



Drake University Athletic Training Handbook

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Drake University | Athletic Training Department

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MAT Student Handbook

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.

Introduction

The Master of Athletic Training (MAT) Handbook has been compiled to provide students important information regarding the MAT curriculum and an overview of the academic and MAT policies and procedures. It has been designed primarily as a starting point for understanding basic program information. MAT students should also be familiar with critical policies, procedures and information in the [Drake University Undergraduate Catalog](#), the [Graduate and Professional Studies General Catalog](#), and the [University Student Handbook](#).

To the extent that the provisions of this handbook conflict with the Undergraduate General Catalog, Graduate and Professional Studies General Catalog, or the University Student 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 and Enrollment Management, or other members of the faculty.

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.

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.

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.

Program Curriculum and Sequence

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](#).

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 upon information presented in the standard curriculum, (b) introduce new information that is relevant to the field of study, (c) or prepare the student for graduate study. Professional electives must be CPHS-labeled courses, those indicated on approved curriculum guides, or courses otherwise approved by AAC. Any professional elective must be numbered 100 level or higher for graduate and doctoral-level programs. Bachelor of Science in Health Sciences candidates may refer to courses indicated in current curriculum guides. Other courses (even if taught by CPHS faculty) are not considered professional electives except with an approved [Exception to Program Policy](#). The College's Academic Affairs Committee 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.

Students who desire to have a non-approved elective count toward professional elective credit should apply for an Exception to Program Policy prior to taking the course whenever possible. Professional electives must be taken for a grade unless the course is designed as credit/no credit. Students should refer to their degree audit for determination of the total number of required professional electives.

Additional policies for Masters of Athletic Training:

- Independent study may not be considered for professional elective credit without an approved Exception to Program Policy.
- Students completing any MAT concentration offered by CPHS, the Global and Comparative Public Health Concentration, or the Leadership Education and Development Minor may apply core required (100 level) courses in these programs toward professional elective requirements.

Clinical Experiences

Semester #1: Foundational Observations (A1 – fall)

While the students are developing foundational skills in evaluation, rehabilitation, and emergency care in didactic coursework, students will complete four (4) short rotations in orthopedic/surgical (2 weeks), emergent care (1 week), rehabilitation (1 week), and traditional athletic training settings (2 weeks). Students must complete a total of 60 hours across all four rotations and complete a minimum of 8 hours but no more than 15 hours each week.

Semester #2: Traditional & Emerging 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 120 hours required accumulated between all three settings.

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 of 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 120 hours of clinical time. The number of weeks will be established between the student and the Coordinator of Clinical Education.

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

MAT Program Policies

Admission to the Professional Program

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

Technical Standards

The holder of a MAT degree must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care. In order to carry out the activities described below, candidates for the MAT degree must be able to consistently, quickly, and accurately integrate all information received, and must have the ability to learn, integrate, analyze, and synthesize data.

A candidate for the MAT degree must have the abilities and skills of five varieties: observation; communication; motor; intellectual, conceptual, integrative, and quantitative; and behavioral and social. Reasonable accommodations may be possible based on an individual's needs and are made available to candidates in some of these areas, but a candidate must be able to perform required tasks in a reasonably independent manner.

The College of Pharmacy and Health Sciences will attempt to develop creative ways of opening the college curriculum to competitive, qualified individuals with disabilities. The College must maintain the integrity of its curriculum and preserve those elements deemed essential to educating an athletic trainer. Candidates or students who have concerns about meeting the

technical standards should contact the Assistant Dean of Student Affairs and Enrollment Management.

1. **Observation:** Candidates and students must have sufficient vision to be able to observe demonstrations, experiments, and laboratory exercises in the basic sciences. They must be able to observe a patient accurately at a distance and close at hand. They must be able to read information on an electronic device screen.
2. **Communication:** Candidates and students should be able to speak, hear, and observe patients in order to elicit information and perceive nonverbal communication. They must be able to communicate effectively and sensitively with patients. Communication includes not only speech but also reading and writing. They must also be able to communicate effectively and efficiently in oral and written English with all members of the health care team.
3. **Motor:** Candidates and students should have sufficient motor function to execute movements reasonably required to provide care. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision. Candidates and students must be able to operate an electronic device (e.g., laptop computer) to take examinations and retrieve information.
4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** Candidates and students must be able to concentrate, analyze, and interpret data and make decisions within areas in which there is a reasonable amount of visual and auditory distraction. They must also perform these functions in a timely manner and under a reasonable amount of stress since pharmacists are expected to be able to perform such duties in diverse clinical settings where others may be present and where there is a certain degree of noise. Candidates and students must be able to perform basic mathematical functions and accurately and quickly read prescriptions with minimal error in areas where there may be distractions. The practice of athletic training demands the ability to integrate and process information promptly and accurately in a time-sensitive environment.
5. **Behavioral and Social Attributes:** Candidates and students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities, and the development of mature, sensitive, and effective relationships with patients. Candidates and students must be able to tolerate taxing workloads, adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, and interest and motivation are all personal qualities that will be assessed during the admission and educational processes.

