



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

## AT 314L – Exercise Testing and Prescription Spring 2019

### Course Information:

<b>Course CRN #:</b>	20456
<b>Section #:</b>	1
<b>Credit Hours:</b>	1
<b>Prerequisites:</b>	BIOL 237 and BIOL 237L
<b>Co-requisite:</b>	AT 314
<b>Room Number:</b>	Carter Center AT Lab
<b>Course Time:</b>	M – 12:00 PM-1:50 PM

### Instructor Information:

<b>Professor:</b>	John C. Roberts, Jr., MEd, ATC
<b>Office Location:</b>	Carter Center 403: Middle Office
<b>Office Phone:</b>	(304) 384-6346
<b>Office Fax:</b>	(304) 384-5117
<b>Email Address:</b>	<a href="mailto:jcroberts@concord.edu">jcroberts@concord.edu</a>
<b>Office Hours:</b>	Mon: 11:00 AM – 12:00 PM Tues: 1:00 PM – 2:00 PM Wed: 10:00 AM – 11:00 AM Thurs: 1:00 PM – 2:00 PM Fri: 9:00 AM – 10:00 AM

**College/Department Website:** <http://www.concord.edu/human-performance/node/1>

**Athletic Training Program:** <https://www.concord.edu/hpat/node/3>

### Course Description/Rationale:

This exercise physiology lab will explore the applications of topics discussed in the AT 314 lecture. This class will include strength and conditioning program development. This class will include a description and application of general tools used to evaluate human physiology and health as it relates to exercise, general wellness, and the environment.

The purpose of this course is to explore preparticipation assessment for physically active individuals and develop a subsequent strength and conditioning exercise program for various special populations.

**Course Management System:** Blackboard

**Hardware/Software Needed:** Throughout this course we will be utilizing email, word processing, and PowerPoint presentations. Information managed on Blackboard will include, but is not limited to the syllabus and any needed revisions, assignment instructions and rubrics, class presentations, assigned readings, and grades. All assignments must be turned in on time, typed and printed. Therefore, each student must have access to a reliable computer and printer. Emailed or hand written assignments will not be accepted unless the instructor has PREDETERMINED this to be acceptable within the related instructions.

**Text requirement for AT 314:** Kenny, WL, Wilmore, JH, Costill, DL, Physiology of Sport and Exercise 6<sup>th</sup> Ed. ISBN: 978-1-4504-7767-3

**Concord University Educational Goal(s):**

The educational programs of Concord University are designed to foster skills, knowledge, and attitudes applicable across a wide range of academic fields and professional careers in a culturally diverse, perpetually evolving global community

Baccalaureate degree programs, including the BS in AT with which this course is aligned, building on the General Studies program, and provide the opportunities for in-depth study in a student’s chosen field(s).

**Skills:** Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others, as demonstrated by the following competencies:

2. An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills within and across academic disciplines; and to apply these skills in problem-solving.
5. An ability to evaluate elements, information, and ideas on the basis of appropriate criteria.

**National Standards:** This course is structured as a core component within the CAATE Accredited Athletic Training Program. As such, the following Athletic Training Educational Competencies will be directly or indirectly addressed within this course.

