PT 7320
Foundation in Clinical Pathology
Fall 2020

Course Coordinators:

Lisa VanHoose, PhD, MPH, PT
Adjunct Faculty
Office: Virtual office
Office Hours: By appointment
Email: lvanhoose1@angelo.edu

Shelly D. Weise, Ed.D, PT
Professor & Chair
Office: 224E Archer Building
(w) 325-486-6474
Office Hours: By appointment
Email: shelly.weise@angelo.edu

Floyd Huang, PhD, PT
Associate Professor
Office: 224N Archer Building
(w) 325-942-2627
Office Hours: By appointment
Email: floyd.huang@angelo.edu
Course Information

Course Description

A comprehensive presentation of the general principles of disease with an emphasis on general pathology. Focus is on the mechanisms underlying disease and their management as a basis for therapeutic program planning in physical therapy.

Course Credits

3 credits (3-0-0)

Prerequisite and Co-requisite Courses

Successful completion of previous DPT coursework

Prerequisite Skills

Successful completion of previous DPT coursework

Course Objectives

At the end of this course, the students will have demonstrated mastery of the subject by being able to:

- Discuss the behavioral, social and environmental factors contributing to disease and dysfunction.
- Discuss the biopsychosocial-spiritual concepts related to care.
- Correlate the impact of stress upon the physiologic function of the body with the signs and symptoms of stress.
- Describe the primary pharmacokinetic factors involved in drug therapy including administration, distribution, interaction, and elimination.
- Interpret a dose response curve for drugs determining the threshold dose and the ceiling effect.
- Describe biotransformation or drug metabolism at a cellular and organ level.
- Discuss the factors such as age, disease, drugs, genetics, nutrition, chemicals, body composition, and gender that alter the normal pharmacokinetics.
- Examine how altered pharmacokinetics may lead to an increase or decrease in drug effects and how these effects may be recognized in the patient/client receiving physical therapy.
• Identify the conditions reflecting critical (life-threatening) drug interactions in patients/clients receiving physical therapy.
• Define the signs and symptoms that distinguish/differentiate the common nonmusculoskeletal/nonneuromuscular/noncardiopulmonary diagnoses in patients/client seen by physical therapists.
• Describe the presenting signs and symptoms and natural course of the primary system disorders/diseases managed by physical therapists.
• Explain the diagnostic techniques including laboratory tests used to differentiate various diagnoses.
• Describe the ‘red’ flags in the laboratory data indicating the need for referral/consultation.
• Describe the ‘red’ flags in the laboratory data that impact physical therapy interventions.
• Discuss the epidemiological factors for common conditions/disorders in patients treated in the acute care practice of physical therapists.
• Describe the cellular response to injury.
• Correlate the cardinal signs and symptoms and the physiologic basis of inflammation.
• Examine the relationship between the physiological basis of inflammation and the pharmacologic management to minimize inflammation.
• Describe the stages of healing comparing tissue repair versus tissue regeneration.
• Discuss the factors that impact healing.
• Compare and contrast the effects of comorbidities and drug interactions on tissue healing.
• Describe the pathology of selected genetic, nutritional, neoplastic, and infectious diseases.
• Describe the concepts of genetic characteristics or traits and their relationships to genetic risk and disease predisposition.
• Describe the pathologic clinical signs and symptoms of the selected genetic, nutritional, neoplastic, and infectious disease.
• Describe the pathology of common disorders in the listed systems:
  • Immune
  • Lymphatic
  • Endocrine and metabolic
  • Gastrointestinal
  • Integumentary
  • Renal/urologic
  • Hepatic, pancreatic, and biliary
- Analyze the impact of pathological processes of common system disorders in terms of function.
- Analyze the impact of pathological processes of common disorders on the person’s ability to participate in physical therapy.
- Discuss, in general terms, the pharmacodynamics of drugs prescribed for common disorders.
- Interpret the information provided in case studies determining the impact of the pathology on the patient participation in physical therapy.

*CAPTE Standard 7A and 7C (found on the DPT Program Blackboard page).*
**Course Delivery**

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at ASU's Blackboard Learning Management System.

A variety of instructional methods will be used, including traditional direct instruction (TED talk format), active learning activities, case studies, and small and large group discussion. We will meet once a week for one hour to discuss the previous week’s content. The instructional flow is listed below:

- Welcome
- IRAT
- GRAT
- Instruction or Active Learning (instructor identified content)
- Q&A

Blackboard or Google Drive will be used to supplement instructional methods, provide preparatory materials and assignments, and allow for the assessment of knowledge. Blackboard will be used for grade posting.

