



Drake University Athletic Training Student Handbook

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Table of Contents

Introduction	1
MAT Vision	1
MAT Mission	1
College of Pharmacy and Health Sciences Vision	1
College of Pharmacy and Health Sciences Mission	1
Disclaimer	1
Accreditation	2
Program Goals and Objectives	2
Technical Standards for the MAT Program	3
MAT Program Policies	5
Admission and Matriculation to the Professional Program	5
Emergency Cardiac Care Training	5
Health and Liability Insurance	5
HIPAA, FERPA, Bloodborne Pathogen, and Mandatory Reporter Training	5
Lab Assistantships	5
MAT Curriculum and Degree Requirements	6
Dual Degree	6
Concentrations	6
Professional Electives Policy	6
Additional Policies for the MAT Program	6
Curricular Sequence	7
Clinical Education	7
Interprofessional Education	7
Grading and Progression Policy	8
Athletic Training Didactic Progression Policy	8
Athletic Training Clinical Progression Policy	8
Category: Clinical Experience Requirements	8
Documentation & Pre-Clinical Experience Requirements	8
Clinical Rotation Orientation Worksheet	8
DOGS Assessments	9
Evaluations	9
Patient Exposure Tracking	9
Clinical Hours	9
Category: Didactic & Supplementary Clinical Assignments	10
Category: Cumulative Knowledge Assessment	10
Standardized Patient Remediation Attempt	10
Cumulative Knowledge Exam Remediation Attempt	10
Length of Program Policy	11
Grievance Policy	11
Course Repeats	11
Clinical Experiences	12

<u>Student Services</u>	12
<u>MAT Advising and Mentoring</u>	12
<u>Office of Student Affairs' Role in Advising</u>	13
<u>Faculty Mentor's role in advising</u>	13
<u>Student's role in advising</u>	13
<u>Registration</u>	14
<u>Degree Evaluations</u>	14
<u>Career Development</u>	14
<u>Career Accomplishment Data</u>	14
<u>Career Connection Opportunities</u>	14
<u>University Academic Regulations</u>	15
<u>Attendance and Enrollment Validation</u>	15
<u>Transfer Credits</u>	15
<u>Graduation and Residency Requirements</u>	15
<u>CPHS Academic Honors System</u>	16
<u>Academic Calendars</u>	16
<u>CPHS Policies and Procedures</u>	16
<u>Credit Overload Request Procedure</u>	16
<u>Exception to Program Policy</u>	17
<u>Final Grade Appeal Policy</u>	17
<u>Academic Standing Policy</u>	17
<u>Non-Academic Suspension or Dismissal Policy</u>	18
<u>Appeal Process for Suspension or Dismissal</u>	18
<u>Re-Enrollment Policies</u>	19
<u>CPHS Honor Code Policy</u>	19
<u>CPHS Chemical Dependency Policy</u>	20
<u>Criminal Background Checks</u>	20
<u>Chemical Drug Screens</u>	20
<u>Electronic Communications Policy</u>	21
<u>Laptop Computer Requirement</u>	21
<u>Social Media Guidelines</u>	22
<u>Nondiscrimination & Accessibility Policies</u>	22
<u>Student Immunization Policy</u>	23
<u>Change of Legal Name Procedure</u>	23
<u>MAT Tuition/Fees and Scholarships</u>	23
<u>Program Costs</u>	23

Introduction

The Master of Athletic Training (MAT) Handbook has been compiled to provide students important information regarding the MAT curriculum, an overview of academic policies and procedures, and a list of resources and services offered through the University and the College of Pharmacy and Health Sciences (CPHS). MAT students should be familiar with critical policies, procedures, and information related to all Drake professional students found in the [General Catalog of the University](#) and in the [University Student Handbook](#).

To the extent that the provisions of this handbook conflict with the General Catalog or the University Handbook, this handbook shall prevail with regard to all MAT students registered in the College of Pharmacy and Health Sciences. This handbook is not meant to discourage students from utilizing more personal sources of information; namely, faculty advisors, the Office of Student Affairs & Enrollment Management, or other members of the faculty.

The Vision for the MAT

The Drake University MAT Program will enhance the development of faculty, staff, preceptors, and students to positively influence the local, state, and national community through teaching, scholarship, and service.

MAT Mission Statement

The Drake University MAT Program will provide a collaborative, real world, and innovative learning environment that enables students to develop the necessary professional and interpersonal skills to be distinctive leaders in the ever-changing field of athletic training.

The Vision for the College

A diverse community of learners leading the way to a healthy world.

College Mission Statement

Preparing today's learners to be tomorrow's health care leaders.

The College of Pharmacy and Health Sciences provides an intellectually stimulating learning environment with collaborative learning among students, faculty, and staff. Graduates are liberally educated professionals who are dedicated to serving their clients, patients, profession, and community. The College emphasizes excellence and leadership in education, service, and scholarship.

Disclaimer

None of the information provided here or elsewhere by the College of Pharmacy and Health Sciences constitutes a contract between the University and the student. The College of Pharmacy and Health Sciences reserves the right to make changes in curricula, admission policies, procedures, tuition and financial aid, academic standards and guidelines, student services, and other regulations or policies without giving prior notice.

Accreditation

The Commission on Accreditation of Athletic Training Education (CAATE) granted Initial Accreditation to the Drake University College of Pharmacy and Health Sciences Master of Athletic Training program for five years, beginning in 2020-2021 with a review scheduled for 2025-2026. This is the maximum amount of time available to new programs.

Program Goals and Objectives

- A.** Students will show comprehension of required competencies and proficiencies in athletic training that allows successful completion of the degree program.
 - 1. Express competency of pre-requisite scientific knowledge.
 - 2. Recall foundational concepts of athletic training.
 - 3. Students will successfully enter and matriculate through the graduate program.

- B.** Recruit and develop passionate faculty and preceptors with complementary expertise who will engage students in innovative and demanding didactic and clinical education experiences while providing valuable service and scholarship to the University and profession.
 - 1. Faculty will provide a classroom environment that allows students to grow.
 - 2. Preceptors will provide clinical education opportunities that allow for growing autonomy as necessary skills are developed.
 - 3. Preceptors will assist the students in the discovery and implementation of evidence-based medicine in their practice.

- C.** Provide a clinical environment that will empower students to develop the strong skills and independence necessary to practice athletic training in a variety of settings through the recruitment and continuous training of high-quality preceptors in a variety of disciplines.
 - 1. Employ prevention, diagnostic, treatment and rehabilitation techniques for injuries and illnesses common in active populations.
 - 2. Formulate clinical treatment plans using evidence-based medicine.
 - 3. Use patient outcomes to determine quality of care.
 - 4. Utilize proper medical terminology in effective verbal and written communication.