The applicant should evaluate themselves for compliance with these technical standards. Submission of the application will serve as testimony of compliance with these standards.

Criminal Background Checks

All MAT students will submit to a background check prior to admission. Many experiential sites require background checks, therefore information obtained during a student's background check for Drake University may inhibit students from admission into the professional program or progression onto their clinical experiences. The background check will include social security number validation, address history for past 10 years, felony and misdemeanor criminal history search for all counties identified by the address history for the last seven years, national criminal history database, sex offender registries, child/elder abuse registries, motor vehicle driving record, and governmental agencies such as the Office of Inspector General. Results of the background checks will be filed securely on the College's electronic server. Only CPHS personnel designated by the Assistant Dean of Student Affairs and Enrollment Management will be allowed access to these files. The results of the background check will be shared within and outside the University on a need-to-know basis only. Within the University, such results will be available only to those school officials with a legitimate educational or security purpose for accessing the information. The College will notify students of findings as required by the Fair Credit and Reporting Act. Students will be assessed a fee built into their tuition to cover the cost of the background check. Furthermore, information obtained from background checks may be included on or with board licensure applications or other regulatory bodies that request information from the Drake University College of Pharmacy and Health Sciences. Students have the right to request, from the College of Pharmacy and Health Sciences, copies of all documents and other information shared with any regulatory body pertaining to their licensure.

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.

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.

Chemical Drug Screens

All MAT students will be required to complete a Chemical Drug Screen prior to entering the clinical experiences. Because many early and advanced experiential sites require drug screens, information obtained may inhibit students from progressing into experiential learning. 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 built into their tuition to cover the cost of the initial drug screen. Additional drug screenings deemed necessary by the College will be paid for by the student. 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 Microsoft Teams platform. Only CPHS personnel designated by the Assistant Dean of Student Affairs and Enrollment Management 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.

Health and Liability Insurance

Students must submit proof of a current health insurance policy. Copies of insurance cards will be submitted through the eValue system 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.

Tuition/Fees and Scholarships

For information about tuition and fees for MAT students, please visit the [Student Financial Planning 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
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Transportation to/from Clinical Experiences	Varied based on location of site
National Athletic Trainers Association (NATA) Membership	\$80 annually
Professional Conferences and Meetings	\$50-\$300 dependent upon location and conference fees

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 Human Anatomy instructor.

Course Registration

The Office of Student Affairs and Enrollment Management registers MAT students for their core MAT coursework each term. MAT students are notified via Drake email when registration is complete and student schedules are available in MyDUSIS, accessible through MyDrake. MAT students may have the 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 elective and/or J-term coursework in MyDUSIS 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 MyDUSIS under the Student Services tab, or contact the Office of Student Affairs and Enrollment Management for further assistance.

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 MyDUSIS under the Student Services tab in the Student Records link. 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.

Grading and Progression Policy

The standard grading scale for students enrolled in athletic training labeled didactic course work is standard letter grading [ABCDF] 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.

Progression policies related to experiential clinical courses are outlined in the Drake University Athletic Training Experiential Manual provided to students prior to beginning Level IA Clinical Experience.

Remedial Coursework

Several checkpoints are built into the program to ensure patient safety in clinical experiences and ensure the student is making satisfactory progress towards entry level competency of core athletic training skills and knowledge. In ATHL 253, 264, and 283, cumulative written and/or practical assessments are conducted. Students must pass these exams (required % varies) in order to progress into the next semester's coursework. If a student fails these exams, they must take and pass remedial coursework. These are credit/no credit classes offered as needed as independent studies during the Summer and January terms. Specific course objectives and assignments will be individualized for the students based upon their performance on the cumulative exams.

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 and Enrollment Management 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 and Enrollment Management 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 and Enrollment Management 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.

University and College Academic Regulations

Transfer Credits

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

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 faculty of a student's absence from class.

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

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 take into account 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).