AC-36:	Identify the signs, symptoms, interventions and, when appropriate, the return-to-participation criteria for <i>various physical and environmental conditions</i>
CE-3	Identify the common congenital and acquired risk factors and causes of musculoskeletal injuries and common illnesses that may influence physical activity in pediatric, adolescent, adult, and aging populations.
CE-20:	Use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to:
j	other clinical assessments (otoscope, urinalysis, glucometer, temperature, ophthalmoscope)
CE-21:	Assess and interpret findings from a physical examination that is based on the patient's clinical presentation. This exam can include:
i	Cardiovascular function (including differentiation between normal and abnormal heart sounds, blood pressure, and heart rate)
j	Pulmonary function (including differentiation between normal breath sounds, percussion sounds, number and characteristics of respirations, peak expiratory flow)
P	Other assessments (glucometer, temperature)
CIP-1	Administer testing procedures to obtain baseline data regarding a client's/patient's level of general health (including nutritional habits, physical activity status, and body composition). Use this data to design, implement, evaluate, and modify a program specific to the performance and health goals of the patient. This will include instructing the patient in the proper performance of the activities, recognizing the warning signs and symptoms of potential injuries and illnesses that may occur, and explaining the role of exercise in maintaining overall health and the prevention of diseases. Incorporate contemporary behavioral change theory when educating clients/patients and associated individuals to effect health-related change. Refer to other medical and health professionals when appropriate.
CIP-3	Develop, implement, and monitor prevention strategies for at-risk individuals (eg, persons with asthma or diabetes, persons with a previous history of heat illness, persons with sickle cell trait) and large groups to allow safe physical activity in a variety of conditions. This includes obtaining and interpreting data related to potentially hazardous environmental conditions, monitoring body functions (eg, blood glucose, peak expiratory flow, hydration status), and making the appropriate recommendations for individual safety and activity status.
PHP-5	Explain the precautions and risk factors associated with physical activity in persons with common congenital and acquired abnormalities, disabilities, and diseases.
PHP-6	Summarize the epidemiology data related to the risk of injury and illness associated with participation in physical activity.

PHP-10	Explain the principles of the body's thermoregulatory mechanisms as they relate to heat gain and heat loss.
PHP-11	Explain the principles of environmental illness prevention programs to include acclimation and conditioning, fluid and electrolyte replacement requirements, proper practice and competition attire, hydration status, and environmental assessment (eg, sling psychrometer, wet bulb globe temperatures [WBGT], heat index guidelines).
PHP-12	Summarize current practice guidelines related to physical activity during extreme weather conditions (eg, heat, cold, lightning, wind).
PHP-13	Obtain and interpret environmental data (web bulb globe temperature [WBGT], sling psychrometer, lightning detection devices) to make clinical decisions regarding the scheduling, type, and duration of physical activity.
PHP-14	Assess weight loss and hydration status using weight charts, urine color charts, or specific gravity measurements to determine an individual's ability to participate in physical activity in a hot, humid environment.
PHP-15	Use a glucometer to monitor blood glucose levels, determine participation status, and make referral decisions.
PHP-16	Use a peak-flow meter to monitor a patient's asthma symptoms, determine participation status, and make referral decisions.
PHP 17:	Explain the etiology and prevention guidelines associated with the leading causes of sudden death during physical activity, including but not limited to:
b	Asthma
PHP-24	Summarize the general principles of health maintenance and personal hygiene, including skin care, dental hygiene, sanitation, immunizations, avoidance of infectious and contagious diseases, diet, rest, exercise, and weight control.
PHP-25	Describe the role of exercise in maintaining a healthy lifestyle and preventing chronic disease.
PHP-26	Identify and describe the standard tests, test equipment, and testing protocols that are used for measuring fitness, body composition, posture, flexibility, muscular strength, power, speed, agility, and endurance.
PHP-27	Compare and contrast the various types of flexibility, strength training, and cardiovascular conditioning programs to include expected outcomes, safety precautions, hazards, and contraindications.
PHP-28	Administer and interpret fitness tests to assess a client's/patient's physical status and readiness for physical activity.
PHP-29	Explain the basic concepts and practice of fitness and wellness screening.
PHP-30	Design a fitness program to meet the individual needs of a client/patient based on the results of standard fitness assessments and wellness screening.
PHP-31	Instruct a client/patient regarding fitness exercises and the use of muscle strengthening equipment to include correction or modification of inappropriate, unsafe, or dangerous lifting techniques.
PHP-32	Describe the role of nutrition in enhancing performance, preventing injury or illness, and maintaining a healthy lifestyle.
PHP-34	Describe contemporary nutritional intake recommendations and explain how these recommendations can be used in performing a basic dietary analysis and providing appropriate general dietary recommendations.
PHP-35	Describe the proper intake, sources of, and effects of micro- and macronutrients on performance, health, and disease.
PHP-36	Describe current guidelines for proper hydration and explain the consequences of improper fluid/electrolyte replacement.
PHP-39	Describe changes in dietary requirements that occur as a result of changes in an individual's health, age, and activity level.
PHP-40	Explain the physiologic principles and time factors associated with the design and planning of pre-activity and recovery meals/snacks and hydration practices.
PHP-42	Explain how changes in the type and intensity of physical activity influence the energy and nutritional demands placed on the client/patient.

