### INTRODUCTION

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Mission of Saint Louis University

The Mission of Saint Louis University is the pursuit of truth for the greater glory of God and for the service of humanity. The University seeks excellence in the fulfillment of its corporate purposes of teaching, research, health care and service to the community. It is dedicated to leadership in the continuing quest for understanding of God's creation and for the discovery, dissemination and integration of the values, knowledge and skills required to transform society in the spirit of the Gospels. As a Catholic, Jesuit University, this pursuit is motivated by the inspiration and values of the Judeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

In support of its mission, the University:

- Encourages and supports innovative scholarship and effective teaching in all fields of the arts; the humanities; the natural, health and medical sciences; the social sciences; the law; business; aviation; and technology.
- Creates an academic environment that values and promotes free, active and original intellectual inquiry among its faculty and students.
- Fosters programs that link University resources to local, national and international communities in collaborative efforts to alleviate ignorance, poverty, injustice and hunger; extend compassionate care to the ill and needy; and maintain and improve the quality of life for all persons.
- Strives continuously to seek means to build upon its Catholic, Jesuit identity and to promote activities that apply its intellectual and ethical heritage to work for the good of society as a whole.
- Welcomes students, faculty and staff from all racial, ethnic and religious backgrounds and beliefs and creates a sense of community that facilitates their development as men and women for others.
- Nurtures within its community an understanding of and commitment to the promotion of faith and justice in the spirit of the Gospels.
- Wisely allocates its resources to maintain efficiency and effectiveness in attaining its mission and goals.

University Diversity and Inclusion Vision Statement

Faithful to its values of promoting social justice and the dignity of all human beings, Saint Louis University is committed to fostering an inclusive environment that welcomes and celebrates all expressions of diversity and identity that advance the Jesuit mission of forming women and men for and with others. This commitment inspires and prepares students, faculty and staff to create communities unburdened by discrimination and oppression.

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Doisy College of Health Sciences Vision & Mission Statement
(Adopted 03/2012)

Vision
Our vision is for Doisy College of Health Sciences to be one of the highest regarded colleges at the university, nationally and internationally.

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

Program Vision Statement
The Athletic Training Program will be recognized as a leading academic program for preparing exceptional athletic trainers, engaging in scholarship, and serving the community.

Program Mission Statement
The Saint Louis University Athletic Training Program is committed to the professional preparation of skilled, compassionate and confident entry-level athletic trainers who contribute to society as clinicians, professionals, and scholars. Through the formal didactic and clinical curriculum and informal student-faculty interactions, the Program will provide a learning environment which fosters the athletic training foundational behaviors, critical thinking and reflective judgment required to function interprofessionally in the rapidly changing health care environment. The Program will build on the Jesuit educational tradition of Saint Louis University to form health care professionals of "competence, conscience and compassionate commitment". Saint Louis University Athletic Training Program faculty, staff, students and graduates will strive to promote optimal health and wellness and advocate for their respective communities.

Program Philosophy Statement
Athletic trainers are health care professionals who work to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitation, and disability. A liberal arts education is an essential and integral component of the professional preparation of an athletic trainer. The entry-level athletic trainer from Saint Louis University will recognize that each individual athlete is a unique composite of body, mind, and spirit.

Reflective of the dynamic nature of health care, the profession of athletic training is evolving. Accordingly, the entry-level athletic trainer should recognize the diversity of practice settings and roles, and continue to respond to societal needs. In order to prepare students for

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evidence-based practice in a variety of settings, clinical reasoning, critical thinking, and reflective judgment are modeled and embedded throughout the curriculum.

Saint Louis University-educated athletic trainers will have the scientific knowledge base and clinical skills necessary to meet entry-level competency expectations. Graduates will be prepared to collaborate interprofessionally in the delivery of patient-centered athletic health care services. Graduates are expected to demonstrate the highest ethical standards in practice, exhibit cultural sensitivity, participate in professional associations, and be active in advancing knowledge and providing service in their communities.

Program Goals

The Saint Louis University Athletic Training Program will:

1. Prepare certified athletic trainers who will be recognized as excellent entry-level professionals.
2. Promote, support, and participate in interprofessional education and practice.
3. Recruit and retain an optimal number of students who are capable of achieving excellence in academic performance, leadership, and service.
4. Recruit and retain a diverse faculty and staff that are committed to seeking excellence in teaching, scholarship, clinical practice, and service.
5. Promote and support excellence and innovation in academic and clinical teaching.
6. Promote an environment that encourages and supports faculty scholarship.
7. Promote and support clinical opportunities for faculty to enhance clinical skills, teaching, and scholarship.
8. Promote and support faculty and staff service to the University, community and profession, reflective of the mission of the University, College, and Program.
9. Promote and support the profession of athletic training in the region.

Program Learning Outcomes

1. Demonstrate respect for the diversity as it relates to the practice of athletic training.
2. Demonstrate effective communication strategies necessary for patient-centered care.
3. Demonstrate interprofessional collaboration skills that advance holistic patient-centered care.
4. Employ evidence-based clinical reasoning in the practice of athletic training.
5. Demonstrate the ability to translate didactic athletic training concepts into effective clinical practice.
Athletic Training Program Goals
Strategic Plan 2021-2024

- Develop a positive, pro-active, participative program culture.
- Sustain a rigorous and comprehensive curriculum that prepares athletic trainers for contemporary and future practice.
- Increase scholarly productivity from the AT program faculty.
- Be recognized as experts in sports medicine.
- Develop innovative curricular opportunities
- Promote cultural fluency among program stakeholders.

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Athletic Training Core Competencies

The professional program content will prepare the graduate to do the following:

Patient-Centered Care

- Advocate for the health needs of clients, patients, communities, and populations.
- Identify health care delivery strategies that account for health literacy and a variety of social determinants of health.
- Incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery.
- Communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.
- Use the International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of patient care and communication about patient care.

Interprofessional Practice and Interprofessional Education

- Practice in collaboration with other health care and wellness professionals.

Evidence-Based Practice

- Provide athletic training services in a manner that uses evidence to inform practice.

Quality Improvement

- Use systems of quality assurance and quality improvement to enhance client/patient care.

Health Care Informatics

- Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following:
  - Use data to drive informed decisions
  - Search, retrieve, and use information derived from online databases and internal databases for clinical decision support
  - Maintain data privacy, protection, and data security
  - Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology)
  - Use an electronic health record to document, communicate, and manage health-related information; mitigate error; and support decision making.
Professionalism

- Practice in a manner that is congruent with the ethical standards of the profession.
- Practice health care in a manner that is compliant with the BOC Standards of Professional Practice and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines. Applicable laws and regulations include (but are not limited to) the following:
  - Requirements for physician direction and collaboration
  - Mandatory reporting obligations
  - Health Insurance Portability and Accountability Act (HIPAA)
  - Family Education Rights and Privacy Act (FERPA)
  - Universal Precautions/OSHA Bloodborne Pathogen Standards
  - Regulations pertaining to over-the-counter and prescription medications
- Self-assess professional competence and create professional development plans according to personal and professional goals and requirements.
- Advocate for the profession.
Vision Statement of Undergraduate Education at Saint Louis University

As Saint Louis University faculty, our vision for the baccalaureate degree programs we offer is to provide an educational experience that helps actualize in each student a well-developed mind, a generous heart, and a reflective soul.

Student Learning Outcomes
Bachelor of Science in Exercise Science (BSES)

In accordance with the mission and philosophy of Saint Louis University and the Athletic Training Program, graduates will:

1. Demonstrate commitment to life-long learning and professional development
2. Demonstrate value of interprofessional patient/client-centered practice in health and wellness through collaborative service to the community
3. Apply knowledge and skills to assess a person's fitness status and risk factors
4. Develop, implement, and evaluate exercise programs with consideration of personal factors including disease/disability
5. Educate persons about the importance of adopting and maintaining positive lifestyle behaviors

Student Learning Outcomes
Master of Athletic Training (MAT)

In accordance with the mission and philosophy of Saint Louis University and the Athletic Training Program, graduates will:

1. Demonstrate effective communication and interprofessional collaboration necessary for patient-centered health care.
2. Develop and implement appropriate assessments to determine an individual's readiness to participate in activity.
3. Demonstrate competence in performing physical examinations, including history, screening exams, and appropriate tests and measures.
4. Employ evidence-based clinical reasoning in assessment, triage and intervention.
5. Provide safe, effective, and efficient interventions to maximize the individual’s function.
6. Apply principles of professionalism, ethics, management, and administration in the context of the legal practice of athletic training.
7. Provide athletic training services in a manner that respects the diversity of people and ideas, is socially responsible, culturally sensitive, and consistent with the needs of the individual and other stakeholders.
Program Accreditation

The SLU Athletic Training Program was initially accredited in April of 2010 by the Commission on Accreditation of Athletic Training Education (CAATE). This accreditation is a requirement for graduates to sit for the Board of Certification (BOC) examination. During the 2014-15 Academic Year the SLU AT Program was granted continuing accreditation through the 2024-25 Academic Year.

The CAATE is the agency responsible for the accreditation of 359 (as of July 2008) professional (entry-level) Athletic Training educational programs. The American Academy of Family Physicians (AAFP), The American Academy of Pediatrics (AAP), the American Orthopaedic Society for Sports Medicine (AOSSM), and the National Athletic Trainers’ Association, Inc. (NATA), cooperate to sponsor the CAATE and to collaboratively develop the Standards for Entry-Level Athletic Training Educational Programs.

The Program Director is responsible to plan, schedule and coordinate the activities associated with continuing accreditation of the program in conjunction with the Department Chairperson and the Dean of the College. This includes planning and coordinating the self-study and site visit processes, paying the continuing accreditation fees in a timely fashion, notifying the CAATE of substantive changes in the program, and addressing issues of conditional or non-compliance within the program.

The Program Director is responsible in collaboration with the Department Chairperson and the Dean of the College for informing the University administration of problems, needs, and issues that may influence program compliance and are beyond the control of the Program and the College.
Organizational Chart
Athletic Training Program
Doisy College of Health Sciences
Saint Louis University
(effective August 2021)

Fred Pestello PhD
President
Saint Louis University

Michael Lewis PhD
Provost
Saint Louis University

Tricia Austin, PT, PhD, ATC
Dean (interim)
Doisy College of Health Sciences

Chris Sebelski, PT, DPT, PhD, OCS, CSS
Associate Professor/Chair (interim)
Department of Physical Therapy and Athletic Training

Sherry Ashford
Administrative Assistant

Tabitha Crawford-Obiale
Administrative Assistant

Kristin Heoky
Administrative Assistant

Rachel Young
Administrative Assistant

Anthony Breithaupt PhD, ATC
Professor/Director
Athletic Training Program

Mike Marlee ATC, PT, OCS, COMF
Assistant Professor (Dual Appointment)
Athletic Training Program
Program in Physical Therapy

Katherine Newsam PhD, ATC
Associate Professor
Athletic Training Program

Katie Sniffen MS, ATC
Instructor
Athletic Training Program
SLU AHEAD Institute

Timothy Howell EdD, ATC, PES, CES, CSS
Associate Professor
Coordinator of Clinical Education
Athletic Training Program

Tyler Washworth MD
Associate Professor
Medical Director
Athletic Training Program

Leslie Nisiuskett RLS
Managing Editor
NATA Journals

Jessica Ingle
Editor
NATA Journals

Susan Sundermann
Editor
NATA Journals

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Program Curriculum

The purpose of the Graduate Professional Program in Athletic Training at Saint Louis University is to prepare athletic trainers who are general practitioners using evidence-based principles to provide patient-centered care. The student develops clinical reasoning, psychomotor, and communication skills. They also develop independent learning abilities in the cognitive, psychomotor, and affective domains. The program is designed as a professional curriculum that builds on a strong humanities, behavioral science, and natural science base. At Saint Louis University, most of the students in athletic training are admitted to the program as freshmen and can complete the program in five years including two summer sessions. After their third year, students enter the professional phase of the program. After their fourth year, students are awarded a Bachelor of Science in Exercise Science degree through the Edward and Margaret Doisy College of Health Sciences. Students who continue and successfully complete the Athletic Training Program are awarded the Master of Athletic Training degree after their fifth year.

Students complete their liberal arts and prerequisite courses in the first three years and the professional athletic training courses in the last two years. During their undergraduate years, students have the opportunity to develop individual interests and talents. They may complete the University’s Honors program or a minor or major in academic areas such as psychology, foreign language, or philosophy. They may participate in student activities such as athletics, music and drama groups, student government, study abroad, and service projects.

Course Descriptions

MAT 1000: Introduction to Athletic Training (1)
This course introduces students to the athletic training profession and explores the specialties and opportunities for practice. The students participate in lectures and seminars by the athletic training faculty and practitioners across practice areas, including high school, collegiate professional, private and industrial settings. The historical foundations of athletic training and the evolution of the contemporary practice of athletic training are discussed.
Pre-Requisites: None
Offered: Spring semester only

MAT 2000: Athletic Training Student Development I (1)
This course is designed to move the student from thinking about the profession of athletic training to thinking about him/herself as a future professional and a successful athletic trainer. The concept of the Jesuit Mission is expanded to include consideration of the integration of Foundational Behaviors of Professional Practice in Athletic Training. Essentials of effective career development including communication skills, critical thinking, professional networking, and cultural competence are addressed.
Pre-Requisites: MAT 1000
Offered: Fall semester only
MAT 3000: Athletic Training Student Development II (2)
This course is designed to expand pre-professional athletic training students’ professional knowledge and skills. The skills developed in this course include applying appropriate prophylactic taping and wrapping techniques, wound care management, application of universal precautions, splinting, and first-aid / CPR for the professional rescuer. Students will be expected to participate in 50 hours of directed observation experiences during the semester.
Pre-Requisites: MAT 2000
Offered: Spring semester only

MAT 3230: Exercise Physiology (3)
This course examines types of exercise, muscle physiology and training regimens to improve muscle strength, power and endurance. Cardiovascular and pulmonary responses to exercise and training regimens will be included. Concepts of obesity and its management also will be covered.
Cross-listed with DPT 3230
Pre-Requisites: Human Physiology and Chemistry (2 semesters),
Offered: Spring semester only

MAT 4125: Therapeutic Modalities (3)
This course covers the mechanical, physiological, and therapeutic aspects of thermal and non-thermal agents used as adjunctive interventions in the management of neuromusculoskeletal injuries. This course is concerned with the physical, biological, physiological and psychological rationale for utilizing electrical and mechanical agents. The course covers the theoretical and practical knowledge of specific modalities and the integration of these treatment procedures into an overall rehabilitation plan.
Cross-listed with DPT 4125
Pre-Requisites: Physics and Chemistry (2 semesters each), MAT 5010
Offered: Fall semester only

MAT 5010: Principles of Athletic Training (2)
This course establishes the role of the certified athletic trainer in the prevention, recognition and treatment of commonly encountered athletic injuries. Basic concepts of injury prevention, mechanisms of injury, injury evaluation, and acute injury management are covered. Laboratory sessions to demonstrate taping, CPR, and first aid are included.
Pre-Requisites: None
Offered: Summer semester only

MAT 5100: Kinesiology (3)
This course applies the foundational sciences of physics, human anatomy and human physiology in developing an understanding of the kinetics and kinematics of human movement in sport. After introducing biomechanical principles, a joint-by-joint approach is used to apply these principles to functional activities. Emphasis is placed on the functional motions of running, jumping, kicking, and throwing (overhand and underhand).
Prerequisites: Physics (2 semesters), ANAT 1000
Offered: Fall semester only

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MAT 5133: Lab Studies and Imaging (2)
This course covers clinical testing, including clinical lab studies, EMG/NVC, radiological studies, MRI, vascular and general ultrasound.
Cross-listed with DPT 5133
Pre-Requisites: 
Offered: Fall semester only

MAT 5160: Bioenergetics of Human Performance (3)
This course examines energy, metabolism, energy costs, associated metabolic changes, gender influences on metabolism, resting metabolic rate, and the thermal effects of food. These bioenergetics elements will be addressed specifically with regard to sport and the role of the athletic trainer in facilitating optimal athletic performance.
Pre-Requisites: MAT 3230 (or equivalent)
Offered: Spring semester only

MAT 5240: Musculoskeletal Assessment and Management I (4)
This course explores the pathokinematics of selected pathologies within upper and lower quarters of the human body, relevant examination techniques to assist in differential diagnosis, and subsequent intervention measures. Treatment procedures include emergency care, and the use of mobilization of bony and soft tissues, and other forms of active and passive exercise, both mechanical and non-mechanical, for a broad range of musculoskeletal conditions.
Pre-Requisites: ANAT 4000; MAT 5010
Offered: Fall semester only

