class of the current term, due to

extraordinary circumstances. This type of request is not allowed in order to avoid an unsatisfactory grade.

- B. Students must request the course instructor to initiate an “Incomplete”. The student and the instructor must discuss and document the conditions for clearing the “Incomplete” grade, including an expected completion date. The instructor must send the proper form documenting the conditions to the appropriate School/Department for inclusion in the student’s permanent academic file.
- C. An “Incomplete” grade must be cleared within one year after the course was taken, and if not cleared within this time, the “Incomplete” will be converted to the grade of ‘F’. This is an automatic conversion process administered by the Office of the University Registrar. In the case of graduating seniors, this conversion date will take place 30 calendar days after the commencement date.
- D. Students with incomplete grades will not be allowed to continue into the next semester’s classes until the incomplete grade is resolved with a non-failing grade (according to OCS and MOT guidelines).
- E. All incompletes must be cleared before enrollment in Gross Anatomy or progression to Level II Fieldwork.

5. Grade and GPA Requirements

In unusual circumstances, such as the COVID-19 pandemic, the University may institute alternate grading options to include Pass/Low Pass/No Pass. In these situations, students may be given the option to choose a letter grade or alternate grading on their academic record. Students will be notified when alternate grading is an option. A letter grade is required for all courses that begin with the prefixes OCS and MOT.

The terms are defined as:

Pass = A, A-, B+, B, B-, C+ and C

Low Pass = C- and D

No Pass = F

A. Grade Requirements (freshman through junior years)

1. General Grade Requirements

- a. **All students must receive a grade of “C” or better in all courses listed in the curricular guide (BSOS to MOT and BSOS Only Program). See Section II - Degree Requirements.**

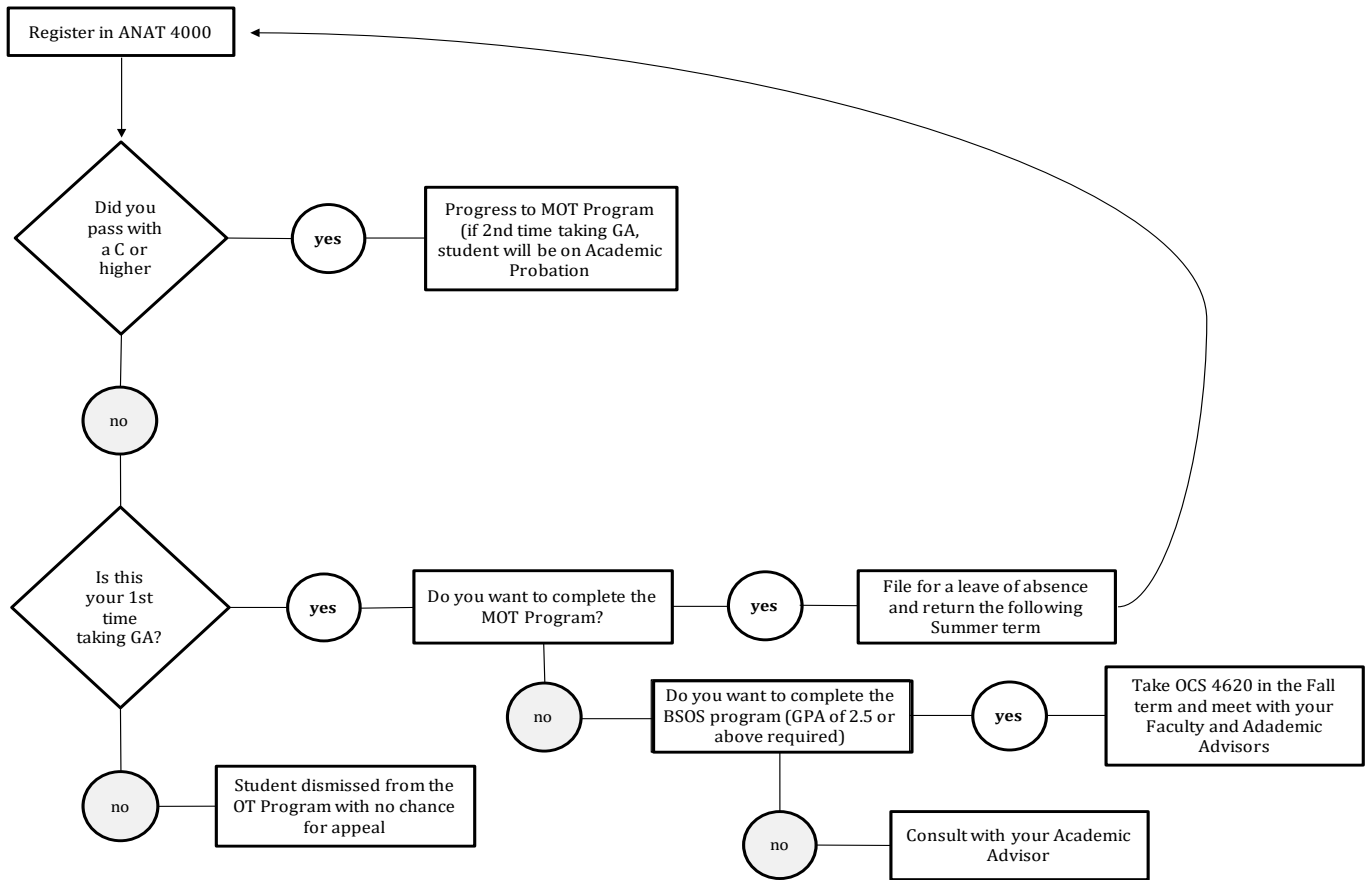
- b. A student who receives a grade of "**C-, D, or F**" is in academic jeopardy of falling below the minimum GPA academic standard. However, they will be allowed to progress in the program.
 - c. The Progressions Committee (PC) will notify the student, within **ten (10)** business days of the posting of **all** course final grades, of their requirement to retake any courses to continue in the program.
 - d. The student must email the Progressions Committee, through their SLU account, a written letter of intent to retake the specified course(s) within **ten (10)** business days of the Progressions Committee notification.
 - e. Failure to inform the Progressions Committee of intent to repeat the specified course(s) will result in discontinuance from the program. In such case, the student will be notified by email of their discontinuance by the Departmental Chairperson within twenty-one **(21)** business days of the posting of the final grade.
 - f. The student must repeat the failed (i.e. a grade of C-, D, or F) course(s) and **receive a grade of 'C' or better**, or they will be discontinued from the program with no option to appeal. The course(s) must be repeated before enrollment in Gross Anatomy and can only be repeated one time.
 - g. Please note that all OCS courses are sequential and therefore must be passed with a "C" or better to progress into the next semester.
 - h. All science and math coursework listed in the curricular guide (BSOS to MOT and BSOS Only Program see Section II) must be completed at Saint Louis University. Should a student earn a grade of "C-, D, or F" in these courses, the student must retake the course. It is strongly recommended that the student retake the course at Saint Louis University or another 4-year institution.
 - i. A student may enroll in equivalent coursework at institutions other than Saint Louis University with submission of proper documentation to the Academic Advisor. Performance must reflect a grade of 'C' or higher, as the University policy does not accept transfer credit for classes in which a grade of C- or below is recorded.
2. Gross Anatomy (For all students)

Gross Anatomy (ANAT 4000) is one of the most challenging courses in our curriculum. Therefore, to maximize students' chances of success, the following criteria apply:

- a. Students must successfully complete all prerequisite coursework before enrollment in Gross Anatomy.
- b. Students must meet the Good Standing GPA, in all required courses before enrollment in Gross Anatomy.
- c. A student's summer Gross Anatomy GPA will not affect their departmental standing, but the department will calculate the Gross Anatomy grade into the student's GPA when determining eligibility for the OT honor society, Pi Theta Epsilon.
- d. If a student withdraws or does not earn a grade of C or higher in Gross Anatomy, they can request a one-year leave of absence in which to complete this requirement. The student may request a leave of absence by emailing, through their SLU account, a written letter of intent to the Progressions Committee within ten **(10)** business days of the posting of the final grade. The student must send an email to the Progressions Committee Chairperson by **March 1** preceding the next academic year, re-affirming their intent to retake Gross Anatomy. The student will be required to retake Gross Anatomy the following year at SLU.
- e. Failure to inform the Progressions Committee of intent to repeat Gross Anatomy will result in discontinuance from the program. In such case, the student will be notified of their discontinuance by the Chairperson of the Progressions Committee within twenty-one **(21)** working days of the posting of the final grade.
- f. If a student successfully retakes Gross Anatomy with a grade of "C" or higher on the second attempt, the student will be placed on academic probation during the first fall semester of the MOT Program. This probation period is considered the student's one semester of academic probation that is allowed during their MOT program. If the student falls below the minimum GPA requirement of 3.0 in any of the semesters including, or following, the fall semester of the senior/PY 1 year, then the student will be dismissed from the program as per policy.

