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AT 329 & AT 329L – Therapeutic Exercise I and Lab Spring 2019

Course Information:

Course CRN #:	20457 & 20458
Section #:	1 & 1
Credit Hours:	4
Prerequisites:	AT 236 and AT 236L
Room Number:	Lecture in Carter Center 405 & Lab in AT Lab
Course Time:	AT 329 – T/H – 11:00 AM-12:15 AM AT 329L – W – 12:00 PM-1:50 PM

Instructor Information:

Professor:	John C. Roberts, Jr., MEd, ATC
Office Location:	Carter Center 403: Middle Office
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Office Hours:	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:

AT 329 (Lecture): This course explains the theory of therapeutic exercises, manual therapies, and exercise rehabilitation equipment used in the sports medicine setting for rehabilitation and reconditioning of orthopedic injuries.

AT 329L (Lab): This course is designed to give the student an opportunity to practice the various therapeutic exercise techniques, as learned in the lecture portion. The student will have the laboratory opportunity to observe and practice therapeutic exercises for different therapeutic purposes in an injured person. This will enable the student to get the hands-on experience to assist in their development and application of previously learned skills.

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 Requirements: Houghlum, PA. *Therapeutic Exercise for Musculoskeletal Injuries*. 3rd ed. Human Kinetics: Champaign, IL; 2010.
ISBN: 978-7360-7595-4
(Retained from AT 329)

Recommended Texts: Prentice, WE. *Rehabilitation Techniques for Sports Medicine and Athletic Training*. 6th ed. SLACK, Inc: Thorofore, NJ; 2015.
(Optional, not required) ISBN: 978-1-61711-931-6

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:

4. An ability to analyze, synthesize, and integrate elements, information and ideas.

Knowledge: Familiarity with principles underlying academic discourse in various fields, as demonstrated by the following capabilities:

5. A recognition of the complex interactions between organisms, including human beings, and their environments.

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:

CE-4	Describe the principles and concepts of body movement, including normal osteokinematics and arthrokinematics.
CE-7	Identify the patient's participation restrictions (disabilities) and activity limitations (functional limitations) to determine the impact of the condition on the patient's life.
CE-8	Explain the role and importance of functional outcome measures in clinical practice and patient health-related quality of life.
CE-9	Identify functional and patient-centered quality of life outcome measures appropriate for use in athletic training practice.
CE-19	Determine criteria and make decisions regarding return to activity and/or sports participation based on the patient's current status.
CE-20:	Use standard techniques and procedures for the clinical examination of common injuries, conditions, illnesses, and diseases including, but not limited to:
d	functional assessment
CE-21:	Assess and interpret findings from a physical examination that is based on the patient's clinical presentation. This exam can include:
a	Assessment of posture, gait, and movement patterns
f	Joint play (arthrokinematics)
HA-5	Describe basic healthcare facility design for a safe and efficient clinical practice setting.
HA-6	Explain components of the budgeting process including: purchasing, requisition, bidding, request for proposal, inventory, profit and loss ratios, budget balancing, and return on investments.
PHP-19	Instruct clients/patients in the basic principles of ergodynamics and their relationship to the prevention of illness and injury.
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-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.
PS-8	Describe psychological interventions (eg, goal setting, motivational techniques) that are used to facilitate a patient's physical, psychological, and return to activity needs.
TI-1	Describe and differentiate the physiological and pathophysiological responses to inflammatory and non-inflammatory conditions and the influence of these responses on the design, implementation, and progression of a therapeutic intervention.
TI-4	Analyze the impact of immobilization, inactivity, and mobilization on the body systems (eg, cardiovascular, pulmonary, musculoskeletal) and injury response.
TI-5	Compare and contrast the variations in the physiological response to injury and healing across the lifespan.
TI-6	Describe common surgical techniques, including interpretation of operative reports, and any resulting precautions, contraindications, and comorbidities that impact the selection and progression of a therapeutic intervention program.
TI-7	Identify patient- and clinician-oriented outcomes measures commonly used to recommend activity level, make return to play decisions, and maximize patient outcomes and progress in the treatment plan.
TI-8	Explain the theory and principles relating to expected physiological response(s) during and following therapeutic interventions.
TI-10	Integrate self-treatment into the intervention when appropriate, including instructing the patient regarding self-treatment plans.
TI-11	Design therapeutic interventions to meet specified treatment goals:
a	Assess the patient to identify indications, contraindications, and precautions applicable to the intended intervention.
b	Position and prepare the patient for various therapeutic interventions.
c	Describe the expected effects and potential adverse reactions to the patient.
d	Instruct the patient how to correctly perform rehabilitative exercises.
e	Apply the intervention, using parameters appropriate to the intended outcome.
f	Reassess the patient to determine the immediate impact of the intervention.
TI-12	Use the results of on-going clinical examinations to determine when a therapeutic intervention should be progressed, regressed or discontinued.
TI-13	Describe the relationship between the application of therapeutic modalities and the incorporation of active and passive exercise and/or manual therapies, including, therapeutic massage, myofascial techniques, and muscle energy techniques.
TI-14	Describe the use of joint mobilization in pain reduction and restoration of joint mobility.
TI-15	Perform joint mobilization techniques as indicated by examination findings.
TI-17	Analyze gait and select appropriate instruction and correction strategies to facilitate safe progression to functional gait pattern.
TI-18	Explain the relationship between posture, biomechanics, and ergonomics and the need to address these components in a therapeutic intervention.
TI-19	Identify manufacturer, institutional, state, and/or federal standards that influence approval, operation, inspection, maintenance and safe application of therapeutic modalities and rehabilitation equipment.