Degree Audits

Degree audits are a tool that enable students to evaluate their progress towards graduation. MAT students are responsible for reviewing their degree audits on a periodic basis to ensure curricular requirements are being met. Students should always generate a new degree audit when reviewing their progress. For directions on reviewing degree audits, students are advised to review the Degree Audit Guides available on the [CPHS Current Student Resources page](#).

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.

Probation, Suspension, and Re-Enrollment Policy

To the extent possible, the CPHS Academic Probation, Suspension and Re-Enrollment Policy is consistent with the Drake University Academic Probation and Suspension Policy defined in the [Drake University Undergraduate General Catalog](#) and the [Drake University Student Handbook](#). A health sciences student may also face probation, suspension, or dismissal for a variety of reasons addressed in the CPHS Honor Code Policy, CPHS Chemical Dependency Policy and/or CPHS Student Immunizations Policy.

A MAT student may be dropped or dismissed from the MAT program at the College of Pharmacy and Health Sciences. This can occur when a student fails to meet the criteria in the standard grading policy or if a student is no longer eligible for certification with the Board of Certification (BOC) Exam. The student may request to remain at Drake to pursue a degree in another major. This action is permanent, and the student may not be readmitted to the College.

Suspension Procedure

The University Dean of Student's office, the CPHS Assistant Dean of Student Affairs and Enrollment Management, or other University or College administrators may notify a student in writing of their suspension following a violation of a University and/or College policy.

In general, suspension or dismissal from the College and/or University may result from failure to adhere to any of the following policies:

1. [Academic Probation/Suspension Policy](#)
2. [CPHS Honor Code Policy](#)
3. [CPHS Chemical Dependency Policy](#)
4. [Nondiscrimination and Accessibility Policies](#)
5. [Student Code of Conduct](#)
6. [Student Immunization Policy](#)

Academic Suspension Appeal

In accordance with University policy, a suspended student has the right to appeal their academic suspension. The student has ten (10) calendar days to appeal the suspension via the [Suspension Appeal Form](#) to the CPHS Student Affairs Officer (generally the Assistant Dean of Student Affairs and Enrollment Management). Additional information about how to submit and what to include in an appeal is available from [Access and Success](#). If the appeal is granted, the student may continue with coursework at Drake University and progress within their respective program. If the student does not appeal or if their appeal is denied, the student must apply for re-enrollment before being allowed to resume coursework.

Re-enrollment Process following Suspension

If a suspended student plans to re-enroll in the College, they must contact the Student Affairs Officer of the College to create an action plan sufficiently in advance of the deadline for submission of re-enrollment materials such that the timeline for completion of the plan may be fulfilled. It is the student's responsibility to initiate contact with the Student Affairs Officer, and this step must occur regardless of the source of the suspension (University versus College). The action plan will be developed with the intent of preparing the student to be successful if allowed to return to the program and approved by the Student Affairs Officer.

The action plan may include certain remediation/tasks relevant to the reason for suspension. Tasks may include, but are not limited to, the following:

- Academic Probation/Suspension Policy - retaking specific courses to improve knowledge base, retaking written or verbal communication courses, etc.
- Honor Code - taking additional coursework or training in ethics/professionalism, etc.
- Chemical Dependency Policy - completing a substance use evaluation program, seeking specific medical or psychological care, participating in relevant help groups, etc.
- Nondiscrimination and Accessibility Policies - completing training programs, participating in relevant support groups, etc.
- Student Immunization Policy - receiving required immunizations

Re-enrollment Policy following Academic Suspension

Health Sciences students who have been suspended for academics may apply to the University for re-enrollment after one academic year. Students suspended for the first time may apply for re-enrollment; students suspended twice, regardless of the reasons, are ineligible for re-enrollment. Students should refer to the [Request for Re-Enrollment](#) webpage to complete the Re-enrollment Request Form, view deadlines for applying to re-enroll, and other important student information.

The University Office of the Registrar will collaborate with the CPHS Student Affairs Officer to review the student's application for re-enrollment and render a re-enrollment decision.

Re-enrollment Policy following Non-Academic Suspension or Dismissal

MAT students who have been suspended due to a non-academic issue (e.g., Honor Code, Chemical Dependency, etc.) may apply for re-enrollment after one year or after the specified period of time outlined in the suspension letter. The re-enrollment process follows the same process and deadlines as an academic suspension, beginning with the [Re-enrollment Request Form](#). The Office of the Registrar will forward the re-enrollment request to the CPHS Student Affairs Officer. Criteria to be met for re-enrollment will be evaluated based on the respective policy related to the suspension decision.