- g. If a student does not successfully complete Gross Anatomy by the fall of the following academic year (to progress into the senior/PY 1 year) the undergraduate student will be offered the opportunity to earn their Bachelor of Science in Occupational Science degree (BSOS).

ANAT 4000 Progression Guidelines Flowchart



B. GPA Requirements

Semester Grade Point Average (GPA) Requirements

Classification	Good Standing	Probation
Freshman	2.7	2.69 or below

Sophomore	2.8	2.79 or below
Junior	2.9	2.89 or below

1. Departmental progression requirements are based on academic performance during each **individual** semester in the OSOT program. This is separate from the Saint Louis University policy that bases progression on cumulative GPA. Please see the University Undergraduate Catalog Policies and Procedures for more information on University progressions and academic standing.
2. Any student with a **semester** GPA in the probation range will be placed on academic probation for **ONE** semester. The semester GPA in **ALL** subsequent undergraduate semesters must meet the “Good Standing” criteria, or the student will be discontinued from the program **without** the option to appeal.
3. The Progressions Committee (PC) will notify the student, within **ten (10)** business days of the posting of **all** course final grades, regarding his/ her placement on probation or discontinuation from the OSOT program. Students may only be placed on academic probation **ONCE** during their undergraduate program. Students who fall into the academic probation range a second time will be dismissed from the program **without** the option to appeal.
4. If a student is placed on academic probation at the end of the spring semester of their junior year, that academic probation will be in effect during the first fall semester of the MOT Program.
5. It is the student’s responsibility to be aware of the GPA requirements and as such, know that they can be placed on departmental probation, unable to matriculate to the MOT program, or be discontinued from the program based on the GPA requirement. The student’s Faculty Mentor is available for consultation and assistance in all progression issues.
6. Please note that all OCS courses are sequential and therefore every OCS course must be passed with a “C” or better to progress into the next semester.
7. Students may only ask for **one (1)** leave of absence during their undergraduate program. Please see the Leave of Absence policy (Academic Issues) in Section III in this handbook.

6. Academic Probation and Dismissal

A. Probation

1. Probationary status is assigned to a student whose grade point average has fallen below good standing status.
2. Departmental progression requirements are based on academic performance during each individual semester in the undergraduate program. This is separate from the Saint Louis University policy that bases progression on cumulative GPA. Please see the University Graduate Catalog Policies and Procedures for more information on University progressions and academic standing.
3. Probationary status allows the student the opportunity to improve scholastically and to demonstrate evidence of the capacity to proceed toward a degree. Any student with a semester GPA in the probation range will be placed on academic probation for **ONE** semester. The semester GPA in **ALL** subsequent undergraduate semesters must meet the “Good Standing” criteria, or the student will be discontinued from the program without the option to appeal.
4. If a student is placed on academic probation at the end of the spring semester of their junior year/year 3, that academic probation will be in effect during the first fall semester of their senior/PY 1 year.
5. If a student successfully retakes Gross Anatomy with a grade of “C” or higher on the second attempt, the student will be placed on academic probation during the first fall semester of the PY 1. This probation period is considered the student's one semester of academic probation that is allowed during their MOT program. If the student falls below the **minimum GPA requirement of 3.0** in any of the semesters including or following the fall of the PY1 year, then the student would be dismissed from the program as per policy.
6. The Progressions Committee (PC) will notify the student within **ten (10)** business days of the posting of **all** course final grades, regarding their placement on probation or dismissal from the undergraduate program. **Notifications of probation or dismissal will be made via email to the students’ SLU email account, so students are responsible for checking their student email accounts.**
7. **Students may only be placed on academic probation once during their undergraduate program (years 1-3).** Students who fall into the academic probation range a second time will be dismissed from the program with no option to appeal.

B. Dismissal

1. The Department Chair of Occupational Science and Occupational Therapy has the authority and responsibility to dismiss a student from the MOT program for academic and professional behavior reasons.
2. A student notified of dismissal due to academic or professional behavior reasons may apply for transfer to another school of the University under the condition that they meet the requirements of the school into which transfer is requested.
3. The conditions under which a student **will be** dismissed are:
 - a. Failure to pass a previously failed course (C-, D or F grade) with a grade of "C" or higher.
 - b. A second semester during years 1-3 in which the students' GPA is below the Good Standing GPA standards shown below and outlined in this handbook. There is no option to appeal.

Semester Grade Point Average (GPA) Requirements

Classification	Good Standing
Freshman	2.7
Sophomore	2.8
Junior	2.9

4. A student **may** be dismissed due to Professional Behavior violations. The departmental progressions committee will assess the situation and make a recommendation to the chairperson.

See Section III - Grade and GPA Requirements and Section IV- Professional Behavior Standards and Policy

7. Assignment and Final Grade Appeals

Students who have a grievance against a faculty member or academic administrator regarding an evaluation of their academic work, typically a grade given for an assignment or a final term grade, may participate in the formal appeal process established by the Occupational Therapy Program.

A. Definitions

1. A grade appeal can be filed if the student can provide a rationale that their work has been assessed in a capricious manner.
2. Capricious grading, as that term is used herein, refers to one or more of the following:
 - a. The assignment of a grade to a particular student on some basis other than performance in the course.
 - b. The assignment of a grade to a particular student was by more exacting or demanding standards than were applied to other equivalent students in that section.
 - c. The assignment of a grade by a substantial departure from the instructor's standards announced during the first quarter of the term.

B. Procedure for Assignment Grade Appeal

1. Within **ten (10)** business days of receiving the grade, the student should request a meeting with the instructor (via SLU email) to discuss the grade and receive an explanation of how the grade was determined.
2. This meeting should occur within **ten (10)** business days following the student's request for a meeting.
3. The Faculty Member will document the meeting discussion and outcomes, copying both the student and the Program Director via SLU email, within **five (5)** business days after the meeting. A summary correspondence will be written and delivered via SLU email. The message will be sent with a "read receipt" request. If "read receipt" does not appear in the sender's email after **ten (10)** calendar days, a paper follow-up letter will be sent to the student's permanent address.
4. If the student continues to believe the grading was capricious, they should write an email, through their SLU account or a letter to the Program Director, or her/his designee, iterating the concern and carefully describing the rationale which supports the claim of capricious grading (as defined above). The Program Director or her/his designee will evaluate this claim, may request additional information, and may request a meeting with the student and/or instructor. The Program Director, or her/his designee, will notify the student via SLU email within **ten (10)** business days of the decision. The message will be sent with a "read receipt" request. If "read

receipt” does not appear in the sender’s email after **ten (10)** calendar days, a paper follow-up letter will be sent to the student’s permanent address.

5. After receiving the decision from the Program Director and all academic department channels have been fully exhausted, if the student remains dissatisfied with an academic grievance decision at the department level (i.e. the student believes the published department policies were not followed), they may escalate the appeal to the college level. The student initiates this process by writing a detailed letter of academic grievance to the Dean of the Doisy College of Health Sciences. The Dean, or her/his designee, will review the situation to assure departmental policies and procedures were followed. For more information, refer to the Doisy College of Health Sciences Academic Grievance Policy at https://www.slu.edu/doisy/dchs_academic_grievance_policy.pdf.

C. Procedure for Final Grade Appeal

1. Within **ninety (90)** business days of receiving the grade, the student should request a meeting with the instructor (via SLU email) to discuss the final grade and receive an explanation of how the grade was determined.
2. The meeting should occur within **ten (10)** business days following the student’s request for a meeting.
3. The Faculty Member will document the meeting discussion and outcomes, copying both the student and the Program Director via SLU email, within **five (5)** business days of the meeting.
4. If the student continues to believe the grading was capricious, they should write an email through their SLU account or send a letter to the Program Director, or her/his designee, iterating the concern and carefully describing the rationale which supports the claim of capricious grading (as defined above). The Program Director, or her/his designee, will evaluate this claim, may request additional information, and may request a meeting with the student and/or instructor. The Program Director, or her/his designee, will notify the student via SLU email within **ten (10)** business days of the decision.
5. If, after receiving the decision from the Program Director and all academic department channels have been fully exhausted, the student remains dissatisfied with an academic grievance decision at the department level (i.e. the student believes the published department policies were not followed), they may escalate the appeal to the college level. The student initiates this process by writing a detailed letter of academic grievance to

the Dean of the Doisy College of Health Sciences. The Dean or her/his designee will review the situation to assure departmental policies and procedures were followed. For more information, refer to the Doisy College of Health Sciences Academic Grievance Policy at https://www.slu.edu/doisy/dchs_academic_grievance_policy.pdf.