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:

IV:A – Demonstrate the ability to appropriately develop, evaluate, and modify therapeutic care to optimize patients outcomes.

IV:B – Demonstrate the ability to appropriately and correctly administer therapeutic exercises, therapeutic modalities, and manual techniques to patients in order to optimize recovery and function.

IV:D – Demonstrate the ability to appropriately and correctly evaluate patients' functional return to participation in order to optimize recovery and minimize the risk of further damage, re-injury, or re-aggravation.

IV:E – Demonstrate knowledge of various and appropriate equipment, and its maintenance, for the purpose of administering therapeutic exercises, therapeutic modalities, manual techniques, functional assessments, and therapeutic interventions.

Course Requirements:

1. **Quizzes/In-Services/Article Critiques/Labs**

There will be several quizzes, both unannounced and announced, throughout the semester to ensure students are keeping up with class readings and comprehend course content and assignments. Unannounced quizzes will be given at the beginning of class and should be completed within 10 minutes. Unannounced quizzes will occur based on the instructor's perceptions of the class' need for remediation and attention. Announced quizzes may be in-class or on blackboard. In-class quizzes will also have a ten (10) minute time restriction. Blackboard quizzes will have a specified time from in which the student will be required to begin and finish for full credit. Since attendance for this class will not be taken and missed classes will not count against a student's grade, **missed in-class quizzes, announced or announced, will not be permitted make-ups and will receive a zero (0) for the quiz.** Blackboard quizzes may be made up at the instructor's discretion, but will receive a 5 percent deduction per day beyond the due time.

Throughout the semester, students may be given articles or asked to find articles on their own in order to participate in classroom discussion and/or provide responses or summaries. This will assist the student to have a better understanding of basic research, critical thinking and interpretation, and evidence-based research for application in practice. Articles and due dates may not be included on the syllabus but will be announced in class with ample time for successful learning and completion.

Other assignments may be utilized to keep the class on schedule with the syllabus or remediation of appropriate topics. These assignments will be given in class and are to be completed by due dates provided. They may be related to an in-class lab experience or out-of-class materials or experiences. Students are expected to complete assignments in the format and documentation standards included with each assignment. Examples of other assignments may include but are not limited to: chapter definitions and reviews, lab summaries and/or worksheets, article critiques, and position statement reviews and summaries.

2. **Unlimited Rehab Project:**

Students will be required to compile and categorize a master list of equipment used in association with therapeutic exercises. Rubrics and instructions will be provided in class.

3. **Budgeted Rehab Project:**

Students will be given various scenarios in which they must determine what rehab equipment they would purchase using a limited budget for a given athletic training setting. Considerations should be given to methods in which cost could be reduced to maximize the monies available (ie. build equipment, use weight room equipment, etc.). Rubrics and instructions will be provided in class.

4. **Rehab Facility Design:**

Using the same athletic training setting, students will be given a specific amount of square footage for which they are to design a rehab specific area of an athletic training facility. Once designed, equipment location and storage should be accounted for and documented.

5. **Exams:**

There will be five exam sections, and four written exams over the course of the semester. The fifth exam section will be heavily included in a cumulative final exam. The four exams will only cover the most recent material presented. However, the material that is introduced from Day 1 of this course is critical to the understanding of the material throughout the semester. So while the first four exams during the semester is not "cumulative" by definition, some of the material may require knowledge of previous concepts presented in the course.

6. **OP Exams:**

There will be three OP exams over the course of the semester and a fourth cumulative OP exam. The first three exams will only cover the most recent material presented. However, the material that was introduced from Day 1 of this course is critical to the understanding of the material throughout the semester. So while each exam is not “comprehensive” by definition, some of the material may require knowledge of previous concepts. OP exam content may include manual therapies, PNF, goniometry, exercise demonstration, or other skills deemed appropriate by the instructor.