MAT 5250: Musculoskeletal Assessment and Management II (4)
This course covers the pathokinematics of selected pathologies within the head, cervical, thoracic and lumbar spine, and relevant examination techniques to assist in differential diagnoses and subsequent intervention measures. Treatment procedures include emergency care and the use of mobilization of bony and soft tissues, and other forms of active and passive exercise, both mechanical and non-mechanical, for a broad range of musculoskeletal conditions.
Pre-Requisites: ANAT 4000; MAT 5010; MAT 5240
Offered: Spring semester only

MAT 5500: Rehabilitation in Athletic Training I (4)
This course provides a framework for the design and implementation of athletic rehabilitation programs. The emphasis in the course is the rationale of therapeutic exercise (balance, core, closed/open chain activities, plyometrics, neuromuscular control), and manual techniques (massage, joint mobilizations, muscle energy techniques) in the treatment of athletic injuries and post-surgical conditions. Rehabilitation programs are considered applying the principles of each stage of healing. Emphasis is placed on the use of clinical reasoning in the decision making process of selecting rehabilitation techniques.
Prerequisites: MAT 3230, MAT 4125, MAT 5100
Offered: Spring semester only

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MAT 5550: Rehabilitation in Athletic Training II (3)
This course provides an evidence-based approach to rehabilitation of injuries and conditions associated with athletic participation. The emphasis in the course is the development of rehabilitation programs as the topics progress through common diagnoses at each body part. Surgical and non-surgical approaches to conditions and injuries will be addressed.
Prerequisites: MAT 5500
Offered: Fall semester only

MAT 5600: Athletic Training Administration (3)
This course focuses on organization and administration topics pertinent to athletic training services in professional practice. These topics include but are not limited to liability, budgeting, facility design, documentation, record keeping, drug testing, and professional ethics.
Pre-Requisites: MAT 5010
Offered: Fall semester only

MAT 5620: Psychology of Sport and Injury (3)
This course examines the effects of culture, motivation, personality, attitudes, competition and group dynamics on sport performance. In addition, the psychological effects of exercise and competition are discussed, including pathological conditions such as exercise addiction and disordered eating. This course also deals with the psychological response to injury, treatment, rehabilitation and return to participation.
Cross-listed with PSY 4730
Pre-Requisites: General Psychology (or equivalent)
Offered: Fall semester only

MAT 5650: Research in Athletic Training (2)
This course will introduce athletic training students to several types of clinical research designs including designs for group studies, epidemiological studies, survey research and qualitative studies. Review of literature, definition of problem and formatting design, reporting data and conclusions are presented. Interpretation of selected statistical methods will also be included.
Pre-Requisites: STAT 1100 (or equivalent)
Offered: Fall semester only

MAT 5700: Athletic Training Clinical Practicum I (3)
This course is designed to provide the student with their first clinical experience in athletic training. The student will gain clinical experience in the athletic training facility under the supervision of preceptor. The focus in this experience will be familiarization with the athletic training facility environment, developing proficiency in taping/wrapping, documentation and record-keeping, and practice/game preparation.
Pre-Requisites: MAT 5010, ANAT 4000
Offered: Fall semester only

MAT 5750: Athletic Training Clinical Practicum II (3)
This is the second clinical course for the athletic training student. This course is designed to provide the student with their second clinical experience in athletic training. The student will
further their clinical experience and skills in an athletic training facility under the supervision of preceptor.
Pre-Requisites: MAT 5010, MAT 4125, MAT 5700
Offered: Spring semester only

**MAT 5800: Medical Conditions and Physical Activity (3)**
This course is a review of responses of the body to exercise and sports with specific discussion of acute and chronic medical problems that can affect athletic performance. In addition, this course covers drugs commonly used in sports medicine. The processes of pharmacokinetics and pharmacodynamics and autonomic pharmacology will be reviewed. General drug categories, specific actions, and adverse reactions will be discussed.
Pre-Requisites: MAT 5010, Human Physiology, Chemistry (2 semesters)
Offered: Spring semester only

**MAT 5900: Athletic Training Field Experience (2)**
This course is designed to provide the student with a unique clinical experience in athletic training established by the student. This is an internship experience under the supervision of a preceptor of outside agency affiliated with the program.
Pre-Requisites: MAT 5700, MAT 5750
Offered: Summer semester only

**MAT 6010: Contemporary Clinical Practice (1)**
This course is designed to address contemporary issues in the clinical practice of athletic training with particular attention to the management of sudden illness and trauma situations.
Pre-Requisites: MAT 5250
Offered: Fall semester only

**MAT 6160: Enhancing Human Performance (3)**
This course is designed for students to use knowledge of anatomy, physiology, kinesiology, and coaching techniques in designing strength and conditioning programs for athletes. Consideration will be given to strategies for improving sport-specific agility, speed, power, strength, and cardiovascular/respiratory fitness.
Pre-Requisites: MAT 3230, MAT 5100, ANAT 1000 (or equivalent)
Offered: Spring semester only

**MAT 6700: Athletic Training Clinical Practicum III (4)**
This is the third clinical course for the athletic training student. Expanding on their prior experiences, students will gain clinical experience in the athletic training facility under the supervision of preceptor be assigned to a preceptor in a traditional athletic training setting that best reflects the students' ideal work setting after graduation. This course has an emphasis on problem solving and critical thinking skill development.
Pre-Requisites: MAT 5700, MAT 5750 and MAT 5900
Offered: Fall semester only

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MAT 6750: Athletic Training Clinical Practicum IV (4)
In this final clinical experience of the clinical practicum sequence, students remain at the clinical site assigned to them the previous semester. The student will enhance their clinical experience in an athletic training facility under the supervision of preceptor. The course has an emphasis of greater involvement in the day-to-day organizational, administrative tasks, and professional development responsibilities.
Pre-Requisites: MAT 5700, MAT 5750, MAT 6700 and MAT 5900
Offered: Spring semester only

MAT 6800: Seminar in Athletic Training (3)
In this course, students will examine topics in athletic training in depth as they prepare for a transition to professional practice. Advanced topics in Athletic Training will be discussed by individuals with content expertise, through student-led discovery, and simulation projects.
Pre-Requisites: MAT 5240; MAT 5250; MAT 5300; MAT 5500; MAT 5800; or permission of instructor
Offered: Spring semester only

MAT 6960: Athletic Training Capstone Project (2)
In this capstone course in the final semester, the student will select and study a topic in athletic training. Each student selects a faculty advisor to provide guidance in planning, coordinating, conducting and presenting the project. The study can take several different forms including a literature review, a mentored research project with a faculty member, a community service project in athletic training.
Pre-Requisites: MAT 5650
Offered: Spring semester only

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## Plan of Study - Primary Track

### Year One

#### Fall

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<td>ENGL 1900</td>
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#### Spring

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**Credits**: 17

### Year Two

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**Credits**: 18

#### Spring

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<td>2XXX-3XXX</td>
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<td>3</td>
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</tbody>
</table>

**Credits**: 16

### Year Three

#### Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 1100</td>
<td>Introduction to Statistics</td>
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</tr>
<tr>
<td>XXXX</td>
<td>Fine Arts Elective</td>
<td>3</td>
</tr>
<tr>
<td>XXXX</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>XXXX</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>1XXX – 2XXX</td>
<td>History Elective</td>
<td>3</td>
</tr>
<tr>
<td>2XXX</td>
<td>Theology Elective</td>
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</tr>
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</table>

**Credits**: 18

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<table>
<thead>
<tr>
<th>Year Four (1st Professional Year/PY1)</th>
<th>Spring</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPE 4900 Interprofessional Community Practicum</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MAT 3000 Athletic Training Student Development II</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MAT 3230 Exercise Physiology</td>
<td>3</td>
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<tr>
<td>XXXX Elective</td>
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<td>XXXX Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>

| Summer | ANAT 4000 Human Gross Anatomy | 6      |         |
|        | MAT 5010 Principles of Athletic Training | 2      |         |
|        | **Credits** | **8**   |         |

| Fall | MAT 4125 Therapeutic Modalities | 3      |         |
|      | MAT 5100 Kinesiology | 3      |         |
|      | MAT 5133 Lab Studies and Imaging | 2      |         |
|      | MAT 5240 Musculoskeletal Assessment & Management I | 4      |         |
|      | MAT 5700 Athletic Training Clinical Practicum I | 3      |         |
|      | **Credits** | **15**  |         |

| Spring | MAT 5160 Bioenergetics of Human Performance | 3      |         |
|        | MAT 5250 Musculoskeletal Assessment and Management II | 4      |         |
|        | MAT 5500 Rehabilitation in Athletic Training I | 4      |         |
|        | MAT 5750 Athletic Training Clinical Practicum II | 3      |         |
|        | MAT 5800 Medical Conditions and Physical Activity | 3      |         |
|        | **Credits** | **17**  |         |

**Bachelor of Science in Exercise Science awarded upon completion of Spring Semester**

| Summer | MAT 5900 AT Field Experience | 2      |         |
|        | **Credits** | **2**    |         |

<table>
<thead>
<tr>
<th>Year Five (2nd Professional Year/PY2)</th>
<th>Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 5550 Rehabilitation in Athletic Training II</td>
<td>3</td>
<td></td>
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<tr>
<td>MAT 5600 Athletic Training Administration</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MAT 5620 Psychology of Sport and Injury</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MAT 5650 Research in Athletic Training</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MAT 6010 Contemporary Clinical Practice</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MAT 6700 Athletic Training Clinical Practicum III</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
<td></td>
</tr>
</tbody>
</table>

| Spring | MAT 6160 Enhancing Human Performance | 3      |         |
|        | MAT 6750 Athletic Training Clinical Practicum IV | 4      |         |
|        | MAT 6800 Seminar in Athletic Training | 3      |         |
|        | MAT 6960 Athletic Training Capstone Project | 2      |         |
|        | **Credits** | **12**  |         |
|        | **Total Credits** | **171** |         |

*With permission, science and math courses can be replaced by higher level courses*
# Plan of Study – Post-Baccalaureate Track

## Year One

### Summer

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANAT 4000</td>
<td>Human Gross Anatomy</td>
<td>6</td>
</tr>
<tr>
<td>MAT 5010</td>
<td>Principles of Athletic Training</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

### Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 4125</td>
<td>Therapeutic Modalities</td>
<td>3</td>
</tr>
<tr>
<td>MAT 5100</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>MAT 5133</td>
<td>Lab Studies and Imaging</td>
<td>2</td>
</tr>
<tr>
<td>MAT 5240</td>
<td>Musculoskeletal Assessment &amp; Management I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 5700</td>
<td>Athletic Training Clinical Practicum I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### Spring

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 5160</td>
<td>Bioenergetics of Human Performance</td>
<td>3</td>
</tr>
<tr>
<td>MAT 5250</td>
<td>Musculoskeletal Assessment and Management II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 5500</td>
<td>Rehabilitation in Athletic Training I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 5750</td>
<td>Athletic Training Clinical Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 5800</td>
<td>Medical Conditions and Physical Activity</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

### Summer

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 5900</td>
<td>AT Field Experience</td>
<td>2</td>
</tr>
</tbody>
</table>

### Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 5550</td>
<td>Rehabilitation in Athletic Training II</td>
<td>3</td>
</tr>
<tr>
<td>MAT 5600</td>
<td>Athletic Training Administration</td>
<td>3</td>
</tr>
<tr>
<td>MAT 5620</td>
<td>Psychology of Sport and Injury</td>
<td>3</td>
</tr>
<tr>
<td>MAT 5650</td>
<td>Research in Athletic Training</td>
<td>2</td>
</tr>
<tr>
<td>MAT 6010</td>
<td>Contemporary Clinical Practice</td>
<td>1</td>
</tr>
<tr>
<td>MAT 6700</td>
<td>Athletic Training Clinical Practicum III</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### Spring

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 6160</td>
<td>Enhancing Human Performance</td>
<td>3</td>
</tr>
<tr>
<td>MAT 6750</td>
<td>Athletic Training Clinical Practicum IV</td>
<td>4</td>
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<tr>
<td>MAT 6800</td>
<td>Seminar in Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>MAT 6960</td>
<td>Athletic Training Capstone Project</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Credits</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Students must have the following pre-requisite courses completed prior to beginning the program as a post-baccalaureate student:

- Biology with Lab
- Chemistry I and II with Lab
- Physics I and II with Lab
- Basic Anatomy and Human Physiology, or Anatomy & Physiology I and II
- Exercise Physiology
- General Psychology

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Madrid Track and Pre-Professional Tracks

The Madrid Track and Pre-professional Tracks are also available. They are accessible on the Athletic Training page on the SLU Web-site at:
http://www.slu.edu/doisy/degrees/graduate/athletic-training-mat.php
Curriculum Policies & Procedures

The Athletic Training Program at Saint Louis University has designed an Athletic Training (MAT) curriculum with defined courses organized in an intentional sequence to prepare students to be competent entry-level athletic trainers. Students will follow the MAT Curriculum Outline with the understanding that some courses may be exchanged from one semester to another, primarily during the pre-professional phase and less frequently during the professional phase of the curriculum.

I. General Academic Policies
   a. Course requirements may be met by one or more of the following means:
      i. Taking the course at SLU.
      ii. Proof of required score on a placement test in math and/or foreign language. Advanced Placement and CLEP credit is awarded per University policy (Office of Registrar).
      iii. Taking a college course in high school (1-8-1-8 or dual credit courses). Credit is articulated per University policy (Office of Registrar).
      iv. Transfer from another higher education institution. (See Section III)
   b. Students are required to complete MAT Pre-professional Core Curriculum.
   c. Students will select from Humanities, Math, and Science course options.
   d. Students are required to complete the Doisy College of Health Sciences’ Interprofessional Education (IPE) Curriculum.
   e. Students will follow registration procedures found in the Athletic Training Program Handbook.
   f. Students must adhere to Department’s Academic Eligibility Policy and Procedures to progress through the program.
   g. All credit hours for the professional phase of the MAT curriculum must be taken at Saint Louis University except as outlined in Section III.

II. Course Grades
   a. Pass/fail grades from any department within or outside the University are not acceptable to fulfill the requirements of the BSES and MAT curricula.
   b. All MAT courses are graded using the Athletic Training Program's grading scale.
   c. Criteria for course grade assignment are provided in individual course syllabi.
   d. Exceptions to this policy may be approved at the discretion of the Program Director.
   e. A course grade (A-F scale for all courses other than clinical education and mastery assurance courses) must be assigned for all students in a course each semester by the University due date. Only in extenuating circumstances (e.g. personal illness or injury, family crises) can an In Progress grade (IP), an X grade (final exam not taken), or no grade be reported as a course grade. Assignment of an I, X, or no grade must be approved by the Program Director and course coordinator for the course in question.
      i. When an I, X, or no grade is assigned, the course coordinator is responsible for submitting a change of grade form within the allowable time period as set by University policy.
ii. The student is responsible for meeting the necessary course requirements within the allotted time allowed & confirming with the course coordinator that the course requirements have been met. The student should also confirm that the grade has been changed on the transcript.

f. Undergraduate students may repeat a course and the most recent grade of a course repeated will be counted in the Grade Point Average (GPA) while the previous grade of the course repeated will be excluded from the Grade Point Average (GPA).
   i. All grades for courses repeated will remain on the official transcript.
   ii. Students receiving financial aid need to verify with the Office of Student Financial Services whether repeating a course will affect their eligibility status.

III. Transfer Credits/Waived Courses

a. Waived courses
   i. With a waiver the hours are not counted toward the degree.
   ii. Waived hours are recorded on the degree evaluation but they do not show on the transcript.

b. Waived courses in the pre-professional phase of the curriculum
   i. A student may waive a maximum of 12 credit hours.
   ii. IPE courses may be waived for transfer students at discretion of the Program Director

c. Waived courses in the professional phase of the curriculum
   i. Upon progression to the professional phase of the MAT program, students must take all courses in the professional phase of the curriculum (semesters 8-10) at Saint Louis University unless the course is waived.
   ii. A maximum number of six hours may be waived from the professional phase of the curriculum.
   iii. Refer to the section entitled “Procedure for Waiving a Course in the Professional Phase of the Program” on Page AC-19

d. Transfer credits: Transfer credits will be considered using the following guidelines:
   i. The prerequisite course for a required course may be accepted as an elective course.
   ii. Science classes older than five years are generally not accepted as transfer credit by the Athletic Training Program but may be accepted in rare cases at the discretion of the Program Director.
   iii. Non-science classes older than 10 years are generally not accepted as transfer credit but may be accepted in rare cases at the discretion of the Program Director.
   iv. Enrolled students wishing to take courses in the Pre-Professional Phase of the curriculum at another institution must have the courses pre-approved and take the courses at an accredited college or university with the exception of philosophy and theology requirements.
v. Philosophy and theology courses taken away from Saint Louis University must meet criteria established by the philosophy or theology departments in order to be accepted for credit.

vi. The University will accept no letter grade below a “C” as transfer credits. C- is not acceptable.

vii. Courses taken at another institution count regarding total number of course hours but are not considered in the calculation of GPA.

viii. No more than 12 hours of transfer credit can be taken during a summer term.