- D.** Provide students with diverse education that allow them to be active learners, scholars, and future leaders.
 - 1. Consume, reflect and summarize evidence-based medicine related to athletic training clinical practice.
 - 2. Collaborate on and produce independent research.
 - 3. Critically think and problem-solve in professional settings.

- E.** Develop the structure of a sound graduate program in athletic training that produces students with the ability to contribute to the profession in post-graduate settings.
 - 1. Practice effectively in post-graduate jobs and post-professional settings.
 - 2. Achieve timely and appropriate post-graduate placements in clinical and educational settings.
 - 3. Continue life-long learning and advocate effectively for the profession.

Technical Standards

The professional program leading to the MAT degree requires a certain level of cognitive, behavioral, and technical skill and ability inherent in a professional education. The following technical standards describe non-academic qualifications considered essential for successful completion of the educational objectives of the MAT curriculum. Candidates and students must possess the ability to perform or ability to learn to perform the non-academic skills listed below.

Students may seek reasonable accommodations for a disability, medical condition, or temporary injury/condition by contacting University's Office of Access and Success. The Office will determine a student's eligibility for and, when warranted, approve appropriate accommodations and services.

In all cases, the integrity of the curriculum must be maintained, and all elements deemed essential to successfully complete the program must be preserved. Fulfillment of the technical standards for the program does not guarantee the ability to fulfill any specific post-graduation field or employment technical requirements. Candidates or students who have concerns about meeting the technical standards should contact the Assistant Dean of Student Affairs.

Observational Skills:

Candidates and students must have the ability to:

- Acquire information presented through demonstrations, experiments, and exercises.
- Evaluate a patient accurately at a distance and close at hand to assess relevant health, behavioral, and medical information.
- Obtain and correctly interpret information through patient assessment and evaluation.
- Obtain and interpret patient information via electronic health records while maintaining patient confidentiality.

Communication Skills:

Candidates and students must have the ability to:

- Communicate interactively with patients to elicit information.
- Interpret nonverbal communication displayed by patients.
- Communicate effectively and sensitively to enable effective patient care including verbal, written and nonverbal communication.
- Communicate effectively and efficiently with all members of the health care team.
- Clearly and accurately record information necessary to document patient health care.

Clinical Skills:

Candidates and students must have the ability to:

- Perform physical examination and assessment.
- Perform diagnostic and therapeutic maneuvers to provide patient care.
- Respond to emergency situations in a timely manner.
- Follow universal precaution procedures and applicable safety standards for the environment.

Intellectual, Conceptual, Integrative and Quantitative Abilities:

Candidates and students must have the ability to:

- Consistently, quickly, and accurately integrate information received.

- Integrate, analyze, synthesize, and interpret data in order to make decisions in clinical settings where there may be distractions.
- Perform clinical functions in a timely manner and under a high amount of stress in diverse clinical settings and patient populations.
- Perform clinical functions where others may be present.
- Perform basic mathematical functions and read and interpret information in an accurate and timely manner
- Integrate and process information promptly and accurately in a time-sensitive environment.
- Process information to solve problems, make decisions quickly, and respond immediately when necessary.
- Interpret causal connections and make accurate, fact-based conclusions based on available data and information.
- Formulate a hypothesis and investigate potential answers and outcomes to reach appropriate and accurate conclusions.

Behavioral and Social Attributes:

Candidates and students must have the ability to:

- Exercise good judgment.
- Promptly complete all responsibilities.
- Develop mature, sensitive, and effective relationships with patients and others (team members, families, caregivers, etc.).
- Effectively handle and manage heavy workloads and function effectively in stressful situations.
- Adapt to changing environments and display flexibility
- Function in the face of uncertainties inherent in patient care.
- Demonstrate compassion, integrity, concern for others, interpersonal skills, interest, and motivation.
- Accept feedback and respect boundaries.
- Care for all patients in an effective and respectful manner regardless of any protected status.
- Understand and function within the legal and ethical aspects of the practice of athletic training.
- Display ethical and moral behaviors commensurate with the role of an athletic trainer in all interactions.

The applicant should evaluate themselves for compliance with these technical standards. Students sign an acknowledgement during CPHS Professional Student Orientation confirming that they have received, read, and know all requirements in the program student handbook including program technical standards. The CPHS Office of Student Affairs and Enrollment Management maintains record of this acknowledgement.

MAT Program Policies

Admission and Matriculation to the Professional Program

Drake University's MAT Program operates on a rolling admission process. Please see the following [MAT Admission webpage](#) for more information on admission into the MAT program.

Emergency Cardiac Care Training

All MAT students must be certified in Emergency Cardiac Care (ECC) and provide the College with a copy of their certification card for engagement in program activities. ECC certification must be American Heart Association BLS, American Red Cross Professional Rescuer or BLS, or equivalent.

Health and Liability Insurance

Students must submit proof of a current health insurance policy. Copies of insurance cards will be submitted and kept on file during the duration of the student's enrollment in the program. Costs associated with these policies are the responsibility of the student or the student's family. Students are covered through a professional liability insurance policy through Drake University for clinical experiences required for the MAT degree. Students are highly encouraged to purchase their own professional liability insurance if they provide athletic training services outside of the MAT curriculum.

HIPAA, FERPA, Bloodborne Pathogen, and Mandatory Reporter Training

Students are required to complete training regarding Health Insurance Portability and Accountability Act (HIPAA), Family Educational Rights and Privacy Act (FERPA), Bloodborne Pathogen (BBP), and Mandatory Reporting rules and regulations for engagement in program activities. Completion of these activities will be coordinated through the experiential education office.

Other Requirements

Students must also submit other documentation to be ready for experiential education. These requirements are fully outlined in the experiential education handbook but include:

- Pass a criminal background check
- Provide an official health certification
- Submit a copy of immunization record
- Pass a drug screening

Completion of these activities will be coordinated through the appropriate CPHS Office.

Lab Assistantships

Students may apply to serve as Lab Assistants for HSCI 141L – Human Anatomy Lab. Lab Assistant positions are competitive and are selected by Health Sciences faculty who teach HSCI 141 – Human Anatomy. For application information, students should contact the Human Anatomy instructor.

MAT Curriculum and Degree Requirements

Dual Degree

The MAT program has a dual degree option that allows students to obtain their MAT in conjunction with a Master of Science in Health Informatics and Analytics (MS HIA) in less time than it would take to pursue them separately. Desire for athletic trainers with knowledge in this area is becoming increasingly common. For more information about the dual degree pathway, review the [MAT/MS HIA Curriculum Guide](#), visit your faculty advisor, or talk with the Office of Student Affairs and Enrollment Management.

Concentrations

Concentrations combine didactic course work with experiential or field study experiences. Many concentrations are available to students, including Mild Traumatic Brain Injury, Evidence Based Healthcare, and Interprofessional Practice. In addition to the college specific information above on minors and concentrations, a complete list of minors and concentrations is available on the [Undergraduate Programs website](#).

