

George Mason University
College of Education and Human Development
Athletic Training Education Program

ATEP 525 002- Athletic Training Foundations

3 Credits, Summer 2024

On-line: 5-13 to 8-13

Face to Face: Thursdays 9am-12pm; Fridays 9am-12pm 6-7 to 6-22

Science and Technology Campus- 148 Katherine Johnson Hall

Clinical Observation off Campus: 8-1 to 8-13, Location Will Be Provided

Faculty

Name: Dr. Karlita L. Warren PhD, LAT, ATC, FNAP
Office Hours: By Appointment
Office Location: Prince William Science & Technology Campus or online
Office Phone: 703-993-7000
Email Address: kwarren6@gmu.edu

Prerequisites/Corequisites

Recommended Co-requisites: ATEP 510 and 520

University Catalog Course Description

Investigates the knowledge, skill and professional foundations of the athletic training. Emphasis is placed on the role of the athletic trainer as a member of the health care system by decision-making through evidence-based practice and foundational skills including fitting protective equipment and devices, and prophylactic preventative taping.

Course Overview

Not Applicable.

Course Delivery Method

The course will be delivered online from 5-13 to 8-13, using an asynchronous and limited synchronous formats via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available after 5-13. *Thursdays* 9am-12pm, 5-1; *Fridays* 9am-12pm 6-7-12 to 6-22 class will be held on campus in a face to face mode. 8-1 to 8-13 the student will be off campus at an approved clinical education site in the Northern Virginia area.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [5] times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Evaluate significant historical events in the athletic training profession,
2. Identify certification requirements for athletic training
3. Contrast the practice domains of athletic training,
4. Explain the role of evidence-based practice in health care,
5. Integrate the five steps of evidence-based practice,
6. Solve a clinical question through evidence assessment,
7. Select appropriate athletic taping, protective devices, or braces,
8. Apply prophylactic preventative athletic tape, protective devices, and braces,
9. Generalize the rules and requirements specific to sport or activity for athletic taping, protective devices, braces, etc.,
10. Develop, fit, and apply custom protective devices.

Professional Standards

The course meets Commission on Accreditation of Athletic Training Education (CAATE) following curricular content:

Required Texts

- 1) Raab, S. & Craig, D. (2016). *Evidence-Based Practice in Athletic Training*. Human Kinetics.
- 2) Beam, J. (2021). *Orthopedic Tapping, Wrapping, Bracing and Padding, 4th Edition*. F.A. Davis Publishers.

Recommended Text

Prentice, W.E. (2016). *Arnheim's Principles of Athletic Training: A Competency-based Approach, 16th Edition*. McGraw Hill Publishers. (***Suggested throughout MSAT program; purchase an older edition***)

Required Web Access (See directions at end of syllabus)

- 1) First Aid, CPR, and AED Interactive, 8th edition. Emergency Care and Safety Institute:
<https://www.ecsinstitute.org/training-programs/online-courses>
- 2) Health Care Provider CPR Interactive, 6th edition. Emergency Care and Safety Institute:
<https://www.ecsinstitute.org/training-programs/online-courses>

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

- **Quizzes (4%)**

The Course Calendar indicates a *Quiz* in the assessment column on the days required. There are two types of quizzes for this course:

Online Quiz: These will be brief multiple choice and true-false assessment of your knowledge from the indicated material. It is not timed, and students can attempt it as many times as wanted until a desired passing score is achieved.

Taping Practical Quizzes: One taping/wrapping technique from the previous class will be selected and the student will have to perform the entire technique. A total of 3 quizzes will be given during the laboratory section of the course.

Description	Course Objective
Online Syllabus Quiz	--
Online MSAT/GMU Policy Quiz	--
Taping Practical Quiz #1	7, 8, 9
Taping Practical Quiz #2	7, 8, 9

- **Assignments (30%)**

There are a variety of assignments that will be disbursed throughout the course. Directions, content, and grading information will be provided as the assignments are included in the on-line modules and in class.