IV. Policies specific to transfer students

a. Students transferring with a Bachelor’s Degree:
   i. Prerequisite Courses:
      1. Ethics
      2. General Biology with a lab or Animal Biology with a lab
      3. Chemistry I and II, each with a lab
      4. Human Anatomy and Human Physiology
         a. A full year of combined Anatomy and Physiology courses (Anatomy and Physiology I and Anatomy and Physiology II) from an accredited college or university will be accepted in place of separate anatomy and physiology courses.
         b. Acceptance of a single 4 credit hour combined Anatomy and Physiology course may be accepted at the discretion of the Program Director. In order for the course to be acceptable, all body systems must be covered.
         c. Comparative Vertebrate Anatomy and Physiology may be accepted in place of Human Anatomy &/or Physiology.
      5. General Psychology
      6. Physics I and II, each with a lab.
      7. Statistics
      8. Exercise Physiology
      9. Medical Terminology
   ii. Students will be required to follow the curriculum outline for BA/BS Transfer Track
   iii. A student who transfers into the MAT program may petition to waive a course from the professional phase of the curriculum based on a previously taken course.
   iv. The University will accept no letter grade below a “C” as transfer credits. C- is not acceptable.

b. Inter-University Transfer Students transferring without a Bachelor’s Degree:
   i. The credit hours already completed will be reviewed by the Registrar’s Office at Saint Louis University and not the Program Director of the Athletic Training Program.
   ii. Undergraduates may transfer up to 64 hours of undergraduate credit from a community college.

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iii. Undergraduates may transfer additional credit hours from a 4 year college or university provide the last 30 hours of the undergraduate degree (BSES) are taken at Saint Louis University.

iv. The student is required to take all courses in the MAT Curriculum outline except UNIV 1010 for Athletic Training Students.

v. A student who transfers into the MAT program may petition to waive a course from the professional phase of the curriculum based on a previously taken course.

c. Intra-University Transfer Students without a Bachelor's Degree
   
i. The student is required to take all courses in the MAT Curriculum outline.

   ii. Exception is UNIV 1010 for Athletic Training Students, if a student has already taken the course in another major.

   iii. The IPE courses may be waived at the discretion of the Program Director.
Pre-Professional Core Curriculum

SCIENCE:
- BIOL 1240/1245        4 credits
- CHEM 1080/1085 & 1480/1485    8 credits
- PHYS 1220 & 1240        8 credits
- ANAT 1000  Human Anatomy   3 credits
- PPyG 2540  Human Physiology 3 credits

COMPOSITION:
- ENGL 1900  Strategies in Rhetoric & Research 3 credits

HUMANITIES:
- History            3 credits
- Fine Arts          3 credits
- PHIL 1050          3 credits
- Ethics (PHIL 2050 or HCE 2010) 3 credits
- Foreign Language (through the 1150 level) 6 credits
- THEO 1000 and upper division Theology 6 credits
- Literature        3 credits

MATHEMATICS:
- MATH 1400  Pre-Calculus  3 credits

RESEARCH:
- STAT 1100  Statistics  3 credits
  (or similar inferential statistics course as approved by Program Director)

PSYCHOLOGY:
- PSY 1010  General Psychology 3 credits
  Upper division psychology course 3 credits

INTERPROFESSIONAL CONCENTRATION:
- IPE 1100  Intro to Interprofessional Health Care 1 credit
- IPE 3500  Health Care Sys & Health Promotion 3 credits
- IPE 4200  Applied Decision Making in IP Practice 3 credits
- IPE 4900  Integrative IP Practicum Experience 2 credits

ELECTIVES:
- 15 credits

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Foreign Language Courses

Students must provide documentation that they have the equivalent of Modern or Classical Foreign Language courses 1100 and 1150 in order to meet the foreign language requirement.

- Students must obtain credit on the transcript in order for the proficiency in Foreign Language to be recognized. The students may demonstrate the required proficiency through advanced placement testing and taking the intermediate or advanced course or advanced placement courses in high school.
- If the student does not demonstrate proficiency to the intermediate level by passing at least the 1150 level, the student is required to take 1100 and 1150 as needed.
- If a student satisfactorily completes a course or has credit posted in a foreign language at or above the 1150 level, foreign language courses at lower levels are waived.

Humanities Courses

Any course specified in the college catalog as accepted as a fine arts elective will be accepted as a fine arts elective for Athletic Training. Courses from Study Abroad experiences will be accepted as per the approval process listed in the registration policy.

One course in literature must be one equivalent to ENGL 2000-3890 as listed in the SLU Course Catalog.

One history course must cover some period of the history of the world, a continent or a country.

Philosophy requirements are PHIL 1050 (Introduction to Philosophy) and Ethics (PHIL 2050 or HCE 2010).

Math and Science Courses

Students will follow Math and Science course options:

- The MATH 1400 Pre-Calculus requirement is waived for the student who has college credit for Calculus I; has tested ready for Calculus I according to SLU’s math placement test, or has met an ACT math score of 28 or higher in addition to 4 years of high school math (through the level of pre-calculus) with no math grade lower than a B.
- Chemistry and Physics courses must have lab components to be acceptable.
- CHEM 1110 & 1120 (with associated lab) may be substituted for CHEM 1083 & 1483
- PHYS 1310 & 1330 (with associated lab) and PHYS 132 & 134 may be substituted for PHYS 1220 & PHYS 1240.
Procedure for Waiving a Course in the Professional Phase of the Program

1. Written requests to waive a course in the professional phase of the curriculum must be sent to the AT Program Director by Friday noon of the first week of school in order that the material can be reviewed and an answer given to the student prior to the University deadline for withdrawal (without the “W” appearing on the student’s transcript).

2. All written requests to waive a required course must include documentation supporting the request. This includes, but is not limited to a course syllabus, a course schedule, and course handouts, that clearly identify the content of the course to be waived. Other materials may be requested as needed.

3. After consulting with the appropriate faculty, either the AT Program Director or the Department Chair will make the final decision whether the course will be waived.

4. Courses may not be subject to waiver if more than two years have elapsed since the course was taken.

Athletic Training Program Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100 %</td>
</tr>
<tr>
<td>A-</td>
<td>91-92 %</td>
</tr>
<tr>
<td>B+</td>
<td>89-90 %</td>
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<tr>
<td>B</td>
<td>84-88 %</td>
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<tr>
<td>B-</td>
<td>81-83 %</td>
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<tr>
<td>C+</td>
<td>79-80 %</td>
</tr>
<tr>
<td>C</td>
<td>75-78 %</td>
</tr>
<tr>
<td>D</td>
<td>65-74 %</td>
</tr>
<tr>
<td>F</td>
<td>Below 65 %</td>
</tr>
</tbody>
</table>

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by phone at 314.977.3484. Once approved, information about a student’s eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor’s official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

Approved 8-2021
Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The full University-level Academic Integrity Policy can be found on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit https://www.slu.edu/life-at-slu/student-success-center/ to learn more about tutoring services, university writing services, disability services, and academic coaching.

University Writing Services

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit https://www.slu.edu/life-at-slu/student-success-center/ or call the Student Success Center at 314-977-3484.
Student Advising and Registration Procedures

The following procedures should be followed by students for registration:

1. Meet with Professional Academic Advisor/AT Program faculty mentor:
   a. Pre-Professional Phase of the Program: During the fall and spring semesters of the undergraduate years, each student must meet with their Athletic Training Program faculty mentor prior to meeting with their professional academic advisor to review the degree evaluation and obtain approval for registration.
   b. Professional Phase of the Program: Meet with AT Program Director, who serves as academic advisor to all Professional Phase students and assigned Faculty Mentor at regular intervals.

2. Obtain authorization for registration.
   a. The professional academic advisors authorize undergraduate students for online registration in Banner
   b. Authorization includes listing the student’s Banner Registration PIN

3. Register in Banner.
   a. Undergraduate students who experience problems with registration should contact their professional academic advisor.
   b. Students in Professional Years I and II will register when instructed by the Athletic Training Program

Approved 8-2021
Policy & Procedures Concerning Academic Eligibility

The Athletic Training (AT) Program Academic Eligibility Policy serves as the criteria upon which decisions are made regarding student progression through the Athletic Training curriculum. This policy is designed to encourage student success in the curriculum in order to prepare competent Athletic Trainers. Students and faculty are responsible for familiarizing themselves with this policy and the associated procedures.

I. Definitions

a. Phases of the AT Program:
   i. Pre-professional Phase: The six academic terms beginning with the fall semester of the freshman year and ending with the spring semester of the junior year.
   ii. Professional Phase: The six academic terms beginning with the summer prior to the senior year and ending with the spring semester of the second professional year. During this phase, students enroll in courses specifically designed to prepare them as Athletic Trainers. Refer to SLU AT Program curriculum summary.

b. Academic Eligibility:
   i. A student who is academically eligible is one who has met the program academic standards regarding GPA Requirements (Section II) and/or Grade Requirements (Section III) and is allowed to enroll in any course without restriction
   ii. A student who does not meet this standard is not allowed to continue in the AT Program but may be permitted to take certain courses in the AT Program in order to complete degree requirements for the Bachelor of Science in Exercise Science degree (BSES).

c. Academic Standing
   i. Good Standing: A student in Good Standing is one who meets or exceeds the minimum academic eligibility standard.
   ii. Academic Jeopardy: A student in academic jeopardy is one who meets the minimum academic eligibility standard, but is in jeopardy of falling below the minimum GPA academic standard (defined in Section II) or the course grade requirement (defined in Section III). A student in academic jeopardy:
      1. receives an e-mail from the Program Director indicating concern regarding their academic standing
      2. is allowed to take a full-time load but is required to maintain contact with their advisor on a regular basis
   iii. Academic Probation: 1. A student on program academic probation is one who has not met the minimum grade point average (GPA) academic standard, or who has not met the Grade Requirements as defined in Section III.
2. When a student is placed on program academic probation, the student will be notified, in writing, by the Program Director. The student will be required to confirm this notification (e-mail response of confirmation is acceptable).

3. A student on program academic probation is required to meet with their faculty mentor regularly during the semester. Appropriate strategies to improve academic performance will be discussed with the student.

4. A student on program academic probationary status for more than two consecutive semesters at any time during the pre-professional and professional phases or a total of any three semesters during the professional phase of the program is subject to program dismissal. Refer to Appeal Process (Section VII).

II. Grade Point Average Requirements
   a. Pre-professional Phase: Grade Point Average requirements for each semester

<table>
<thead>
<tr>
<th>&lt; 30 Credit Hours</th>
<th>Academic Standing</th>
<th>&gt;30 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 2.70</td>
<td>Good Standing</td>
<td>≥ 2.70</td>
</tr>
<tr>
<td>2.30 – 2.69</td>
<td>Academic Jeopardy</td>
<td>2.5 – 2.69</td>
</tr>
<tr>
<td>&lt; 2.3</td>
<td>Academic Probation</td>
<td>≤ 2.49</td>
</tr>
</tbody>
</table>

b. Professional Phase: Grade Point Average requirements:
   i. A minimum cumulative GPA of 2.7 is required to enter the professional phase of the program.
   ii. Students with a 2.3-2.69 cumulative GPA and not on program academic probation for the two previous semesters may enroll in the summer semester prior to the senior year but must submit a petition in writing to the Program Director requesting enrollment.
   iii. If the petition is granted by the Program Director, the student enters the professional phase on program academic probation.
   iv. The cumulative GPAs restart at the beginning of the summer semester prior to the senior year (the first professional year).

III. Course Grade Requirements
   a. Pre-Professional Phase
      i. A grade of “C-” or better is required in all ANAT, PPYG, IPE, and MAT courses
   b. Professional Phase
      i. A grade of “C” or better is required in all courses in the professional phase
   c. Policy regarding grade of “D” or “F” in MAT or IPE course
      i. A student receiving a “D” or “F” grade for the first time in any course with the MAT or IPE prefix, and any course in the professional phase of the
program will be placed on **program academic probation** and cannot progress full time in the Athletic Training Program.

ii. The student may be allowed to continue in courses that do not require the prerequisite knowledge contained in the course to be repeated. A grade of C- or better is required to demonstrate prerequisite knowledge. The student’s course of study is determined by the Program Director in collaboration with the faculty, advisor, and student.

iii. Before being allowed to return to full time status, the student must have rectified the academic probationary status and have repeated that course(s) with a “C-” grade or better.

iv. When a student receives a “D” or “F” grade, that grade is not removed from the student’s transcript when the course is successfully repeated. This is consistent with Saint Louis University policy.

v. The student remains in **academic jeopardy** for the duration of their academic career, as a second D or F grade would render them ineligible to continue in the program.

d. **Policy regarding grade of “D” or “F “in a repeated course**
   i. A student receiving a “D” or “F” grade in a repeated course is subject to program dismissal. Refer to Appeal Process (Section VI).

e. **Policy regarding grade of “D” in a designated related course**
   i. A grade of “D” in a designated related course (ANAT 1000 Human Anatomy & PPYG 2540 Human Physiology) will result in the student being placed on program academic probation for the following semester. The student will not be required to repeat that course. Rules related to academic probation will be followed. (Section I)

f. **Policy regarding grade of “F” in a designated related course**
   i. An “F” grade in a designated related course (ANAT 1000 Human Anatomy & PPYG 2540 Human Physiology) will not be accepted and the student will be required to repeat the failed course(s) and will be placed on program academic probation.

g. **Policy regarding two or more “D” /“F” grades in designated courses**
   i. A student receiving any combination of 2 or more “D” or “F” grades in ANAT, PPYG, IPE or MAT courses in one semester or across multiple semesters is subject to **program dismissal**. Refer to Appeal Process (Section VI).

IV. Progression Rules

a. **Pre-Professional Phase**
   i. A student on academic probation for Grade Point Requirements may be allowed to progress in the pre-professional phase
   ii. A student on academic probation for Grade Requirements is not allowed to progress in the AT Program as a full time student until the student has successfully repeated the course.

b. **Professional Phase**
   i. In order to progress to the professional phase of the program students must have:
      1. 2.7 cumulative GPA.
2. Students with a cumulative GPA of 2.3-2.69, and not on program academic probation for two consecutive semesters may petition (in writing) to be allowed to enroll in the summer semester prior to the senior year (see Section II).

3. Completed all required prerequisite courses

4. Not been on program academic probation for more than 2 consecutive semesters during the pre-professional phase

ii. In order to progress to the final three terms of the professional phase of the program, students must have:
   1. A 2.5 cumulative GPA (from the previous three terms)
   2. A bachelor’s degree
   3. Not been on program academic probation for more than 2 consecutive semesters
   4. Successfully completed all required courses

V. Graduation Requirements for the Master of Athletic Training (MAT) Degree
a. To graduate with the MAT degree the student must have:
   i. 2.7 cumulative GPA (from the six terms of the Professional Phase of the MAT program)
   ii. Not been on probation for more than 2 consecutive semesters or for a total of three semesters during the professional phase of the program
   iii. Have completed all required prerequisite courses

VI. Appeal Process
a. Course Grade Appeal:
   i. If a student believes that a final grade for a course has been assigned unfairly, the student has 90 days to appeal the grade. All grade appeals must follow the steps outlined below:
   ii. Student discusses with the course coordinator the concerns about the grade and reasons he/she believes the grade is incorrect. The course coordinator renders a decision regarding the grade appeal as the instructor of record in that course.
   iii. If the dispute is not satisfactorily resolved, the student may present his/her concerns to the Program Director in which the course is offered. The Program Director reviews the case and renders a program decision regarding the grade appeal.
   iv. If the dispute is not satisfactorily resolved at the program level, the student may present his/her concerns to the Dean of the College. The Dean is the final arbitrator in the grade dispute.

b. Progression Appeal
   i. If, by policy, a student is not allowed to continue full-time in the AT Program as a result of academic eligibility issues (GPA or Grade Requirement), the student has the right to appeal progression in the program.
   ii. Any grade appeal must be completed prior to an appeal regarding progression in the program.
iii. The appeal gives the student the opportunity to explain circumstances or conditions which adversely impacted their academic success.
iv. This appeal MUST be a written document, submitted to the Athletic Training Program Progressions Committee
v. The Progressions Committee is comprised of two designated AT Program faculty and one designated faculty member from another DCHS department. The student will be made aware of the committee members, and may request a substitute member if there is reason to believe a conflict of interest is present.
vi. The appeal is heard by the Athletic Training Program Progressions Committee, and the Committee makes a decision regarding the student’s appeal and communicates it to the Program Director.

vii. The Program Director reviews the decision regarding the student’s appeal and communicates this decision to the student.

viii. A full description of this process is available in the Progression Committee Procedures document.

c. Eligibility Appeal

i. If, by policy, a student is dismissed from the AT Program because of Grade or GPA Requirement, the student has the right to appeal dismissal from the program.
ii. The appeal gives the student the opportunity to explain circumstances or conditions which adversely impacted their academic success.
iii. This appeal MUST be a written document, submitted to the Athletic Training Program Progressions Committee
iv. The appeal is heard by the Athletic Training Program Progressions Committee, and the Committee makes a decision regarding the student’s appeal and communicates it to the Program Director.

v. The Program Director reviews the decision regarding the student’s appeal and communicates this decision to the student.

vi. A full description of this process is available in the Progression Committee Procedures document.