For information regarding the requirements for minors or concentrations, see the departmental website and the [Drake University Undergraduate General Catalog](#). To declare a concentration, students should complete the Change of Record Form, available via myDrake under the Student Records menu. Student records are maintained and updated by the Office of the Registrar with assistance and support from the CPHS Office of Student Affairs and Enrollment Management.

Professional Electives Policy

Core curricula of CPHS degree programs may require professional elective courses that permit exploration of and/or advanced study in areas of professional interest within the student's primary degree. Professional electives provide the student with an opportunity to not only pursue areas of intellectual interest, but also to develop an individual "brand" that may benefit them in their professional or academic future. Professional electives should (a) expand on information presented in the standard curriculum, (b) introduce new information relevant to the field of study, (c) or prepare the student for graduate study. The AAC shall review and approve courses as professional electives when submitted for consideration as a professional elective by the instructor. CPHS professional electives will be indicated in the University course catalog.

Professional electives must be taken for a grade unless the course is designed as credit/no credit. Students should refer to their degree evaluation for determination of the total number of required professional electives.

Additional policies for the MAT program:

- Professional electives should be taken no earlier than the first semester in the MAT curriculum. Professional electives taken prior to admission into the professional program are not to be counted toward the required total.
- Independent study may not be considered for professional elective credit without an approved Exception to Program Policy.
- Approved MAT professional electives include any 100+ level coursework that meets at least one of the following criteria:
 - CPHS-labeled courses

- Coursework indicated on approved curriculum guides for Bachelor of Science in Health Sciences candidates
- Global & Comparative Public Health (GCPH) concentration coursework
- Master of Science in Leadership Development (MSLD) coursework
- LEAD minor coursework
- Upper-level biology/chemistry coursework
- Master's in Business Administration (MBA) coursework
- Coursework approved by an Exception to Program Policy request (form available on the CPHS Forms Library).

Curricular Sequence

The MAT program is completed over five semesters. The first year (fall, spring, and summer semesters) focuses on developing foundational skills in the didactic and clinical settings. The second year focuses largely on clinical experiences and skills. The curricular sequence is updated and maintained on the [Master of Athletic Training Curriculum website](#).

Clinical Education:

Students should note that a significant part of this education includes clinical education. Students will learn about the full clinical education requirements during the recruitment and interview process and will have access to an experiential handbook throughout the program. Students should note and prepare for the fact that travel will be required to clinical sites. The amount of travel will be determined by which sites a student is ultimately assigned to. Most clinical sites are within a few miles of campus, but some can be further. Prospective students with questions about traveling to clinical sites should ask during meetings with the athletic training faculty.

Interprofessional Education:

Interprofessional education (IPE) is incorporated across the curriculum of the MAT program through a variety of pedagogies and experiences. Students participate in IPE activities in orientation, didactic classes, and clinical education. Additionally, students will participate in the following interprofessional learning activities offered through the [Des Moines Area Interprofessional Education Collaborative \(DMAIPEC\)](#):

- **Poverty Simulation:** Students will participate in the Missouri Association for Community Action Poverty Simulation. The Missouri Association for Community Action Poverty Simulation has been utilized to simulate the day-to-day realities of people living in poverty. This simulation is intended to mimic a month of living with limited resources. Participants assume a role in one of 26 family units varying in size from a single elderly person to a 5-person multi-generational family.
- **Mass Casualty Incident Simulation:** In this activity students will work through a mass casualty incident (school shooting). We will begin the activity by discussing mass casualty incidents, having students introduce themselves and their profession, and discuss the role each profession would play in providing care (pre-hospital, hospital, and follow-up care). During the activity students will use the START model to tag victims and discuss how their profession would collaborate to provide care to the specific patient.

- **Intro to IPE course:** This event consists of a variety of activities designed to: introduce you to interprofessional education (IPE), provide an opportunity for you to interact with students from other professions at other institutions and, evaluate your understanding of IPE.
- **IPE Day Event:** IPE Day is an event that unites students from healthcare programs across all schools in the DMAIPEC. Participants will learn the importance of interprofessional and collaborative practice, hear from a guest speaker on the significance of IPCP, and engage in a multi-phasic case study alongside students from various healthcare professions. This is a valuable opportunity to enhance your understanding of teamwork in healthcare and build connections with peers from different disciplines.

The MAT core faculty will review interprofessional education experiences for students on an annual basis to ensure multiple occurrences of IPE exposures and these opportunities are meeting program outcomes and accreditation standards.

Grading and Progression Policy

Athletic Training Didactic Progression Policy

The standard grading scale for students enrolled in athletic training labeled didactic course work is standard letter grading [ABCD] with plus [+] and minus [-] designations and the percentage (or competency/ability) assigned to each grade to be set by the course instructor. Instructors may choose to utilize plus [+] and minus [-] designations. All instructors are required to include information regarding course grading scales within their course syllabus. Students are required to obtain a C- or better (CR in 'credit/no credit') in all required courses in the professional program. MAT students are permitted to repeat a required course one time only. Students who fail to receive a C- or higher (CR in 'credit/no credit') in the repeated course will be dropped from the athletic training program.

Athletic Training Clinical Progression Policy

All clinical courses in the Master of Athletic Training program are graded as credit (CR) or a no credit (NC). To receive a grade of CR, students must satisfactorily pass each of the three categories of course requirements that are identified on the syllabus for each clinical course. Students must achieve a cumulative score of 70% or greater in each category and complete all the requirements to satisfactorily pass a category. Failure to achieve a score of 70% or greater on ANY of the three categories will result in a student receiving a grade of no credit (NC). Students must receive a grade of CR to progress to the next course in the clinical series.

Category: Clinical Experience Requirements

Documentation & Pre-Clinical Experience Requirements:

This includes any documentation (e.g., background checks, vaccination status) or necessary trainings (e.g., HIPAA, FERPA) that are necessary prior to starting a clinical experience. Due dates can be found within the course syllabus. Late submission or completion of these items will result in a 10% decrease to the student's grade in this category, unless an appropriate reason (e.g., illness, emergency) is provided and approved by the Coordinator of Clinical Education ahead of the due date or within a reasonable time due to the circumstances.

Clinical Rotation Orientation Worksheet:

This worksheet must be completed and submitted to CORE by the assigned date found within the course syllabus. Late submission or completion of this item will result in a 10% decrease to

the student's grade in this category, unless an appropriate reason (e.g., Illness, Emergency) is provided and approved by the Coordinator of Clinical Education ahead of the due date or within a reasonable time due to the circumstances.

DOGS Assessments:

Specific athletic training skills are evaluated and tracked in through the **Demonstration Of Growth in Skill (DOGS)** Assessment process. The DOGS Assessments for each clinical experience are available on the CORE home page. Preceptors will assess the pertinent skills and document the students' scores on the DOGS Assessment form by the end of each clinical rotation.