Complaint Policy

Students who have grievances with actions, decisions, and/or processes at the University are afforded formal means for registering those complaints and for their complaints to be deliberated and acted upon by governing University officials. Details on specific types of complaints and related complaint policies and procedures are provided at <https://www.slu.edu/provost/accreditation-compliance/student-complaints.php>

For non-academic grievances and program complaints, see Section II, Program Complaint Procedures. For department level academic/professional behavior grievances, see Section III.

8. Leave of Absence (Academic Issue)

- A. A student enrolled in the BSOS program may request a Leave of Absence for up to one year due to academic issues.
- B. Students may request one (1) leave of absence during their graduate program.
- C. The student:
 - 1. Must submit an email through their SLU account to the Chairperson of the Progressions Committee requesting this leave.
 - 1. May need to meet with the Progressions Committee to determine whether the leave is granted.
 - 2. If the request is granted, the student must submit a second letter, through their SLU account, to the Chairperson of the Progressions Committee reviewing how they are now ready to re-enter, identifying the support systems in place that will allow the student to succeed in the program. This letter must be submitted no later than **March 1** for program reentry into the fall semester or **October 1** for program reentry into the spring semester.
 - 3. The Progressions Committee may request an additional meeting with the student to review the student's plan for success.

4. Upon return from Leave of Absence, the student will be placed on academic probation during their first semester of full academic coursework in the BSOS program.

IV. ACADEMIC AND PROFESSIONAL INTEGRITY

Since the mission of the University is “the pursuit of truth for the greater glory of God and for the service of humanity,” acts of falsehood violate its very reason for existence. Since the University seeks to prepare students and faculty for lives of integrity and occupations of trust, it regards acts of academic dishonesty as matters of serious concern. The following statements are minimum standards for student academic integrity at Saint Louis University. (Updated and approved June 26, 2015)

1. Academic Integrity at Saint Louis University

- A. Responsibilities of Members of the Community: To create a learning environment in which high standards of academic integrity are prized requires the efforts of everyone in the University community.
 1. **Faculty** are responsible for adhering to high standards of academic integrity in their own research and professional conduct; for laying out relevant parts of the policy on their syllabi and assignments; explaining key terms to students and following procedures for reporting and adjudicating possible violations both in and out of their academic unit. Furthermore, faculty are encouraged to create assignments that minimize the possibility of academic dishonesty through clear expectations and to help to create an environment in which academic integrity is uppermost.
 2. **Students** are responsible for adhering to University standards of academic integrity, helping to create an environment in which academic integrity is respected, and reporting violations of the policy to instructors, department chairs, or administrators, as appropriate.
 3. **Staff** are responsible for calling the attention of their supervisors to possible violations of academic integrity, for modeling high standards of academic integrity in their own professional conduct and research and for otherwise supporting a community of academic honesty and trust.

4. **Academic administrators** such as Deans, Chairs and Directors are responsible for addressing and managing cases of academic dishonesty in accordance with University policies and those of their academic units. One exception is that alleged violations of academic integrity in scientific research will be addressed in accordance with the Research Integrity Policy of the University. Administrators in academic units are also responsible for providing students or others charged with violations of academic integrity appropriate notice of the charges and the opportunity to respond in ways laid out in unit and University policies.
- B. **Violations of Academic Integrity:** Definitions to guide academic units in setting and applying their academic integrity policies are as follows (more than one violation may apply):
1. **Falsification** entails misrepresentations of fact for academic gain. Instances include:
 - a. Lying to or deceiving an instructor about academic work;
 - b. Fabricating or misrepresenting documentation or the data involved in carrying out assignments;
 - c. Fabricating, misrepresenting, or altering in unauthorized ways information in academic records belonging to an instructor or to any academic department or administrative unit in the University.
 2. **Plagiarism** involves the representation of someone else's thoughts, words, and/or data as if they were one's own or "self-plagiarism" which is the use of material prepared for one class and submitted to another without proper citation and without the permission of the instructor. Instances include:
 - a. Quoting directly from someone else's written, artistic or spoken work without using quotation marks or indented quotations and without giving proper credit to the author or artist; for example, cutting and pasting text from the internet and making it appear to be your own work.
 - b. Paraphrasing or incorporating someone else's ideas, concepts, arguments, observations, images, objects, music, or statements without giving proper credit.
 - c. Submitting as one's own work a paper or other assignment/project that has been prepared, either wholly or in part, by another person, group, or commercial firm without citation or acknowledgment.

3. **Cheating** involves the use of unauthorized assistance to gain an advantage over others. Instances include:
 - a. Copying from another student's examination or using unauthorized assistance, aids, technological resources such as cell phones, calculators, translation software or Internet based applications in taking quizzes or examinations;
 - b. Using resources beyond those authorized by the instructor to complete assignments such as writing papers, preparing reports, giving oral presentations, making models, multi-media projects, sound recordings, creating visual materials such as drawings, videos, or photographs or presenting material on the internet;
 - c. Acquiring, disseminating, or using tests or any other academic forms of assessment belonging to an instructor or a member of the staff through any means (including social media) without prior approval;
 - d. Influencing, or attempting to influence, any University employee in order to affect a grade or evaluation;
 - e. Hiring or otherwise engaging someone to impersonate another person in taking a quiz or examination or in fulfilling other academic requirements.
4. **Sabotage** entails disrupting or seeking to prevent the academic pursuits of others. It includes:
 - a. Interfering with work or undermining the academic success of others in the university community in an intentional way for the purpose of negatively impacting that person's academic performance.
 - b. Modifying, stealing, or destroying intellectual property such as computer files, library materials, artwork, personal books or papers.
 - c. Performing any action that would impact research outcomes such as lab tampering, falsification of data, or destruction of research resources.

5. **Collusion** involves unauthorized collaboration with another person or persons for the purpose of giving or gaining an academic advantage in such activities as completion of assignments or examinations without explicit permission of the instructor. Collusion may include any or all of the other violations of academic integrity as defined above. For example, if two students developed a plan that enabled them to improve their performance on an assignment that was supposed to be completed independently, they would be guilty of collusion.
6. **Concealment** entails failing to call to the attention of a faculty member or administrator violations of academic integrity that an academic unit requires be reported.

2. Academic and Professional Integrity for the Doisy College of Health Sciences

A. Purpose: Common to the health care professions are expectations of integrity, honesty, and truthfulness which are tantamount to the standards of ethical conduct for the professional. These basic expectations are in accord with those held within the academic community. Students in Doisy College of Health Sciences (DCHS) programs are therefore expected to be honest in their academic professional work. The DCHS seeks to provide an atmosphere conducive to academic and professional honesty.

B. Policy

1. Policy Statement:

- a. Saint Louis University supports an environment of trust and integrity. Faculty and students share responsibility for upholding academic integrity. Violating academic integrity is not consistent with such an environment.
- b. Violations of academic integrity include but are not limited to cheating, plagiarism, and falsifying or fabricating facts. Professional integrity is violated by any dishonesty in meeting the responsibilities inherent in clinical practice.
- c. Sanctions for a violation of academic or professional integrity may include but are not limited to disciplinary probation, suspension, and dismissal from the University. The Academic and Professional Integrity Policy is consistent with the University's Academic Integrity Statement.