VII. Doisy College of Health Sciences Academic Grievance Policy

a. An academic grievance can be filed with the DCHS Dean only after a student has gone through all program processes and believes that
   i. Policies were not followed
   ii. The student was not informed of the policies
   iii. No appeal was allowed
   iv. Procedural infractions occurred

b. If a student believes their case meets these requirements, the process is initiated by sending a formal written letter of appeal to the Dean within 10 days of receiving the decision from the program. That process is detailed in the DCHS policies contained later in this section of the AT Program Handbook.
Professional Behavior

Athletic Training is a human service profession. One of its central tenets is the value of human dignity. This value is reflected in conduct that demonstrates sensitivity to the physical and psychological well-being of others and honesty in all endeavors. The Athletic Training Program endorses the philosophy and behaviors embodied in the Mission Statement of Saint Louis University, the Athletic Training Foundational Behaviors, and the Code of Ethics of the National Athletic Trainers' Association. The Program expectations of the student’s professional behaviors are based on these documents and the University, College, and Program policies and procedures.

No code of ethics or professional standards can address every possible scenario that may arise in the future. However, students are expected to conduct themselves in a manner that is consistent with the following minimal standards:

1. Develop a knowledge of self
2. Demonstrate good judgment
3. Conduct themselves in an ethical manner including but not limited to:
   a. maintenance of confidentiality
   b. honesty concerning personal, academic, and medical information
4. Commit to fulfilling professional responsibilities
5. Demonstrate respect for self and others including but not limited to:
   a. provisions for the physical safety of others
   b. respect for the psychological welfare of others
   c. appropriate classroom behavior (see Classroom Civility)

The Athletic Training Program reserves the right to pursue disciplinary action for any behavior, regardless of where it occurred, that violates these standards. Disciplinary actions include:

1. Professional Behavior Notification
2. Professional Behavior Probation
3. Dismissal

It is the responsibility of the faculty member who identifies or observes a behavior that is not congruent with program standards or is notified by a Clinical Preceptor of such behavior to meet with the student to discuss the level of sanction.

Professional Behavior Notification:

Definition: Professional Behavior Notification is issued in situations in which the faculty member uses the professional behavior advisement process to inform the student about his or her unacceptable behavior. A pattern of unacceptable behaviors will result in a Professional Behavior Probation.

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Process:
1. Meet with the student to discuss said breach of professional behavior and possible strategies to improve behavior.
2. Document meeting on the Professional Behavior Advisement Form.
3. Secure signatures from student and faculty on the completed Professional Behavior Advisement Form.
4. Allow student to respond in writing to clarify his or her perception of the situation. This response will be attached to the completed Professional Behavior Advisement Form.
5. Provide an electronic or hard copy of the completed Professional Behavior Advisement Form to the student's faculty mentor.
6. Place a hard copy of the completed Professional Behavior Advisement Form in the student’s permanent file.
7. Faculty mentor is responsible for monitoring the number of Professional Behavior Advisement Forms resulting in Professional Behavior Notification. More than one Professional Behavior Notification will result in a Professional Behavior Probation being issued by the mentor.

Professional Behavior Probation:

Definition: If a student receives more than one Professional Behavior Notification, the student may be placed on Professional Behavior Probation. If the student's behavior is, in the professional judgment of the student’s faculty mentor and the Program Director, of a nature which warrants probation the student will be placed on Professional Behavior Probation. Professional Behavior Probation entails the completion of certain specified activities and/or the ability to demonstrate appropriate change in the observed behaviors as designated in a written contract.

Process:
1. Student will be notified of their probationary status with a letter from the Program Director.
2. Student will be required to return a signed confirmation of this notification.
3. Program Director, appropriate faculty member/mentor, and student will discuss possible strategies to improve professional behaviors.
4. Appropriate faculty member/mentor will develop a written contract with the student for remediation.
5. Any subsequent meetings between the faculty member/mentor and the student will be documented.
6. Student may remain on Professional Behavior Probation until completion of the program.
Professional Behavior Dismissal:

**Definition:** A student may be subject to program dismissal for professional behavior issues due to any of the following conditions:

1. In the judgment of the student’s faculty mentor and the Program Director, the student fails to comply with the terms of the Professional Behavior Probation contract.
2. The student receives another Professional Behavior Notification while on Professional Behavior Probation.
3. In the judgment of the student’s faculty mentor and the Program Director, the student demonstrates a behavior that is of a serious nature including, but not limited to academic misconduct or threat of physical or emotional harm to another individual.
4. The student is involuntarily separated from the university for violations of the Community Standards contained in the Student Handbook.

**Process:**
1. A meeting (either in person or by telephone) will be conducted with the student, the student’s faculty mentor, and the Program Director.
2. A student who is dismissed will be notified with a letter from the Program Director.
3. The student will be required to return a signed confirmation of this notification.

**Appeal Process:**

**Definition:** The student has the right to appeal dismissal from the AT Program.

**Process:**
1. Program Appeal: If the student chooses to appeal the professional behavior dismissal, the process includes:
   a. The appeal request must be made in writing to the Progression Committee Chairperson within seven business days of the date of the program dismissal notification.
   b. The appeal must explain circumstances or conditions which adversely impacted his or her behavior and how the student will assure the behavior will not recur.
   c. The appeal is heard by the Athletic Training Program Progressions Committee. The Committee makes a decision regarding the student’s appeal and communicates it to the Program Director.
   d. The Program Director communicates the decision to the student.
2. Doisy College of Health Sciences Academic and Professional Integrity Policy Appeal: The student can file a grievance with the Dean of the Doisy College of Health Sciences on completion of all program processes on the following grounds:
   a. Program policies were not followed
   b. The student was not informed of the program policies
   c. No appeal was allowed
   d. Procedural infractions occurred that would significantly impact the outcome of the case or may have resulted in a different finding.
If the student believes his or her case meets these requirements, the grievance process is initiated by sending a formal written letter of appeal to the Dean within 14 working days of receiving the decision from the Program. The DCHS Appeal process is detailed later in this section of the AT Program Handbook.
SAINT LOUIS UNIVERSITY
DOisy COLLeGE OF HEALTH SCIENCES
ACADEMIC GRIEVANCE POLICY

Statement of Policy
The Doisy College of Health Sciences (DCHS) seeks to ensure that all program policies and procedures are followed and that all students are treated equitably. It is not within the scope of the grievance process to determine if a student-associated academic decision, such as program dismissal, was fair or just, only if it was arrived at in the manner dictated by department policy.

An academic grievance is an appeal by a student that may occur any time a student believes that published department policies were not followed.

A student initiates this procedure by filing a detailed, written letter of academic grievance with the Dean of the DCHS only after DCHS Academic Department channels have been fully exhausted. The letter of academic grievance should be received by the DCHS Associate Dean for Student and Academic Affairs (ADSAA). In cases of academic program dismissal, procedures pertaining to the filing and hearing of an Academic Grievance will be included with the e-mail and certified letter notification of dismissal. These procedures may also be obtained by contacting the ADSAA in the DCHS Office of the Dean.

During the grievance process, until the final decision by the Dean is made, the student may attend classes and practice laboratory sessions, but for liability reasons may not attend clinical rotations. The process of appealing a dismissal may overlap with the start of a new semester, and therefore result in additional financial obligations for the students. DCHS will make every reasonable effort to resolve appeals as quickly as possible. However, any financial impact obligations in the interim are the sole responsibility of the student.

The grievance procedures are not legal proceedings.

Policy Terminology
The table below is a list of the terminology used in this document along with corresponding descriptions.

<table>
<thead>
<tr>
<th>TERM/ABBREVIATION</th>
<th>DESCRIPTION</th>
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<tbody>
<tr>
<td>ADSAA</td>
<td>Associate Dean for Student and Academic Affairs</td>
</tr>
<tr>
<td>AGC</td>
<td>Academic Grievance Committee</td>
</tr>
<tr>
<td>Clinical Rotations</td>
<td>A general term that refers to students completing the “on-the-job” portion of their education, the specific title of which varies by discipline; also known as clinicals, fieldwork, internships, clinical experiences, clinical practicum/practica</td>
</tr>
<tr>
<td>DCHS</td>
<td>Doisy College of Health Sciences</td>
</tr>
<tr>
<td>Student Grievance</td>
<td>The packet of information prepared by the student that includes a letter and supporting documentation to the DCHS Dean</td>
</tr>
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Academic Grievance Committee (AGC)
The Academic Grievance Committee (AGC) functions to facilitate the consideration of matters relating to student academic grievances.

A. Membership

Faculty
The AGC is composed of faculty members from the DCHS. Each Academic Department selects one faculty representative to serve on the AGC for a term of three years. However, in the event the Academic Department does not select a representative, the Dean’s office will identify a faculty representative to serve on the committee. Committee member terms should be staggered so that there are no more than two new members per year. The AGC Committee Chair for each academic year is selected from the faculty member of the committee at its last meeting of the previous academic year who will be returning. It is recommended that the Chair be a faculty member who has served on the committee at least one year.

DCHS Administration
The DCHS ADSAA serves as a member of the AGC.

B. Membership in the Event of a Student Grievance
In the event of a student grievance, the AGC committee membership is as follows:

Faculty
All faculty members of the AGC except the faculty member from the DCHS Academic Department associated with a student grievance review student grievances. If the associated DCHS Academic Department is that of the AGC Chair, a temporary chair will be selected from the members to oversee the student grievance.

DCHS Administration
The DCHS Associate Dean for Student and Academic Affairs (ADSAA) is recused from participation in the AGC meetings/hearings associated with a student grievance. Administrative support from a member of the Dean’s Office staff will be provided.

Students
Two students from departments not affiliated with the student grievance will be selected to review the grievance.

C. Meetings
In the event that a Student Grievance is submitted, the AGC may hold meetings and hearings as appropriate to maintain the time line to achieve an expeditious recommendation to the Dean.

D. Scope of Review
The AGC will consider only those appeals which provide documentation that: (a) the departmental policies were not adhered to; (b) the student was not counseled concerning his/her status with respect to the policies; (c) that no appeal at the Academic Department level was

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allowed; (d) or that other procedural infractions occurred. It is not within the scope of the committee to determine if the dismissal decision was fair or just, only if it was arrived at in the manner prescribed by policy.

**Process in the Event of a Student Grievance**

1. Once a student decides to file an academic grievance, the student is referred to the ADSAA for an overview of the process and instructions for developing and submitting a student grievance, the components of which are detailed in Appendix A.

2. While the student is working on his/her grievance, the ADSAA contacts the Chair of the AGC and the DCHS Dean of the pending student grievance.

3. Once the student grievance is submitted to the ADSAA, the ADSAA forwards the information to the Chair of the AGC and together the ADSSA and AGC Chair make the determination as to whether or not the student grievance has merit.

4. If the student grievance is determined to have no merit, the ASDAA notifies the student and the process is concluded.

5. If the student grievance is determined to have merit, the Chair of the AGC: a. Notifies the Administrative Support Staff member who then works with the AGC members to schedule a Student Grievance Hearing.

6. If the student grievance is determined to have merit, the ADSAA:  
   a. Notifies the Dean  
   b. Notifies the corresponding DCHS Academic Department Chairman of the pending student grievance. A copy of all documents submitted by the student is given to the Chair and a request for a written DCHS Academic Department response is made and submitted to the ADSAA, the details of which are located in Appendix B.

7. Once the DCHS Academic Department response is received by the ADSAA, the ADSAA assembles all student and Academic Department documents and submits the entire packet to the Chair of the AGC for committee distribution and consideration.

8. The Chair of the AGC communicates with the student as appropriate leading up to the student grievance hearing.

9. The AGC holds a student grievance hearing followed by deliberation and arriving at a recommendation for the DCHS Dean. A written report is generated with the recommendation for the Dean and submitted to the ADSAA.

10. The ADSAA gives the DCHS Dean the AGC report for consideration

11. The DCHS Dean makes a final decision.

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12. The DCHS Dean communicates the final decision to the student via e-mail and certified letter sent through the United States Post Office.
APPENDIX A

Required Components of a Student Grievance

Students who wish to file a grievance are encouraged to contact the Associate Dean for Student and Academic Affairs (ADSAA) for information regarding the process. Typically students are instructed to write a letter to the DCHS Dean that includes the following information:

- Student name, Banner ID number.
- Identification of the appropriate DCHS program student is enrolled in and the corresponding Academic Department associated with the grievance.
- A concise, complete description of the issue being grieved and appropriate events surrounding it.
- The relationship of the grievance to departmental policies.
- Identification of and statement including corresponding documentation that the departmental channels have been fully exhausted.
- Results of discussions/actions that took place at the department level.
Required Components of DCHS Department Response to Student Grievance

When a DCHS Academic Department is notified of a Student Grievance, development and submission of a response is required. The Academic Department response should include the following components:

- Student name, Banner ID number.
- A statement of the problem and relationship of the problem/grievance to departmental policies.
- A chronological history of events which proceeded and resulted in the departmental action which the student is grieving. This statement should include evidence that the student was provided with departmental policies, advised of deficiencies, and given sufficient opportunity to rectify them.
- A summary statement which includes a detailed description of action(s) taken and justification for those actions as supported by departmental policy.
Saint Louis University
Athletic Training Program
Program Handbook

ADMINISTRATIVE SECTION

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Faculty and Staff Responsibilities

The primary function of the faculty is to provide instruction. Encompassed in instruction are a number of associated activities: course organization, selection of assignments and preparation for class, preparation of grading exams, and provision of assistance for individual students. In addition to individual course preparation, the faculty participates in overall curriculum evaluation and revision according to changes and trends in the field of athletic training and health care.

The faculty also participates actively in student advising for the academic welfare and professional development of the students. While instruction and student development are primary concerns of the faculty, faculty are expected to function in three other areas. These areas are: research and scholarly endeavors which contribute to the body of knowledge of athletic training, clinical practice to maintain skill and currency in Athletic Training, and administrative activities that contribute to the efficient operation of the program.

The faculty members are very interested in and willing to assist students; however in order to meet all their obligations, they are encouraged to set office hours for student conferences. Students are requested to make appointments when necessary.

Administrative Staff

The administrative staff serves the general operation of the program and assist faculty in preparation of printed course material/correspondence, making appointments, and taking messages. Through the appropriate administrative assistant, students may make appointments with faculty members, pay fees for class packets, leave message for faculty, or when appropriate, turn in assignments.

Office Hours

The office hours of each faculty member vary. Please check in the Athletic Training Program office or contact the individual faculty member for exact office hours. Faculty and staff members may be contacted by phone, fax, or by email.

Receipt of Policies and Procedures

Each student must sign the “Receipt of Policies and Procedures” form at least once per academic year. This indicates the student’s knowledge of policy location and acknowledgement of his or her responsibility to read through the policies and procedures of the Athletic Training Program.
Packet/Supplies Fees

Some of the materials for Athletic Training courses are in the form of course packets. Packets include lecture/lab materials and other supplies. Packet/lab fees are based on the exact cost of printing and/or supplies.

Class Cancellation

The Athletic Training Program follows the University class cancellation policy for all class and laboratory sessions. The policy can be found at https://www.slu.edu/human-resources-home/emergency-operations-and-closure-policy or students can call (314) 977-SNOW (977-7669) for up-to-date information on the status of classes during any emergency situation. In the event of an individual class cancellation, a good faith effort will be made to contact students via Saint Louis University e-mail.