Want to know more about flipped classrooms? [https://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/](https://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/)

**Reading Assignments:** Reading assignments are listed in the course schedule. You are responsible for the reading material before the beginning of class for each date. The faculty may provide additional reading assignments. It is difficult to participate in the weekly sessions without preparing in advance (i.e. read, discuss, study, ask questions, etc.)

**Required Texts and Materials**

Communication
Faculty will do their best to respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Grading
Assignment and Activity Descriptions

Summary of Learning Activities and Evaluation of Student Learning and Progress: These are further detailed individually by assignment instructions posted to Blackboard or distributed otherwise to the class.

Examinations: Format will consist of a combination of multiple choice, matching, short answer, and essay questions. Each unit exam will cover material from that unit. The final exam will be comprehensive.

Active Learning Modules: During each unit of material, students will be assigned learning modules. These modules can be non-textbook reading assignments or other learning activities. Modules are to be completed prior to the class session. The grading for the modules are all or nothing. In order to receive the 150 points allocated, all chapter modules must be completed. All modules must be completed by 11:59 pm on November 13th, 2020. Please note this is an all or none grading scheme.

IRAT/GRAT: Each student will take 10 individual readiness assurance tests (IRAT) during specific scheduled class periods. Each IRAT will consist of 10 questions from the assigned material. Immediately following the IRAT, students will take the group readiness assurance test (GRAT).

Can you explain the journal more? Students will keep a journal of activities within Blackboard. This journal should be regularly updated during the semester. Journals that are not updated at least every two weeks will result in a point reduction. (Layman terms: You may work in a notebook or on your tablet weekly, but every two weeks you will need to do a journal submission). Course instructors will provide you feedback on your
submissions. All tasks/activities must be completed or submitted prior to the final examination.

Journal entries

- Weekly summary of activities
- Learning objectives or professional behavior(s) focus for the week
- What are you excited to learn about this week?
- What are you concerned about learning this week?
- Independent learning activities
- What activities or resources will you use this week to address gaps in knowledge? What are your areas of development or learning needs?
- PURPOSE OF THE COURSE IS FOR YOU TO UNDERSTAND THE PATHOGENESIS OF DISEASES AND CONDITIONS, DIFFERENTIATE THE SIGNS AND SYMPTOMS OF DISEASES AND CONDITIONS, OUTLINE THE MEDICAL SCREENING, TESTING, AND CARE, AND DETERMINE THE POTENTIAL IMPACT ON THE PHYSICAL THERAPY PLAN OF CARE.
- Consider activities that will show your mastery of these skills. We are looking for items/activities that will show analysis, application, and synthesis of content.
- What study skills will you use this week?
- Lessons learned from the activities (demonstration of mastery)
- Write two study questions at an apply, analyze, evaluate, or create Bloom’s Taxonomy level.
- https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/
- https://cft.vanderbilt.edu/guides-sub-pages/writing-good-multiple-choice-test-questions/
## Evaluations and Grading System

<table>
<thead>
<tr>
<th>Activities</th>
<th>Distribution/Points</th>
<th>Points total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Examinations</td>
<td>2 Exams X 100 points (5 questions per topic)</td>
<td>200</td>
</tr>
<tr>
<td>Active Learning Modules/Assignments (15 modules)</td>
<td>150 points; All or None</td>
<td>150</td>
</tr>
<tr>
<td>IRAT/GRAT (x10)</td>
<td>20 points each</td>
<td>200</td>
</tr>
<tr>
<td>Final Written Exam</td>
<td>1-2 questions from previous topics; 5 questions from each new topic</td>
<td>100</td>
</tr>
<tr>
<td>Journal Assignments (10 assignments)</td>
<td>10 points each</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>750</strong></td>
</tr>
</tbody>
</table>

**Grading Scale:** Grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>750-675</td>
<td>90.0-100.0</td>
<td>A</td>
</tr>
<tr>
<td>674-600</td>
<td>80.0-89.9</td>
<td>B</td>
</tr>
<tr>
<td>599-525</td>
<td>70.0-79.9</td>
<td>C</td>
</tr>
<tr>
<td>524-450</td>
<td>60.0-69.9</td>
<td>D</td>
</tr>
<tr>
<td>449 or below</td>
<td>Below 60.0</td>
<td>F</td>
</tr>
</tbody>
</table>

Scores will be calculated to the nearest tenth of a percentage point and are not rounded past that point. Requests for rounding of grades or addition of extra points will not be considered beyond those agreed upon in the grading contracts.
Grading System

The final course grade will be assigned based on the cumulative percentage of points earned throughout the course:

- **A** = 90%-100%
- **B** = 80%-89%

Students must score 80% or better in total (A or B grade) in order to meet mastery and receive credit for this course. Students who receive a failing course grade are subject to dismissal from the DPT program. Exceptions may be sought by petition of the Academic Committee of the Physical Therapy Program.