2. Breaches of academic integrity include but are not limited to:

- a. Copying from another student's test paper, lab report, clinical assignment, or allowing another student to copy one's work
 - b. Copying from a textbook or class notes during a closed book exam
 - c. Submitting material authored by another person but represented as the student's own work
 - d. Copying a passage or text directly from a book, journal, or electronic source, or using extensive paraphrasing without indicating the source or without using a recognized style for citing sources
 - e. Taking a test or writing a paper for another student
 - f. Taking a course for another student or securing another student to take a course for oneself
 - g. Securing or supplying in advance a copy of an exam without the knowledge and consent of the instructor
 - h. Submitting an assignment as new work when this same assignment had been completed for a prior course
 - i. Using non-approved technology during an exam
 - j. Collaborating with another person to commit breaches of academic integrity
3. Breaches of professional integrity include but are not limited to:
- a. Falsifying information written in a medical record or reported orally to an instructor or staff person in a clinical practice setting
 - b. Violating HIPPA guidelines such as patient confidential information
 - c. Violating professional code of ethics
 - d. Falsifying clinical hours or student data
4. Sanctions for Academic Misconduct
- a. Sanctions should be selected and imposed with three goals in mind:
 - (i) To assist in the education of the student responsible for the academic misconduct

- (ii) To encourage, in keeping with the University's mission, an honest intellectual environment
 - (iii) To maintain the integrity of the academic program and the rights of all individuals
- b. Sanctions deemed appropriate for the Hearing Committee and Dean are:
 - (i) Warning:
A formal written warning
 - (ii) Professional Probation for Academic Misconduct:
Probationary status imposed with or without restrictions for a definite period of time not to exceed one calendar year. A student is subject to immediate suspension or dismissal if involved in any act of misconduct, including violations of terms of probation, while on professional probation for academic misconduct.
 - (iii) Suspension:
Involuntary separation of the student from the College or University for a definite period of time after which the student is eligible to return. The length of time for the suspension will be determined by the Hearing Committee and stated in the report to the Dean. The disciplinary sanction of suspension is not recorded on the student's permanent academic record. The student is subject to immediate dismissal if involved in any act of misconduct after the suspension has been lifted.
 - (iv) Dismissal:
Involuntary separation of the student from the College or University without provision for a return in the future. In accordance with the University-wide code of student's rights and responsibilities, the disciplinary sanction of dismissal is required to be recorded on the student's permanent academic record.

3. Occupational Therapy Code of Ethics

A. Core Values:

The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence.

Altruism involves demonstrating concern for the welfare of others. *Equality* refers to treating all people impartially and free of bias. *Freedom* and personal choice are paramount in a profession in which the values and desires of the client guide our interventions.

Justice expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009).

Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and *Dignity* of the client, by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (*Truth*). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (*Prudence*).

The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they should be considered when determining the most ethical course of action.

B. Principles of Standards and Conduct

The Principles and Standards of Conduct that are enforceable for professional behavior include (1) Beneficence, (2) Nonmaleficence, (3) Autonomy, (4) Justice, (5) Veracity, and (6) Fidelity. Reflection on the historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision making.

1. Beneficence

Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.

2. Nonmaleficence

Occupational therapy personnel shall refrain from actions that cause harm.

3. Autonomy

Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.

4. Justice
Occupational therapy personnel shall promote fairness and objectivity in the provision of occupational therapy services.
5. Veracity
Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.
6. Fidelity
Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.

Occupational therapists are expected to apply the Code of Ethics to their professional practice. It is therefore important that, as students, the Code of Ethics is examined and understood. For full definitions and examples of the Standards of Conduct within the Code of Ethics, please visit <http://www.aota.org/-/media/corporate/files/practice/ethics/code-of-ethics.pdf>

4. Professional Behavior Standards and Policy

A. Department Professional Behavior Standards

1. Students in the Occupational Therapy Program are preparing for professional practice in health, education, and social service arenas. Professionalism is essential to practice, and for success in this academic program. Students must demonstrate empathy and sensitivity, integrity and ethics, professional conduct, sound judgment, and personal responsibility.
2. These criteria are based on the American Occupational Therapy Association (AOTA) Code of Ethics, the AOTA Occupational Therapy Standards of Practice, the AOTA Fieldwork Performance Evaluation, and the National Board for Certification in Occupational Therapy (NBCOT) Code of Conduct and University Academic Integrity Policy.
3. Professional Behavior is a compilation of many behaviors and complex interactions. These may be evaluated using the Assessment of Professional Behaviors form (APB). This form can facilitate students' self-evaluation and development as well as provide a mechanism for structured faculty feedback and a form of documentation.
4. As indicated, students may individually complete the APB annually during the OT Program. It is reviewed by a faculty member and feedback will be provided as warranted. Courses may require completion of the APB form and incorporate a grading system in the course syllabus.

B. Professional Behavior Assessment Policy

Please refer to the Assessment of Professional Behaviors (APB) form listed below

- A. Course instructors or faculty mentors who have specific concerns or interests related to a student's professional development and behavior will request a meeting with the student to discuss the topic(s) in question. They may use the APB to record and share these with the student and his or her faculty mentor in a timely manner. A professional development plan may be created that addresses these areas.
- B. Patterns of misconduct and incidences of significant misconduct are referred to the Department's Progressions Committee. The committee evaluates the concerns and determines a course of action, which may range from one semester of Professional Behaviors Probation to dismissal from the Program.
- C. If probation is recommended, a plan of remediation is made as part of the professional development process. If the remediation plan is not successfully completed by the student, they may be dismissed from the program.
- D. Additional breaches of professional behaviors or academic integrity can result in immediate dismissal from the Program.

Department of Occupational Science and Occupational Therapy
 Doisy College of Health Sciences
 Saint Louis University

Assessment of Professional Behaviors

Student _____ Date _____

Faculty Mentor _____

Form Completed by: Student Mentor Instructor Other _____

Rating Scale for Performance:

- 4: Meets standards to a high degree: Performance is consistent, skilled, and self-initiated
- 3: Meets standards: Performance is frequent and skilled
- 2: Needs improvement: Performance needs further development
- 1: Unsatisfactory: Performance requires substantial development

Scores of one (1) or two (2) require comment in the area following the assessment

PROFESSIONAL BEHAVIORS	RATING
<i>Commitment to Learning/Excellence</i>	
1. Comes prepared for sessions	
2. Takes initiative in the pursuit of learning/competence	
3. Exercises good judgment and problem solving	
4. Supports and contributes to the culture of learning during classroom and lab experiences	
<i>Personal Responsibility</i>	
5. Dependably honors commitments and completes tasks	
6. Acknowledges personal errors and makes adjustments accordingly	
7. Displays personal honor and integrity	
8. Works independently unless explicitly instructed otherwise	
9. Resolves conflict proactively and appropriately	
<i>Social Responsibility</i>	
10. Meets interpersonal commitments	
11. Considers and respects the needs of others	
12. Contributes "fair share" to group efforts	
13. Cooperates with others	
14. Contributes to the greater good	
15. Refrains from verbal, physical, emotional, or sexual harassment of peers or colleagues	
<i>Supervisory Relationships</i>	
16. Takes responsibility for own behavior	
17. Seeks guidance when needed	

18. Is reflective and open to feedback	
19. Alters behavior in response to feedback	
Communication	
20. Demonstrates positive interpersonal skills (flexibility, empathy, confidence	
21. Communicates clearly and assertively	
22. Expresses disagreement in a tactful manner	
23. Demonstrates respect for the rights of others to hold different values and beliefs	
24. Demonstrates cultural sensitivity and appropriate manners	
Time/Stress Management	
25. Keeps time commitments or notifies in advance	
26. Acts proactively, planning ahead, proposing solutions	
27. Demonstrates flexibility in response to changing demands	
28. Prioritizes tasks and commitments wisely	
Safety	
29. Operates within the scope of personal skills	
30. Recognizes and acts on need for assistance	
31. Adheres to safety guidelines and regulations	
32. Anticipates unsafe situations and modifies behavior accordingly	
33. Maintains work area, equipment, and supplies to be safe and efficient	
Policies and Procedures	
34. Seeks and obtains relevant information	
35. Adheres to federal and state regulations	
36. Adheres to University, College, Program and site policies and procedures	
37. Adheres to professional codes and standards	

Please list the number by the behavior/attitude and reason for score given below:

V. UNIVERSITY POLICIES

1. Tuition and Fees

A. Tuition and fee amounts are set yearly by the university. Rate schedules can be found at: <https://www.slu.edu/financial-aid/tuition-and-costs/index.php>

1. Additional information on tuition, fees and financial aid can be found via the Student Financial Services webpage. <https://www.slu.edu/financial-aid/>
2. Undergraduate Tuition: Undergraduate tuition is assessed at a flat rate for full-time students who enroll in 12-18 credit hours. For part-time students who enroll in less than 12 credit hours, it is assessed on a per-credit hour basis. Full-time students who enroll in more than 18 credit hours will be billed on a per-credit hour basis for any enrolled hours in excess of 18.
3. Undergraduate Fees: These items represent charges not covered by tuition. Common fees include the orientation fee (which funds SLU 101 and fall welcome activities), technology fee (which funds campus-wide wireless Internet access), wellness fee (which funds the Simon Recreation Center and programs provided by the Student Health and Counseling Center), readership fee (which provides daily copies of national newspapers on campus), athletic fee (which provides admission to Billiken athletic events) and activity fee (which funds student organizations and campus programming).