The cancellation of academic courses due to an emergency situation (i.e. weather conditions, power outages) will result in the cancellation of clinical experience for that day, unless approved by the Clinical Education Coordinator.

Transportation

Students must provide their own transportation to the Doisy College of Health Sciences campus and to clinical education sites. Students should be aware of and follow the University’s parking regulations. See the University web page for regulations, University bus routes, and permit information. Students are expected to plan their transportation in order to arrive to class, lab or clinicals on time.

If a student has a safety concern on campus the Program of Public Safety will provide a ride. The phone number is 977-RIDE.

Address and Phone Updates

It is the student’s responsibility to update his or her phone numbers and addresses. The primary location for updating student information for the University is the Banner system. Updates can be made on Banner or through the Registrar’s Office.

The Athletic Training Program also keeps a file of student names, addresses, and phone numbers. If a student’s address changes during a semester, it is the student’s responsibility to make changes to the information in the program office.

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Confidentiality of Records

Program student records are available for review by that student in accordance with federal law and University policy. The records are released to third parties only with the written consent of the student. Third parties include parents or guardians and spouses. Program faculty members and College or University officials will have access to student records as necessary for the performance of their duties. All student records are kept in locked file cabinets within a locked office suite. Students are required to complete the Student Confidentiality Agreement each year.

Dropping/Adding Courses in the Professional Phase of the Program

A student who is considering a schedule change must communicate with their academic advisor and faculty mentor. As courses in the professional phase are intentionally sequenced across semesters, dropping a course may affect progression in the program. Course syllabi list prerequisite courses, and students are not allowed to register for a course if they have not completed the prerequisite course or not passed the prerequisite course with a C- grade or better.

Leave of Absence Policy

A student may request a Leave of Absence for personal, medical or academic reasons, for a period not to exceed one year.

If the leave of absence involves leaving the Athletic Training Program for one to two semesters and remaining at Saint Louis University as a student not following the Athletic Training curriculum outline, the student must complete a Program “Leave of Absence Request Form.” The form must be approved by the student’s faculty mentor and the Program Director. Copies of the approved Program “Leave of Absence Request Form” will be sent to the student and the student’s professional academic advisor.

If the leave of absence involves leaving Saint Louis University for one or two semesters, the student must complete the Saint Louis University Request for Leave of Absence form. The form will be sent to the student, the Registrar and the Office of Student Financial Services. For students who are receiving financial aid through SLU, the Scholarship Defer/Leave of Absence Request Form must be completed through the Office of Student Financial Services.

The student must provide written notification of their intent to return to the Athletic Training Program at least 90 days prior to the anticipated date of reentry. If a student does not provide such written notification, they will be dismissed from the program.

Students typically have a six month grace period for their Federal Stafford and Private loans. The grace period begins the day after the student ceases to enroll at least half-time. After the grace period, students will be required to make payments on the loan. Should a student utilize...
their grace period and then register at least half-time, repayment will begin the moment the student drops below half-time or graduates. Students are encouraged to contact the Office of Student Financial Services and their lender to discuss options.

**Course and Instructor Evaluation**

Faculty and students share the responsibility and accountability for the teaching and learning experiences at Saint Louis University. Therefore students are given the opportunity to provide anonymous written feedback evaluations of individual courses and instructors in the Athletic Training Program at the end of each semester. This feedback is provided to the Program Director for purposes of future course development and individual promotion/tenure decisions.

Students are reminded that the nature of the feedback should reflect their individual perspective of the effectiveness of course and instructional methods. Comments of a more personal nature are inappropriate for this evaluation method.

**Program Statistical Data**

Program specific data including retention in the professional phase of the program, graduation rates and certification exam pass rates are available on request or at the AT Program Website.

**Program Costs**

Information regarding tuition, fees and refunds are available through the Office of Financial Aid. Students are advised that tuition and fees may increase each year. Students in the Athletic Training Program pay fulltime tuition for fall and spring semesters of each academic year. The final semester of the Program, which includes full time clinical education rotations, is billed on a per credit hour basis, provided the total number of credit hours for the semester remains below 12. In addition to the tuition fees for the normal academic year, students should expect to pay tuition for coursework during two summers, which is also billed on a per credit hour basis. Additional required costs of the program include course fees, textbooks, and travel to clinical education sites. Students are responsible for room and board arrangements while at the University and during clinical placements.

Complete description of course fees and program costs are listed on the AT Program website: [https://www.slu.edu/programs/graduate/athletic-training-mat.php](https://www.slu.edu/programs/graduate/athletic-training-mat.php).

**Title IX**

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 harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU’s Title IX Coordinator and share the basic facts of your experience.** This is true even if you ask the
faculty member not to disclose the incident. 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.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU’s Integrity Hotline by calling 1-877-525-5669 or online at http://www.lighthouse-services.com/slu. To view SLU’s policies, and for resources, please visit the following web addresses: https://www.slu.edu/about/safety/sexual-assault-resources/index.php and https://www.slu.edu/general-counsel.

IMPORTANT UPDATE: SLU’s Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information at the following web address: https://www.slu.edu/about/safety/sexual-assault-resources/index.php. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.

Interim Policy on Face Masks
(Fall 2021)

Throughout the COVID-19 pandemic, key safeguards like face masks have allowed SLU to safely maintain in-person learning. If public health conditions and local, state, and federal restrictions demand it, the University may require that all members of our campus community wear face masks indoors.

Therefore, any time a University-level face mask requirement is in effect, face masks will be required in this class. This expectation will apply to all students and instructors, unless a medical condition warrants an exemption from the face mask requirement (see below).

When a University-wide face mask requirement is in effect, the following will apply:

- Students who attempt to enter a classroom without wearing masks will be asked by the instructor to put on their masks prior to entry. Students who remove their masks during a class session will be asked by the instructor to resume wearing their masks.
- Students and instructors may remove their masks briefly to take a sip of water but should replace masks immediately. The consumption of food will not be permitted.
- Students who do not comply with the expectation that they wear a mask in accordance with the University-wide face mask requirement may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to those outlined in the Student Handbook. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:
  - dismissal from the course(s)
  - removal from campus housing (if applicable)
  - dismissal from the University

Approved 8-2021
To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with a University-wide face mask requirement.

When a University-wide face mask requirement is not in effect, students and instructors may choose to wear a face mask or not, as they prefer for their own individual comfort level.

ADA Accommodations for Face Mask Requirements

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services (students) or Human Resources (instructors) to initiate the accommodation process identified in the University’s ADA Policy. Inquiries or concerns may also be directed to the Office of Institutional Equity and Diversity. Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

Statement on In-Class Attendance & Participation

Effective: August 2021

The health and well-being of SLU’s students, staff, and faculty are critical concerns, as is the quality of our learning environments. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies and to create the conditions in which all students have the opportunity to learn and successfully complete their courses.

1. Students who exhibit any potential COVID-19 symptoms (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the University Student Health Center for immediate assistance.

2. Students (whether exhibiting any of potential COVID-19 symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activities per the stipulations of the isolation or quarantine directive.

3. Students are responsible for notifying their instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible. Consistent with the University Attendance Policy, students also are responsible for all material covered in class and must work with the instructor to complete any required work. In situations where students must be absent for an extended period of time due to COVID-19 isolation or quarantine, they also must work with the instructor to determine the best way to maintain progress in the course as they are able based on their health situation.

Approved 8-2021
4. Consistent with the University Attendance Policy, students may be asked to provide medical documentation when a medical condition impacts a student’s ability to attend and/or participate in class for an extended period of time.

5. As a temporary amendment to the current University Attendance Policy, all absences due to illness or an isolation/quarantine directive issued by a qualified health official, or due to an adverse reaction to a COVID-19 vaccine, shall be considered “Authorized” absences.

Basic Needs Security

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office (deanofstudents@slu.edu or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

Safety

The Athletic Training Program is dedicated to ensure the safety of the students. Safety is a collaborative effort by the faculty and students. Students must adhere to course policies regarding safety as well as the following issues as related to safety in the classroom and lab:

1. All biomedical equipment undergoes annual safety inspection by a qualified biomedical engineer. Students are required to report any machines that are malfunctioning so that the instructor can tag and report the malfunctioning item to the biomedical engineer. Malfunctioning items are not used until repaired by the biomedical engineer and approved for use.

2. Unsafe behavior both in and out of class/lab will not be tolerated. Students who demonstrate unsafe or disruptive behaviors may be asked to leave the class/lab and may be subject to disciplinary action.

3. Students are required to dress in attire which does not interfere with academic activity. Students should refer to each course syllabus to determine the appropriate attire for a specific academic activity.

4. Students must report any unusual medical occurrences that happen in the lab and clinical sessions such as rashes, mottling, difficulty breathing, etc. An Accident Report will be completed. Any occurrences which result in personal injury will require follow-up at the Student Health Center.

5. It is the responsibility of the student to report relevant health information if it results in the student not being able to perform an activity. At the discretion of the faculty member, a
written note from a physician may be required outlining activity precautions and guidelines. Student “practitioners” should ask for consent and be knowledgeable regarding contraindications and precautions for procedures. Student “patients” should be proactive in protecting themselves and others. Courses may require lab consent forms.

6. Students are required to keep classroom/lab traffic areas free of personal belongings. Traffic areas also should be clear of unnecessary equipment, supplies, electrical cords, water spills, and so on. Students are expected to clean up their area after a procedure is completed.

7. Students will be instructed on the proper storage of lotions, gels, adhesives, and other topical agents to minimize contamination, drying or premature aging of the substance. It is the responsibility of the student to notify the Office of Disability Services and the instructor of allergies or reactions to these products.

8. In order to provide an optimal learning environment which is safe, clean, and comfortable, students are expected to participate in routine lab cleaning procedures following the completion of each lab. Cleaning procedures are supervised by the instructor. Procedures are posted in each of the labs and performed by students at the completion of each lab. Lab clean-up assignments are determined by the instructor. Cleaning solutions are stored in the lab with labels. Center for Disease Control guidelines are utilized regarding the dilution of cleaning material. MSDS forms for hazardous chemicals are available in each lab.

9. “Universal Precautions” is an approach to infection control. According to the concept of Universal Precautions, all human blood and certain human body fluids are treated as if known to be infectious for bloodborne pathogens. Gloves and masks are available for use to clean up any bodily fluids that may contaminate equipment or supplies.

**Emergency Procedures**

To ensure the safety of the Athletic Training Program’s students, faculty and visitors, the Department of Public Safety (DPS) and Risk Management have established a Saint Louis University Emergency Response Guide which can be accessed at http://dps.slu.edu/. 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. The labs also contain first aid kits, stethoscopes, and blood pressure cuffs. If a serious or life threatening injury or illness occurs first dial 911 and then call DPS at 977-3000. The ambulance response address for the Allied Health Professions Building is 3404 Rutger Street.

**Closings/Inclement Weather**

The Department of Physical Therapy and Athletic Training will follow University decisions regarding closing and inclement weather. The University has an Emergency Notification System designed to communicate information to students, faculty and staff. More information
Communicable Disease Policy

Students enrolled in the Athletic Training Program must be aware of the possibility of being exposed to communicable diseases. If a student is exposed to a communicable disease in any setting (home, school, community, clinical site) during the period in which they are enrolled in a clinical experience, they must immediately report the exposure to their Preceptor, Clinical Education Coordinator and Program Director. The Preceptor, Clinical Education Coordinator or Program Director will consult with the appropriate health care professional(s) and determine what action should be taken. The student will be excused immediately from their clinical experience until the current state of the student’s health is determined.

When a student is exposed to a communicable disease they must consult with a physician or nurse practitioner before continuing in their clinical experience. The outcome of the consultation will determine when the student may return to their clinical experience and the student must bring documentation from the physician or nurse practitioner to the Preceptor and Clinical Education Coordinator.

Class Attendance and Class Work

The faculty has the responsibility to take steps necessary to ensure students are competent and safe athletic training practitioners upon graduation. This responsibility includes ensuring that students have acquired adequate knowledge and skill to appropriately assess patient problems and determine treatment, which will effectively and efficiently resolve the problems.

Students are expected to be present for classes, give their attention to the information covered, and make maximal use of lecture and laboratory class time to discuss material with instructors and to practice skills. The faculty recognizes the extensive amount of material and the depth of knowledge expected of the students. They are willingly available to assist those students who have made an earnest attempt to understand course content. The faculty has no special obligations to students who have unexcused class absences or who clearly do not attend to the class activities.

The faculty has responsibility to present the course in an organized, clear manner that allows for comprehension by the students. In addition, examinations should be appropriate to the content covered. Students have the obligation to prepare diligently for examinations so that they can provide evidence of understanding and skill in the theory and practice of athletic training.

Faculty members establish written policies and procedures pertaining to class attendance and class work that are suitable for each course. Enforcement is the responsibility of the course coordinator. Students not adhering to course policies are subject to professional warning or probation and ultimately dismissal from the program as indicated in AT Program Policy concerning Professional Behavior.
Smoking and Eating

Smoking is prohibited at Saint Louis University. Absolutely no food, drinks or water are allowed in the Doisy College of Health Sciences student computer lab. No food is allowed in the auditorium, but water in a spill-proof container is permissible. Food and drinks in spill-proof containers are allowed in the other classrooms unless otherwise specified by the course coordinator or instructor.

Employment

While the faculty recognizes the importance of employment for the student’s financial welfare, the student’s primary responsibility is to his or her academic career. This responsibility includes a priority given to appropriate and timely class attendance and completion of course assignments. Employment responsibilities are to be considered secondary. Employment in settings involving athletic health care may constitute a violation of CAATE and/or professional practice standards. The student is responsible for ensuring employment responsibilities are in accordance with academic and professional policies to avoid professional behavior sanctions.

Classroom Civility

To ensure an optimal learning environment the student must be an active participant in the educational endeavor. The behaviors of the student impact not only his or her own learning, but the learning of their peers.

In order to facilitate an optimal learning environment, students will observe the following:

1. Treat others with respect in all situations.
2. Embrace the diversity of others.
3. Respect differing views shared by students or instructors in classroom and laboratory settings.
4. Do not talk during instructor-led portion of class or on-site/off-site labs unless directed by the instructor.
5. Turn off cell phones: no cell phone sending or receiving of text or voice messages.
6. Utilize computers only for class-related activities.
7. Arrive on time prepared for class or on-site/off-site labs.
8. Return promptly from scheduled breaks.
9. Participate actively in classroom and lab experiences (e.g. ask questions, offer ideas, work with a variety of classmates, etc.)
10. Demonstrate responsibility by notifying the course coordinator, in advance, of any unusual situation that results in tardiness or absence from a classroom or on-site/off-site lab session.
11. Demonstrate responsibility for missed classroom or on-site/off-site lab experiences, e.g., meet with instructor, get notes from and meet with classmates, or consult Blackboard.
12. Practice Athletic Training skills with multiple partners in lab sessions.

Approved 8-2021
13. Dress appropriately for classroom and on-site/off-site lab sessions.

**Program Complaint Policy**

This policy for addressing program complaints does not include any complaints for which there is an established University, College, or Program policy or procedure, such as grade appeals, academic dismissal appeals, or allegations of racial, sexual, or gender harassment. These matters are covered in the Athletic Training Student Handbook, the University Student Conduct Policies, or through the Office of Diversity and Affirmative Action.

Program complaints are recognized as an opportunity for program improvement and should be expressed with this end in mind. There are two levels of addressing a program complaint, informal and formal. Both of these methods are described below.

The complainant is first urged to resolve the concern/complaint informally, if possible, by contacting the party(s) involved (e.g. course coordinator, faculty member, Program Director, Clinical Education Coordinator, classmate etc.) to discuss the issue. In this case, there is no written documentation of the complaint.

If the concern/complaint cannot be satisfactorily addressed in this manner, the complainant is asked to file a formal complaint with the Program Director to seek resolution of the issue. All formal complaints must be received in writing and must be signed. The Program Director will bring together the involved parties and seek resolution of the issue. The resolution decision will be communicated to all parties in writing. The Program Director will maintain a file of all formal Program Complaints.

Should the complainant not be satisfied with the resolution of the issue at the Program level, an appeal can be made to the Dean of the College. The appeal should state with specificity the facts giving rise to the complaint, the names of persons who have knowledge of the events surrounding the complaint, and the relief sought. It should be signed by the student or other party filing the appeal. All parties to the process will seek to maintain the confidentiality of the process; however, it is recognized that circumstance may compel further disclosure to other persons, particularly if the facts implicate possible violations of law, University policy, or foreseeable risk of harm to any person.

The written complaint shall be filed with the Dean within twenty (20) working days after receiving the complaint resolution letter from the Program Director. Upon receipt of the appeal, the Dean shall review the complaint and convene a meeting of interested parties. The Dean shall evaluate the merits of the complaint and recommend a course of action.