Description	Course Objective
NATA scavenger hunt	--
BOC scavenger hunt	2
Domains of AT Activity	3
Tearing Tape Video	7, 8, 9
History Timeline Activity	1

- **Taping/Wrapping Examinations (22%)**

Two examination assessments of various taping-related psychomotor skills will be administered throughout the course's laboratory section. The student will demonstrate the techniques in a timed, live practical examination format. Evaluation is based on the checklists provided in class. This real-time examination requires student demonstration of various taping, wrapping and strapping techniques. Students will be randomly scheduled for testing. Each assessment will include 3 techniques from the previous course meetings as designated on the course calendar.

Description	Course Objective
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#1 Taping/Wrapping Examination	7, 8, 9
#2 Taping/Wrapping Examination	7, 8, 9

- **Discussion Boards (34%)**

Throughout the semester, Discussion Boards on Blackboard will be utilized. These may include posting of assignments, videos, and responses; each module will have specific directions for each Discussion Board. Students are to refer to posted directions. Each section of the Discussion Board has a specific time and date that material is to be submitted.

Description	Course Objective
Video Introduction and Response to Classmates'	--
AT Employment	--
Diagnosis Article Review	5
Prognosis Article Review	5
NATA Position Statement Review	5
PICO Clinical Questions (2 total)	6

- **First Aid/CPR/AED Certification (Pass/Fail)**

Students will be completing First Aid/CPR/AED certification through this course. Though you may have current certification, this is a foundation for the ATEP 530 course Emergency Care in the Fall semester. Basic First Aid and CPR/AED will be a review of skills, as well as advanced Health Care Provider CPR skills. This is *pass/fail for the course*; thus, if a student fails any of the certification requirements, the student will fail the course. The following are the 2 requirements:

- 1) **Online:** Complete First Aid, CPR, and AED and Health Care Provider CPR. A PDF of the completion certificates will be uploaded via Blackboard.
- 2) **Skills:** Complete a live skills test for the Health Care Provider CPR.

Description	Course Objective	Points
First Aid/CPR Module Completion Certificates	--	Pass/Fail Course
First Aid/CPR Certification	--	Pass/Fail Course

- **Practicum Clinical Experience (10%)**

Students will attend a practicum clinical site experience for 2 or 3 days. During the attendance, students will observe an athletic trainer and 2nd year MSAT (if present) student functioning at the site, conduct an

interview and complete a proficiency assessment. The student will be assigned a site and supervising preceptor, set up their attendance schedule with the 2nd year MSAT student (if present), and attend the site and complete required assignments. A reflection paper will be the culminating project.

Description	Course Objective
Post Schedule on Discussion Board	--
Interview & Preceptor & Reflection Paper	--
Proficiency Assessment & Reflection	--

Grading Scale

This course will be graded on a point system, with a total of 500 possible points.

ASSESSMENT METHOD	PERCENTAGE POINTS
Quizzes	4% Pass/Fail Course
Assignments	30%
Taping/Wrapping Examinations	22%
Discussion Boards	34%
First Aid/CPR Module Completion Certificates	Pass/Fail Course
First Aid/CPR Certification	Pass/Fail Course
Practicum Clinical Experience	10%
TOTAL	100%

The student's final letter grade will be earned based on the following scale:

- | | |
|-----------|----------|
| A: (93%) | C: (77%) |
| A-: (90%) | F: (70%) |
| B+: (87%) | |
| B: (83%) | |
| B-: (80%) | |

- **Grading**

Every attempt will be made to grade and return assignments in a timely manner to provide students with constructive feedback. To provide students the opportunity to fully assess the feedback provided on graded assignments, the professor will be happy to answer any questions at the next class period following the return of the assignments or during the professor's office hours. The professor acknowledges the passion with regards to grades, but unprofessional and uncivil behavior either in person or through other modes of communication will not be tolerated.