2. Withdrawal/Enrollment Changes

see <https://www.slu.edu/financial-aid/paying-your-bill/refunds.php>

- A. When a student must withdraw after registering for any semester or session - whether the withdrawal is voluntary, requested by the University, or for other reasons - the following regulations apply:
1. Request or notification of the withdrawal must be approved on an official withdrawal form available in the Dean's office.
 2. Failure to file the signed permit in the Dean's office within one week of the last attendance in class constitutes an unauthorized withdrawal.
 3. Cancellation may be approved upon recommendation of the Dean and approval of the Associate Provost and may entitle the student to a refund of tuition.

4. Residence hall charges will be refunded in accordance with the residence contract.
 5. Withdrawal during summer and special sessions will be governed by regulations printed or made available online in the appropriate Summer Sessions Schedule of Classes.
- B. If a student withdraws from the University or drops classes within an enrollment period, please keep the following in mind:
1. Consult your school/program's policies and practices regarding grades when withdrawing or dropping classes. If you leave the University and do not formally withdraw, you will be assigned a grade of "F" (failure).
 2. Withdraw or dropping classes does not eliminate your financial obligation to the University. You are still responsible for any charges owed to the University at the time you withdraw or drop classes, based on the University's tuition and housing refund policies.
 3. There are specific federal, state and University withdrawal/drop policies regarding tuition and fees, housing charges, refunds to scholarship/financial aid programs, and repayments, which result from withdrawal from enrollment. Consult the Office of Student Financial services for all particulars. A credit balance on your account after a withdrawal would demonstrate a reduction in educational expenses thus would prompt a return of funds to the lender to reduce overall debt.
- C. When withdrawing or dropping classes, there are two situations, which may require an immediate repayment of scholarship/financial aid funds:
1. If your University charges are reduced because of withdrawal or dropping classes, and it creates a credit balance in your student account, these funds may be used to repay your scholarship/financial aid awarded programs. This will depend on the amount and type of your scholarship/financial aid and the date of your withdrawal.
 2. If you withdraw completely from the University, you are no longer eligible to receive any scholarship/financial aid payments from that date forward. Federal Work-Study money earned before withdrawal will be paid. Students may not work on Federal Work-Study after withdrawing from the University.
- D. Information regarding the federal/state and University regulations for calculating scholarship/financial aid refunds and repayments and the order of programs to

which we restore aid will be administered by the Office of Student Financial Services.

E. Student withdrawals and the impact on federal financial aid

1. Saint Louis University awards aid for a period of enrollment based on the assumption that a student will attend the institution for the entire period. In a circumstance where a student does not attend the entire period, they may not be eligible for all of the federal aid (also known as Title IV aid) they were awarded. The paragraphs below detail the process by which those determinations are made.
2. The applicable federal regulation guiding this process, known as "Return to Title IV" is located at 34 CFR 668.22. To determine a student's eligibility for Title IV programs, his or her date of withdrawal must be determined.

F. Official Withdrawal: The withdrawal date may be the last day of an academically-related activity or the date of notification of withdrawal.

G. Unofficial Withdrawal: If a student ceases to attend classes, but does not notify SLU of their withdrawal, they will also be subject to the R2T4 calculation upon completion of the semester. Beginning with the Fall 2014 semester an instructor is required to include a Last Activity Date when submitting a grade of "F". This date will be used to identify students who did not officially withdraw from the course but ceased attending class. SLU will use the midpoint of the term to calculate the return in an academically-related activity cannot be documented.

H. More information on determining last day of attendance may be found in 34 CFR 668.22(c).

I. The amount of aid that is earned is determined on a prorated basis. For example, if a student ceases attendance after 50% of the term is complete, that student earns 50% of the aid they were scheduled to receive. Once a student attends 60% of a period of enrollment, they are considered to have earned 100% of their Title IV aid, and no returns are necessary.

3. Tuition Refunds

A. If it is determined that funds must be returned, they will be returned in the following order, up to the net amount disbursed from each source, until the amount to be returned is met:

1. Unsubsidized Direct loan (other than PLUS loans)
2. Subsidized Direct loan

3. Federal Perkins loans
 4. Direct PLUS loans
 5. Federal Pell Grants for which a return of funds is required
 6. Federal Supplemental Educational Opportunity Grants (FSEOG) for which a return of funds is required
 7. Federal TEACH grants for which a return of funds is required
 8. Iraq and Afghanistan Service Grant for which a return of funds is required
- B. If it is determined that the student is eligible to receive more funds than were originally disbursed, the student is eligible for a post-withdrawal disbursement of Title IV funds. If the funds eligible for the post-withdrawal disbursement are grant funds, SLU may disburse those funds to cover tuition, fees, and room and board charges without permission from the student. If the funds eligible to be disbursed are loan funds or grant funds beyond the cost of tuition, fees, and room and board, SLU cannot disburse the funds without permission from the student. Notification of eligibility of a post-withdraw disbursement must occur within 30 days after determining the student withdrew.
- C. SLU will determine eligibility for Title IV funds as soon as possible, but not more than 45 days after determining the student withdrew.
- D. More information may be found on the Return to Title IV process from the Federal Student Aid Handbook, which is available through <http://www.ifap.ed.gov>.
- E. Students receiving a University funded merit-based Scholarship program must request a Scholarship Leave of Absence before withdrawal from the University. Failure to obtain an approved Scholarship Leave of Absence before withdrawing from the University terminates the student's renewal scholarship eligibility.
- F. Tuition Refund Schedule
1. The percent of tuition refunded is based on the date of withdrawal. Course fees are not refundable. The tuition refund schedule can be found at <https://www.slu.edu/financial-aid/paying-your-bill/refunds.php>
 2. Students who drop classes during the fall/spring semesters and do not withdraw from the University may only receive a 100% refund in the difference in tuition costs during the first 2 weeks of classes. At the beginning of the third week of classes, there will be no tuition refunds for changing enrollment and dropping classes.

4. Transfer Credit

- A. Saint Louis University grants degrees that build on previous academic work at other educational institutions. In order to ensure the integrity of the University's degrees, the University requires that all previous or concurrent academic work be documented with official transcripts received in a sealed envelope and that those transcripts be authenticated.
- B. Transfer credits are applied where appropriate in fulfillment of program and degree requirements of a specific college or school of the University provided that admission criteria are met, and the courses presented are from an accredited college or university. In addition, all transfer credit must have a C letter grade or above and are recognized by the specific college or school of the University as comparable to courses offered at the University. Saint Louis University accepts transfer credit for which we have no equivalent. This credit would be acceptable in transfer as elective degree credit and would not fulfill specific graduation requirements. No more than 64 semester hours earned at the community college level can be applied toward the bachelor's degree at Saint Louis University.

5. University Leave of Absence

- A. For students to be placed on a leave of absence they must:

- 1. Submit completed Petition for Leave of Absence and
- 2. Receive approval by their college, school, or center.

See <https://www.slu.edu/registrar/register/forms.php>

- B. During the leave of absence, students:

- 1. Retain the graduation requirements from the Undergraduate Education Catalog of their year of admission.
- 2. Retain their SLU.EDU email account, access to mySLU.slu.edu and access to the libraries.
- 3. Do not violate the continuous enrollment policy.
- 4. Do not have enrollment status for purposes of health insurance or federal loan deferment.
- 5. Are not eligible to reside on campus or attend classes.

- C. A leave of absence may be requested only for future terms. Students withdrawing from the current term after the add/drop period should refer to the Withdrawal Policy stated earlier in this section.
- D. International students must consult with the Office of International Services concerning conditions of their visas.
- E. Unless approved, students attending another institution will have their leave of absence revoked and therefore will be required to reapply to Saint Louis University in order to return.