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Student Honors, Awards and Scholarships

Students in the Athletic Training Program may be eligible for honors and awards to recognize outstanding performance. Selection of award recipients is made based on the established criteria for each award. The decisions of the selection committees are made with great care and consideration, and are not appealable.

Alpha Sigma Nu: Jesuit Honor Society

1. Eligibility: SLU students (minimum Junior standing) with a 3.6 GPA and 60 hours of credit (30 must be from a Jesuit University) are invited to apply.
2. Selection: AT Program Awards Committee provides Dean’s Office with candidates for nominations. The Dean selects nominees for Alpha Sigma Nu which are then submitted to the President of the University for his approbation.
3. Criteria: 3 criteria for nominations are: high scholastic achievement (undergraduate cumulative GPA = 3.6), loyalty, and service.
4. Award Announcement: New members are inducted in a ceremony in April.

Alpha Eta Honor Society: National Allied Health Honor Society

1. Eligibility: Graduating Senior (BSES) or MAT student
2. Nominating Committee: AT Program in Awards Committee
3. Criteria:
   a. Baccalaureate:
      i. Enrolled in senior year of BSES
      ii. Overall scholarship average of 3.5 or better (out of 4.0) while enrolled in the program.
      iii. Capacity for leadership and achievement in their chosen allied health field.
      iv. Recommended by members through a nominating committee and approved by the Dean of DCHS.
      v. Membership shall approximate 20% of the graduating class of a specified program. All programs regardless of size, shall have the right to nominate at least one candidate.
   b. Graduate:
      i. Enrolled in final year of MAT program
      ii. Overall scholarship average of 3.8 or better (out of 4.0)
   c. Evidence of leadership and service (SLU or greater community)

Transfer Students: The University rule is that transfer students must have completed a minimum of 30 hours at Saint Louis University to be eligible for Alpha Eta nomination.
4. Award Announcement: Annual DCHS Fall Alpha Eta Awards Ceremony

Alpha Iota Chapter, Iota Tau Alpha: National Athletic Training Education Honor Society

1. The Purpose of Iota Tau Alpha Athletic Training Education Honor Society is the promotion and encouragement of scholarly activity in athletic training and the recognition of outstanding achievement among students enrolled in athletic training education programs. Iota Tau Alpha activities shall be designed to stimulate interest,
scholarly attainment, and investigation in Athletic Training Education, and to promote the dissemination of information among students of Athletic Training Education.

2. Eligibility:
   a. Regular members shall:
      i. Have completed at least 3 semesters of academic work toward the athletic training degree,
      ii. Have a minimum cumulative grade point average of 3.5,
      iii. Be in good standing according to their program retention criteria.
   b. Graduate members shall:
      i. Be a graduate student currently enrolled in the AT Program.

3. Selection Committee: Iota Tau Alpha Executive Board
4. Recognition: Iota Tau Alpha Initiation Ceremony in Spring Semester

Doisy College of Health Sciences (DCHS) Alumni Association Graduating Students of the Year Award
1. Eligibility: one graduating senior, one graduating post-baccalaureate student. Each of the 7 departments in DCHS can nominate one student in each category.
2. Selection Committee: DCHS Alumni Association
3. Criteria:
   a. Grade Point Average: 3.5 or above cumulative grade point average
   b. Participation in activities and organizations
   c. Professional competence
   d. Intellectual and cultural pursuits
   e. Jesuit philosophy essay
4. Award Announcement: May DCHS Pre-Commencement Ceremony
MAT Graduation Awards

Academic Excellence Award
1. Eligibility: Graduating MAT students
2. Selection Committee: AT Program Awards Committee
4. Award Announcement: May MAT Celebration Ceremony

Community Service Award
1. Eligibility: Graduating MAT students
2. Selection Committee: AT Program Awards Committee
3. Criteria: Significant participation in community service through entire academic career. Nominated by students (including self), faculty or staff.
4. Award Announcement: May MAT Celebration Ceremony

Professional Service Award
1. Eligibility: Graduating MAT students
2. Selection Committee: AT Program Awards Committee
3. Criteria: Significant participation in service to the profession through entire academic career. Nominated by faculty or staff.
4. Award Announcement: May MAT Celebration Ceremony

Clinical Excellence Award
1. Eligibility: Graduating MAT students
2. Selection Committee: AT Program Awards Committee
4. Award Announcement: May MAT Celebration Ceremony
AT Program Scholarships

Saint Louis University Clarence “Bob” Bauman Endowed Scholarship in Athletic Training
1. Eligibility: MAT students entering second professional year.
2. Selection Committee: AT Program Awards Committee
3. Criteria: Cumulative GPA of 3.60 or greater out of 4.00, resume, personal statement and two professional references.
4. Award Announcement: Prior to fall semester of second professional year
5. Recognition: Iota Tau Alpha Initiation Ceremony in conjunction with the Speaker’s Series Event in Spring Semester

Saint Louis University Brandi Burgett Memorial Award and Scholarship
1. Eligibility: MAT students entering second professional year.
2. Selection Committee: AT Program Awards Committee
3. Criteria: Resume, personal statement and two professional references.
4. Award Announcement: Prior to fall semester of second professional year
5. Recognition: Iota Tau Alpha Initiation Ceremony in conjunction with the Speaker’s Series Event in Spring Semester

Information on external scholarships available to AT students is available on the AT Program web site.
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I. Saint Louis University Information Guide  
II. Athletic Training Program Forms
Glossary of CAATE Terminology

To ensure proper communication between all entities of the Saint Louis University Athletic Training Program, the Commission on Accreditation of Athletic Training Education (CAATE) definitions is listed here:

Academic year: Customary annual period of sessions at an institution. The academic year is defined by the institution.

Adjunct faculty: Individuals contracted to provide course instruction on a full-course or partial-course basis but whose primary employment is elsewhere inside or outside the institution. Adjunct faculty may be paid or unpaid.

Affiliation agreement: A formal agreement between the program’s institution and a facility where the program wants to send its students for course-related and required off-campus clinical education. This agreement defines the roles and responsibilities of the host site, the affiliate, and the student. See also Memorandum of understanding.

Assessment plan: A description of the process used to evaluate the extent to which the program is meeting its stated educational mission, goals, and outcomes. The assessment plan involves the collection of information from a variety of sources and must incorporate assessment of the quality of instruction (didactic and clinical), quality of clinical education, student learning, and overall program effectiveness. The formal assessment plan must also include the required student achievement measures identified in Standard 5. The assessment plan is part of the framework.

Associated faculty: Individuals with a split appointment between the program and another institutional entity (for example, athletics, another program, or another institutional department). These faculty members may be evaluated and assigned responsibilities by multiple supervisors.

Athletic trainer: Health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the state’s statutes, rules, and regulations. As a part of the health care team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. An athletic trainer is state credentialed (in states with regulation), certified, and in good standing with the Board of Certification.

Athletic training clinical experiences: Direct client/patient care guided by a preceptor who is an athletic trainer or physician. Athletic training clinical experiences are used to verify students’ abilities to meet the curricular content standards. When direct client/patient care opportunities are not available, simulation may be used for this verification. See also Clinical education.

Biometrics: Measurement and analysis of physical characteristics and activity.

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**Clinical education:** A broad umbrella term that includes three types of learning opportunities to prepare students for independent clinical practice: athletic training clinical experiences, simulation, and supplemental clinical experiences.

**Clinical site:** A facility where a student is engaged in clinical education.

**Contemporary expertise:** Knowledge and training of current concepts and best practices in routine areas of athletic training, which can include prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement. Contemporary expertise is achieved through mechanisms such as advanced education, clinical practice experiences, clinical research, other forms of scholarship, and continuing education. It may include specialization in one or more of the identified areas of athletic training practice. An individual’s role within the athletic training program should be directly related to the person’s contemporary expertise.

**Core faculty:** Faculty with full faculty status, rights, responsibilities, privileges, and college voting rights as defined by the institution and who have primary responsibility to the program. These faculty members are appointed to teach athletic training courses, advise, and mentor students in the athletic training program. Core, full-time faculty report to, are evaluated by, and are assigned responsibilities by the administrator (chair or dean), in consultation with the program director, of the academic unit in which the program is housed. A core faculty member must be an athletic trainer or physician.

**Durable medical equipment:** Equipment that can withstand repeated use, is primarily and customarily used to serve a medical purpose, is generally not useful to a person in the absence of an illness or injury, and is appropriate for use in the home.

**Electronic health record:** A real-time, patient-centered, and HIPAA-compliant digital version of a patient's paper chart that can be created and managed by authorized providers across more than one health care organization.

**Evidence-based practice:** The conscientious, explicit, and judicious use of current best evidence in making decisions about the care of an individual patient. The practice of evidence-based medicine involves the integration of individual clinical expertise with the best available external clinical evidence from systematic research. Evidence-based practice involves the integration of best research evidence with clinical expertise and patient values and circumstances to make decisions about the care of individual patients.

**Faculty:** See Adjunct faculty; Associated faculty; Core faculty.

**First-time pass rate on the Board of Certification examination:** The percentage of students who take the Board of Certification examination and pass it on the first attempt. Programs must post the following data for the past three years on their website: the number of students graduating from the program who took the examination; the number and percentage of
students who passed the examination on the first attempt; and the overall number and percentage of students who passed the examination, regardless of the number of attempts.

**Foundational knowledge**: Content that serves as the basis for applied learning in an athletic training curriculum.

**Framework**: A description of essential program elements and how they’re connected, including core principles, strategic planning, curricular design (for example, teaching and learning methods), curricular planning and sequencing, and the assessment plan (including goals and outcome measures).

**Goals**: Specific statements of educational intention that describe what must be achieved for a program to meet its mission.

**Graduate placement rate**: Percentage of students within six months of graduation who have obtained positions in the following categories: employed as an athletic trainer, employed as other, and not employed. Programs must post the following data for the past three years on their website: the number of students who graduated from the program, the number and percentage of students employed as an athletic trainer, the number and percentage of students employed as other, and the number and percentage of students not employed.

**Health care providers**: Individuals who hold a current credential to practice the discipline in the state and whose discipline provides direct patient care in a field that has direct relevancy to the practice and discipline of athletic training. These individuals may or may not hold formal appointments to the instructional faculty.

**Health care informatics**: The interdisciplinary study of the design, development, adoption, and application of information-technology-based innovations in the delivery, management, and planning of health care services.

**Health literacy**: The degree to which an individual has the capacity to obtain, process, and understand basic health information and services in order to make appropriate health decisions.

**Immersive clinical experience**: A practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers.

**International Classification of Functioning, Disability, and Health (ICF)**: A conceptual model that provides a framework for clinical practice and research. The ICF is the preferred model for the athletic training profession.6

**Interprofessional education**: When students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.

**Interprofessional practice**: The ability to interact with, and learn with and from, other health professionals in a manner that optimizes the quality of care provided to individual patients.
Medical director: Currently licensed allopathic or osteopathic physician who is certified by an ABMS- or AOA-approved specialty board and who serves as a resource regarding the program's medical content.

Memorandum of understanding: Document describing a bilateral agreement between parties. This document generally lacks the binding power of a contract.

Mission: A formal summary of the aims and values of an institution or organization, college/division, department, or program.

Outcomes: Indicators of achievement that may be quantitative or qualitative.

Patient-centered care: Care that is respectful of, and responsive to, the preferences, needs, and values of an individual patient, ensuring that patient values guide all clinical decisions. Patient-centered care is characterized by efforts to clearly inform, educate, and communicate with patients in a compassionate manner. Shared decision making and management are emphasized, as well as continuous advocacy of injury and disease prevention measures and the promotion of a healthy lifestyle.

Physician: Health care provider licensed to practice allopathic or osteopathic medicine.

Physiological monitoring systems: Ongoing measurement of a physiological characteristic. Examples include heart rate monitors, pedometers, and accelerometers.

Preceptor: Preceptors supervise and engage students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Preceptors who are athletic trainers are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification. A preceptor's licensure must be appropriate to his or her profession. Preceptors must not be currently enrolled in the professional athletic training program at the institution. Preceptors for athletic training clinical experiences identified in Standards 14 through 18 must be athletic trainers or physicians.

Professionalism: Relates to personal qualities of honesty, reliability, accountability, patience, modesty, and self-control. It is exhibited through delivery of patient-centered care, participation as a member of an interdisciplinary team, commitment to continuous quality improvement, ethical behavior, a respectful demeanor toward all persons, compassion, a willingness to serve others, and sensitivity to the concerns of diverse patient populations.

Professional preparation: The preparation of a student who is in the process of becoming an athletic trainer (AT). Professional education culminates with eligibility for Board of Certification (BOC) certification and appropriate state credentialing.

Professional program: The graduate-level coursework that instructs students on the knowledge, skills, and clinical experiences necessary to become an athletic trainer, spanning a minimum of two academic years.

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Professional socialization: Process by which an individual acquires the attitudes, values and ethics, norms, skills, and knowledge of a subculture of a health care profession.10

Program graduation rate: Measures the progress of students who began their studies as full-time degree-seeking students by showing the percentage of these students who complete their degree within 150% of “normal time” for completing the program in which they are enrolled. Programs must post the following data for the past three years on their website: the number of students admitted to the program, the number of students who graduated, and the percentage of students who graduated.

Program personnel: All faculty (core, affiliated, and adjunct) and support staff involved with the professional program.

Program retention rate: Measures the percentage of students who have enrolled in the professional program who return to the institution to continue their studies in the program the following academic year. Programs must post the following data for the past three years on their website: the number of students who enrolled in the program, the number of students returning for each subsequent academic year, and the percentage of students returning for each subsequent academic year.

Quality assurance: Systematic process of assessment to ensure that a service is meeting a desired level.

Quality improvement: Systematic and continuous actions that result in measurable improvement in health care services and in the health status of targeted patient groups. Quality improvement includes identifying errors and hazards in care; understanding and implementing basic safety design principles such as standardization and simplification; continually understanding and measuring quality of care in terms of structure, process, and outcomes in relation to patient and community needs; and designing and testing interventions to change processes and systems of care, with the objective of improving quality.12

Scholarship: Scholarly contributions that are broadly defined in four categories.13
- Scholarship of discovery contributes to the development or creation of new knowledge.
- Scholarship of integration contributes to the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study.
- Scholarship of application/practice applies findings generated through the scholarship of integration or discovery to solve real problems in the professions, industry, government, and the community.
- Scholarship of teaching contributes to the development of critically reflective knowledge associated with teaching and learning.

Simulation: An educational technique, not a technology, to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner.14 See also Clinical education.

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Social determinants of health: The conditions in which people are born, grow, live, work, and age. These circumstances are shaped by the distribution of money, power, and resources at global, national, and local levels.

Socioeconomic status: The social standing or class of an individual or group, frequently measured in terms of education, income, and occupation. Socioeconomic status has been linked to inequities in access to resources, and it affects psychological and physical health, education, and family well-being.

Supervision: Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student’s knowledge and skills as well as the context of care. Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care.

Supplemental clinical experiences: Learning opportunities supervised by health care providers other than athletic trainers or physicians. See also Clinical education.

Technical standards: The physical and mental skills and abilities of a student needed to fulfill the academic and clinical requirements of the program. The standards promote compliance with the Americans with Disabilities Act (ADA) and must be reviewed by institutional legal counsel.

Value-based care models: Health care delivery system focused on the value of care delivered rather than on a fee-for-services approach.
CAATE Standards

The following CAATE standards pertain directly to clinical education:

**Standard 9:** All courses used to fulfill athletic training clinical experience requirements and to meet the curricular content standards (Standards 56 through 94) are delivered at the graduate level.

**Standard 10:** Students fulfill all athletic training clinical experience requirements and curricular content standards (Standards 56 through 94) within the professional program.

**Standard 14:** A program’s clinical education requirements are met through graduate courses and span a minimum of two academic years.

**Standard 15:** A program’s athletic training clinical experiences and supplemental clinical experiences provide a logical progression of increasingly complex and autonomous patient-care and client-care experiences.

**Standard 16:** The clinical education component is planned to include at least one athletic training immersive clinical experience.
Annotation An athletic training immersive clinical experience is a practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Students must participate in the day-to-day and week-to-week role of an athletic trainer for a period of time identified by the program (but minimally one continuous four-week period).

**Standard 17:** A program’s clinical education component is planned to include clinical practice opportunities with varied client/patient populations. Populations must include clients/patients
- throughout the lifespan (for example, pediatric, adult, elderly),
- of different sexes,
- with different socioeconomic statuses,
- of varying levels of activity and athletic ability (for example, competitive and recreational, individual and team activities, high- and low-intensity activities),
- who participate in nonsport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts).