Teaching Strategies

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-reviewed journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog
- Angelo State University DPT Student Handbook found on Blackboard in the DPT Program Contents

Student Responsibility and Attendance

Attendance and promptness to classes, meetings, and future work obligations are considered professional behaviors. As this department is preparing potential professionals in the area of physical therapy, it is part of our expectation that student presence and timeliness will be held in highest regard. Tardiness is a disruption to the instructor and fellow students. A student is considered tardy if he/she arrives for class after the instructor has begun class activities. Please see the following related to implications from excessive lateness or absences without a reasonable excuse:
a. First offense - verbal warning
b. Second offense - second verbal warning, initiation of Disciplinary Tracking Form.
c. Third offense - 1% off final course grade
d. 1% off final course grade for each additional unexcused tardy or absence

Per the student handbook, **2 or more occurrences combined or mixed will result in the initiation of a Disciplinary Tracking Form.**

If a student has an unexcused absence during integrations it may lead to the removal of that student from that clinical environment. It is the responsibility of the student to contact the clinical site and give notice if they are ill, or have transportation issues.

If the student is unable to attend class, it is the student’s responsibility to either call the PT office at 942-2545 or the office of the professor of the class directly. This notification should be made prior to commencement of said class.

Continued issues with tardiness/attendance across all courses will result in disciplinary probation and will be referred to the PT faculty for consideration of options, including program dismissal.

The PT faculty is not oblivious to doctor’s appointments and other potential hazards and emergencies in daily life. Simply taking responsibility to notify the office or the professor if issues arise is considered professional behavior. Please do not rely on a classmate or other form of notification, as these have proven unreliable in years past. **ATTENDANCE AT ALL SCHEDULED EXAMINATIONS IS MANDATORY.** Any unexcused absence from an examination will automatically result in a score of ZERO for that examination. Any student absent from examinations due to illness or injury must have a written justification from their physician. **Absence from an examination for any other reason must be excused before the time of the scheduled examination** or brought about by a very serious circumstance. For excused absences only, make-up examinations must be taken no later than one week after the student returns to class. Extended absences must be approved by the Program Director of Physical Therapy.

**Cell Phones**

Students must silence cell and place them out of sight during class. Permission may be granted, at the instructor’s discretion, to have a cell phone out during class. Students seeking permission to have cell phones out during class must do so prior to the start of class. The first offense includes a verbal warning that will be documented in the behavioral
tracking sheet. The second offense includes the initiation of a disciplinary tracking form. The third offense will result in the convening of a disciplinary committee to decide upon further disciplinary action.

**Academic Integrity**

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject to disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.

**Accommodations for Students with Disabilities**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford, Director of Student Disability Services, Office of Student Affairs
325-942-2047, dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

**Incomplete Grade Policy**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.
Plagiarism

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state
laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).
Required Use of Masks/Facial Coverings by Students in Class at Angelo State University

As a member of the Texas Tech University System, Angelo State University has adopted the mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, in compliance with the university policy students in this class are required to wear a mask/facial covering before, during, and after class. Faculty members may also ask you to display your daily screening badge as a prerequisite to enter the classroom. You are also asked to maintain safe distancing practices to the best of your ability. For the safety of everyone, any student not appropriately wearing a mask/facial covering will be asked to leave the classroom immediately. The student will be responsible to make up any missed class content or work. Continued non-compliance with the Texas Tech University System Policy may result in disciplinary action through the Office of Student Conduct.
Course Schedule