6. Honors Program

- A. The Department of Occupational Science & Occupational Therapy coordinates with the University Honors Program in offering a 24-credit hour (minimum) course of study that complements the undergraduate major in occupational science.
- B. Availability to Students: This program is available to incoming freshman, current SLU students and transfer students who have demonstrated superior academic performance.
- C. Process: Students in this program are offered a variety of ways in which to complete honors credits. This information is outlined in the Honors Degree Requirements brochure available in the Honors Program office in Verhaegen Hall, Room 119 or on-line at <http://www.slu.edu/honors>. Honors Program Advisors may be reached at 977-3951.
 - 1. When a BSOS student enrolls in the honors program, the student's academic advisor ensures that the Department graduation requirements and the student's academic program are synchronized with their studies in the Honors Program.
 - 2. Independent studies are often undertaken by BSOS students in this Program; advisors or other faculty members supervise the student in mutually agreed upon course of study.

7. University Graduation (Latin) Honors

- A. Graduation honors will be awarded according to a student's cumulative Grade Point Average as follows (no rounding):
 - 1. Summa cum laude: 3.90 and greater
 - 2. Magna cum laude: 3.70 and greater, but less than 3.90
 - 3. Cum laude: 3.50 and greater, but less than 3.70

- B. Students must complete 60 earned credit hours through Saint Louis University in order to be eligible to graduate with honors.
- C. Final determination of honors and cumulative grade point averages will be made at the time of degree conferral.
- D. Note: For the purpose of complying with timelines for commencement and related publications, tentative honors may be calculated based on the cumulative grade point average at the end of the previous completed term.

8. Graduation

A. Bachelor's Degree

1. The general requirements for earning a baccalaureate degree are as follows:
 - a. Satisfactory fulfillment of the lower and upper division course requirements within each college or school,
 - b. Completion of no fewer than 120 semester hours of credit,
 - c. Overall grade point average of 2.00 (see GPA definition for more information) – individual programs may require more stringent GPA's for retention and graduation,
 - d. Courses below the 1000-level do not count toward graduation,
 - e. 30 of the final 36 credit hours must be completed through Saint Louis University or an approved Study Abroad program*
 - f. The following percentages of credit hours must be completed through Saint Louis University within a field of study:
 - (i) At least 50% of a major must be completed through Saint Louis University or an approved Study Abroad program
 - (ii) At least 75% of a minor must be completed through Saint Louis University or an approved Study Abroad program
 - (iii) At least 75% of a concentration must be completed through Saint Louis University or an approved Study Abroad program

- (iv) At least 75% of a certificate must be completed through Saint Louis University or an approved Study Abroad program
 - g. Students must file an application to graduate before the end of the add/drop period of the semester in which graduation is intended.
 - h. Saint Louis University will award a degree if all requirements are met prior to the published semester/term conferral dates.
- 2. The awarding of a degree will be deferred to the next published conferral date if any requirements are fulfilled by a course that either begins or ends after published conferral date.
 - 3. The one exception is, per the Incomplete Course policy, courses with approved extensions for a graduating student must be completed and graded within 30 calendar days of the published conferral date. * Students must receive approval by their college or school. Please see the Off Campus Enrollment policy for additional information.
 - 4. The mere literal fulfillment of coursework requirements does not automatically guarantee advancement to candidate status in a particular program.

9. Non-Discrimination, Harassment and Title IX Policy

A. Non-Discrimination Policy

- 1. Saint Louis University does not discriminate on bases of race, color, sex, age, national origin, religion, sexual orientation, disability, or veteran status. All University policies, practices and procedures are administered in a manner consistent with our Catholic, Jesuit identity.
- 2. Any member of the University community who believes they have been discriminated against or harassed on the basis of his/her race, color, religion, national origin, sex, sexual orientation, age, disability, disabled veteran, Vietnam era veteran, or protected veteran status may seek informal or formal resolution through the Office of Institutional Equity and Diversity.
- 3. This Office has the primary responsibility for the resolution of discrimination and harassment complaints by faculty, staff, and students.

- B. When complaints are not resolved informally, the individual alleging discrimination may file a formal written complaint with this Office. This Office will then conduct a thorough investigation and discuss its findings, conclusions, and proposed action with the complainant. Please refer to the University Policy or call 977-3838 for all details. See <https://www.slu.edu/general-counsel/institutional-equity-diversity/complaints-grievances.php>
- C. Harassment Policy
1. Saint Louis University affirms that harassment because of sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran status, gender expression/identity, genetic information, pregnancy, or any other protected classification is detrimental to its mission and values. The University endeavors to take steps reasonably necessary to prevent such behavior from occurring, including providing education and training to faculty, staff, and students as to their rights and responsibilities, informing persons of the appropriate procedures for reporting inappropriate behavior, promptly investigating complaints, and imposing appropriate sanctions.
 2. Amorous relationships that occur in the context of educational or employment supervision and evaluation present serious concerns about the validity of consent. The disparity of power between persons involved in amorous relationships, such as those between a teacher and student, supervisor and subordinate, or senior and junior colleagues in the same department or unit, makes these relationships susceptible to exploitation. Those who abuse their power in such a context violate their responsibility to the University community.
 3. Anyone who engages in a sexual relationship with a person over whom s/he has any power or authority within the University structure must understand that the validity of the consent may be questioned. In the event of a complaint is filed, the University will give very critical scrutiny to any defense based upon consent when the facts establish that a power differential existed within the relationship.
 4. This policy shall be applied in a manner consistent with the University's provision on academic freedom set forth in The Faculty Manual of Saint Louis University.
 5. Full text of this policy can be found at <https://www.slu.edu/general-counsel/institutional-equity-diversity/pdfs/harassment-policy.pdf>. See also <https://www.slu.edu/general-counsel/institutional-equity-diversity/index.php>

D. Title IX Policy Statement

1. Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886) and share the basic facts of your experience with her.
2. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.
3. If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK.
4. To view SLU's sexual misconduct policy and for resources, please visit the following web address: <https://www.slu.edu/about/safety/pdfs/sexual-misconduct-policy-version7.0.pdf> and <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>

10. Student Grievances

- A. If the student is not satisfied with an academic grievance decision at the department level, they may escalate the appeal to the college level. An academic grievance is an appeal by a student that may occur any time a student believes that published department policies were not followed. Initiate this procedure by filing a detailed, written letter of academic grievance with the dean of the Doisy College of Health Sciences only after academic department channels have been fully exhausted. For more information, please see the Doisy College of Health Sciences Academic Grievance Policy at https://www.slu.edu/doisy/dchs_academic_grievance_policy.pdf
- B. Students who have grievances with actions, decisions, and/or processes at the University are afforded formal means for registering those complaints and for their complaints to be deliberated and acted upon by governing University officials. Details on specific types of complaints and related complaint policies and procedures are provided at <https://www.slu.edu/provost/accreditation-compliance/student-complaints.php>

- C. **For non-academic grievances and program complaints, see Section II, Program Complaints. For department level academic/professional behavior grievances, see Section III.**

VI. CAMPUS RESOURCES

Information on Student Support Services can be found in the Undergraduate and Graduate Education Catalogs and online for each service department

1. Student Success Center

- A. The Student Success Center, housed within the Division of Student Development, aids students in fulfilling their individual academic and career-related goals by providing intentional, developmentally appropriate opportunities for self-reflection and discovery, encouraging experiential learning, and supporting students' discernment in vocational, personal and academic choices. With two convenient locations on campus (Busch Student Center, 331 and the School of Nursing Building, 114), students are able to meet with experienced staff skilled in the areas of promoting academic and career related success.
- B. The Student Success Center provides services that support the entire student population and alumni as they progress toward academic and professional goals, including academic coaching, career services, academic advising, writing services, tutoring and supplemental instruction, disability services, and more. As educators focused on the holistic development of students, we integrate the core values - vocational discernment; commitment to lifelong learning; experiential learning; personal responsibility; meaningful relationships - into each student interaction and into the design of each service or program. See <http://www.slu.edu/life-at-slu/student-success-center/index.php>

2. Academic Support

Academic Support, a unit housed within the Student Success Center, strives to enhance the pursuit of lifelong learning, intellectual inquiry, and communication by fostering students' academic success and encouraging self-advocacy. While many services within Academic Support are targeted towards undergraduate learners, this unit also assists post-baccalaureate students in the area(s) of academic coaching and tutoring for students in specific accelerated and/or professional programs (i.e. Physical Therapy, Occupational Therapy, Athletic Training and Accelerated Nursing). See <http://www.slu.edu/academics/support.php>