- **Program Grading Policy**

The MSAT requires a grade of B or higher in all MSAT required coursework. In the first nine credits of the program, one course with a grade of B- or C may be allowed.

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/> .

Students are expected to exhibit professional behaviors and dispositions at all times.

- **Medical Professionalism**

It is critical each student conduct themselves in an appropriate manner and decorum fitting of a health care provider. Making light of injuries, conditions, or illnesses that is not respectful to the class, instructor, or patient study will not be tolerated. Submission of documents or assignments should not include personal information and comply with Health Insurance Portability & Accountability Act (HIPPA) and Federal Education Rights and Privacy Act (FERPA) regulations.

Class Schedule

TENTATIVE COURSE SCHEDULE

Date	TENTATIVE TOPIC	ASSIGNMENT
5-13	WEEK 1 On Campus: MSAT Orientation	
5-14	WEEK 1 ONLINE: Introduction to Course, Tearing Tape, Overview of the MSAT program; graduate school; GMU; Policies	Beam pg 7-10 -Start at TAPES; end at Application of Non-Elastic... <i>Video Introduction</i> <i>Due 5-14 @ 11:59pm</i> <i>Tearing Tape Video</i> <i>Due 5-15 @ 11:59pm:</i> <i>Syllabus,</i> <i>MSAT/GMU</i> <i>Quizzes</i> <i>Due 5-19 @ 11:59pm</i>
5-15	WEEK 1 ONLINE: History of Athletic Training	<i>History of AT PP</i> <i>5-19 @ 11:59pm:</i> <i>PowerPoint Slides</i> <i>Due</i> <i>History of AT PP</i> <i>5-22 @ 11:59pm:</i> <i>Contribution to last</i> <i>PowerPoint Slide Due</i>

		<p>Reading for Lab: Beam pg 10-14 -Start at Application of Non-Elastic... Beam pg 45-59 -End at PLANTAR FASCIA STRAP</p>
5-16	<p>WEEK 1 LAB: Foot Taping</p>	<p>Beam pg 60-74 -End at</p>
5-17	<p>WEEK 1 ONLINE: Introduction Athletic Training and Employment Setting</p>	<p>Beam pg 84-85, 95-106</p> <p><u>AT Employment</u> <u>5-19 @ 11:59pm:</u> <i>Discussion Board Employment Setting Thread Due</i></p>
5-18/19	<p>WEEK 1</p>	<p><u>5-20 @ 11:59pm:</u> <i>Response to Classmates' Video Introductions</i></p> <p><u>Quizzes</u> <u>AT Employment</u> <u>5-20 @ 11:59pm:</u> <i>Discussion Board Employment Setting 3 Responses Due</i></p>
5-20	<p>WEEK 2 ONLINE: Roles, Responsibilities and Professional Behaviors of the ATC, Education Requirements</p>	<p><u>AT Profession</u> <u>5-26 @ 11:59pm:</u> <i>NATA, BOC Scavenger Hunts Assignments Due</i></p>
5-21	<p>WEEK 2 ONLINE: Roles, Responsibilities and Professional Behaviors of the ATC, Education Requirements</p>	
5-22	<p>WEEK 2 ONLINE: Domains of Athletic Training</p>	<p><u>AT Domains</u> <u>5-24 @ 11:59pm:</u> <i>PDF uploaded of finished Quizlet</i></p>