PHP-43	Describe the principles and methods of body composition assessment to assess a client's/patient's health status and to monitor changes related to weight management, strength training, injury, disordered eating, menstrual status, and/or bone density status.
PHP-44	Assess body composition by validated techniques.
PHP-45	Describe contemporary weight management methods and strategies needed to support activities of daily life and physical activity.
TI-4	Analyze the impact of immobilization, inactivity, and mobilization on the body systems (eg,cardiovascular, pulmonary, musculoskeletal) and injury response.

**Additional Course Objectives Based on the Programmatic Outcomes Assessment Plan:**

In addition to the above University Goals and National Standards, during and after completion of this course, students should possess an understanding of relative athletic training knowledge that will enable them to:

I:A – Demonstrate the ability to design wellness and prevention programs for physically active populations.

I:B – Demonstrate the ability to administer pre-participation screening for physical activity.

I:C – Demonstrate the ability to administer routine preventative care during daily patient interactions.

I:D – Demonstrate the ability to educate patients, participant, parents, general population, and appropriate personnel with the intent of preventing activity related injuries and conditions.

**Course Requirements:**

1. **Weekly Labs Assignments, Reports, Article Reviews, Discussions:**

Each class meeting, there will be a lab activity to be completed in class. Activities may be individual, small group, or the entire class. Some activities may require either preparation or follow-up outside of scheduled course hours. Each class will begin with a brief topic introduction or review followed by instructions for the lab activity. Lab activities will typically last 30-60 minutes and have an associated assignment (e.g. summary, article review, lab report, worksheet, etc.). These assignments will be due the class meeting following the one in which the topic and assignment were introduced.

2. **Weekly Quizzes:**

Each class will begin with a brief quiz regarding the content presented in the previous lab activity and/or its associated assignment. All in-class quizzes will be given at the beginning of class and should be completed within the allotted time. Once the quiz is collected by the instructor, no student may begin the quiz. Missed in-class quizzes will not be permitted make ups and will receive a zero (0). Attendance is not taken for this course but being present and punctual are important to avoid missing the opportunity to complete these grades. If class time becomes a concern, quizzes may also be presented on blackboard. Blackboard quizzes will have a time limit from the moment they are initiated and will be due by the class meeting immediately following the one in which the students were notified. Blackboards quizzes may be made up at the instructor's discretion, but will receive a 5 point deduction per day not taken.

3. **Subject Participation:**

Students enrolled in this course are expected to participate in every lab both as subjects, recorders, observers, and reporters. Ten points will be given to students each class meeting. Students not engaging in the activity as appropriate will not receive the points allocated for that day. This includes students absent from class (See Attendance Policy for further information)

4. **Mid-Term Project:**

Each student will be assigned a group or partner, depending on class enrollment size, to collectively create and design a pre-participation assessment format. Information will include facility requirements and map, equipment, personnel, personnel instructions, participant instructions, and event announcements and rules.

5. **Final Project:**

Each student will be assigned a group or partner, depending on class enrollment size, to collectively create and design a complete and comprehensive exercise and diet program for a given mock population or individual with justification for activity inclusions.

### **Miscellaneous Course Performance and Participation Expectations:**

Class members (student/instructor) will and should be/have:

