

## Course Syllabus

### LEVELLAND CAMPUS

**COURSE:** PTHA 2435.001 Rehabilitation (4:3:3)  
**SEMESTER:** Fall 2025  
**CLASS DAYS:** T/TH  
**CLASS TIMES:** 9:00-4:00

### INSTRUCTOR INFORMATION

Name	Phone Number	Email	Office	Office Hours
Jackie Underwood	806.716.2470	<a href="mailto:junderwood@southplainscollege.edu">junderwood@southplainscollege.edu</a>	AH 103B	As Posted

**“South Plains College improves each student’s life.”**

### GENERAL COURSE INFORMATION

*\*It is the responsibility of each student to be familiar with the content and requirements listed in the course syllabus. \**

### COURSE DESCRIPTION

Comprehensive rehabilitation of selected diseases and disorders.

Describe physical therapy management of patients with selected diseases and disorders; demonstrate rehabilitation techniques for diseases and disorders; and demonstrate communication skills.

**PREREQUISITE COURSES:** Math 1314, ENGL 1301, HUMA, PTHA 1301, PTHA 1405, PTHA 1413, PTHA 2409, PTHA 1321

**COREQUISITE:** PTHA 1431, PTHA 1191, PTHA 2260

### STUDENT LEARNING OUTCOMES

At the completion of the semester students will:

1. Demonstrate competency in patient assessment prior to initiating treatment interventions for conditions commonly seen in physical therapy.
  - a. Conduct appropriate patient assessments to determine indications/contraindications and precautions for treatment interventions.
  - b. Conduct cognitive assessment for cognition, mentation, and alertness.
  - c. Analyze gait/mobility deficits to direct treatment development.
  - d. Use appropriate communication for patient age and condition.
  - e. Provided appropriate patient education techniques and reassess effectiveness through return demonstrations.
  - f. Create an appropriate HEP and safety education document.
  - g. Appropriately document treatment[s]
2. Competently treat patients with simulated musculoskeletal/orthopedic conditions.
  - a. Describe the anatomy and function of the musculoskeletal system.
  - b. Demonstrate development and implementation of treatment sessions for patients with orthopedic conditions.
  - c. Explain plan for progression/discharge needs of orthopedic patients.
  - d. Appropriately document treatment[s]
3. Competently apply interventions for patients with simulated amputations commonly encountered in physical therapy.
  - a. Demonstrate appropriate education for care of residual limb/foot care and assess effectiveness of education with return demonstration.
  - b. Demonstrate development and implementation of treatment sessions for patients with amputations.
  - c. Appropriately document treatment[s]
4. Review the development and function of the nervous system throughout the lifespan.