The Coordinator of Clinical Education will use this form to verify the skills required for a specific clinical experience were satisfactorily demonstrated (i.e., scored a '3' on each one) and appropriately documented. If one or more of the DOGS assessments are not satisfactorily demonstrated, or unable to be assessed, during the clinical rotation the student must communicate this to the Coordinator of Clinical Education prior to the last week of the rotation.

If the preceptor confirms one or more of the DOGS assessments couldn't be assessed, or a skill was not satisfactorily demonstrated with a minimum score of a '3', a simulated lab-based experience led by program faculty may substitute for a patient encounter. The opportunity to use simulation to satisfy these requirements is at the sole discretion of the Coordinator of Clinical Education. If simulation is acceptable, students must complete all simulations by the end of the rotation. If all the DOGS assessments are not completed by the end of the rotation, the student will not be able to progress to the next clinical course.

Evaluations:

Evaluations utilized for student assessment are adapted from the AT Milestones Project (Sauers, E, Pecha, F, Laursen, M, & Walusz, H. (2019)) and are mapped to the program outcomes. Students will complete a self-evaluation(s) during each clinical rotation, and preceptors will also evaluate the student. Due dates can be found within the course syllabus. Late submission or completion of these items will result in a 10% decrease to the student's grade in this category, unless an appropriate reason (e.g., Illness, Emergency) is provided and approved by the Coordinator of Clinical Education ahead of the due date or within a reasonable time due to the circumstances.

Patient Exposure Tracking:

Students must track the patient exposures they've had throughout their clinical rotation and report these exposures by the end of their clinical rotation through the patient exposure tracking log available on CORE. Due dates can be found within the course syllabus. Late submission or completion of this item will result in a 10% decrease to the student's grade in this category, unless an appropriate reason (e.g., Illness, Emergency) is provided and approved by the Coordinator of Clinical Education ahead of the due date or within a reasonable time due to the circumstances.

Clinical Hours:

If a student reaches the end of their rotation and has not reached the minimum number of clinical hours required for full credit, they will receive a % deduction in this category for each hour not completed below the minimum which can be seen in the table below.

Clinical Course	Deduction % / Hour Missing
ATHL 261	1% Deduction / Hour
ATHL 262	0.67% Deduction / Hour
ATHL 263	1.67% Deduction / Hour
ATHL 264	0.21% Deduction / Hour
ATHL 265	0.5% Deduction / Hour

If the grade deduction for the hours they were unable to complete causes them to drop below 70% in this category, they will receive a grade of NC and will not progress to the next clinical course. If a student is unable to complete sufficient hours in their clinical experience due to a personal emergency, they should discuss their case with their professional mentor and/or the Coordinator of Clinical Education as soon as possible to determine if a withdrawal from the course is an appropriate step. In unique circumstances where a student is unable to complete the minimum number of clinical hours due to university sanctioned co-curricular activities (e.g., interscholastic athletics), the student's rotation end date may be extended, or a grade of In-Progress (IP) may be given to allow the student to complete the remaining hours past the rotation end date.

Category: Didactic & Supplementary Clinical Assignments

The Coordinator of Clinical Education may assign didactic (e.g., Preparation Worksheets, Clinical Reasoning Assignments) and supplementary clinical assignments (e.g., Clinical Artifact Assignments) to allow students to make connections between didactic learning and clinical experiences. All assignments will be graded in accordance with course policies found within the syllabus and assignment description.

Category: Cumulative Knowledge Assessment

The components of the Cumulative Knowledge Assessment are meant to assess a student's progress in developing didactic and clinical knowledge. The two components include a cumulative knowledge exam (CKE) and standardized patients, and both will be completed at the end of each semester around finals week. The AT Milestones will be used to evaluate the standardized patients and normal grading practices will be used for the CKE. A student must score a minimum of 70% on the CKE and on each individual standardized patient. Should a student not achieve a score of 70%, remediation attempts will be provided and are outlined below.

Standardized Patient Remediation Attempt:

Should a student score less than 70% on any individual standardized patient, to remediate their performance they will be required to complete an additional standardized patient on a similar body system or region. Should a student score less than 70% on the remediation attempt, a meeting will be held between the students and program faculty to create a custom remediation plan to facilitate student learning. Should the student not adhere to the custom remediation plan, including due dates, consequences may include a grade of no-credit (NC) in the course.

Cumulative Knowledge Exam Remediation Attempt:

Should a student score less than 70% on the Cumulative Knowledge Exam, they will be required to complete a remediation assignment. This remediation assignment will require the student to identify the questions they got incorrect, choose the correct answer, and provide a justification as to why the answer is correct utilizing lecture materials, textbooks, or peer-reviewed

resources. Should the student not complete the remediation assignment, or miss the due date, consequences may include a grade of no-credit (NC) in the course.

Length of Program Policy

Once a student enters the professional program, all coursework must be completed within four years. This timeframe may be paused for medical or personal leave approved by the College as outlined elsewhere in this document. Students who are unable to complete the coursework in this time period will be dropped from the program. Students requiring any absences from the College for greater than 6 months total must meet with the Assistant Dean of Student Affairs for development of an academic success plan upon re-entry into the program. In conjunction with the Director of the Athletic Training Program and the student's academic advisor, the Assistant Dean of Student Affairs may suggest items including, but not limited to:

- Examination(s) that may reveal retention of knowledge of prior coursework
- Repeating select courses for grade or audit
- Assignment of other remediation including study with individual faculty members for focused content
- Setting specific timelines for completion of remaining coursework
- Follow up meeting plan with an academic advisor or the Student Affairs office to determine progress.

This review committee may also conclude that no special remediation steps are needed. The Assistant Dean of Student Affairs will review the recommendations with the student and make a final plan available to any necessary parties.

Grievance Policy

Students will have one week from the date the grade is posted to contact the coordinator regarding potential grading errors or for potential adjustments to the grade. If a student believes a question is unclear, they should bring it to the attention of the course coordinator by writing the question on the first page of the exam prior to turning it in or on their scratch paper and turn this into the instructor. Students should not expect an individual response based on this inquiry. Each exam will be evaluated for question quality and clarity by the course coordinator. Faculty will assess exam questions for validity and may elect to award everyone points for a question if the question is determined not to be a valid measure of student knowledge and skill. This occurs as the awarded question is then considered "invalid" (i.e., unclear or confusing, and thus, not a valid question). Faculty may also accept >1 correct answer to a question, after reviewing the exam scoring analysis. When this occurs, the question will continue to be scored in the total number of questions. Please discuss concerns with this policy with the course coordinator well in advance of the first exam. Students who desire to see the answers to their test must set up a time to meet with the instructor within a week of on campus time of the test being given. The students can challenge an answer to a question by providing written documentation from a reliable source within one week of the meeting.