1. Be on time for class.
2. Be prepared for class when class starts, not 5 minutes after class starts.
3. Common courtesy – do not talk over one another, **no cell phones, no text messaging**, etc.
4. **Class participation and discussion are encouraged, but side conversations are not, either talk for the whole class to hear, or do not talk at all.**
5. Stay focused throughout class, we will try to be out on time every week, but please do not pack up early.
6. Stay caught up if not ahead on any readings and assignments. At this level in your academic career late assignments will not be tolerated.
7. Ask questions when you are not sure about something.
8. Have mutual respect for your instructor as well as your fellow classmates.
9. Some assignments may be in the form of online discussions. All students will practice professionalism and responsibility in these assignments. It is okay to disagree with other professionals and with classmates, but disrespect or inappropriate language or behaviors will not be tolerated. Courteousness, professional, and respect will always be demonstrated. Students not adhering to this standard will receive a zero for and related assignments. Repeated offences may be subject to removal from the course or referral to the appropriate university administrators.
10. Evaluated for grammar and presentation.
11. While points may not be given for professionalism, points will be deducted for lack professionalism regarding any and all assignments. Unless otherwise instructed, all assignments will be:
  - a. Typed in Times New Roman
  - b. 12-point font
  - c. Double spaced
  - d. AMA references and citations when appropriate
  - e. Stapled in the upper left corner & page numbers in the upper right corner
  - f. Name, date, class, assignment (titles as appropriate) on a separate cover sheet
12. To stay with the flow of the courses content, this class will switch back and forth between lecture and lab. Lecture sessions may be relocated to the lab or lab sessions may include lecture content. Please pay attention throughout the semester as any predetermined changes not already listed on the syllabus will be announced in class.

### **Grading Policy:**

Weekly Labs Assignments, Reports, Article Reviews, Discussions	25%
Weekly Quizzes	30%
Subject Participation	15%
Mid-Term Project	15%
Final Project	15%

### **Grading Scale:**

90-100%	=	A
80-89%	=	B
70-79%	=	C
60-69%	=	D
59-0%	=	F

### **Make-up Policy and Late Work:**

Assignments will be accepted late one time with no questions as long as it is completed prior to the next class meeting. Exams and in-class quizzes will not be permitted to complete late unless **previously** arranged with the instructor by the student. If one of these grading criteria is missed due to an emergent situation or condition or a religious or cultural belief it is the student's responsibility to contact the instructor prior to the next class meeting.

Once the assignment/exam has been graded and reviewed with the rest of the class, there will be no opportunity to make-up the missed grade unless the students has made the above arrangements.

Refer to the quiz grade guidelines regarding the policy for missed grades. Students reporting late to class will have the same time deadline for completing an in-class quiz/assignment (Ex: a student reporting to class 5 minutes late in the middle of a 10-minute quiz, will have the remaining 5 minutes to complete the quiz, a student reporting 15 minutes late to class will receive a zero). Any work not turned in when it is collected at the beginning of class will be accepted with deductions for being late. This includes reasons related to printing lines or computer troubleshooting. If there are such concerns it is the student's responsibility to inform the instructor with ample time to address the situation (ample time is at least the day before an assignment is due, not 10 minutes before class). Generally such deductions will be 5 points or 5% of the grade for the related assignment. No assignments will be accepted more than 24 hours late.

Students reporting that they will be missing class ahead of time, unless in emergent medical, religious, or cultural situations, will need to turn in due assignments or take quizzes/exams before the scheduled class. Students will not be permitted to discuss answers with students until the entire class has completed and turned them in. Such actions will be considered cheating and the student will receive a zero for all related grading. Student-athletes submitting Excused Absence forms will be permitted to miss class and make-up assignments as appropriate. However, such forms are only for permission to miss class, any work related to that class or conversations related to make-up work must be initiated by the student for each instance. All work will be due prior to the missed class, not after, unless the timeline for when the assignment instruction were provided was insufficient based on what the instructor deems as appropriate.

