

Course Number PT 7220
Advanced Topics in Physical
Therapy: Certified Strength and
Conditioning Specialist (CSCS)
Certification Workshop
Summer Semester 2022



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Office Hours: by appointment

Course Information

Course Description

This course will prepare student physical therapists to become Certified Strength and Conditioning Specialists. Students will extend their knowledge and competency in the topics of therapeutic exercise, exercise physiology, sports medicine, athletic performance, and health promotion. In addition, students will be able to select and implement valid and reliable measures to evaluate physical performance and training outcomes.

Course Credits

2 Credits (2-0-0)

Prerequisite and Co-requisite Courses

Successful completion of previous DPT coursework

Prerequisite Skills

None

Program Outcomes

Upon completion of the program of study for the physical therapy program, the graduate will be prepared to:

Student Learning Outcomes

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:	Mapping to Program Outcomes
Demonstrate detailed knowledge of the structure and function of the musculoskeletal, neuromuscular, cardiovascular, respiratory, and endocrine systems	Meet mastery (earning 80% of the total score or better) for this course.	Fulfill CAPTE Standard: 7A, 7C
Describe energy sources available during exercise and discuss bioenergetics factors that limit exercise performance	Meet mastery (earning 80% of the total score or better) for this course.	Fulfill CAPTE Standard: 7A
Describe dietary recommendations for general health and disease prevention, and identify proper nutrient recommendations for various athletes	Meet mastery (earning 80% of the total score or better) for this course.	Fulfill CAPTE Standard: 7A
Compare anatomical and physiological adaptations between aerobic and anaerobic training programs	Meet mastery (earning 80% of the total score or better) for this course.	Fulfill CAPTE Standard: 7A, 7C
Interpret evidence-based research from exercise physiology and physical therapy publications to identify health impairment and enhance physical performance	Meet mastery (earning 80% of the total score or better) for this course.	Fulfill CAPTE Standard: 7D9
Select and administer tests appropriate to a client's age, sport, and health/fitness status	Meet mastery (earning 80% of the total score or better) for this course.	Fulfill CAPTE Standard: 7D19
Design and implement an aerobic and/or anaerobic program appropriate to a client's age, sport, and health/fitness status	Meet mastery (earning 80% of the total score or better) for this course.	Fulfill CAPTE Standard: 7D27
Collaborate with clients/patients, family members, nutritionists, physicians, and other professionals to provide a realistic goal and a safe and effective training program	Meet mastery (earning 80% of the total score or better) for this course.	Fulfill CAPTE Standard: 7D23, 7D24

Course Delivery

This is a face-to-face course. Learning resources and supplemental materials are posted on the Blackboard.

Required Texts and Materials

Haff G and Triplett T. Essentials of Strength Training and Conditioning 4th edition. Human Kinetics 2016

Required instruments/materials for lab:

1. Stop watch
2. Proper lab attire: loose fitting shorts/T-shirt, sports bra (females), running shoes

Recommended Texts and Materials

None

Technology Requirements

To successfully complete this course, students need access to ASU Blackboard.

Topic Outline

Unit 1: Structure and function of the muscular, neuromuscular, cardiovascular, and respiratory systems

Unit 2: Bioenergetics of exercise and training

Unit 3: General and sport nutrition concepts and applied strategies

Unit 4: Responses and adaptations to training

Unit 5: Aerobic and anaerobic performance evaluation

Unit 6: Anaerobic and power exercise techniques and prescription

Unit 7: Aerobic exercise and interval training techniques and prescription

Unit 8: Speed development and plyometric training techniques and prescription

Unit 9: Design and administer fitness facilities

Communication

All communications for the class will take place via blackboard, which will send an e-mail to all active participants in the class.

E-mail through the ASU e-mail address is the preferred communication method for this course. Faculty will respond to e-mail messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday. Students should check ASU email account daily for announcements and schedule changes.

Appointments can be made for face to face meetings as needed.

Grading

Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Percent/Points of Total Grade
Written assignment	20%
Attendance	50%
Active participation	30%
Total	100%

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

80-100 = Pass (mastery)
79 or less = Fail

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-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions

***Please note: Rubrics for all assignments and activities are located at the end of this syllabus.**

The written assignment should include the following components of your current exercise regimen: need analysis, nutrition/supplement analysis, and program design (in general).