5-23	WEEK 2 LAB: Ankle/Lower Leg/Knee	
5-24	WEEK 2 ONLINE: Domains of Athletic Training	
5-28	WEEK 3 ONLINE: Introduction to Evidence Based Practice and Models; Steps in Evidence-Based Practice Research	Raab Chp 1 & 2 <u>PICO & Clinical ?</u> <u>5-29 @ 11:59pm</u> <i>Discussion Board Thread PICO & Clinical Question</i> <u>PICO & Clinical ?</u> <u>#1</u> <u>5-31 @ 11:59pm</u> <i>Discussion Board 3 Feedback Responses to PICO & Clinical Questions</i>
5-29	WEEK 3 ONLINE: Introduction to Evidence Based Practice and Models; Steps in Evidence-Based Practice Research ONLINE: Introduction to Evidence Based Practice and Models; Steps in Evidence-Based Practice Research	Beam pg 131-132, 136-143 <u>6-3 @ 11:59pm</u> <i>Revised PICO & Clinical Question Submitted as an assignment for final grade</i>
5-30	WEEK 3 LAB: Knee, Thigh, Hip	<u>Taping Quiz #1</u> <u>@ beginning of class</u>
5-31	WEEK 3 ONLINE: Research Evaluation	Raab Chp 3
6-1 & 2	WEEK 3 ONLINE: Introduction to Evidence Based Practice and Models; Steps in Evidence-Based Practice Research	

6-3	<p>WEEK 4</p> <p>ONLINE: Diagnostic Research</p>	<p>Raab Chp 4</p> <p><u>Diagnostic Research</u> <u>6-4 @ 11:59pm</u> <i>Discussion Board on Diagnostic Article; topic will be assigned</i></p> <p><u>Diagnostic Research</u> <u>6-9 @ 11:59pm</u> <i>Discussion Board 3 Responses to Diagnostic Articles</i></p>
6-4	<p>WEEK 4</p> <p>ONLINE: Diagnostic Research</p>	
6-5	<p>WEEK 4</p> <p>ONLINE: Prognostic Research</p>	<p>Raab Chp 5</p> <p><u>Prognostic Research</u> <u>6-9 @ 11:59pm</u> <i>Discussion Board on Prognostic Article; topic will be assigned</i></p> <p><u>Prognostic Research</u> <u>6-11 @ 11:59pm</u> <i>Discussion Board 3 Responses to Prognostic Articles</i></p>
6-6	<p>WEEK 4</p> <p>LAB: Taping exam over lower extremity; start Shoulder taping</p>	<p><u>Taping Exam- 3 tape techniques each</u></p>
6-7	<p>WEEK 4</p> <p>LAB: Shoulder and Elbow</p>	

6-8 & 9	WEEK 4 ONLINE: Diagnostic and Prognostic Research	
6-10	WEEK 5 ONLINE: Systematic Review and Meta-Analyses; Evidence-Based Clinical Practice	<u>PICO & Clinical ? #2</u> <u>6-11 @ 11:59pm</u> <i>Discussion Board Thread PICO & Clinical Question; must be Therapeutic Interventions oriented</i>
6-11	ONLINE: Health Care Provider CPR Interactive	
6-12	ONLINE: Health Care Provider CPR Interactive	<u>PICO & Clinical ? #2</u> <u>6-12 @ 11:59pm</u> <i>Discussion Board 3 Feedback Responses to PICO & Clinical Questions</i>
6-13	WEEK 5 LAB: Elbow, Wrist and Hand Taping/Wrapping	<u>Taping Quiz #2</u> <u>@ beginning of class</u>
6-14	WEEK 5 LAB: Hand Taping/Wrapping, CPR Practice	<u>CPR Certificate</u> <u>6-14 @ 11:59pm:</u> <i>Health Care Provider CPR</i>
6-17	WEEK 6 ONLINE: Systematic Review and Meta-Analyses; Evidence-Based Clinical Practice	Raab Chp 6 & 7 <u>Position Statements</u> <u>6-19 @ 11:59pm</u> <i>Discussion Board Thread on NATA Position Statement</i>
6-18	WEEK 6 ONLINE: Systematic Review and Meta-Analyses; Evidence-Based Clinical Practice	<u>PICO & Clinical ? #2</u> <u>6-18 @ 11:59pm</u> <i>Revised PICO & Clinical Question Submitted as an</i>