**Course Timeline (Schedule of Assignments/Assessments/Presentations):**

<b>Date(s)</b>	<b>Topic/Activity/Dates</b>	<b>Readings &amp; Assignments</b>	<b>Assignments Due (Quiz every week on info from previous week)</b>
Mon, Jan. 14 <sup>th</sup>	Intro to Course Prescription of Exercise for Health & Fitness	Chapter 20 Find Physical Form	
Mon, Jan. 21 <sup>st</sup>	No Class		
Mon, Jan. 28 <sup>th</sup>	Pre-participation Assessment / Physical	NATA PS: Preparticipation Physical Examinations & Disqualifying Conditions (2014)	Present physical form
Mon, Feb 4 <sup>th</sup>	Body Composition / Hydration / Estimated Metabolic Rate	NATA PS: Safe Weight Loss & Maintenance Practices in Sport & Exercise (2011)	NATA PS questions & vitals lab
Mon, Feb. 11 <sup>th</sup>	Medical Evaluation Tools		Body comp & hydration lab
Mon, Feb. 18 <sup>th</sup>	Anaerobic Assessment		
Mon, Feb. 25 <sup>th</sup>	Aerobic Assessment		
Mon, Mar. 4 <sup>th</sup>	Catch-up / Snow Day /		Mid-Term Project Due
Mon, Mar. 11 <sup>th</sup>	Spring Break		
Mon, Mar. 18 <sup>th</sup>	DOMS		
Mon, Mar. 25 <sup>th</sup>	Lower Extremity Form & Techniques for Stretching, Lifting, Equipment		DOMS self-reporting lab
Mon, Apr. 1 <sup>st</sup>	Upper Extremity Form & Techniques for Stretching, Lifting, Equipment		Lower Extremity Chart
Mon, Apr. 8 <sup>th</sup>	Environmental Conditions	NATA PS: Lightning Safety for Athletics & Recreation (2013) NATA PS: Environmental Cold Injuries (2008)	Upper Extremity Chart

		NATA PS: Exertional Heat Illnesses (2015)	
Mon, Apr. 15 <sup>th</sup>	Strength and Conditioning Special Populations: Injury Prevention		Sling psychrometer & participation recommendations lab
Mon, Apr. 22 <sup>nd</sup>	Special Populations: Cardiovascular Disease & Physical Activity	Chapter 21	
Mon, Apr. 29 <sup>th</sup>	Special Populations: Obesity, Diabetes, & Physical Activity Final Project Due <i>by end of week</i>	Chapter 22	
Wed. May 8 <sup>th</sup>	No Final Exam		

\*The above Semester At-A-Glance schedule may be altered at the discretion of the instructor. The instructor may alter the schedule due to inclement weather, further review of difficult information, based on the results of student testing and self-assessments. Students enrolled in this course will be notified immediately of any changes or alterations to this schedule.

### **Accessibility/Accommodations:**

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

### **Academic Dishonesty:**

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

**Concord University Honor Code:** A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states: *"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."* The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

### **Class/Online Attendance Policy:**

This is a professional level course and carries with it higher standards and expectations of professionalism. Part of the goal of this senior level course is a transition to practice. In an effort to mimic real life expectations, attendance and punctuality are expected and required but will not count as a contributing percentage of the grade for this course nor will it be recorded on a daily basis. However, in-class assignments and quizzes will not be permitted make-ups (see Make-Up and Late Work Policy). Patterns of absenteeism and tardiness will be addressed on an individual basis. If the instructor perceives absenteeism as an issue for a student, the instructor will begin to record attendance and deduct points from exam grades for respective sections for the individual(s).

The following situations will be considered excused absence guidelines:

- 1) **You** are hospitalized and provide a doctor's note. Doctor's appointments may or may not be accepted with at the instructor's discretion and only with a note. Students are expected to schedule appointments around classes unless an emergency exists.
- 2) Death in the family. Please notify instructor prior to departure from school. Notification does not need to be face-to-face

- 3) Participation in a college or professional program recognized activity with **advanced notice**. This includes sport travel as an athlete or an athletic training student. Failure to notify the instructor at least 24 hours in advance will not be excused. Athletic training student coverage of on-campus practices, games, or clinical responsibilities will not be excused.
- 4) Surgical observation pre-approved by the clinical education coordinator.
- 5) A job or graduate school interview with **advanced notice**.
- 6) Class is cancelled by the University or instructor
- 7) Legitimate religious or cultural expectations will be discussed on an individual basis, but conversations must be initiated by the student with **advanced notice** when possible.
- 8) **Advanced notice** is not an email 10 minutes before class. **Advanced notice** is face-to-face at least 24 hours when possible or a phone call if last minute,
- 9) Tardiness will also not be tolerated.
- 10) **\*\*\*STUDENTS WHO ARE USING THEIR CELL PHONES IN CLASS FOR ANY PURPOSES NOT DIRECTLY RELATED TO THE DAY'S CONTENT OR WITHOUT THE INSTRUCTOR'S PERMISSION WILL BE ASKED TO LEAVE THE CLASS WITH NO WARNING AND WILL NOT BE PERMITTED TO MAKE UP GRADES FOR THAT DAY.\*\*\***
- 11) Students not dressed or prepared to participate in pre-announced labs will be asked to go home to change and report back to class. All attendance and tardy related policies will apply.