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at yhung@angelo.edu and attach a copy of what you are trying to submit. **Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue.** This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Late assignments are not accepted without prior approval of faculty. Faculty reserve the right to deduct points for late assignments that are accepted past the original due date. No papers or postings will be accepted more than one week past the assigned due date.

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](#)¹
- [Angelo State University Catalog](#)²

Student Responsibility and Attendance

Please remember that it is extremely disruptive and unprofessional to be late for class, come to lab unprepared or be absent from class/lab, especially when group activities are scheduled.

1. Absences

- a. Students will abide by the absence policy delineated in each course instructor's syllabus.
- b. In case of absence, the student is responsible for obtaining the skills and knowledge necessary to meet required mastery level. Faculty members are not obligated to remediate students in these circumstances.
- c. Absences without prior notification will not be tolerated during any field or clinical experience. This may result in immediate removal from the clinical experience.
- d. Student must notify their instructor(s) via email regarding their absence.

10% off final course grade for each unexcused absence

2. Tardiness

Tardiness is a disruption to the instructor and the students. A student is considered tardy when he/she arrives for class after the instructor has begun class activities. It reflects poor professional behavior and will not be tolerated. Students will abide by the tardiness policy delineated in each course instructor's syllabus.

Repeated tardiness or absences (≥ 2 occurrences combined or mixed) will result in the initiation of a Disciplinary Tracking Form.

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 tardiness 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 tardiness

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 email the course instructor(s) 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.

3. Technology

It is an expectation of the program that technology be used in a way that supports learning and benefits you and your classmates. Students must silence cell phones and place them out of sight during class unless instructed to use them by the professor. 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. Points will be deducted from your final course grade at the discretion of faculty members if any technology (including but not limited to cell phone, tablet, laptop) is used in a manner that is not professional and beneficial in the learning environment. Additionally, 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 of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity](#).³

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](#).⁴ 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

Program Technical Standards

Policy Statement: “Angelo State University is committed to the principle that no qualified person, on the basis of a disability, be excluded from the participation in or be denied the benefit of 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 Act of 2008 (ADAAA) and subsequent legislation.” The university will review requests for accommodation on a case-by-case basis.

The Physical Therapy Program supports the Mission of Angelo State University (ASU) by providing access to a graduate, entry-level professional Doctor of Physical Therapy program that prepares a globally diverse, reflective, service-oriented, and flexible physical therapist practitioner capable of multiple styles of thinking and learning. Enrolled students are expected to complete the academic and clinical requirements of the professional program. The purpose of this document is to broadly delineate the cognitive, affective and psychomotor skills deemed essential for completion of this program and performance as a competent generalist physical therapist. Candidates for the degree must be able to meet these standards for completion of degree requirements.

- I. Cognitive skills to be demonstrated in all classroom, laboratory and clinical situations
 - A. The student physical therapist must possess the ability to independently:
 1. Measure, calculate, reason, analyze, integrate, retain and synthesize information to formulate effective solutions to problems congruent with a physical therapist.
 2. Examples of such behaviors:
 - a. Student physical therapists must be able to read, write, speak and understand English at a level consistent with successful course completion and development of positive patient/client-therapist relationships.
 - b. Student physical therapists must exercise critical thinking, decision-making and sound judgment.
 - c. Student physical therapists must be able to plan and supervise intervention procedures in a safe manner.
- II. Affective skills to be demonstrated in all classroom, laboratory and clinical situations

- A. Student physical therapists must possess the emotional health and stability required to fully utilize their intellectual abilities, to adapt to changing environments and to function effectively in stressful situations.
- B. Student physical therapists must demonstrate ethical behaviors in compliance with the ethical standards of the American Physical Therapy Association.
- C. Student physical therapists must be able to communicate in both oral and written form with patient/clients and other members of the health care community to:
 - 1. Effectively and sensitively elicit information.
 - 2. Convey information essential for safe and effective care.
- D. Student physical therapists must be aware of and interpret non-verbal communications.
- E. Student physical therapists must be able to acknowledge and respect individual values and opinions to foster harmonious working relationships with colleagues, peers, and patients/clients.