**Standard 18:** Students gain experience with patients with a variety of health conditions commonly seen in athletic training practice.

**Standard 22:** All sites where students are involved in clinical education (excluding the sponsoring institution) have a current affiliation agreement or memorandum of understanding that is endorsed by the appropriate administrative authority at both the sponsoring institution and site.

**Standard 29:** The program ensures that each student is oriented to the policies and procedures of their clinical site.

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Annotation: Orientations must occur at the start of the experience and before a client/patient encounter at the site. The orientation for athletic training and supplemental clinical experiences must include (but is not limited to) the following:

- Critical incident response procedures (for example, emergency action plans)
- Blood-borne pathogen exposure plan
- Communicable and infectious disease policies
- Documentation policies and procedures
- Patient privacy and confidentiality protections
- Plan for clients/patients to be able to differentiate practitioners from students

The orientation for other clinical education opportunities that involve client/patients may vary based on the nature of the experience.

Standard 30: Educational opportunities and placements are not prejudicial or discriminatory.

Standard 31: Athletic training clinical experiences are supervised by a preceptor who is an athletic trainer or a physician.

Standard 32: Regular and ongoing communication occurs between the program and each preceptor.

Standard 33: All active clinical sites are evaluated by the program on an annual basis.

Standard 40: The coordinator of clinical education is responsible for oversight of the clinical education portion of the program. This includes the following responsibilities:

- Oversight of student clinical progression
- Student assignment to athletic training clinical experiences and supplemental clinical experiences
- Clinical site evaluation
- Student evaluation
- Regular communication with preceptors
- Professional development of preceptors
- Preceptor selection and evaluation

Standard 45: Preceptors are health care providers whose experience and qualifications include the following:

- Licensure as a health care provider, credentialed by the state in which they practice (where regulated)
- BOC certification in good standing and state credential (in states with regulation) for preceptors who are solely credentialed as athletic trainers
- Planned and ongoing education for their role as a preceptor
- Contemporary expertise

Standard 46: Preceptors function to supervise, instruct, and mentor students during clinical education in accordance with the program’s policies and procedures. Preceptors who are
athletic trainers or physicians assess students’ abilities to meet the curricular content standards (Standards 56 through 94).

**Standard 47:** The number and qualifications of preceptors are sufficient to meet the clinical education needs of the program.

**Standard 48:** Program faculty and preceptors receive regular evaluations and feedback on their performance pertaining to quality of instruction and student learning.

**Professional Program Curricular Content**

The professional program content will prepare the graduate to do the following:

**Core Competencies: Patient-Centered Care**

**Standard 56:** Advocate for the health needs of clients, patients, communities, and populations. **Annotation:** Advocacy encompasses activities that promote health and access to health care for individuals, communities, and the larger public.

**Standard 57:** Identify health care delivery strategies that account for health literacy and a variety of social determinants of health.

**Standard 58:** Incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery.

**Standard 59:** Communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.

**Standard 60:** Use the International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of patient care and communication about patient care.

**Core Competencies: Interprofessional Practice and Interprofessional Education**

**Standard 61:** Practice in collaboration with other health care and wellness professionals.

**Core Competencies: Evidence-Based Practice**

**Standard 62:** Provide athletic training services in a manner that uses evidence to inform practice.

**Core Competencies: Quality Improvement**

**Standard 63:** Use systems of quality assurance and quality improvement to enhance client/patient care.

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Core Competencies: Health Care Informatics

Standard 64: Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following:
- Use data to drive informed decisions
- Search, retrieve, and use information derived from online databases and internal databases for clinical decision support
- Maintain data privacy, protection, and data security
- Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology)
- Use an electronic health record to document, communicate, and manage health-related information; mitigate error; and support decision making.

Core Competencies: Professionalism

Standard 65: Practice in a manner that is congruent with the ethical standards of the profession.

Standard 66: Practice health care in a manner that is compliant with the BOC Standards of Professional Practice and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines. Applicable laws and regulations include (but are not limited to) the following:
- Requirements for physician direction and collaboration
- Mandatory reporting obligations
- Health Insurance Portability and Accountability Act (HIPAA)
- Family Education Rights and Privacy Act (FERPA)
- Universal Precautions/OSHA Bloodborne Pathogen Standards
- Regulations pertaining to over-the-counter and prescription medications

Standard 67: Self-assess professional competence and create professional development plans according to personal and professional goals and requirements.

Standard 68: Advocate for the profession.

Annotation Advocacy for the profession takes many shapes. Examples include educating the general public, public sector, and private sector; participating in the legislative process; and promoting the need for athletic trainers.

Patient / Client Care

Care Plan

Standard 69: Develop a care plan for each patient. The care plan includes (but is not limited to) the following:
- Assessment of the patient on an ongoing basis and adjustment of care accordingly
• Collection, analysis, and use of patient-reported and clinician-rated outcome measures to improve patient care
• Consideration of the patient’s goals and level of function in treatment decisions
• Discharge of the patient when goals are met or the patient is no longer making progress
• Referral when warranted

Examination, Diagnosis, and Intervention

Standard 70: Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include (but are not limited to) the following conditions:
• Cardiac compromise (including emergency cardiac care, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin)
• Respiratory compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators)
• Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)
• Cervical spine compromise
• Traumatic brain injury
• Internal and external hemorrhage (including use of a tourniquet and hemostatic agents)
• Fractures and dislocations (including reduction of dislocation)
• Anaphylaxis (including administering epinephrine using automated injection device)
• Exertional sickling, rhabdomyolysis, and hyponatremia
• Diabetes (including use of glucometer, administering glucagon, insulin)
• Drug overdose (including administration of rescue medications such as naloxone)
• Wounds (including care and closure)
• Testicular injury
• Other musculoskeletal injuries

Standard 71: Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following:
• Obtaining a medical history from the patient or other individual
• Identifying comorbidities and patients with complex medical conditions
• Assessing function (including gait)
• Selecting and using tests and measures that assess the following, as relevant to the patient’s clinical presentation:
  o Cardiovascular system (including auscultation)
  o Endocrine system
  o Eyes, ears, nose, throat, mouth, and teeth
  o Gastrointestinal system
  o Genitourinary system
  o Integumentary system
  o Mental status

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Musculoskeletal system
- Neurological system
- Pain level
- Reproductive system
- Respiratory system (including auscultation)
- Specific functional tasks

- Evaluating all results to determine a plan of care, including referral to the appropriate provider when indicated

**Standard 72**: Perform or obtain the necessary and appropriate diagnostic or laboratory tests—including (but not limited to) imaging, blood work, urinalysis, and electrocardiogram—to facilitate diagnosis, referral, and treatment planning.

**Standard 73**: Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (but are not limited to) the following:

- Therapeutic and corrective exercise
- Joint mobilization and manipulation
- Soft tissue techniques
- Movement training (including gait training)
- Motor control/proproprioseptive activities
- Task-specific functional training
- Therapeutic modalities
- Home care management
- Cardiovascular training

**Standard 74**: Educate patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions.

**Standard 75**: Administer medications or other therapeutic agents by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority.

**Standard 76**: Evaluate and treat a patient who has sustained a concussion or other brain injury, with consideration of established guidelines:

- Performance of a comprehensive examination designed to recognize concussion or other brain injury, including (but not limited to) neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview
- Re-examination of the patient on an ongoing basis
- Recognition of an atypical response to brain injury
- Implementation of a plan of care (addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction)
- Return of the patient to activity/participation
- Referral to the appropriate provider when indicated

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Standard 77: Identify, refer, and give support to patients with behavioral health conditions. Work with other health care professionals to monitor these patients’ treatment, compliance, progress, and readiness to participate.

Standard 78: Select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care, including the following:
- Durable medical equipment
- Orthotic devices
- Taping, splinting, protective padding, and casting

Prevention, Health Promotion, and Wellness

Standard 79: Develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan. These include (but are not limited to) the following conditions:
- Adrenal diseases
- Cardiovascular disease
- Diabetes
- Neurocognitive disease
- Obesity
- Osteoarthritis

Standard 80: Develop, implement, and assess the effectiveness of programs to reduce injury risk.

Standard 81: Plan and implement a comprehensive preparticipation examination process to affect health outcomes.

Standard 82: Develop, implement, and supervise comprehensive programs to maximize sport performance that are safe and specific to the client’s activity.

Standard 83: Educate and make recommendations to clients/patients on fluids and nutrients to ingest prior to activity, during activity, and during recovery for a variety of activities and environmental conditions.

Standard 84: Educate clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs.

Standard 85: Monitor and evaluate environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury.

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Standard 86: Select, fit, and remove protective equipment to minimize the risk of injury or re-injury.

Standard 87: Select and use biometrics and physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancement.

Health Care Administration

Standard 88: Perform administrative duties related to the management of physical, human, and financial resources in the delivery of health care services. These include (but are not limited to) the following duties:

- Strategic planning and assessment
- Managing a physical facility that is compliant with current standards and regulations
- Managing budgetary and fiscal processes
- Identifying and mitigating sources of risk to the individual, the organization, and the community
- Navigating multipayer insurance systems and classifications
- Implementing a model of delivery (for example, value-based care model)

Standard 89: Use a comprehensive patient-file management system (including diagnostic and procedural codes) for documentation of patient care and health insurance management.

Standard 90: Establish a working relationship with a directing or collaborating physician.

Annotation This standard is specific to preparing an athletic trainer to fulfill the Board of Certification Standards of Professional Practice, specifically Standard 1, “The Athletic Trainer renders service or treatment under the direction of, or in collaboration with a physician, in accordance with their training and the state’s statutes, rules and regulations.”

Standard 91: Develop, implement, and revise policies and procedures to guide the daily operation of athletic training services.

Standard 92: Develop, implement, and revise policies that pertain to prevention, preparedness, and response to medical emergencies and other critical incidents.

Standard 93: Develop and implement specific policies and procedures for individuals who have sustained concussions or other brain injuries, including the following:

- Education of all stakeholders
- Recognition, appraisal, and mitigation of risk factors
- Selection and interpretation of baseline testing
- Agreement on protocols to be followed, including immediate management, referral, and progressive return to activities of daily living, including school, sport, occupation, and recreation
Standard 94: Develop and implement specific policies and procedures for the purposes of identifying patients with behavioral health problems and referring patients in crisis to qualified providers.
Clinical Education Evaluation

I. Clinical Education Evaluation Plan
   a. The Preceptor will evaluate students at the clinical site with written reports at the midpoint (formative) and end (summative) of each clinical education experience.
   b. The evaluation tools were designed to provide a uniform and consistent instrument to measure ATS performance for all levels of clinical education experience.
   c. All evaluations pertaining to clinical experience are to be completed through A-Track.

II. Clinical Education Site Visits
   a. The CEC will conduct at least two visits per full semester clinical education rotation for each student.
      i. The first visit should be scheduled with the Preceptor prior to the midpoint of each clinical education experience.
      ii. The CEC or an appointed representative of the CEC will make such contacts. A representative for the CEC may be one of the academic athletic training faculty members.
      iii. The second visit will not be formally scheduled with either the student or the Preceptor.
   b. The CEC and/or representative is responsible for the following:
      i. Meeting with the student at their assigned clinical site to discuss:
         1. Types of learning experiences (diagnosis seen, treatment techniques observed and practiced, evaluation techniques observed and practiced, and other specific learning experiences, populations treated).
         2. Type and frequency of interaction with the Preceptor.
      ii. Meeting with the Preceptor to discuss:
         1. The student comments about the clinical education experience (types of learning activities and degree/type of supervision).
         2. The strengths of the student’s performance.
         3. The weaknesses of the student’s performance.
         4. If problem(s) are identified the CEC should discuss possible solution(s) to the problem(s) with the Preceptor and the student.
         5. Documenting the contact using the AT Program Clinical Education Report Forms.
   c. The Preceptor is responsible for:
      i. Approval of the ATS clinical experience hours on A-Track, including the date, time and nature of the experience.
      ii. Completion of the mid-rotation evaluation form of the ATS performance PRIOR to the arrival of the CEC or representative using A-Track.
      iii. Meeting with the CEC or representative to discuss:
         1. The strengths and weaknesses of the ATS performance.
         2. The thoroughness and effectiveness of the ATS academic preparation for the clinical education experience.

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d. The ATS is responsible for:
   i. Informal assessment of their clinical learning experience PRIOR to the CEC or representative's arrival.
   ii. Meeting with the CEC to discuss:
       1. Types of learning experiences (diagnosis seen, treatment techniques observed and practiced, evaluation techniques observed and practiced, and other specific learning experiences, populations treated).
       2. Type and frequency of interaction with the Preceptor.
       3. Their own performance (strengths versus weaknesses).
   e. If problem(s) are determined, the CEC should discuss possible solution(s) to the problem(s) with the Preceptor and the ATS.

III. ATS Evaluation of the Clinical Education Experience
   a. ATS evaluation of the clinical education experience is used to assist the development of the clinical educational site, and to provide information for other students.
   b. The evaluation form is to be completed by each ATS during the final weeks of each clinical education experience.
   c. The evaluation forms are completed on A-Track and can be accessed by the CEC; a second copy is e-mailed to the Preceptor at the affiliated site.

IV. Grading for the Clinical Education Experience
   a. The grading for the clinical education courses are based upon a letter system. To obtain credit for the course, the ATS must complete the following:
      i. All of the objectives for the course as described in the Clinical Practicum course syllabus.
      ii. Through A-Track, complete all required clinical education forms.
   b. The student will also evaluate the clinical education experience, the clinical site, and the Preceptor using A-Track. These evaluations will be shared at the time of the final evaluation.
   c. If the student is not performing at a satisfactory level at any time during the clinical education experience, the Preceptor and the CEC will work together to determine the problem(s) and propose solutions to remedy the situation.
   d. If the student continues to perform at an unsatisfactory level at the time of the final evaluation, the CEC and the PD will determine if the student should receive credit for the Clinical Practicum course.
   e. Failure to receive credit in the Clinical Practicum course will result in the student receiving one of the following grades: “W” (withdraw), “I” (incomplete), or “F” (fail) based on the decision of the CEC and the PD.
   f. If the student receives a “W” or an “I” grade, the student will meet with the CEC and the PD to determine the most appropriate form of remediation. Remediation must be completed prior to the student starting the next full-time Clinical Practicum course. Successful completion of all full-time clinical education experiences is required for students to be eligible for graduation with a MAT degree.
g. A grade or “F” will result in failure of the course. Refer to the policy on failure of a course in the AT Program in the Academic Section of the AT Program Handbook for further details. The student's record will be reviewed for appropriate action by the Athletic Training faculty.

V. **ATS Withdrawal Policy:** ATS withdrawal from a clinical educational site may occur for the following reasons:

a. **Unsatisfactory student clinical performance:** According to the clinical education site, the ATS behaves or exhibits characteristics that are detrimental to the clinical site in carrying out its health care responsibilities. If the CEC is not available the request should be made to the PD. The PD and/or CEC will respond to the request within two working days.

b. **Unsatisfactory clinical education experience:** If the clinical educational experience does not meet the needs of the ATS, does not meet CAATE standards, or there is knowledge of unsafe or unethical patient care at the affiliated site, the ATS will be withdrawn. The CEC will contact the PD and will discuss the rationale for the necessity of student withdrawal from the affiliated site. The CEC will contact the Preceptor and will discuss the rationale for the necessity of ATS withdrawal from the affiliated site.

VI. **Unsatisfactory student academic performance:**

a. If the academic progress being made by the ATS is unsatisfactory, the ATS will be withdrawn from their clinical practicum rotation.

b. The CEC will contact the Preceptor and will discuss the rationale for the necessity of ATS withdrawal from the affiliated site.
Clinical Education Requirements

I. Technical Standards Certification Form
   a. Certifies student’s ability to meet the physical demands of the program.
   b. Completed at physical exam appointment

II. Authorization to Release Information Form

III. Student Health Record
   a. Personal Health History Form (student signature)
   b. Physical Examination Form (physician signature)
   c. 2-step TB (health professional signature)
   d. Measles, Mumps, and Rubella Immunity Report
   e. Hepatitis B (at least the completion of the 1st dose or the refusal)
   f. Health Insurance Reporting Form (copy of front and back and student signature)

IV. Emergency Cardiac Care Report Form
   a. Copies of the front and back of cards (including student’s signature) prior to August 1 of each year.
   b. Must include American Red Cross CPR / AED for the Professional Rescuer or equivalent
   c. Equivalent certifications may be accepted upon review of course outline by Athletic Training Program Director

V. Bloodborne Pathogens Training Certificate
   a. Complete online training module for Bloodborne Pathogens
   b. Print certificate with name and date included.