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:

Quizzes/Articles/Homework/Labs	25%
Unlimited Rehab Project	10%
Budgeted Rehab Project	10%
Rehab Facility Design	5%
Exams	25%
Oral/Practical Exams	10%
Cumulative OP	5%
Cumulative Final Exam	10%

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):

Date(s)	Topic/Activity/Lab	Readings Prior to Class (all readings will be from the required text by Houglum unless otherwise specified)	Important Due Dates
Tues, Jan. 15 th	Introduction to Course Preview Misc. Semester Content & Assignments Concepts of Rehabilitation Concepts of Healing	Syllabus Chapter 1 Chapter 2	
Lab	Concepts of Healing List All Lab, CU Rehab & Wt Rm Equip		
Thurs, Jan. 17 th	Concepts of Healing Concepts of Physics	Chapter 3	Quiz
Tues, Jan. 22 nd	Concepts of Physics Examination & Assessment	Chapter 4	Quiz
Lab	Mapping Activity Range of Motion & Flexibility Labs -Goniometry Lab -Stretching Lab	Chapter 5	Equipment Categorization Due
Thurs, Jan. 24 th	Range of Motion & Flexibility		
Tues, Jan. 29 th	Range of Motion & Flexibility		Goniometry Labs Due
Lab	Goniometry & Stretching Lab		
Thurs, Jan. 31 st	Exam 1 & Goniometry/Stretching OP		

Tues, Feb. 5 th	Review Exam 1	Exam 1 F/U Articles: - Specialized connective tissue-bone the structural framework of the upper extremity -The biology of fracture healing: Optimizing outcome Chapter 13	
Lab	Manual Therapy Guest Lecture		
Thurs, Feb. 7 th	Manual Therapy		Exam 1 F/U Article Due
Tues, Feb. 12 th	Manual Therapy		Product Catalog Due
Lab	Manual Therapy		
Thurs, Feb. 14 th	Muscle Strength & Endurance		
Tues, Feb. 19 th	Muscle Strength & Endurance	Chapter 7	
Lab	Muscle Strength & Endurance Lab		Manual Therapy Lab Due
Thurs, Feb. 21 st	Muscle Strength & Endurance		
Tues, Feb. 26 th	Proprioception	Chapter 6	
Lab	Muscle Strength & Endurance Lab Proprioception Lab		Strength/Endurance Lab Due
Thurs, Feb. 28 th	Catch-up / Review / Snow Day		
Tues, Mar. 5 th	Exam 2 & Jt Mobs/PNF OP		
Lab	Review Exam 2 Plyometrics Lab Rehab Project Round Table	Exam 2 F/U Article: Objective Assessment of Strength, Endurance, or Proprioception for TherEx Chapter 8	
Thurs, Mar. 7 th	Plyometrics		Exam 2 F/U Article Due
Tues, Mar. 12 th	SPRING BREAK		
Lab	SPRING BREAK		
Thurs, Mar. 14 th	SPRING BREAK		
Tues, Mar. 19 th	Functional & Sport-Specific Exercise	Chapter 9	Plyometrics Lab Blackboard Discussions Due
Lab	Functional & Sport-Specific Exercise Lab Posture & Body Mechanics	Chapter 10	Plyometrics Lab Blackboard Responses Due
Thurs, Mar. 21 st	Posture & Body Mechanics		Posture Lab Due
Tues, Mar. 26 th	Posture & Body Mechanics		Unlimited Rehab Project Due
Lab	Posture & Body Mechanics Lab		
Thurs, Mar. 28 th	Exam 3 & PNF Diagonals OP		
Tues, Apr. 2 nd	Exam 3 Review Gait Analysis	Exam 3 F/U Article Chapter 11	
Lab	Gait Analysis Lab	Article: Incorporating Posture and/or Gait Training into TherEx	Exam 3 F/U Article Due
Thurs, Apr. 4 th	Gait Analysis		

Tues, 9 th	Gait Analysis		Gait Lab & Article Discussion Due on Blackboard
Lab	TherEx Equipment & Lab	Chapter 14	
Thurs, Apr. 11 th	TherEx Equipment & Lab		
Tues, Apr. 16 th	Aquatic Therapeutic Exercises		Budgeted Rehab Project Due
Lab	Tentative Aquatic Lab (Catch-up / Review / Snow Day)	Chapter 12 Location TBD	
Thurs, Apr. 18 th	Exam 4		
Tues, Apr. 23 rd	Exam 4 Review Schedule Cumulative OP TherEx for Joint Replacement	Chapter 15(c)	
Lab	TherEx for Tendinopathy		
Thurs, Apr. 25 th	Age Considerations in TherEx	Chapter 15(b)	
Tues, Apr. 30 th	Mapping Activity	Chapter 15(a)	Rehab Facility Design Due
Lab	Motor Learning & Lab		
Thurs, May 2 nd	Final Review		
Tues. May 7 th	Cumulative Final Exam 11:30-1:45		

*The above Semester At-A-Glance schedule may be altered at the discretion of the instructor. 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.

Attendance:

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Attendance Policy Specific to AT 329: 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:

<u>Regular</u> MWF Classes	<u>Inclement</u> MWF Classes	<u>Regular</u> TR Classes	<u>Inclement</u> TR Classes
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.

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. 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."