Additional Re-enrollment Documentation

Suspended MAT students will be held to the same academic and professional standards as all other students in the program. These standards include the student's academic performance, communication skills, emotional maturity, leadership ability, involvement in the community, and professional attitude/behavior. The CPHS Student Affairs Officer 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 health sciences degree after having been suspended. This statement must address, in detail, how the student has successfully met the action plan established at the time of suspension, if applicable. 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.

Suspended students will be eligible for re-enrollment only after satisfactorily completing the action plan within the time frame set forth by the Student Affairs Officer. The Student Affairs Officer will decide whether a suspended student can re-enroll in the College. The student will be notified in writing regarding the status of their re-enrollment request. If re-enrollment is denied, the student has five (5) calendar days to appeal this decision in writing to the Dean of the College.

Expectations following Suspension

MAT students re-enrolled following a suspension will return on a probationary status. To remain at Drake, the student must earn a semester grade point average of 2.0 or above during their first semester of re-enrollment as well as meet all other College criteria and policies or they will be suspended again. Any health sciences student, suspended for a second time for the same or different violation, will not be eligible for re-enrollment in the College of Pharmacy and Health Sciences.

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.

Graduation and Residency Requirements

MAT 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.
 - a. Complete the required curriculum for the Master of Athletic Training program. <https://www.drake.edu/at/masterofathletictraining/curriculum/>
 - 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.
 - d. Exhibit the requisite professionalism, character, and professional promise in the judgment of the Dean of the College of Pharmacy and Health Sciences.
2. MAT students are required to be in residence in the College of Pharmacy and Health Sciences for at least the last 30 semester hours to be eligible for graduation.
3. Satisfactorily resolve all financial obligations owed to the University.

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

Academic Honors

MAT students who have attained academic excellence and high scholastic achievements earning a cumulative grade point average at Drake of 3.8 or higher at the time of graduation shall be recognized in the commencement program as receiving College Honors.

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 Latin Honors (if not received and membership in an honor society may be awarded at the time of graduation and listed in the University Commencement program. If students received Latin Honors at their undergraduate graduation, they will be not be recognized at their Master's graduation ceremony. For more information, visit the [Honors at Graduation](#) webpage.

Honor Code

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.

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 and Enrollment Management.

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 respond 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 the weekends or during holidays.
- Electronic communication methods (e.g., email, internet, Blackboard learning management system, E*Value) may be required as part of courses and rotations 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.

CPHS professional program students enrolled in the Doctor of Pharmacy, Doctor of Occupational Therapy, or Master of Athletic Training programs 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 at: <http://www.drake.edu/its/students>.

[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](#).

[Change of Legal Name Procedure](#)

In an effort 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. The College of Pharmacy and Health Sciences will notify only Drake University offices of the name change upon receipt of the electronic form.
- Please direct any questions related to the online Change of Legal Name process to the Office of Student Affairs and Enrollment Management at: 515-271-3018.

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

Student Services

Academic Advising

MAT students are assigned a MAT faculty member as their advisor and mentor. The CPHS advising program seeks to support the mission of Drake University and the Athletic Training Master's program in the provision of a student-centered learning environment. The CPHS advising program personnel includes the faculty advisor and the Office of Student Affairs and Enrollment Management. Through this team, students have multiple sources of information to address the MAT program curricular objectives. An individual educational plan will be developed by the student with input from the faculty advisor and CPHS Office of Student Affairs & Enrollment Management. The plan will seek to achieve the following:

1. Confirmation of the student's major within the MAT program,
2. Discussion of professional life goals including career paths and post-graduate work,
3. Satisfactory completion of requirements of the program,
4. Completion of annual requirements for progression within the program,
5. Development of skills necessary for succeeding in the program that they have chosen, and
6. Referral of the student to the resources and services on campus if needed.

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

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

Faculty Advisor's role in advising

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

Student's role in advising

- Initiate conversations with advisor
- Utilize resources and services provided by the Office of Student Affairs and Enrollment Management
- Access degree audit on the web to verify correct records
- Be familiar with policies/procedures and take responsibility for deadlines and if unsure, ask
- Take an active role in the development of the advising process
- Maintain and update the individual educational plan
- Research career options and graduate/professional admissions processes
- Seek out opportunities for involvement, leadership, and professional development

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

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

Only students can chart their own destinies, but the College tries to help in this endeavor by providing opportunities throughout the MAT curriculum. Faculty advisors are also a helpful resource, as well as the professional organizations that often hold sessions to assist in career planning and internship seeking. Students are also encouraged to utilize services and support from [Professional and Career Development Services](#).