		<i>assignment for final grade</i>
6-19	WEEK 6 ONLINE: Systematic Review and Meta-Analyses; Evidence-Based Clinical Practice	<u>Position Statements</u> <u>6-23 @ 11:59pm</u> <i>Discussion Board Responses to Threads on NATA Position Statement</i>
6-20	WEEK 6 LAB: Taping Lab Exam /CPR Practice	<u>Taping Exam #2</u> <i>3 taping/wrapping techniques</i>
6-21	WEEK 6 LAB: CPR Final Certification Exam	
6-22 & 23	WEEK 6 ONLINE: Systematic Review and Meta-Analyses; Evidence-Based Clinical Practice	
6-24	WEEK 7 ONLINE: First Aid & CPR/AED Interactive	
6-25	WEEK 7 ONLINE: First Aid & CPR/AED Interactive	
6-26	WEEK 7 ONLINE: First Aid & CPR/AED Interactive	
6-27	WEEK 7 ONLINE: First Aid & CPR/AED Interactive	
6-28	WEEK 7 ONLINE: First Aid & CPR/AED Interactive	
6-29 & 30	WEEK 7 ONLINE: First Aid & CPR/AED Interactive	<u>CPR Certificate</u> <u>6-30 @ 11:59pm:</u> <i>Upload Standard First Aid, CPR, AED certificate</i>
8-1 to 13	Practicum Clinical Experience <i>Site assignment and details will be provided</i>	<u>Practicum Clinical Experience Schedule</u> <u>8-1 by 11:59pm</u> Post in Discussion

		Board <u>Practicum Clinical Experience Interview Reflection and Proficiency</u> <u>8-13 by 11:59pm</u> Post in assignment
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Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Additional Course Information

Grading

Every attempt will be made to grade and return assignments in a timely manner to provide students with constructive feedback. To provide students the opportunity to fully assess the feedback provided on graded assignments, the professor will be happy to answer any questions at the next class period following the return of the assignments or during the professor’s office hours. The professor acknowledges the passion with regards to grades, but unprofessional and uncivil behavior either in person or through other modes of communication will not be tolerated.

Attendance

Students are expected to be on time, attend all class meetings and be prepared for in class assignments and projects. Excused absences include the following: illness (must bring a receipt or note from a doctor), family death, athletic/academic event(contact instructor in advance), and others at the discretion of the instructor. For known upcoming absences, students must contact the instructor at least one week in advance to the missed class to make up work. In the case of illness or some other unforeseen absence, the student must contact the instructor before the course meeting via e-mail or telephone. At the next attended class meeting the student will discuss material that is to be completed. ***Students will have one week from the excused absence to complete any missed assignments.*** It is the student's obligation to pursue any make-up work.

E-mail Correspondence

Only messages that originate from a George Mason University address will be accepted. The following is an appropriate professional format:

Dear Dr. Warren, (*Beginning salutation*)

I am looking forward to your class. (*Text body*)

Regards, (*Ending Salutation*)

First Name Last Name (*Your name*)

Technology Use During Class

As per GMU policy, all sound emitting technology is required to be turned off during the class meeting time. Additionally, *no laptop computers, Smart Phones, or other technology* will be permitted for use during class time; the exceptions are for use during presentations/projects, and technology deemed as necessary by the Office of Disability Services. Students utilizing various technology devices during class will be asked to leave class and will not be permitted to complete course work or receive any points for assignments that day.

Name Requirement on Assignments

Your first and last name **MUST** be on your papers when you turn them in. Failure to put your name will result in a 0 for the assignment.

Make Up Work

Students who are absent or who arrive late without an official university or a medical doctor's excuse will not be able to make-up quizzes or exams unless an excused absence has been warranted. Students who miss an examination, quiz, or other class activity because of an excused absence must complete the assignment *within a week of the excused absence*. It is the student's obligation to pursue any make-up work.