- a. Describe the anatomy and function of the nervous system.
- b. Demonstrate sensory assessment using dermatomes and peripheral nerve patterns.
- c. Demonstrate motor assessment using reflexes.
- d. Recognize the relationship between nervous system impairment and muscle tone.
- e. Explain neuroplasticity across the life span.
- f. Recognize gross motor/fine motor milestones
5. Apply appropriate techniques related to the theories of neurological development.
  - a. Describe basic principles of motor learning and motor control.
  - b. Differentiate between common neurological techniques used for neuromuscular reeducation.
  - c. Demonstrate competency using neurological techniques.
  - d. Demonstrate assessment of cognition, arousal, and mentation of patients with neurologic conditions.
  - e. Appropriately document treatment[s]
6. Competently apply interventions for simulate pediatric patients.
  - a. Demonstrate competency in appropriate treatment techniques for patients with a developmental disorder, genetic disorders, birth defects, orthopedic conditions commonly seen in physical therapy.
  - b. Appropriately document treatment[s]
7. Competently apply interventions for patients with simulated neurologic conditions commonly encountered in physical therapy.
  - a. Demonstrate appropriate treatment programs for patients with a cerebral vascular accident (CVA).
  - b. Demonstrate appropriate treatment programs for patients with a traumatic brain injury.
  - c. Demonstrate appropriate treatment programs for patients with a spinal cord injury.
  - d. Demonstrate appropriate treatment programs for patients with an upper motor neuron (UMN) or lower motor neuron (LMN) lesion.
  - e. Appropriately document treatment[s]
8. Competently apply interventions for patients with simulated debility conditions commonly seen in physical therapy.
  - a. Demonstrate appropriate treatment and progression for patients recovering from prolonged bed rest or debilitating conditions such as pneumonia, ARDS, obesity, renal failure, COVID-19.
  - b. Demonstrate appropriate treatment and progression for patients with cardiac and pulmonary conditions.
  - c. Appropriately document treatment[s]
9. Assess abnormal gait patterns.
  - a. Competently develop and apply treatment interventions to decrease functional limitations.
  - b. Assess alignment of the trunk and extremities in normal and abnormal gait.
  - c. Explain equilibrium and righting reactions.
  - d. Administer balance assessment tools.
  - e. Appropriately document treatment[s]
10. Identify the appropriate type of wheelchair related to a given diagnosis.
  - a. Demonstrate competency in wheelchair transfers.
  - b. Demonstrate competency in teaching WC mobility and management.
  - c. Identify appropriate positioning and pressure prevention seating for long term WC use.
11. Describe the appropriate types of supportive devices.
  - a. Demonstrate appropriate application of supportive devices while maintaining skin integrity.
  - b. Identify the functional use of orthotics.
12. Explain outcome assessment related to rehab process.
  - a. Utilize clinical data collection and appropriate clinical skills performance based on functional limitations.
  - b. Evaluate outcomes of chosen interventions for progression or modification.
  - c. Identify equipment and resources necessary for discharge.
  - d. Finalize a functional home exercise program including ADLs.
  - e. Provide appropriate communication to the supervising physical therapist about outcomes.
  - f. Explain magnitude and effect of changes in cognition, arousal, and mentation of patients for discharge destination.
  - g. Appropriately document treatment[s]

13. Apply generic abilities related to course content. (Generic Abilities adapted from the Physical Therapy Program, University of Wisconsin-Madison, May et al. Journal of Physical Therapy Education, 9:1, Spring, 1995.)

- a. Commitment to Learning – Demonstrate the ability to self-assess, self-correct, and self-direct. Seek new knowledge and understanding.
- b. Interpersonal Skills – Demonstrate the ability to interact effectively with patients, families, colleagues, other health care professionals, and the community. Demonstrate the ability to effectively deal with cultural and ethnic diversity issues.
- c. Communication Skills – Demonstrate the ability to communicate effectively (i.e., speaking, body language, reading, writing, and listening) for varied audiences and purposes.
- d. Effective Use of Time – Demonstrate the ability to obtain maximum benefit from a minimum investment of time and resources.
- e. Use of Constructive Feedback – Demonstrate the ability to identify sources and seek out feedback and to effectively use feedback to prepare for clinical experience and develop entry level clinical skills.
- f. Provide appropriate feedback for improving the performance of others.
- g. Problem-Solving – Demonstrate the ability to recognize and define problems, analyze data, develop, implement solutions, and evaluate outcomes.
- h. Professionalism – Demonstrate the ability to exhibit appropriate professional conduct and to represent the profession effectively.
- i. Responsibility – Demonstrate the ability to fulfill commitments and to be accountable for actions and outcomes.
- j. Critical Thinking – Demonstrate the ability to question logically; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the irrelevant.
- k. Stress Management – Demonstrate the ability to identify sources of stress and to develop effective coping behaviors.

## OUTCOME ASSESSMENT METHODS

Computer-based exams, written exams, written assignments, quizzes, Lab exams/quizzes, and other assignments and projects as assigned.

### FORMATIVE ASSESSMENTS INCLUDE

- ❖ Classroom and Lab participation
- ❖ Weekly assessment
- ❖ Skills checks
- ❖ Clinical Readiness assessment
- ❖ Pop quizzes

### SUMMATIVE ASSESSMENTS

- ❖ 4- Lecture exams

## GRADING FORMULA

<b>Assignment Totals</b>	<b>Average of all course assignments</b>	<b>10%</b>
<b>Lecture Exam Totals</b>	<b>Average of Lecture Exams + Weekly &amp; Pop quizzes</b>	<b>85%</b>
<b>Professionalism</b>	<b>Score based on Professionalism Rubric</b>	<b>5%</b>
	<b>Total</b>	<b>100%</b>