3. University Writing Services

University Writing Services is available to all students. We are committed to improving student writing through one-on-one peer consultation, online writing consultations, writing workshops, and writing groups. We want to help improve the culture of writing on SLU's campus and to help students identify themselves as writers within their respective disciplines. It is recommended that students make an appointment to see a writing consultant early in their careers to discuss writing goals and writing strategies. Longer writing projects require more support and University Writing Services can help students build an individualized writing plan or form a writing group. See <http://www.slu.edu/life-at-slu/student-success-center/academic-support>

4. Disability Services

- A. Saint Louis University is committed to supporting students and providing education experiences through the facilitation of academic accommodations and services. Disability Services partners with students, faculty, academic departments and service providers to facilitate equal access to and the opportunity for all students to participate in University programs, services and experiences. We coordinate auxiliary aids and services to meet the needs of students with disabilities. Our goal is to create a safe and supportive campus community for students with disabilities. All inquiries about the availability of reasonable university-related accommodations are kept confidential and should be addressed to Disability Services. See <http://www.slu.edu/life-at-slu/student-success-center/disability-services>
- B. Students, faculty and staff are welcome to visit or contact them to receive information regarding services available, procedures, documentation, and best practices. Students with documented clinical or medical disabilities who anticipate needs for accommodations are encouraged to contact Disability Services at the earliest opportunity and must do so in order for the university to officially consider and recognize the need for reasonable accommodations.
- C. All inquiries about the availability of reasonable university-related accommodations are kept confidential, and should be addressed to: disability_services@slu.edu, 314-977-3484, Fax: 314-977-3486, Busch Student Center, Suite 331, 20 North Grand Boulevard, St. Louis, MO 63103.

5. Student Health Center

The Student Health Center is available to all students at the University. SLUCare physicians provide services, including internal medicine, sports medicine, orthopedics, gynecology, and family/community medicine. Other medical services include occupational therapy, physical therapy, dietetics, laboratory testing, radiology, EKG and prescription medication. The Student Health Center location, hours of operation, contact information, and answers to other general questions can be found at <http://www.slucancercenter.com/life-at-slu/student-health/index.php>

6. University Counseling Center

The University Counseling Center promotes the psychological health and development of the SLU community using a holistic approach to achieve wellness and educational success. Services include individual, group and couples counseling, psychological testing, crisis management, clinical training of graduate students and wellness education. The University Counseling Center location, hours of operation, contact information, and answers to other general questions can be found <https://www.slu.edu/life-at-slu/university-counseling/index.php>

7. Career Services

- A. Career Services helps students and alumni explore meaningful careers over their lifetimes. They offer career counseling and career assessments to help students gain self-knowledge as it relates to the world of work. Career Services also helps students conduct an effective job search by critiquing resumes and cover letters, conducting mock interviews, helping students construct a job search plan, and teaching them how to use social media when searching for a job. They offer a variety of events throughout the academic year to connect students with employers, including their bi-annual Career and Graduate School Fair.
- B. CareerLink is the database that houses part-time and full-time jobs as well as on-campus jobs. All post-baccalaureate students are encouraged to connect with Career Services during their first year. See <http://www.slu.edu/life-at-slu/career-services>

8. Registrar, Office of the University

The Office of the University Registrar maintains the official academic records of Saint Louis University, including course registrations, grades, transcripts and diplomas. It also administers institutional academic policies and procedures related to academic records and classroom scheduling. In relation to the above functions the Office of the University Registrar processes all enrollment, degree and Veteran Administration certifications. See <http://www.slu.edu/registrar>

9. English as a Second Language

- A. The University offers programs that serve international students in their transition to the English language, North American culture, and higher education. SLU's English as a Second Language (ESL) program provides instruction at the high intermediate/advanced levels for students needing to improve their language skills in preparation for post-baccalaureate study.
- B. In addition, the ESL program offers instruction in research and writing for post-baccalaureate students. The program also evaluates English-language proficiency

of all international students new to the University and recommends appropriate English instruction or skill-building activities as needed to support an academic program. See <https://catalog.slu.edu/colleges-schools/academic-affairs/into/> and <https://www.intostudy.com/en-gb/universities/saint-louis-university/programs/academic-english>

10. Instructional Technology Services

- A. Student Tech Services is available to student, providing support and troubleshooting for student SLU accounts and access, email, Blackboard, internet and media access, including in residence halls, and printing services. See <https://www.slu.edu/life-at-slu/student-tech-services/index.php>
- B. The Instructional Media Center, located in Xavier Hall Annex on the Frost Campus, provides the University with classroom presentation equipment, student video-viewing cubicles, distance-learning support, and assistance for the production of audio-visual instructional materials in a “do-it-yourself” laboratory.
- C. The Instructional Technology Center, located in Room 202 in the Caroline building on the Medical Center campus, provides walk in and telephone student support and troubleshooting services.

11. Office of International Services

- A. The Office of International Services has the goal of enriching the academic experience of the Saint Louis University campus in St. Louis and community through the promotion of a global perspective in the University’s education programs and through the development of international education and exchange opportunities.
- B. Services provided through International Services include assistance with applications and admissions, advising on immigration /visa concerns, support services for international student and scholars, study abroad programs and international student/scholar advocacy. The Center’s services also include cultural and social activities and information on university policies and procedures. Orientation programs, the International Student Ambassador program, and the host family program ease the transition for international students and scholars arriving at Saint Louis University. See <https://www.slu.edu/international-services>

12. Bookstores

The bookstore serving the University is located in the Busch Student Center on the Frost Campus. The bookstore stocks required and recommended textbooks, general reading

materials, study aids, school supplies, clothing, gift items, and snacks. See <https://slu.bnccollege.com/shop/slu/home>

13. University Libraries

- A. Saint Louis University is home to four libraries: the Medical Center Library, the Pius XII Memorial Library, the Vincent C. Immel Law Library, and the Vatican Film Library. SLU-affiliated students and faculty have access to over 40,000 online databases, e-books, and other information in electronic format -- both within each library and remotely. Faculty, students, and staff can access all libraries. Each library has wireless access as well as computers for student use. See <http://lib.slu.edu/>

VII. EMERGENCY PREPAREDNESS INFORMATION

- A. To ensure the safety of the Occupational Science and Occupational Therapy's students, faculty and visitors, the Doisy College of Health Sciences has created an Emergency Management Guide.
- B. A copy of the Saint Louis University Emergency Response Guide can be found in each of the classrooms/labs. This Guide outlines basic emergency procedures as well as telephone numbers/addresses for serious emergencies. This information is also detailed below. All labs also contain first aid kits and personal protective equipment such as gloves, goggles, eye wash, CPR resuscitator masks, respirator masks and surface disinfectant. The cabinet in each lab with the first aid kits and the personal protective equipment are noted with a sticker.
- C. If a serious or life threatening injury or illness occurs while on the Saint Louis University campus, first activate Emergency Medical Services (EMS) by dialing 911 and then call DPS at 977-3000. The ambulance response address for the Allied Health Professions Building is 3404 Rutger Street.
- D. For students studying abroad in Madrid, the following link has information for emergency situations, both on and off campus:
<https://www.slu.edu/madrid/emergency-information.php>
- E. Emergency Contact Information
 - A. From a building phone, dial the 5-digit campus extension or dial "9" for an outside line
 - B. Medical Emergencies/Active Shooter/Violent Intruder – 911

- C. All other emergencies contact SLU Department of Public Safety – 314-977-3000
- D. SLU Office of Environmental Health & Safety – 314-977-8608
- E. SLU Facility Services – 314-977-2955
- F. SLU Information Technology Service Desk – 314-977-4000
- G. DCHS Administration (Dean's Suite) – 314-977-8501

1. Building Evacuation

- A. If evacuation is necessary, **DO NOT** remain in the building
- B. Proceed immediately to the nearest *safe* exit
- C. Assist individuals with functional needs
- D. Faculty/Staff – make sure you have information to verify attendance
- E. Reassemble at the Primary Reassembly Area - which is the Medical Center Stadium Field
- F. Use the **Doisy Learning Resource Center** as a secondary location if necessary
- G. Contact DPS at 314-977-3000 after you have safely evacuated