III. Physical/Psychomotor skills to be demonstrated in all classroom, laboratory and clinical situations

- A. Student physical therapists must have sufficient motor function and endurance as reasonably required to perform the following:
 - 1. Safely provide general physical therapist examination, evaluation and intervention procedures as identified in the Guide to Physical Therapist Practice for eight hour days.
 - 2. Perform CPR according to the guidelines of the American Heart Association.
 - 3. Perform patient transfers (lifting 50 pounds to waist level).
- B. Student physical therapists must have sufficient coordination and balance in sitting and standing to safely engage in physical therapist procedures such as the following:
 - 1. Moving and positioning patients/clients.
 - 2. Gait training.
 - 3. Stabilizing and supporting patients/clients.
 - 4. Manipulation of equipment and tools used in patient/client examination, evaluation and intervention.
- C. Student physical therapists must have sufficient fine motor skills to safely and effectively engage in physical therapist procedures such as the following:
 - 1. Manipulation of equipment and tools used in patient/client examination, evaluation and intervention
 - 2. Legibly recording/documenting exams, evaluations and interventions in the clinic's standard medical records in a timely manner and consistent with acceptable norms of the clinic.
 - 3. Legibly recording thoughts for written assignments and exams.
 - 4. Assessment and intervention of soft tissue restrictions and joint dysfunctions.
 - 5. Palpation of muscle tone, skin quality and temperature.

- D. Student physical therapists must have visual acuity necessary to obtain accurate information from patients/clients and the treatment environment in the performance of routine physical therapist activities such as the following:
 - 1. Observation and inspection of patient's/client's skin condition, movements, body mechanics, gait pattern and postures.
 - 2. Observation of environmental safety hazards.
 - 3. Reading dials/LED displays on equipment.
 - 4. Reading digits/scales on diagnostic tools.
- E. Student physical therapists must have auditory acuity necessary to obtain accurate information from patients/clients and the treatment environment in the performance of routine physical therapist activities such as the following:
 - 1. Blood pressure
 - 2. Lung/heart auscultation
 - 3. Patient calls or equipment alarms
 - 4. Verbal communication
- F. Student physical therapists must have sufficient non-material handling and repetitive movement ability to safely provide examination, evaluation and intervention procedures as identified in the Guide to Physical Therapist Practice for 8 hour days such as the following:
 - 1. Crouching, kneeling, or squatting
 - 2. Reaching
 - 3. Standing
 - 4. Ambulation
 - 5. Bending or stooping
 - 6. Sitting

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](#)⁵ for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)⁶ 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](#).⁷

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](#)⁸ 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

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.

Course Schedule

Week/Date	Topic/Assignments/Assessments DUE
April 13 2022	Topic: pre-course preparation meeting Time: 12:00 – 1:00 pm HHS 216 Content: <ol style="list-style-type: none">1. Brief course introduction2. CSCS exam cost and content3. Prepare essential documents for the exam4. Register and schedule the exam Assignment: CSCS exam preparation work Reading: PowerPoint presentation
Pre-course follow up TBD	Topic: pre-course preparation follow up Time: TBD Assignment: self-assessment (need analysis, nutrition analysis, and current program design) due on May 16 Reading (minimal requirement by January 4): Ch. 1, 2, 3, 4, 8 (Haff)

Week/Date	Topic/Assignments/Assessments DUE
<p>May 16 (Monday)</p>	<p>Topic:</p> <ol style="list-style-type: none"> 1. Structure and function of the muscular, neuromuscular, cardiovascular, and respiratory systems 2. Bioenergetics of exercise and training 3. Exercise techniques overview <p>Morning content (start at 8:00 am):</p> <ol style="list-style-type: none"> 1. Course introduction 2. Reading assignment discussion 3. Preview exam and discussion 4. Lab 1: warm-up, dynamic and static stretching exercises (CHP 202) 5. Structure and function of the muscular, neuromuscular, cardiovascular, and respiratory systems: video (1:44) <p>Afternoon content:</p> <ol style="list-style-type: none"> 1. Preview quiz: exercise techniques 1. Exercise technique overview: CD 7 (0:14) 2. Bioenergetics of exercise and training: video (0:54) 3. Exercise techniques for resistance training: video-core (0:17) 4. Lab 2: core exercises and testing (CHP 202) <p>Reading: Ch. 5, 6, 7, 14 (Haff)</p>
<p>May 17 (Tuesday)</p>	<p>Topic:</p> <ol style="list-style-type: none"> 1. General and sport nutrition concepts and applied strategies 2. Responses and adaptations to training 3. Exercise techniques for back and chest strengthening 4. Aerobic and anaerobic performance evaluation <p>Morning content (start at 8:00 am):</p> <ol style="list-style-type: none"> 1. Reading assignment discussion 2. Review quiz: structure and function of the muscular, respiratory, and cardiovascular systems 3. Review quiz: bioenergetics of exercise and training 4. Review quiz: biomechanical principles 5. Exercise techniques for resistance training: disk 2- back (0:15) 6. Lab 3: aerobic capacity testing I and back exercises (CHP gym, weight room) 7. Sport nutrition concepts and applied strategies: CD 10 (1:12) <p>Afternoon content:</p> <ol style="list-style-type: none"> 1. Responses and adaptations to training: CD 4 (0:44) 2. Exercise techniques for resistance training: disk 2- chest (0:30) 3. Lab 4: chest exercises (CHP 202 and CHP weight room)