<b>Percentage</b>	<b>Grade</b>
<b>90-100%</b>	<b>A</b>
<b>80-89%</b>	<b>B</b>
<b>75-79%</b>	<b>C</b>
<b>74.9% and Below</b>	<b>F</b>

## Grading Policy

Any student whose final course grade is below the passing requirement (75% or greater) will not be allowed to continue in the PTA Program. Any student whose course grade is below a 77% at any time during the semester

will be responsible for initiating a meeting with the course instructor to discuss adding action plan(s) to the student's Success Plan to improve the student's performance. It will outline the student's academic issues, list interventions to address these issues, and will assess the student's participation/completion of these interventions. The student will be responsible for completing their Success Plan action plans.

## **ASSIGNMENT POLICY**

All assignments must be completed/submitted by the assigned due date. Late and/or incomplete work may be accepted, but with grade deduction per day up to 3 days and a grade of zero will be recorded at that time. Assignments, quizzes, exams, and skills checks missed due to an absence will be made up only with advanced notification of illness or in an emergency. Assignments submissions due date/time are assigned by date and time in Central Standard Time (CST) and can be found on the class schedule. Students should contact faculty prior to the due date and time if they anticipate material will be late. Please note that contacting faculty will not guarantee the receipt of an extension for the assignment. Please allow enough time for preparation and submission of each assignment prior to the scheduled due date to avoid issues with technology. Failure to complete any assignment by the due date will result in professional point deductions on final grade. Assignments must be uploaded to Blackboard Ultra as a Word Doc or PDF and labeled with assignment title and student name. Please do not submit assignments as a link.

## **EXAMS POLICY**

The lecture exams will be administered via computer to prepare students for the NPTE-PTA exam. Possible pop quizzes may be handwritten which will encourage memory and mastery of the material. Additionally, many exam questions will be constructed in the same manner as NPTE-PTA, allowing students to prepare for the licensure testing format.

### **ASSESSMENT USED BUT NOT LIMITED TO:**

1. Lecture Exams [minimum of 3]
2. Clinical Readiness Assessments [minimum of 4]
3. Quizzes [weekly]
4. Comprehensive final exam

### **The exam policy includes the following:**

- ❖ All summative assessments will be proctored by SPC faculty/Staff
- ❖ Personal belongings are not allowed during testing.
- ❖ Pencils and scratch paper will be issued to students prior to the exam. These items must be returned prior to the exiting testing area.
- ❖ Cell phones and/or smart watches are not allowed at desks during testing.
- ❖ Hats or hoodies may not be worn.
- ❖ Talking will not be permitted; questions will be answered by an instructor.
- ❖ Students must adhere to lab rules.

**Any action interpreted as cheating by facilitating instructor may result in immediate removal from the testing lab, a zero recorded for the test grade and possible removal from SPC PTA program.**

## **SPC CAMPUS STATEMENTS**

For information regarding official South Plains College statements about intellectual exchange, disabilities, non-discrimination, Title V Pregnancy Accommodations, CARE Team, and Campus Concealed Carry, please visit: <https://www.southplainscollege.edu/syllabusstatements/>

## **STUDENT CONDUCT**

### **Academic Integrity**

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

**Cheating** - Dishonesty of any kind on examinations or on written assignments, unauthorized possession of

examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, alteration of grade records, unauthorized presence in faculty offices to obtain exam questions/answers, alter grades or otherwise change the outcome of any assessment, or assisting another students to do any of these activities are examples of cheating.

**Plagiarism** - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

**AI Usage** - Dependence on AI tools can decrease human discretion and oversight. Students should not copy from any source, including AI, without prior approval and proper citation of source. Students should not submit AI-generated work as their original work.