Course Repeats

Students may repeat a course without additional credit. The highest grade earned will be used in computing the grade point average. The Drake GPA will only consider courses taken at Drake. Repeating a course will likely delay a student's graduation from the MAT program. MAT students are permitted to repeat a required course one time only (see Grading and Progression Policy).

Clinical Experiences

Semester #1: Foundational Experiences (A1 – fall)

While the students are developing foundational skills in evaluation, rehabilitation, and emergency care in didactic coursework, students will complete two (2) rotations in orthopedic/surgical and traditional athletic training settings. Students must complete a total of 100 hours across both rotations.

Semester #2: Traditional & Non-Traditional Athletic Training Settings (A1 - spring)

In the classroom, students build athletic training skills in general medical care. In the clinical experiences, students will begin to put their skills into practice in both traditional and non-traditional athletic training settings. The students will complete two - six-week clinical experiences and one week at a state high school championship with a total of 150 hours required accumulated during the semester.

Semester #3: Advanced Medical Knowledge (A1 - summer)

During the two summer semesters, students will cap their knowledge of foundational athletic training skills while working in a general medical setting. Students will complete two weeks of immersive clinical experiences at the end of the summer semester. These experiences will be focused on medical care in hospitals and clinics.

Semester #4: Athletic Training Immersion (A2 - fall)

The hallmark of the program includes 12 weeks of immersive clinical experience with no synchronous course work. The experiential courses provide students the opportunity to work with preceptors to apply and integrate all their previous didactic instruction through hands-on experiences in athletic training settings of the students choosing. Students are integrated into meaningful worksite experiences that can benefit the sites.

Semester #5: Athletic Training Concentration (spring)

The final semester in the athletic training program will allow students to differentiate themselves. Culminating coursework in a concentration (minor) in addition to a clinical experience will allow students to further develop knowledge and skills in a specific population or work area (i.e., traumatic brain injury, lower extremity sports, youth athletics). Students will complete rotations that allow them to complete a minimum of 200 hours of clinical time.

For information and policies related to experiential education, please refer to the Athletic Training Experiential Manual.

Student Services

MAT Advising & Mentoring

MAT students are assigned a MAT faculty member as their faculty mentor. The CPHS blended advising model seeks to support the mission of Drake University and the MAT program in the provision of a student-centered learning environment. This academic care team includes the faculty mentor and the Office of Student Affairs. Through this model, students have multiple sources of information to address questions related to the MAT program curricular objectives and professional goals. An individual educational plan will be developed by the student with input from the faculty mentor and CPHS Office of Student Affairs. The development of the plan will seek to achieve the following:

- I. confirmation of the student's major within the MAT program,
- II. discussion of professional life goals including career paths and post-graduate work,
- III. satisfactory completion of requirements of the program,
- IV. completion of annual requirements for progression within the program,
- V. development of skills necessary for succeeding in the program that they have chosen, and
- VI. referral of the student to the resources and services on campus if needed.

Office of Student Affairs and Enrollment Management's role in advising

- I. Answer questions regarding registration, credit completion, program requirements, Drake Curriculum, course transfer process, and study abroad opportunities
- II. Coordinate registration process, verifying appropriate registration of courses
- III. Review/approve educational plan waivers and transfer credit requests
- IV. Update degree evaluations with regard to substitutions, program exceptions, and transfer courses
- V. Serve as a resource for additional degree opportunities such as minors and concentrations and accelerated programs
- VI. Coordinate and communicate opportunities for internship, study abroad, research and post-graduate study

Faculty Mentor's role in advising

- I. Help students adapt to the college environment
- II. Assist in the development of the student's education plan by providing input and feedback
- III. Encourage discussions about the appropriateness of their chosen career track and the career options within the profession
- IV. Assist students in identifying opportunities for professional skill development
- V. Make appropriate referrals to university student service offices when academic or personal difficulties arise
- VI. Discuss professional career path opportunities and requirements

Student's role in advising

- I. Initiate conversations with faculty mentor
- II. Utilize resources and services provided by the Office of Student Affairs and Enrollment Management
- III. Access degree evaluation to verify correct records
- IV. Be familiar with policies/procedures and take responsibility for deadlines and if unsure, ask
- V. Take an active role in the development of the advising process
- VI. Research career options and graduate/professional admissions processes
- VII. Seek out opportunities for involvement, leadership, and professional development
- VIII. Maintain and update the individual educational plan

Students are encouraged to view the [CPHS Current Student Resources](#) for tools, resources, and Frequently Asked Questions (FAQ's) regarding advising.

Course Registration

MAT students complete registration online through the University's Self Service system. Students can access Self-Service through [myDrake](#). The Drake University Office of the Registrar provides comprehensive information regarding the registration process including adding and dropping courses, resolving error messages, wait list automation, and registration dates and times on the [Registration](#) webpage. In addition, the CPHS Office of Student Affairs and Enrollment Management distributes detailed registration information to MAT students through the CPHS Student Announcements and the [CPHS Registration Bulletin](#).

MAT students are required to complete professional electives and may have opportunity within the curriculum to register for additional electives. MAT students are eligible to enroll in a J-term course provided that they are enrolled full-time in the following spring term. Students will complete registration for any professional elective, general elective, and/or J-term coursework in Self-Service according to the registration schedule posted by the Office of the Registrar each fall and spring term.

Questions regarding registration policies and procedures should be directed to the Office of Student Affairs and Enrollment Management.

Once registration is complete, the billing and fee assessment process will begin. Any student not returning to Drake and registered for courses must officially withdraw from registered courses and the University to avoid financial ramifications. To withdraw, a student must complete the Withdrawal Request Form, available via Self-Service under the Registration card, or contact the Office of Student Affairs and Enrollment Management for further assistance.

Degree Evaluations

Degree evaluations are a tool that enables students to evaluate their progress towards graduation. MAT students are responsible for reviewing their degree evaluations on a periodic basis to ensure curricular requirements are being met. Students should always generate a new degree evaluation when reviewing their progress. Students are encouraged to view the [CPHS Current Student Resources](#) webpage for tools, resources, and FAQs regarding advising, course registration, and degree evaluations.

Career Development

Career Accomplishment Data

At the College of Pharmacy and Health Sciences Doctoral Hooding and Commencement Ceremony each year, graduates complete surveys indicating their plans upon graduation, including employer, salary and location.

Career Connection Opportunities

Career Services at Drake University is dedicated to offering support to empower students in their career development journey. They provide individualized, comprehensive resources to assist students in developing essential career skills, including resume and cover letter writing, interview preparation, and networking strategies. Their workshops, seminars, and career fairs offer valuable opportunities to connect with employers and professionals in various industries, helping students expand their professional network and increasing their chances of securing meaningful employment.