Late Assignments

All work is due at the beginning of class time on the indicated day. **NO LATE WORK WILL BE ACCEPTED AND WILL RESULT IN A 0 GRADE!!!**

Dress

During the laboratory section of the course, students will be asked to wear appropriate clothing to expose various body parts for the purposes of practicing the application of various medical procedures. Tank tops, tee-shirts or sports bras/bathing suit tops will be required when topics focus on the upper body. Shorts will be required will be required when topics focus on the lower body. If there is a concern with exposing areas of the student's body or classmates, it is the student's responsibility to contact the instructor to make appropriate arrangements.

Grade Grievance

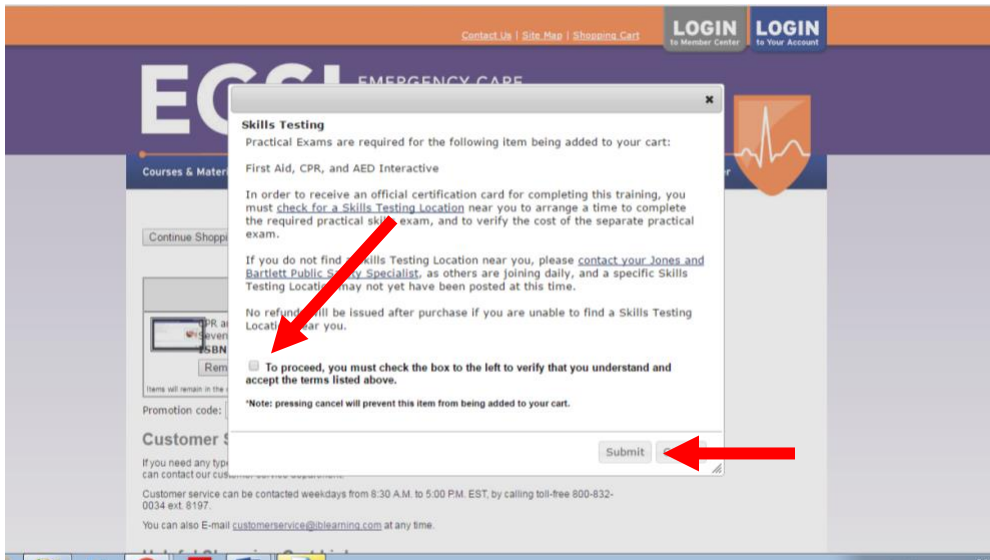
If a student believes that a grade has been issued to them incorrectly the student has the right to investigate. Students are to pursue the following steps: 1) meet with the instructor of course record to inquire about the grade 2)if the situation is not rectified, the student is then to meet with the academic program coordinator in which the course is housed 3)if the situation is not rectified, the student is then to meet with the Division Director 4)if the situation is not rectified, the student is then to meet with the College of Education and Human Development's Academic Affairs office.

Instructions to purchase and access certification materials for First Aid, CPR and AED Interactive 7th Edition and Health Care Provider CPR Interactive 5th Edition