The instructor will not initiate conversations needed regarding missed classes. It is the student's responsibility to check with the instructor about assignments, materials, and other information missed during any absence or tardy. Make-up work will **not** be permitted for unexcused absences. If a student is absent during a test/evaluation period, it is his/her responsibility to make arrangements to take the test/evaluation prior to the next scheduled class meeting. An unexcused absence will **not** permit you to make-up a missed in-class assignment, quiz, or lab experience. The student is expected to initiate conversations regarding missed work for an excused absences prior to missing the class. All assignments, exams, labs, or other items for grade will be turned in by a deadline set at the instructor's discretion. In most cases this will mean the student must complete the graded work prior to the missed deadline.

### **Emergency Alert System:**

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

### **Emergency Information:**

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: <http://www.concord.edu/administration/office-public-safety>.

### **Inclement Weather Policy:**

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

#### **University Closure**

No students or employees are to report.

#### **Classes Cancelled**

Students do NOT report BUT employees are expected to report to work at their normal time.

#### **Operating on an Inclement Weather Delay**

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

*\*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

**INCLEMENT WEATHER SCHEDULE:**

<b>Regular MWF Classes</b>	<b>Inclement MWF Classes</b>	<b>Regular TR Classes</b>	<b>Inclement TR Classes</b>
8:00-8:50	10:00-10:40	8:00-9:15	10:00-11:00
9:00-9:50	10:45-11:25	9:30-10:45	11:05-12:05
10:00-10:50	11:30-12:10	11:00-12:15	12:10-1:10
11:00-11:50	12:15-12:55	12:30-1:45	1:15-2:15
12:00-12:50	1:00-1:40	2:00-3:15	2:20-3:20
1:00-1:50	1:45-2:25	3:30-4:45	3:25-4:25
2:00-2:50	2:30-3:10		
3:00-3:50	3:15-3:55		

**Student Conduct:**

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

**Technology Services:**

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail [cuhelpdesk@concord.edu](mailto:cuhelpdesk@concord.edu).

**Academic Success Center:**

The mission of the Academic Success Center is to work with students individually to help achieve their academic, personal and career goals. They work in collaboration with each student to develop good study skills and to enhance academic success. The Academic Success Center (ASC) at Concord University is a place for students to come for help--whether it is assistance with coursework, advising, financial aid, or another reason. They are here to help students. The ASC has many resources to help you with your coursework, including:

- **Drop-In Tutoring** - referring you to one of the peer tutors for help with your class  
<https://apps.concord.edu/tutoring/>
- **ASC Study Hall** - one-on-one assistance with study skills; organized study groups; mentor program. Stop by the ASC office in the Rahall Atrium, Suite 243!
- **Khan Academy** (link is external) - a free online resource with over 3,200 videos with instruction on everything from arithmetic to physics, finance, and history and hundreds of skills to practice at your own pace. <https://www.khanacademy.org/>
- **SMARTHINKING** - a free online tutoring program that provides tutors 24/7 for most classes  
<http://hub.concord.edu/academicsuccess/node/6>
- **Web Resources** - there are many excellent websites to assist with your success in college.  
<http://hub.concord.edu/academicsuccess/node/4>

**Sexual Harassment & Assault**

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or [titleix@concord.edu](mailto:titleix@concord.edu). Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, **I am a mandatory reporter** which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

**Syllabus Disclaimer: "This syllabus is subject to change based on the needs of the class. Please check it regularly."**