Career Services has a liaison for the College of Pharmacy & Health Sciences. Students may schedule a meeting with them via their Support Network in Starfish.

University Academic Regulations

Attendance and Enrollment Validation

Attendance is the responsibility of students and is essential for ideal learning to take place. Faculty members appreciate the courtesy of knowing when commitments cannot be met. Attendance policies are determined for each course by the instructor(s) and will be presented to the students at the beginning of that course. Failure to attend the first class may result in the student being dropped from the course. Noncompliance with attendance policies may affect the final grade in a course.

In the event of extenuating circumstances, students should contact the Office of Student Affairs & Enrollment Management for assistance in notifying instructors of a student's absence from class.

Additional information regarding [Attendance and Enrollment Validation](#) is available in the Drake University Undergraduate General Catalog.

Transfer Credit Policy

Transfer credits within the MAT program will not be accepted. All coursework must be completed within the Drake MAT Program.

Graduation and Residency Requirements

A student is required to be in residence in the College of Pharmacy and Health Sciences for all professional education coursework to be eligible for graduation.

Students must meet the following requirements to graduate with a Master of Athletic Training degree from the College of Pharmacy and Health Sciences:

1. Successfully complete all academic requirements and be in good standing with the University ([Graduation Requirements](#)).
 - a. Complete the required [curriculum](#) for the MAT program.
 - b. Complete the required credit hours for graduation and have at least a 2.0 cumulative GPA.
 - c. Students must earn a C- or better in each required course. Students are permitted to retake a MAT required course for a passing grade (2.0 GPA or C-) one time only. Students who do not obtain a 2.0 (or C-) in a required course after two attempts will be dropped from the MAT program. Once a student enters the professional program, all didactic coursework must be completed in four years. Students who are unable to complete the didactic course work in this time period will be dropped from the program.
2. To the extent that such information is brought to the attention of the dean, exhibit the requisite professionalism, character, and professional promise in the judgment of the Dean of the College of Pharmacy and Health Sciences.
3. Satisfactorily resolve all financial obligations owed to the University.

The final responsibility for the completion of graduation requirements is the student's responsibility, and accordingly, each student should become familiar not only with the curriculum but also with the academic regulations of the College.

Academic Honors System

The College of Pharmacy and Health Sciences (CPHS) is committed to recognizing academic excellence among its students. The CPHS Academic Honors System was established to honor those who have demonstrated outstanding academic achievement in their professional programs. This system will acknowledge students' hard work and dedication by awarding them special distinctions during commencement and on their academic records.

Students will be recognized in the commencement program based on their Professional Level Grade Point Average (GPA) through the Fall semester before graduation. The designations are as follows:

- Honors (White Cord)
 - o GPA: 3.50 - 3.69
- High Honors (Silver Cord)
 - o GPA: 3.70 - 3.89
- Highest Honors (Gold Cord)
 - o GPA: 3.90 - 4.00

MAT students may receive academic honors each semester through recognition on the Dean's or President's List. Criteria used to evaluate MAT students' eligibility for [Dean's and President's List](#) is outlined in the Drake University Undergraduate General Catalog.

Additional recognition including University Honors Program participation and membership in an honor society is awarded at the time of graduation in the University Commencement program. For more information, visit the [Honors at Graduation](#) webpage.

Academic Calendars

The official Academic Calendar for Drake University is updated and maintained by the [Office of the Registrar](#). Current and future academic calendars can be found on their [website](#). Note that an academic calendar is not official until it has been confirmed by Faculty Senate.

CPHS Policies and Procedures

Credit Overload Request Procedure

1. Complete and submit the [Credit Overload Request Form](#) found under CPHS Forms on the [Resources for Current Students website](#), prior to registration day/time. This form must be completed prior to the conclusion of the second week of the semester.
2. The [Credit Overload Request Form](#) will be reviewed by the CPHS Dean's Office. Students will receive a confirmation email once the form is reviewed and processed.
3. Overload fee waiver requests are reviewed in the first weeks of the fall and spring semesters. Students waiting on the review of their overload fee waiver request should not pay the overload fee but wait for the review process to be carried out and the fee to be removed by Student Account Services.
4. Overload Fee Waiver requests made after the third week of a fall or spring semester will not be considered and the student will be responsible for the fee incurred.

Exception to Program Policy

MAT students may request a course waiver, course substitution, or other program exception via the Exception to Program Policy form available on the [CPHS Forms Library](#). Requests will be considered by the Associate Dean of Curriculum and Assessment in consultation with the student's faculty advisor, the Office of Student Affairs and Enrollment Management, and/or the College Administrative Committee inclusive of College administrators and department chairs.

Final Grade Appeal Policy

MAT students may appeal a final grade in a course. It is the right and responsibility of the faculty to establish students' grades. Thus, the appeal process for students who question a final grade in a course is to discuss the grade with the instructor and provide clear and convincing evidence of procedural error, instructor bias, and/or arbitrary grading. Students are expected to review the full [Final Grade Appeal Policy](#) to determine if their circumstances fulfill the evaluation criteria for an appeal.

Academic Standing Policy

Objective and Purpose

The College of Pharmacy & Health Sciences (CPHS) is responsible for monitoring and notifying graduate students who are not making satisfactory progress toward degree completion. This policy defines academic progress, as indicated on the student record, and how academic progress affects a student's academic standing at the university.

Academic Standing Policy

The CPHS academic standing policy is grounded in the philosophy that students enrolled in a graduate program should:

1. maintain a level of C- or better (CR in 'credit/no credit') grade performance in all required courses and
2. demonstrate they can reasonably expect to attain the 2.00 cumulative graduate level grade point average (GPA) required for graduation within the length of program policy

Procedure

The CPHS Office of Student Affairs will review academic progress standards at the end of each fall, spring, and summer semester. Evaluation of academic progress is based on all coursework completed at Drake University during the respective semester regardless of the level of the course. If a student receives a grade change after academic standing determinations have been made, the student can petition to have their academic standing re-evaluated through the midpoint of the following semester.

It is the CPHS practice to email academic standing notifications to the student's official Drake University email address within 10 business days of the semester's final grade submission due date.

Academic Progress Standards

Students must meet both academic progress standards to be considered in good academic standing with the college.

Standard 1: Minimum Grade Requirement

Students are required to obtain a C- or better (CR in 'credit/no credit') in all required courses.

Standard 2: Cumulative GPA

Students must maintain a 2.00 cumulative graduate level grade point average (GPA) and remain on track to graduate within the length of program policy. Only coursework taken at Drake University is included in the cumulative GPA calculation.

Academic Standing Designations

Good Academic Standing

A student who satisfies both academic progress standards is in good academic standing. A notation of “Good Academic Standing” will be recorded on the student’s transcript for the respective semester of evaluation.