Course Schedule is subject to change at the discretion of the instructors

Please note: You have protected time on Mondays to complete the readings and active learning modules. We will meet on Wednesdays at 10:30am-noon through Blackboard Collaborate unless otherwise noted in the schedule. Examinations may occur on Mondays or Wednesdays.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to Course and Behavioral, Social and Environmental Factors Conditioning to Disease and Dysfunction Environmental and Occupational Medicine</td>
<td>G&amp;F, Chapter 1 and 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>G&amp;F, Chapter 4</td>
</tr>
<tr>
<td>Week 2</td>
<td>IRAT/GRAT Problems affecting Multiple Systems</td>
<td>wks 1 &amp; 2 readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>G&amp;F, Chapter 5</td>
</tr>
<tr>
<td>Week 3</td>
<td>Active Learning #1 Injury, Inflammation and Healing</td>
<td>G&amp;F, Chapter 6</td>
</tr>
<tr>
<td></td>
<td>Active Learning #2 IRAT/GRAT Immune System</td>
<td>wk 3 readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>G&amp;F, Chapter 7</td>
</tr>
<tr>
<td>Week 4</td>
<td>Laboratory Tests and Values, pt. 1 IRAT/GRAT Laboratory Tests and Values, pt. 2</td>
<td>G&amp;F, Chapter 40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>wk 4 readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>G&amp;F, Chapter 40</td>
</tr>
<tr>
<td>Week 5</td>
<td>Active Learning #4 Pharmacology – Pharmacokinetics I</td>
<td>Ciccone, Chapter 1 and 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topics</td>
<td>Readings</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Week 6</td>
<td>Active Learning #5 IRAT/GRAT</td>
<td>wk 5 readings</td>
</tr>
<tr>
<td></td>
<td>Pharmacology – Pharmacokinetics II and Drug Receptors</td>
<td>Ciccone, Chapter 3 and 4</td>
</tr>
<tr>
<td>Week 6</td>
<td><strong>Wednesday, September 23rd 10:30am-noon</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Exam 1</strong></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Active Learning #6 Pharmacology for inflammation</td>
<td>Ciccone, Chapter 15</td>
</tr>
<tr>
<td>Week 8</td>
<td><strong>Will meet Monday, October 5th 10:30am-noon (VanHoose out of town on the 7th)</strong></td>
<td>G&amp;F, Chapter 8</td>
</tr>
<tr>
<td></td>
<td>Active Learning #7 Infectious Diseases, pt. 1</td>
<td>wk 8 readings</td>
</tr>
<tr>
<td></td>
<td>Active Learning #8 IRAT/GRAT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Infectious Diseases, pt. 2</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td><strong>Will meet Wednesday, October 14th 10:30am-noon</strong></td>
<td>Ciccone, Chapters 33 and 34</td>
</tr>
<tr>
<td></td>
<td>Active Learning #9 Pharmacology – Antibiotics and Antivirals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Active Learning #10 IRAT/GRAT</td>
<td>wk 9 readings</td>
</tr>
<tr>
<td></td>
<td>Oncology</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td><strong>Will meet Wednesday, October 21st 10:30am-noon</strong></td>
<td>G&amp;F, Chapter 10</td>
</tr>
<tr>
<td></td>
<td>Integumentary System</td>
<td>wk 10 readings</td>
</tr>
<tr>
<td></td>
<td>Active Learning #11 IRAT/GRAT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Endocrine and Metabolic Systems</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td><strong>Will meet Wednesday, October 28th 10:30am-noon</strong></td>
<td>G&amp;F, Chapter 16</td>
</tr>
<tr>
<td></td>
<td>Gastrointestinal System</td>
<td>wk 11 readings</td>
</tr>
<tr>
<td></td>
<td>Active Learning #12</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topics</td>
<td>Readings</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>IRAT/GRAT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hepatic, Pancreatic and Biliary</td>
<td>G&amp;F, Chapter 17</td>
</tr>
<tr>
<td>Week 12</td>
<td>** Wednesday, November 4th</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:30am-noon</td>
<td></td>
</tr>
<tr>
<td><strong>Exam 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>**Will meet Monday, November 9th</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:30am-noon</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(VanHoose out of town on the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11th)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Active Learning #13</td>
<td>G&amp;F, Chapter 18</td>
</tr>
<tr>
<td></td>
<td>Renal and Urologic Systems</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>**Will meet Monday, November 16th</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:30am-noon</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Active Learning #14</td>
<td>Bruyere Cases 286,</td>
</tr>
<tr>
<td></td>
<td>Genetics and Epigenetics</td>
<td>291, 295</td>
</tr>
<tr>
<td></td>
<td>Active Learning #15</td>
<td>wk 13 readings</td>
</tr>
<tr>
<td></td>
<td>IRAT/GRAT</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>**Monday, November 23rd</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:30 am-noon</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Final Exam</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Additional readings maybe assigned.*
Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

End of Syllabus

1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
3 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
4 https://www.angelo.edu/services/disability-services/
5 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
7 https://www.angelo.edu/dept/writing_center/academic_honesty.php
8 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of