Complete honesty is required throughout all aspects of coursework, including all quizzes, exams, and assignments used to assess knowledge and/or skill. **Any assessment receiving a score of 0 or F due to cheating may result in the student being dropped from the course.**

**Class/Lab Attendance Policy**  
**South Plains College policy and process will be followed**

[http://catalog.southplainscollege.edu/content.php?catoid=47&navoid=1229#Class\\_Attendance](http://catalog.southplainscollege.edu/content.php?catoid=47&navoid=1229#Class_Attendance)

### **Definition of absences**

Absence-

- ❖ If a student misses more than 30 minutes of scheduled class time, the student will be counted as absent. [Excessive Absences – >3 with counseling after 2<sup>nd</sup> absences]
- ❖ Tardy- any time after class official start time or return from break. [Notification prior to official class time will be considered on an individual basis.
  - 2 tardy = 1 absences

**Any absence from class should be reported to the instructor in advance whenever possible, or as soon as possible after the absence. This allows instructors to provide necessary support and address any missed coursework.**

### **Success Plan Expectation**

Students are expected to schedule an appointment with their Faculty Mentor at least once a month to discuss progress on their Success Plan and develop strategies for the successful completion of the PTA Program and preparation for the NPTE.

### **CLINICAL SKILLS**

**You may not independently apply clinical skills:**

- ❖ **To the public because you are a student PTA and are learning physical therapy techniques.**
- ❖ **You will be practicing these skills on each other in the PTA lab setting under the supervision of course instructor[s]**
- ❖ **You will provide patient care skills in the clinical setting under the supervision of clinical instructor**
- ❖ **If you are presently working in a clinic as a tech, you cannot practice these skills on patients as a SPTA.**

### **Patient Confidentiality:**

- ❖ Students must uphold the highest standards of patient confidentiality. Do not discuss specific patients, cases, or share any patient-related information on social media platforms, email even if patient names or

identifiers are not disclosed. Be cautious about sharing any content that might indirectly reveal patient information, such as photos or stories taken in clinical settings.

## COMMUNICATION

Electronic communication between the instructor and students in this course will utilize the South Plains College “My SPC” and email systems. Text messaging may also be used for communication. The instructor will not initiate communication using private email accounts. Students are encouraged to check their SPC email on a regular basis, ideally daily, and respond to emails and text messages promptly, within 24 hours. Students will have access to assignments, web links, handouts, and other vital course material delivered via Ultra and other electronic means.

- ❖ If any student encounters difficulties accessing Ultra or their email, they should promptly contact the instructor for guidance. The instructor is committed to working with students to ensure they have access to the necessary class content located on the course website and other electronic platforms.
- ❖ This policy aims to facilitate effective and efficient communication between the instructor and students, promoting a seamless learning experience.
- ❖ If experiencing technical issues, the student can contact the Help Desk by calling 806-716-2600

## EMAIL

Students are required to use their official South Plains College (SPC) email addresses for all college-related communications. Official SPC email addresses are provided to each student upon enrollment and are the primary means of communication between students, faculty, and the college.

- ❖ **Email Etiquette:**

- ☐ Students are expected to maintain a professional and respectful tone in all email communications with faculty, staff, and fellow students. Offensive, disrespectful, or inappropriate language in emails is strictly prohibited.

- ❖ **Email Security:**

- ☐ Students should take steps to protect their email accounts. This includes using strong, unique passwords and not sharing email login credentials. If students suspect their email accounts have been compromised, they should report it immediately to the college's IT department.

- ❖ **Check Email Regularly:**

- ☐ Students are encouraged to check their official SPC email accounts regularly. Important announcements, updates, and notices from instructors, administrative departments, and the college are communicated through these accounts.

- ❖ **SPC Alerts:**

- ☐ Students are automatically enrolled in SPC Alerts, which is an emergency notification system. Students are encouraged to ensure their contact information is up to date in SPC Alerts to receive important safety and emergency notifications.

- ❖ **Email Support:**

- ☐ If students encounter technical issues with their SPC email accounts or need assistance with email-related concerns, they should contact the college's IT support services for assistance. A social media policy for health sciences students should help students understand the responsible and professional use of social media platforms, especially given the sensitive nature of healthcare and patient information. Here is a sample social media policy for health sciences students:

## SOCIAL MEDIA

The PTA program has a Facebook page at <https://www.facebook.com/South-Plains-College-PTA-270314052992426/?ref=bookmarks> In addition to the South Plains College website; this Facebook page will be used to keep students up-to-date on program activities, weather delays, South Plains College announcements and will help with program recruitment. “Liking” the South Plains College PTA Facebook page is not mandatory, nor are personal Facebook accounts, to access this page.