VI. Criminal Background Checks
   a. Schedule appointment online through SLU website
   b. Verification of the completion of a criminal background check.
   c. To schedule your appointment: Go to the Registrars webpage and click on “Criminal Background Checks”.
   d. University Compliance Office Telephone Number: (314) 977-6636

VII. HIPAA (Health Insurance Portability & Accountability Act) Quiz (online)
   a. Review all of the HIPAA modules and complete the quiz by August 1st.
   b. The student must receive a minimum grade of 75% for the quiz to be accepted.

VIII. Liability Insurance Verification (online)
   a. Liability Insurance is provided through a University-wide policy.
   b. Student must enroll through Risk Management and print out verification.

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Clinical Education Dress Regulations

I. Clinical Sites Where a Uniform is Utilized
   a. A Saint Louis University ID Badge is required at all affiliated sites.
   b. Coordinate type of dress with the Preceptor, if apparel is issued by the affiliated site, that apparel is required.
   c. Shirts must have a collar or a neckline that covers the student’s collar bones and should be the appropriate length to cover the student’s torso.
   d. Shoes must be functionally appropriate for the type of dress. In most cases athletic shoes are recommended.
   e. Dress shoes must have a closed low heel with a closed toe and must have a nonskid sole.

II. Clinical Sites where a standard uniform is not utilized:
   a. Saint Louis University ID badge is required at all affiliated sites.
   b. Students may choose clothes appropriate for the situation.
   c. Blue jeans are NOT acceptable for male or female students at ANY site under ANY circumstances.

III. General Appearance Guidelines
   a. If working outdoors, changes in weather should be anticipated. The student should come prepared for abrupt changes in heat or cold and in rain or snow.
   b. Saint Louis University ID badge - should be worn for activities related to clinical experiences or academic labs held in clinical environments
   c. Hairstyle should be conservative.
      i. Hair should not interfere with clinical practice.
      ii. If the ATS has questions regarding this, please consult the Preceptor.
   d. Jewelry, make-up and accessories should be kept basic.
      i. Students should have a watch with a second hand (digital watches are not acceptable unless seconds can easily be measures).
      ii. Fingernails should be kept short and safe for patient care.
      iii. Perfume/cologne should be used very sparingly or not at all.
      iv. If the ATS has questions regarding this, please consult the Preceptor.

IV. The student may be asked to leave a clinical site if the dress code is being violated. Additional breaches of this policy may result in the student receiving a Professional Behavior Warning.
Emergency Cardiac Care (ECC) and Bloodborne Pathogens Certification

Athletic Training Students must have American Red Cross (or equivalent) certification in CPR/AED for the Professional Rescuer and Bloodborne Pathogens prior to their first clinical practicum. CPR/AED certification must be current throughout a student’s enrollment in the AT Program. On-line CPR/AED certifications are not acceptable. It is the student’s responsibility to complete, pay for, and provide documentation of this certification to the Clinical Education Coordinator. Students with expired certifications will not be allowed to participate in clinical practice.

Bloodborne pathogen training is required each year and is available as an online module and quiz. The Clinical Education Coordinator will sign each student up for the training prior to the first clinical experience and the certificate that is generated when the quiz is finished must be presented to CEC and placed in private student file prior to the student going out to first clinical site.

Physical Examination

In order to meet the requirements for clinical sites, proof of a current physical examination must be submitted prior to clinical rotations. The physical examination packet includes a health history, physical examination results, and immunization records including Hepatitis B vaccination and a 2-step TB skin test. It is the student’s responsibility to arrange an appointment with his/her physician and return a completed Student Health Record to the Clinical Education Coordinator. In subsequent semesters, the medical information required may vary depending on the requirements of a student’s clinical site. All students are required to obtain an annual TB test during the professional phase of the program. Students with positive TB skin test results will be required to complete an annual systems review with the Student Health nurse at SLU. Once clinical assignments are announced, each student is responsible to review the site’s requirements and meet any additional requirements of the site. Failure to complete all requirements of the Athletic Training Program and the clinical site will result in a delay in the start of the clinical experience.
Medical Health Insurance

Students must have current medical health insurance during their enrollment at Saint Louis University. Students must provide a current copy of their medical health insurance card for their Clinical Education Student Health File.

Liability Insurance

Students are covered by Saint Louis University malpractice insurance for all forms of clinical practice. Students receive a Letter of Indemnity annually during the Professional Phase of the program outlining the coverage of the malpractice insurance. Students must return an electronic receipt of the Letter of Indemnity.

Criminal Background Check and Drug Screening

A majority of the Doisy College of Health Science’s Clinical Experience sites mandate that criminal background checks (CBC) be performed on all persons having any opportunity for patient/client interaction. This includes employees and volunteers, as well as students. A CBC revealing a conviction for certain crimes could result in a ban from participation in clinical experiences and thus prevent graduation. Therefore, every student in the Doisy College of Health Sciences whose academic program requires her/him to participate in clinical experiences in an affiliate institution is required to undergo the level of CBC required by their major department.

The Office of the Registrar has a detailed policy that outlines the procedure for obtaining a CBC through the university. Please refer to the registrar’s office (977-6636) or the AT Program Office for a copy of this policy.

The timing of a CBC will be in concert with the student’s department or school policies. A single negative check does NOT preclude the requirement of additional checks at a future time. Students should be aware that any affirmative results from a CBC could restrict ability to participate in a clinical experience and therefore restrict ability to complete degree requirements. In addition, the lack of an acceptable report on a CBC could bar the student from sitting for licensure examinations and thus from practice in certain professions.

In the event that a student’s CBC is reported “affirmatively” the student will have the opportunity to contest the report by requesting an additional CBC. The rationale and policy governing the repetition of an allegedly erroneous CBC is found in the federal Fair Credit Reporting Act (FCRA). In the event that an affirmative report is confirmed the compliance officer will notify the designated program official and the student. The designated program official will subsequently inform the department chair who will notify the Dean of the Doisy College of Health Sciences. This policy is included in the appendix.

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Drug screening may be required prior to the start of a clinical experience depending on the individual requirements of clinical sites. Students assigned to a clinical site which requires the verification of a negative drug screen prior to the start of a clinical experience must complete this test through the Saint Louis University Office of Student Health. Students are responsible for the cost of the drug screen.

**Transportation for Clinical Education**

Students are responsible for their own transportation to/from all clinical experiences. Whenever possible, students without cars are placed at facilities that are 1) close to their housing, 2) available via public transportation, 3) on a route so the student could carpool with other students from Saint Louis University.

Saint Louis University provides the opportunity for carpool situations. It is up to the individual students involved to make arrangements for carpools or any other means of transportation to the clinical site. It is asked that all students consider fairness in carpool situations, by sharing the driving responsibilities or cost of gas as well as being on time for the carpool.

**Extra Benefits at Clinical Site**

Athletic Training Students may be given opportunities at certain clinical rotations above and beyond the program requirements. These opportunities are viewed as privileges and can be revoked at any time at the discretion of the Preceptor. Any misuse of resources at the affiliated site is grounds for disciplinary actions and possible dismissal from the rotation or the program.

**School Cancellations at Clinical Education Site**

If school and/or student activities are cancelled at the affiliated site due to weather or some other condition, the ATS should not be required to travel to the affiliated site. If conditions clear, the ATS has the option to attend practices, etc. at the affiliated site, but cannot be required to attend.

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Contacting the Athletic Training Program

Any ATS, Preceptor may call the CEC or the PD for any of the following reasons:

1. To report student illness or absence (it is the student’s responsibility to inform the school)
2. To confirm policies/procedures of the clinical education program with the Clinical Education Coordinator
3. To ask for any forms or information that the site did not receive,
4. To discuss with the Clinical Education Coordinator any problems or potential problems that are occurring during the clinical rotation
5. To check with academic faculty regarding subject matter taught
6. To discuss any other matter with a member of the Clinical Education Coordinator or academic faculty regarding clinical education or the curriculum at Saint Louis University

Athletic Training Program Phone: 314-977-8561.

CEC Emergency Contact Number: 636-222-7917 (Use this number evenings, weekends and holidays to speak to the Clinical Education Coordinator for urgent situations.)

Athletic Training Program Fax: 314-977-6988
I. Saint Louis University Information Guide

II. Athletic Training Program Forms

- Notification of Policies Form
- Student Confidentiality Agreement
- Authorization to Release Information
- Hepatitis B Report
- MMR Report
- Student Health Record
- TB Test Report
- Technical Standards Policy
- Technical Standards Document
- Technical Standards Certification
- Doisy College of Health Sciences Criminal Background Check Policy
- Doisy College of Health Sciences Drug Screening Policy
- Missouri AT Advisory Board Presentation - Statement of Understanding
- Consent for Photo/Media Release
- Professional Behavior Advisement Form
- NATA Code of Ethics
- SLU Letter of Indemnity
APPENDIX I  
Saint Louis University Information Guide

Click on any of the links below to locate SLU information on the following topics:

**Academic Advisors – Student Success Center**
**Monteleone Hall**  **Student Number: 314-977-8992**
Responsible for the academic orientation and academic advising of freshmen, transfer students, and all undergraduate students within the Doisy College of Health Sciences.

**Academic Calendar**
[http://www.slu.edu/x22706.xml](http://www.slu.edu/x22706.xml)
This is the schedule of the Academic year. It includes information about first day of classes, dates of final examinations, University holidays, etc.

**Billiken Shuttle Buses**
[https://www.slu.edu/parking/on-campus-transportation/shuttle-services.php](https://www.slu.edu/parking/on-campus-transportation/shuttle-services.php)
Provides free transportation on campus via four shuttle bus routes (Frost Loop, Frost/HSC, Parks, and an Evening Shuttle). For schedule, location of bus stops, and other information students can contact Transportation Services at **314-977-7128** or pick up a bus schedule at the Information Center in **Ehrhart Hall, First Floor**

**Cashier Office**
**DuBourg Hall Rm. 04  314-977-2405**
Produces billing statements and accepts payments from students.

**Campus Ministry**
**Wuller Hall (Loyola Center)**  **314-977-2425**
Encourages students to grow in their own faith and to find support for that growth within the University community. It offers a variety of programs and opportunities for faith development. Campus ministers are available to meet personally with students.

**Career Services**
**BSC Suite 331  314-977-2828**
Career Services can assist the student in deciding on a major that fits the student’s talents and interests. Students can look for a job through Career Services. Students can stop by or make an appointment with a career counselor. Through Career Services, students can discover up-to-date information on career exploration, job search tips, job fairs, and on-campus recruiting and job postings.

**Center for Accessibility and Disability Resources (CADR)**
(located within Student Success Center)

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BSC 331  314-977-3484
Provides accommodation in the classroom for students with documented physical and learning disabilities.

Class Cancellation and University Closure
314-977-7669 (314-977-SNOW)
http://www.slu.edu/human-resources-home/emergency-operations-and-closure-policy
Students can access up-to-date information on the status of classes during any emergency situation.

Computer Labs
General use computer labs are available in the following locations. Students should call each lab for hours of operation.
Students must present a SLU I.D. for access to all computer labs.
McDonnell-Douglas Hall (Rm. 2030) – 314-977-1669
Pius Library (near the information desk)
Doisy College of Health Sciences (Rm. 0027)
Medical School Library

Cross Cultural Center  314-977-2805
Provides a welcoming setting to immerse students in cross cultural experiences, events and programs.

Department of Public Safety  314-977-3000    https://www.slu.edu/about/safety/
This University department provides for the safety and security of all students, staff, and faculty on campus. Rides are available on campus at 314-977-RIDE.

Honors Program
www.slu.edu/departments/honors
Verhaegen Hall  Rm. 117    314-977-3951
Provides special opportunities to intensify intellectual and cultural interest for its participants. Coordinates special events, provides curricular planning, and distributes the Honors newsletter.

Housing & Residential Life
https://www.slu.edu/housing/index.php
The Student Village Apartments - Building B    314-977-2811
Coordinates housing assignments in 11 residence halls and apartments on campus. Provides programming opportunities for residents. Supervises Paraprofessional and Professional staff within the residence halls.

Information Technology Services
www.slu.edu/x11095.xml    E-mail: helpdesk@slu.edu
Busch Student Center    Rm. 137    314-977-4000
Provides assistance with computer and information technology.

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International Services
https://www.slu.edu/international-services/index.php
Des Peres Hall, Room 102 314-977-2318
Offers orientation, immigration advising, Visa/passport information, Peer/Host Family
Programs and social/cultural activities for international students and scholars.

Instructional Media Center
Xavier Annex  Rm. 103  314-977-2919
Supports technology use through Circulation, Production and “Do-it-Yourself” Lab. Offers most
basic media material needed for class projects.

Office of Institutional Equity and Diversity
DuBourg Hall Room 219  314-977-3838

Preprofessional Health Studies
https://www.slu.edu/academics/undergraduate/pre-health-pre-law/pre-health/index.php
Verhaegen Hall (VH) Rm. 314  314-977-2840
Assists students with curricular program planning, mediating admissions requirements, and
application processes to medical and professional health schools (medical, dental, veterinary).

Pre-Law Program
https://www.slu.edu/academics/undergraduate/pre-health-pre-law/pre-law/index.php
Verhaegen Hall  Rm. 117b  314-977-2908
Assists with curriculum designing and advising regarding law school admissions. Conducts
quarterly LSAT “prep” courses, moderates the Pre-Law Fraternity, distributes the Advocate,
and sponsors various related activities. ***Pre-Law Scholars Program is available to qualified
incoming freshmen.

Sexual Harassment Policy
http://www.slu.edu/x40874.xml
Policy addressing sexual harassment.

SLU Catalog
https://www.slu.edu/services/registrar/catalog/
Student Conduct Policies
BSC Room 313  314-977-7280
Student conduct policies apply to all students’ behavior on campus. It is important that
students review these policies and comply with them.

Student Financial Services
https://www.slu.edu/financial-aid/contact.php  E-mail: sfs@slu.edu
DuBourg Hall  Rm. 121  314-977-2350

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The staff will answer questions or concerns about financial aid eligibility. The staff will do everything possible to assist students and their families in affording SLU and addressing their scholarship and financial aid questions.

Marchetti Towers East  314-977-2323

Counseling Center: provides assistance with: managing stress/anxiety, relationships or roommate problems, making important personal life decisions, alcohol use concerns, etc. Students should call to arrange a confidential appointment with a counselor.

Student Health: offers services of a physician, nurse, physical therapist or medical assistant for students. Includes lab tests, immunizations, allergy injections, physical therapy, physical exams, gynecological services, wellness programs, etc. Appointments are encouraged.
***State Law mandates that an updated immunization record must be on file at the Student Health Center.

Center for Service and Community Engagement
Busch Student Center (BSC) Rm. 319  314-977-2805

Center for Leadership & Community Service
https://www.slu.edu/life-at-slu/center-for-service/index.php
Students can contribute their time, talents and skills to the world around them. The Center for Leadership and Community Services can assist in identifying volunteer opportunities, service projects and coordinating academic credit options.

Student Involvement Center:  https://www.slu.edu/life-at-slu/student-involvement
Want to get involved in student organizations on campus? Information on fraternities, sororities, student governing boards, programming boards, media organizations and special interest groups.

Student Success Center
Medical Center, SON 114  314-977-8992
BSC, Suite 331  314-977-3484
Provides students with a “one-stop-shop” for academic and personal success: Offices include: Career Services, Major Exploration Advising Office, Center for Accessibility and Disability Resources (CADR)

Study Abroad Programs
http://studyabroad.slu.edu
Des Peres Hall  Rm. 102  314-977-2309
This office assists students in their plans to study abroad. This includes study abroad at the Saint Louis University Madrid Campus.
Madrid Campus: http://spain.slu.edu

Testing Centers

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Beracha Hall, 3721 Laclede Avenue, Room 103            314-977-2963
Provides opportunities for students to take GRE, TOEFL, CLEP, MAT and CBASE exams.

University Libraries
http://libraries.slu.edu/
Libraries of the University, which include Pius Library, Omer Poos Law Library, Health Services Center Library, and Vatican Film Library. Services include: classroom library presentations, orientation tours, on-line search service (fee may be assessed), CD-ROM databases, Research Assistance Program and library guides. Computer/media labs also on-site.

University Registrar
https://www.slu.edu/registrar/contact-us.php
DuBourg Hall        Rm. 22       314-977-2269
Responsible for registration, recording of students’ academic progress, transcript distribution, enrollment certification, veterans’ certification, graduation and the publication of class schedules and catalogs.