Week/Date	Topic/Assignments/Assessments DUE
	<p>Reading: Ch. 9, 10, 11, 15, 16 (Haff)</p>
<p>May 18 (Wednesday)</p>	<p>Topic:</p> <ol style="list-style-type: none"> 1. Aerobic and anaerobic performance evaluation lab 2. Resistance training exercise prescription <p>Morning content (start at 8:00 am):</p> <ol style="list-style-type: none"> 1. Reading assignment discussion 2. Review quiz: responses and adaptations to training 3. Review quiz: sports nutrition concepts and applied strategies 4. Speed development and plyometric training CD 6 (0:52) 5. Lab 5: aerobic capacity testing II and PNF stretching exercises (HHS 210) 6. Measurement and evaluation: CD 5-1 and 5-2 (1:48) <p>Afternoon content:</p> <ol style="list-style-type: none"> 1. Lab 6: measurement and evaluation (CHP gym) 2. Resistance training exercise prescription: CD 9 (1:10) 3. Plyometric self-study guide <p>Reading: Ch. 12, 13, 17, 18, 19 (Haff); plyometric self-study</p>
<p>May 19 (Thursday)</p>	<p>Topic:</p> <ol style="list-style-type: none"> 1. Speed development and plyometric training 2. Aerobic exercise and interval training prescription 3. Lower extremity exercise techniques 4. Upper extremity exercise techniques <p>Morning content (start at 8:00 am):</p> <ol style="list-style-type: none"> 1. Reading assignment discussion 2. Review quiz: measurement and evaluation 3. Review quiz: resistance training exercise prescription 4. Review quiz: speed development and plyometric training 5. Exercise techniques for resistance training: disk 2- UE (0:45) 6. Lab 7: UE exercises, YMCA bench press test (CHP weight room) <p>Afternoon content:</p> <ol style="list-style-type: none"> 1. Exercise techniques for resistance training: disk 1- LE (1:00) 2. Lab 8: LE exercises (CHP weight room) 3. Aerobic exercise and interval training prescription: CD 8 (1:09) <p>Reading: Ch. 20, 21, 22, 23, 24 (Haff)</p>

Week/Date	Topic/Assignments/Assessments DUE
<p>May 20 (Friday)</p>	<p>Topic:</p> <ol style="list-style-type: none"> 1. Power exercise training techniques 2. Design and administer fitness facilities 3. Simulation exams <p>Morning content (start at 8:00 am):</p> <ol style="list-style-type: none"> 1. Exam preparation 2. Reading assignment discussion 3. Review quiz: aerobic exercise and interval training prescription 4. Exercise techniques for resistance training: video- total body (0:20) 5. Lab 9: power exercise (10 am, CHP weight room) 6. Mini-simulation exam I (64 questions) <p>Afternoon content:</p> <ol style="list-style-type: none"> 1. Mini-simulation exam I discussion 2. Lab 10: facility design (CHP weight room) 3. Video question practice 4. Course wrap up: Q & A <p>Assignment: Complete questions by chapter bundle (240 questions)</p>
<p>Following days to your exam</p>	<ol style="list-style-type: none"> 1. Complete on-line question bundle (160 questions) 2. Complete mini-simulation exam II and III (128 questions) after reviewing highlights of each chapter 3. Retake (review) all preview/review quizzes, all after chapter quizzes, questions by chapter bundle, online question bundle, and 3 mini-simulation exams 4. Review highlights of each chapter
<p>May 25 (Tuesday) or after</p>	<p>Take your 4-hour CSCS exam</p>

Grading Rubrics

The written assignment should include the following components of your current exercise regimen: need analysis, nutrition/supplement analysis, and program design. Each component will count of 6.6% of the total grade.

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.

The faculty and course will be evaluated with the focus on the following objectives:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Learning to apply knowledge and skills to benefit others or serve the public good

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>