Academic Notice

A student who does not satisfy one or both academic progress standards at the end of the semester will be placed on academic notice. A notation of “Academic Notice” will be recorded on the student’s transcript for the respective term of evaluation and will remain each semester until the student returns to good academic standing. To return to good academic standing, the student must satisfy both academic progress standards by retaking coursework in which they received a non-passing grade. (See also Requirements for Progression section)

Academic Dismissal

A student will be dismissed from the program if they fail to receive a C or higher (CR in credit/no credit’) in a repeated course. A notation of “Academic Dismissal” will be recorded on the student’s transcript for the respective semester of evaluation. Students may appeal against their academic dismissal by following the appeal process outlined below. If the appeal is denied, the action is permanent, and the student may not be readmitted to the graduate program. (See also Requirements for Progression section)

Non-Academic Suspension or Dismissal Policy

Suspension or Dismissal from the College and/or University may result from failure to adhere to any of the following policies:

1. [CPHS Honor Code Policy](#)
2. [CPHS Chemical Dependency Policy](#)
3. [Nondiscrimination and Accessibility Policies](#)
4. [Drake University Student Code of Conduct](#)
5. [Student Immunization Policy](#)

Appeal Process for Suspension or Dismissal

A student may appeal their suspension or dismissal by submitting an [Exception to Program Policy form](#) and supporting documentation. Students must submit the form within five business days of the suspension or dismissal notification. No appeals will be reviewed following the deadline.

Appeal Review Process

1. The Dean/their designees will review and assess all appeals and supporting documentation.
2. Following the appeal deadline, the Dean/their designees will meet to discuss and determine the status of the appeal.
3. Appeal decisions will be communicated to students via email by the CPHS.

4. For granted appeals, terms and conditions for re-enrollment will be included in the email to the student and uploaded to the student's electronic file.

Re-Enrollment Policies

Re-Enrollment following Suspension

Graduate students who have been suspended due to a non-academic issue (e.g., Honor Code, Chemical Dependency, etc.) may apply for re-enrollment after the specified time outlined in the suspension letter. Students must complete the [Re-Enrollment Request Form](#) to initiate the re-enrollment process. Criteria to be met for re-enrollment will be evaluated based on the respective policy related to the suspension decision.

Re-Enrollment following Dismissal

A student who has been dismissed from a CPHS graduate program is not eligible for re-enrollment to the same program.

Additional Re-Enrollment Documentation

The CPHS may request additional documentation from a student requesting to re-enroll. Additional documentation may include but is not limited to the following:

1. A written personal statement asserting the student's ability to successfully pursue the graduate curriculum after having been suspended. The student must also submit documentation that the factor(s) or condition(s) responsible for the original suspension have been remedied or significantly improved.
2. Submission of official transcripts of any course work completed at another institution since the time of suspension from Drake University.

The College's Student Affairs Officer will notify a suspended student of their re-enrollment decision at the email address provided on the Re-Enrollment Request Form. If re-enrollment is denied, the student has five (5) business days to appeal the decision in writing to the Dean of CPHS.

Re-Enrollment following Withdrawal for Medical Leave of Absence

Students approved for a medical leave of absence must complete the [Voluntary Medical Leave of Absence Re-enrollment Request Form](#). This request form and all supporting documentation must be submitted to the CPHS Student Affairs Officer by the deadline outlined on the request form. The full Medical Leave of Absence Policy and required documentation for re-enrollment is provided on the [Division of Student Affairs webpage](#).

Questions and requests for re-enrollment should be directed to the Office of Student Affairs and Enrollment Management in the College of Pharmacy and Health Sciences.

CPHS Honor Code Policy

Students in the College of Pharmacy and Health Sciences are expected to maintain a professional manner and conduct in practice settings and on campus. Unprofessional behavior and academic dishonesty are not accepted and will not be tolerated.

MAT students are expected to read the full [CPHS Honor Code Policy](#) and sign the Pledge of Honor. Required completion of these tasks is integrated into CPHS Professional Student Orientation.

CPHS Chemical Dependency Policy

MAT students are expected to read the full [CPHS Chemical Dependency Policy](#) and sign the Student Agreement. Required completion of these tasks is integrated into CPHS Professional Student Orientation. If a student is suspected or known to have a use disorder or concern, it should be brought to the attention of the Assistant Dean of Student Affairs.

Criminal Background Checks

Background checks are completed on each student prior to entrance into the program. Students may be required to repeat the background check if the program is extended beyond 24 months. The background checks are completed based on student's last seven (7) years of residence history and will include, at a minimum, felony and misdemeanor criminal history search for the state of Iowa and all counties outside Iowa identified by the address history, national criminal file search, sexual offender registry search, licensure sanctions or other administrative and disciplinary actions search, and a search of lists maintained by governmental agencies such as the Office of Inspector General. Results of the background checks will be kept electronically on the College server in a password protected file. Access to the information is limited to one student affairs staff person, one experiential education staff person, the Assistant Dean for Student Affairs and Enrollment Management, the Assistant Dean for Clinical Affairs, and others on a need-to-know basis. The College will notify students of findings as required by the Fair Credit and Reporting Act. Students may be assessed a fee to cover the cost of the background check.

Some states require supplemental background checks, which are the financial responsibility of the student. Sites may request copies of the background checks obtained by the College and/or may complete additional background checks, which are the financial responsibility of the student. Students should download a copy of their background check report and maintain a personal copy to share with sites if needed.

Information obtained in background checks may prohibit students from completing clinical experiences, thus delaying or preventing graduation. If there are findings in the background check, site contractual requirements may inhibit the student's participation in experiential activities at the site. Further evaluation will be completed to determine if a student is able to continue in the experiential program. If it is determined the student may continue in the program, experiential sites may be notified of findings so they may decide whether the student will be allowed to complete an experience at the site.

Chemical Drug Screens

All MAT students will be required to complete a chemical drug screen prior to the first day of class as well as before entering their clinical experiences. Because many experiential sites require drug screens, information obtained may inhibit students from progressing into the professional program or into their clinical experiences. The College will determine the vendor and location of the drug screen. Drug screens completed for employment or independently by the student will not be accepted. Students will be assessed a fee to cover the cost of the drug screen. The drug screen will include a 10-panel drug screen with point of custody through an outside vendor. The results of the drug screen will be shared within and outside the University on a need-to-know basis only and filed securely on the College's file storage system in Microsoft Teams. Only CPHS personnel designated by the Assistant Dean of Student Affairs will be allowed access to these files. Within the University, such results will be available only to those school officials with a legitimate educational or security purpose for accessing the information. Initial

positive screens will undergo medical review by the vendor. Any confirmed positive findings will be handled under the Chemical Dependency Policy of the College.