- ❖ **Clinical sites and patient information should not be shared on any social media platforms. Sharing this information can lead to dismissal from the PTA program.**

## CELL PHONE/SMART WATCHES

- ❖ Cellphones must be put away and turned **OFF** or put on **silent** during scheduled class/lab periods unless prior approval has been given by the instructor. Cell phones are to be used **outside** of the classroom while in session. This includes text messaging and internet browsing.
- ❖ Students will be dismissed from class/lab and sent home if a phone continuously rings/vibrates or if the student is discovered texting or browsing the internet. If dismissed from class, the student will receive an **absence** for the day.
- ❖ **EMERGENCY MESSAGES:** In the event of an emergency during a normal class schedule, the student should notify their family to call the Nursing Office at (806) 716-2391 or (806) 716-2193. Class will not be interrupted unless it is an emergency, so the family members must identify themselves and state that it is an emergency to get immediate action.
- ❖ For emergencies during clinical rotations, the student should notify their family to call and leave a message or text (identifying who they are and who they need to get in touch with for an emergency) to the number or numbers provided in the clinical course syllabus and/or on the clinical course schedule.

## RESOURCES

### TexBook Program:

- ❖ This course is in the SPC TexBook program, so you do not need to purchase a textbook or access code for this course.
- ❖ **What is TexBook?** The required textbook/digital content for this course is available to you in Blackboard from the first day of class. The charge for the textbook/digital content is the lowest price available from the publisher and bookstore and is included in your tuition.
- ❖ **How do I access my TexBook?** Your course material is in your Blackboard course from the first day of class. Access to your course material is provided either by VitalSource or other links inside your Blackboard course. VitalSource (and many publisher's) eBook features include the ability to hear the text read aloud, highlight, take notes, create flash cards, see word definitions, build study guides, print select pages, and download 100% of the book for offline access.
- ❖ Help with TexBook issues and support: check with your professor or visit: <https://support.vitalsource.com/hc/en-us/requests/new> (available 24/7 via chat, email, phone, and text)
- ❖ **Opting out of TexBook:** Participating in TexBook is not mandatory, and you can choose to opt out. However, by opting out you will lose access to the course textbook/digital content and competitive pricing, and you will need to purchase the required course material on your own. If you drop the class or opt-out before the opt-out deadline, the TexBook fee will be automatically refunded to your SPC account. The opt-out deadline for Fall and Spring is the twelfth-class day. The opt-out deadline for shorter terms varies between the second- and third-class day.
- ❖ \*Please consult with your professor before deciding to opt-out. If you still feel that you should purchase the course textbook/materials on your own, send an opt-out email to: [eshaffer@texasbook.com](mailto:eshaffer@texasbook.com). Include your first name, last name, student ID number, and the course you are opting out of. Once you have been opted-out, you will receive a confirmation email. If you need assistance with the process, contact the SPC Bookstore:
- ❖ Email: [eshaffer@texasbook.com](mailto:eshaffer@texasbook.com) / Phone: 806-716-2397: Store Manager
- ❖ Email: [pwells@texasbook.com](mailto:pwells@texasbook.com) / Phone: 806-716-2097: Text Coordinator

Improving Functional Outcomes in Physical Rehabilitation	O'Sullivan/ Schmitz	978-0-8036-4612-4
PhysioU subscription	<a href="https://www.physiou.health/">https://www.physiou.health/</a>	
Physical Rehabilitation for the PTA	Cameron/ Monroe	978-1-4377-0806-6



## COURSE SUPPLIES

- ❖ PTA Kit
- ❖ Lab clothes- Shorts [sweatpants once weather is cold] with at least a 7 in inseam, PTA tee shirt
- ❖ Technology and access to internet