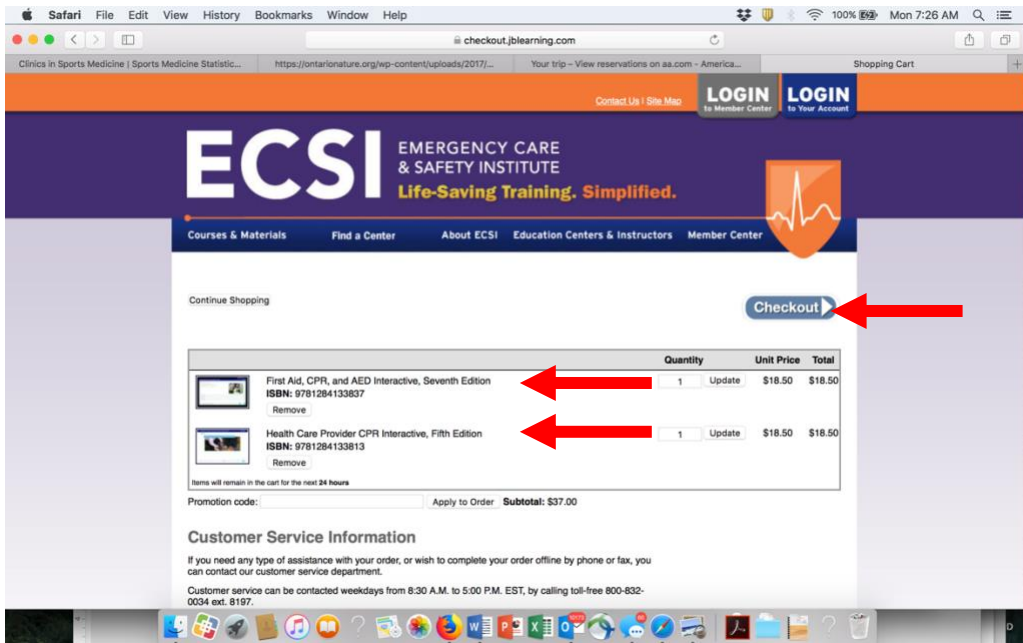
1. Go to the following website <http://www.ecsinstitute.org/courses/course.aspx/online>. Purchase the *First Aid, CPR, & AED Interactive, 7th Edition AND Health Care Provider CPR Interactive 5th Edition*

ECS Course	Audience	Length(Hours)	Skills Exam (Required)	Subscription Length (Days)	List Price	Education Center Price
ACLS Interactive	Professional	6	Yes	365	\$164.95	Call for pricing
BLAST! (Babysitter Lessons and Safety Training) Online, Second Edition	Layperson	3.5	No	365	\$26.95	Call for pricing
Bloodborne and Airborne Pathogens Interactive	Professional	1.25	No	365	\$15.95	Call for pricing
CPR and AED Interactive, Seventh Edition	Layperson	1.25	Yes	365	\$12.95	Call for pricing
eACLS™, Third Edition	Professional	8	Yes	365	\$139.95	Call for pricing
First Aid, CPR, and AED Interactive, Seventh Edition	Layperson	2.5	Yes	365	\$17.25	Call for pricing
Health Care Provider CPR Interactive, Fifth Edition	Professional	3	Yes	365	\$17.25	Call for pricing

2. Check the box “To Proceed, you must check the box on the left to verify that you understand and accept the terms listed above”. Click submit.



3. Confirm you have selected First Aid, CPR, & AED Interactive, 7th edition AND Health Care Provider CPR Interactive 5th Edition.



4. If this is your first purchase with ECSI register as a new user. If you have made a purchase with ECSI previously sign in with your information.

Checkout Options

[Sign In](#) | [Customer Information](#) | [Payments](#) | [Review Order](#) | [C](#)

Returning Users Sign In

Username:

Password:

[Forget your username or password?](#)

New User Registration

- It will only take a minute.
- It's easy
- And it's free!

Need Assistance? [Contact Technical Support](#)

5. Complete the registration, and review your order for First Aid, CPR, & AED Interactive, 7th Edition AND Health Care Provider CPR Interactive 5th Edition. Once you have confirmed and placed your order, an access code with instructions will be sent to your email address on file. Follow the instructions in the email to begin your online coursework. **When you have completed the courses, save your course certificates as pdf and upload to Blackboard in assignments.**

Student Acknowledgement of Syllabus

I, _____, by affixing my signature below, attest to the following:

*I have read the course syllabus for ATEP 525 in its entirety, and I understand the policies contained therein.

*I have a clear understanding of the due dates for assignments, and I accept responsibility for knowing when due dates are approaching.

*I am aware that failure to complete the proficiencies by the dates assigned will result in failure of the course.

*I understand the instructor reserves the right to alter the provided schedule as necessary, and I am responsible for obtaining the most current version from Blackboard.

*I accept responsibility for reading announcements that are sent to me via email or posted to Blackboard.

Signature

Date