2. Fire/Arson

- A. In case of a fire:
 - 1. If the fire is small and you have proper training, use a fire extinguisher to contain the fire (PASS) – **DO NOT** attempt to contain a large fire
 - 2. If the fire is too large for a fire extinguisher use - **Pull the fire alarm**
 - 3. Evacuate the building immediately through the nearest *safe* exit
 - a. **DO NOT** use elevators
 - b. Assist individuals with functional needs
 - c. Reassemble at **Primary Reassembly Area** – Medical Center Stadium Field
 - d. Faculty/Staff – make sure you have information to verify attendance

4. Contact DPS at 314-977-3000 after you have safely evacuated
5. Provide information about the fire location and cause, if known, as well as if anyone is trapped in the building and if any hazardous materials are in the area of the fire

3. Medical Emergency

A. If a medical emergency occurs:

1. Call 911 and contact DPS at 314-977-3000
2. Report the individual's condition and location
3. Have faculty/staff trained in First Aid/CPR provide assistance, if needed
4. Locate the AED on the first floor, if needed
5. Provide information to EMS as needed

4. Severe Weather

A. If severe weather is occurring or an outdoor warning siren is heard:

1. Shelter in place
 - a. Seek shelter on the Lower Level or within an interior room, bathroom or hallway
 - b. Avoid areas with glass windows or doors
 - c. Kneel/sit and cover your head with your arms to protect against falling debris
 - d. Assist individuals with functional needs to storm safe areas
2. Remain sheltered until the all-clear has been issued by the National Weather Service or until advised by DPS or the Building Emergency Coordinator
3. Contact DPS at 14-977-3000
4. Weather Terminology
 - a. T-Storm/Tornado Watch – conditions are right for a t-storm/tornado to occur
 - b. T-Storm/Tornado Warning – a t-storm/tornado has been sighted or is occurring

5. Earthquake

- A. If an earthquake occurs:
 - 1. Drop to the ground
 - 2. Take cover under a table or other sturdy piece of furniture
 - 3. Hold on until the shaking stops
 - 4. Once the shaking stops, evacuate the building immediately through the nearest *safe* exit
 - a. **DO NOT** use elevators
 - b. Assist individuals with functional needs
 - c. Reassemble at Primary Reassembly Area (Medical Center Stadium Field) or use the Temporary Relocation Area (Doisy Learning Resources Center) if necessary
 - d. Faculty/Staff – make sure you have information to verify attendance
 - 5. Contact DPS at 314-977-3000
- 6. Hazardous Materials
 - A. **HazMat** scenarios include:
 - 1. Gas leak
 - 2. Chemical Spill
 - 3. Biological/Radioactive material release
 - B. Gas Leak:
 - 1. Evacuate the building immediately through the nearest safe exit
 - a. Assist individuals with functional needs
 - b. Reassemble at Primary Reassembly Area (Medical Center Stadium Field) or use the Temporary Relocation Area (Doisy Learning Resources Center) if necessary
 - c. Faculty/Staff – make sure you have information to verify attendance
 - 2. Contact DPS at 314-977-3000 after you have safely evacuated

- a. Provide information about the scenario including the location of the release and if anyone is trapped in the building or needs decontamination
3. Chemical Spill or Radioactive Material Release:
 1. Restrict access to the spill/release to prevent spread or additional contamination
4. Report the release to the SLU Office of Environmental Health and Safety at 314-977-8608 – provide information about the scenario and agent

7. Active Shooter/Violent Intruder

- A. If you can safely leave the building, RUN and evacuate immediately (see maps for routes)
- B. If you cannot safely leave
 1. Find a safe place to **BARRICADE AND HIDE**
- C. **DO NOT** huddle together
- D. Remain quiet
- E. Silence electronic devices that may bring attention to your position
- F. Call 911 and contact DPS at 314-977-3000 if you can do so safely
- G. If you cannot **RUN** away safely or **BARRICADE AND HIDE**
 1. Be prepared to **FIGHT** for your life
- H. If you encounter first responders at any time, follow their instructions and let them see your hands at all times

VIII. HEALTH AND SAFETY RESOURCE LINKS

1. SLU Department of Public Safety
<http://www.slu.edu/about/st-louis/safety>
2. Resources
 - A. University Clery Act Policy
<http://www.slu.edu/about/st-louis/safety/clery-information.php>

- B. Alert Notices
<http://www.slu.edu/about/st-louis/safety/emergency-preparedness/emergency-notifications.php>
- C. Daily crime and fire log
https://docs.google.com/document/d/1P_w3UbwjINlv_Qemmdfc1e6gZ8cBG-EHt4hacjeyEjA/edit
- D. Annual Security and Fire Safety Report and Safety Resources
<http://www.slu.edu/about/st-louis/safety/clery-information.php>
- E. Active Shooter
<https://www.slu.edu/facilities/risk-management-insurance/docs/active-shooter.pdf>

[https://slu.skillport.com/skillportfe/assetSummaryPage.action?assetid=CDE\\$44119:sscca:eshsahb92shenus&fromShare=yes#summary/COURSES/CDE\\$44119:sscca:eshsahb92shenus](https://slu.skillport.com/skillportfe/assetSummaryPage.action?assetid=CDE$44119:sscca:eshsahb92shenus&fromShare=yes#summary/COURSES/CDE$44119:sscca:eshsahb92shenus)
- F. Safety tips
<http://www.slu.edu/public-safety-and-emergency-preparedness-home/safety-tips>

3. Services and Programs

- A. Report a crime
<https://www.slu.edu/about/safety/report-crime.php>
- B. Rape Aggression Defense Classes
<https://www.slu.edu/about/safety/index.php>
- C. Request a Safe Ride
<https://www.slu.edu/about/safety/index.php>
- D. Plan an event
<https://www.slu.edu/life-at-slu/student-involvement/student-organization-resources/index.php>

<https://www.slu.edu/life-at-slu/student-involvement/student-organization-resources/student-org-faq.php>
- E. Clery Act
<http://www.slu.edu/about/st-louis/safety/clery-information.php>

4. Environmental Health and Safety

<http://www.slu.edu/office-of-environmental-health-and-safety>

- A. Biological Safety:
<http://www.slu.edu/office-of-environmental-health-and-safety/biological-safety>
 - B. Bloodborne Pathogen Exposure Control Plan:
https://www.slu.edu/Documents/research/environmental_health_safety/Exposure_Control_Plan_for_Bloodborne_Pathogens.pdf
 - C. Chemical Safety
<http://www.slu.edu/office-of-environmental-health-and-safety/chemical-safety>
 - D. Radiation Safety
<https://www.slu.edu/research/faculty-resources/research-integrity-safety/environmental-health-safety/radiation-safety.php>
5. Fire Safety
- A. SLU Fire Safety
<http://www.slu.edu/fires>
 - B. Center for Campus Fire Safety
<http://www.campusfiresafety.org/>
 - C. Missouri Department of Public Safety/Office of the State Fire Marshal
<http://dfs.dps.mo.gov/>
 - D. FEMA U.S. Fire Administration
<https://www.usfa.fema.gov/>
6. Legal Requirements/Background Check
- A. See Section II in this handbook: Legal, insurance, immunization requirements, background checks
7. Protect Your Computer
- A. Website provides information regarding computer theft, malware, passwords, firewalls, security patches, encryption and wireless.
<https://www.slu.edu/its/information-security/index.php>
8. Safety Trainings and Certification
- A. Active Shooter Training – contact DPS for more information dps@slu.edu
 - B. CPR & First Aid

<http://www.slu.edu/about/st-louis/safety>

9. Student Life Resources and Policies

- A. Student Development
<https://www.slu.edu/student-development/index.php>
- B. Campus Life
<http://www.slu.edu/life-at-slu/student-involvement>
- C. Student Success Center
<https://www.slu.edu/life-at-slu/student-success-center/index.php>
- D. Student Health and Student Counseling
<http://www.slu.edu/life-at-slu/student-health/index.php>
<http://www.slu.edu/life-at-slu/university-counseling/index.php>
- E. Student Tech Service Center
<http://www.slu.edu/its/student-tech-services>
- F. Sexual Assault/Violence Incident Reporting
<https://www.slu.edu/about/safety/report-crime.php>

[Sexual Misconduct Policy](#)
- G. Policy on Alcohol and Other Drugs (in SLU Student Handbook)
<http://www.slu.edu/life-at-slu/community-standards>

10. Weather Related Policies and Information

- A. Weather Updates/School Closings
<https://www.slu.edu/about/safety/emergency-preparedness/index.php>