## COURSE SCHEDULE

### ASSIGNMENT CALENDAR PTHA 2435.001 REHABILITATION T/TR 9-4

DATE	Before Class Please review videos and documents found in the Before Class Folder	Tuesday Small Group Discussions 3:30-4:00	Thursday	Assignment, Reading Quiz, Assignments, DB, Reading Summary - Due Sunday 11:59
WEEK1 8/25- 8/31	Before Class	Online -Intro to Course Ortho Review	<b>Online</b>	Complete everything in the After Class Folder
WEEK2 9/1-9/7	Before Class	Online Orthopedic Rehab	<b>Online</b>	Complete everything in the After Class Folder
WEEK3 9/8-9/14	Before Class	Online Orthopedic Rehab	<b>Online</b>	Complete everything in the After Class Folder
WEEK4 9/15- 9/21	Before Class	<b>Amputation</b> Small group- Amputee	Amputations	Complete everything in the After Class Folder
WEEK5 9/22- 9/28	Before Class	Field Trip to LBBK Artificial Limb 10-12 <b>Exam 1 [1:30]</b> <b>Amp. Practice lab time</b>	<b>Neuro Anatomy lecture</b> <b>[Dr.Kim?]</b>	Complete everything in the After Class Folder
WEEK6 9/29- 10/5	Before Class	<b>Pedi</b> Small Group- Pedi 11:30-12:00  <b>CRA Amputee- 1-4</b>	<b>BPPV</b> <b>Steven McDonald 9-12</b>  <b>Pedi Practice Lab</b>	Complete everything in the After Class Folder
WEEK7 10/6- 10/12	Before Class	<b>Pedi CRA 9:00-12:00</b>  <b>Litegait presentation</b> <b>1-3PM</b>	<b>CVA/Neuro Skills</b> <b>Lab Day</b> Small Group-CVA 3:30-4:00	Complete everything in the After Class Folder
WEEK8 10/13- 10/19	Before Class	TBI  Small Group-TBI 3:30-4:00	<b>TBI Guest</b> <b>Sandy /Tanner [?]</b> <b>CVA/TBI CRA</b> <b>Transitional Movements</b> <b>2:00-4:00</b>	Complete everything in the After Class Folder
WEEK9 10/20- 10/26	Before Class	<b>Exam 2 [9:00]</b> <b>SCI</b> Small Group-SCI 3:30-4:00	<b>SCI Practice Day 10-23</b>	Complete everything in the After Class Folder
WEEK10 10/27- 11/2	Before Class	<b>Other Neuro</b> Small Group-Other 3:30-4:00	<b>Annual Conference</b>	Complete everything in the After Class Folder



WEEK11 11/3- 11/9	Before Class	Other Neuro- Jimmy and Josh	9-12 Practice Lab CRA Standing Bal 2:00-4:00	Complete everything in the After Class Folder
WEEK12 11/10- 11/16	Before Class	Burns- Sandy Cook  Mandatory Prep for IPE Watch Pt. eval. and review written eval. IPE event will be 11-12-25	Exam 3 [9:00]  Debridement 10:15- 12:00 Small Group-Burns 11:30-12:00	Complete everything in the After Class Folder  <u>Wed. IEP event 11/12-- 1:00- 2:00 Review case and video for IPE</u> <u>Mandatory IPE meeting</u> <u>2:00-3:00</u> <u>3:15-4:00 Debrief</u>
WEEK13 11/17- 11/23	Before Class	NuMotion Mobility Day	THUR Cardiopulmonary Dave Krause CRA-Gait facilitation 9:00-11:00  Cardio small group 3:30-4:00	Complete everything in the After Class Folder
WEEK14 11/24- 11/30	Before Class	Rehab Treatment Day PTA Lab Treatment Day Sim Center	Thanksgiving	Complete everything in the After Class Folder
WEEK15 12/1- 12/7	Before Class	Final CRA 12-5 [combined]	Make up lab exams	Complete everything in the After Class Folder
WEEK16 12/8- 12/12		Final Exam [9:00 AM]		

Skill Check off must be completed by 2 classmates and the instructor check will be completed with your CRA submissions. You will check off an Orthopedic Treatment, Amputee Treatment, Pedi treatment, CVA, TBI, SCI, Other Neuro Condition. For this peer check you will demonstrate a full treatment for each of these diagnoses. Small Groups will be held on Assigned days 3:30-4:00; you will participate in a discussion with your classmates based on the material you have prepared for the week. You will be expected to record the highlights of the discussions. **Your preparation and participation is required to pass this class.**

### Lecture Exams

CRA

Guest Speaker

“Field Trips”

Testing Policy- If you score below 75% on any lecture exam you will be required to complete a remediation activity