Electronic Communications Policy

College faculty and staff use electronic communication methods to disseminate information to and communicate with students. This information may be time-sensitive and require action on the student's part. Thus, College expectations are as follows:

- Email from the College is sent to Drake email addresses.
- Students are responsible for the consequences of not reading and/or responding to CPHS communications sent to their Drake email address.
- Members of the College community are requested to check their email twice daily such as once in the morning and once in the afternoon. It is recommended that you close your email client unless it is your scheduled time to check email to facilitate in person work and project completion.
- All members of the College community are committed to responding to email in a timely manner (2 business days). Emails, telephone calls, or office visits to follow-up on an unanswered email may occur after 2 business days. Exceptions will be made for scheduled professional or personal absences or circumstances that prohibit routine email access (i.e., international travel).
- No member of the College community is expected to acknowledge or return emails in the evenings, on weekends, during vacation/sick/personal time, or during holidays.
- Electronic communication methods (e.g., email, Blackboard learning management system, CORE, etc.) may be required as part of courses and experiential requirements for content delivery, exams and assessments, class discussion, active learning exercises, and other professional program needs. The requirements will be specified in the course syllabus. If these requirements pose a problem for a student, the student must contact the instructor/coordinator to work out a solution.
- The lack of access to electronic communication is not a valid excuse for failure to respond to a request, complete an assignment or exam, or meet a deadline. However, any technology issues or outages with Drake University technology systems (e.g., Drake email, Blackboard learning management system) as identified and communicated by Drake Information Technology Services are not the responsibility of the student.

Laptop Computer Requirement

CPHS professional program students enrolled in the MAT program are required to have a laptop computer. Professional program students will utilize laptop computers for completing coursework, accessing electronic learning management systems, electronic testing and assessments, and other professional program needs.

The laptop computer requirements for CPHS students may be found on the [Drake Information Technology Services webpage](#).

- Any device that does not meet the University requirements may not be compatible with testing requirements. It is each student's responsibility to make sure that their device is acceptable.
- It is recommended that students have high speed internet access at their home.

- Students are responsible for maintaining a functioning laptop computer. Drake Information Technology Services provides student technology resources [on their webpage](#).

Social Media Guidelines

Drake University faculty, administrators, staff, and students should conduct themselves personally and professionally in a manner that does not compromise their professional responsibilities. This includes participating in online social networking platforms (Facebook, Twitter, Instagram, etc.). Think about what you post, when in doubt don't post.

Drake University supports the individuals' expression of First Amendment rights of free speech. It is your responsibility – as a visible member of the institution and the larger community – to protect the values of Drake University when using social media. Any inappropriate use of social media platforms shall not be tolerated. Inappropriate or malicious use may include but is not limited to:

1. Posting information (photos, comments, etc.) about Drake University administrators, faculty, staff, or students without consent.
2. Posting information that violates the HIPAA or FERPA policies.
3. Using derogatory language or remarks about administrators, faculty, staff, or students at Drake University or other colleges and universities.
4. Using demeaning statements or threats that endanger the safety of another person.
5. Posting incriminating photos or statements regarding illegal criminal behavior, underage drinking, usage of illegal drugs, sexual harassment, or violence.
6. Indicating knowledge of the acts listed above.

Please keep the following guidelines in mind as you participate on social networking platforms:

1. Before participating in any online community, understand that posts may be available to anyone, even with limited access to your platform.
2. Do not post information, photos, or other items online that could jeopardize your well-being, your relationships, or your professional career. This includes items that may be posted by others on your platform.
3. Exercise caution when sharing location and/or plans.
4. Individuals within the University and law enforcement personnel check these platforms regularly.

Violations of these guidelines will result in a review of the incident and may include action as appropriate under the CPHS honor code policy. Those who believe they have been targets of unprofessional behavior via social media or suspect any other violations of these guidelines should contact the Student Affairs Officer (students) or their supervisor (faculty/staff) to address their concerns.

Nondiscrimination & Accessibility Policies

Drake University is committed to fostering a safe, respectful environment. The University prohibits discrimination or harassment based on, or because of, a protected characteristic. Accordingly, the University and MAT program have adopted principles and policies prohibiting certain types of misconduct. Information and complete policies for Drake's Nondiscrimination Statement, Sexual and Interpersonal Misconduct, Discriminatory Harassment (Non-Sex-Based), Non-Retaliation Policy, and Title IX are available on the [Legal Disclosure website](#).

Student Immunization Policy

Prior to enrollment at Drake, students are required to provide Drake University with their medical history and immunization records. The requirements for submitting appropriate documentation to the University Health Center are available on the [Health Center's Policies and Forms](#) webpage.

MAT students may need to provide an updated immunization record to the CPHS Experiential Office prior to beginning clinical experiences. MAT students will be informed of additional immunizations necessary to participate in experiential education programs via the Athletic Training Experiential Manual. Students will receive the Athletic Training Experiential Manual prior to beginning the Level IA Clinical Experience.

Change of Legal Name Procedure

To ensure the accuracy and integrity of all academic, financial aid, and student loan records maintained by Drake University and the College of Pharmacy and Health Sciences, the Notification of Change of Legal Name form has been implemented.

To take advantage of this service, please access the Notification of Change of Legal Name form located in the [CPHS Forms Library](#).

- It is important to note, as stated on the electronic form, students are responsible for notifying the Social Security Administration of the name change. Only Drake University offices will be notified upon receipt of the electronic form by the College of Pharmacy and Health Sciences.

Please direct any questions related to the online Change of Legal Name process to the Office of Student Affairs and Enrollment Management.

Students wishing to change their preferred name should reference the [Drake University Preferred Name Policy](#) for additional information and frequently asked questions.

Tuition/Fees and Scholarships

For information about tuition and fees for MAT students, please visit the [Financial Aid Office website](#). Refund policy information is also available at this site.

Each year MAT students may apply for a number of [athletic training scholarships](#). Students should refer to the website regularly for updated information about scholarships and pay special attention to individual deadlines for each scholarship. MAT students may apply for these scholarships for every year of enrollment in the College. Many scholarships include criteria that specifies student requirements to be a recipient. However, students are eligible to apply during the first year of the professional program.

Athletic Training Program Costs

In addition to standard tuition and fees, an AT student can expect additional costs.

Estimation of Costs:

Professional Attire for Clinical Experiences	~\$50-100 annually (2-3 polos and coat are included at no cost)
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Transportation to/from Clinical Experiences	Varied based on location of site
National Athletic Trainers Association (NATA) Membership	\$25 annually
Professional Conferences and Meetings	\$50-\$300 dependent upon location and conference fees
Textbooks	\$0-300 dependent upon courses and semester.
Board of Certification for Athletic Trainers Exam	\$375 during the final semester. Exam is required for all students to practice as an athletic trainer, no matter what program they graduate from.
Background Checks and Drug Testing	Typically \$100 or less, each
<i>Note that the students are provided with 2-3 polos, a blue coat, CPR certification, supplies and a kit, and BOC practice tests at no cost.</i>	