



INSTRUCTIONAL PACKAGE

PTH 221

Pathology I

Effective Term

FALL/2018

INSTRUCTIONAL PACKAGE

PART I: COURSE INFORMATION

Effective Term: 201810

COURSE PREFIX: PTH 221

COURSE TITLE: Pathology 1

CONTACT HOURS: 2/week

CREDIT HOURS: 2

RATIONALE FOR THE COURSE:

This course introduces the student to the basic pathophysiology of the body. It addresses the functional changes that accompany a particular injury, syndrome, or disease and how the body responds to the unexpected or undesired changes across life-span commonly seen in the physical therapy setting.

COURSE DESCRIPTION:

This course is an introduction to basic pathophysiology of the body with the emphasis on the body's reaction to disease and injury.

PREREQUISITES/CO-REQUISITES:

Admission into the Physical Therapy Program

Prerequisites: ENG 101, BIO 210, BIO 211, PSY 201, Humanities

Co-requisites: ENG 102, SPC 205, PSY 203

***Online/Hybrid** courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:

- (1) Pathology for Physical Therapy Assistant Second Edition, Goodman, C, Fuller K and O'Shea RK, Elsevier. St. Louis. MO 2011
- (2) The Rehabilitation Specialist's Handbook, Serge H Roy, Steve Wolf, and David Scalzitti, 2012 F.A. Davis
- (3) ACSM's Guidelines for Exercise Testing and Prescription 10th, American College of Sports Medicine, 2018 Wolters Kluwer

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE.](#)

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

None

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.

WaveNet and D2L email access.

Laptop or Tablet access.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

You are expected to treat your fellow students with respect. This means you should limit talking to your neighbor during lecture and do not start to pack up your materials before class is over. Finally, cell phones **MUST** be turned off or put on the vibration mode during class.

During an exam all electronic devices (cell phones, pagers, etc.) must be turned off and stored in a purse or backpack, they may not be visible to the student. The only exception to this policy will be on-call emergency personnel. For those individuals in this situation, please contact your professor on how to handle electronic devices during exams.

Part II: Student Learning Outcomes**PROGRAM LEARNING OUTCOMES**

After completing the Horry-Georgetown Technical College Physical Therapist Assistant Program, the graduate will be able to achieve the program learning outcomes. The student is advised to view the program learning outcomes in the student clinical handbook. Reviewing the outcomes will assist the student in understanding how the terminal course objectives achieve the program learning outcomes.

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

- 1) Define common prefixes, suffixes, and terminology in describing the pathology of disease or condition.
- 2) Compare and contrast the normal healing process for human tissues.
- 3) Discuss how the patients/clients body systems are affected across the lifespan.
- 4) Compare and contrast pathologies or conditions with regards to anatomy, contributing factors, clinical presentation, diagnostic tests and procedures, management, assessment, and long term effects on the following systems: Immune, Integumentary, Endocrine/Metabolic, Gastrointestinal, Renal, Urologic, Male and Female Reproductive.

STUDENT UNIT LEARNING OUTCOMES & SCHEDULE

Module #1 – Introduction to Concepts of Pathology

Reading: See the Instructor's Course Information Sheet

Assessment: See the Instructor's Course Information Sheet

- 1) Compare the terms "health" and "illness" with the term "disease."
- 2) State the three levels of prevention.
- 3) Compare acute and chronic illness.
- 4) Discuss various classifications of disability.
- 5) Explain how gene therapy is influencing disease management.

Module #2- Introduction Pharmacology

Reading: See the Instructor's Course Information Sheet

Assessment: See the Instructor's Course Information Sheet

- 1) Identify the various routes of drug administration, drug actions, and side effects.
- 2) Describe the various classes of pharmacology.
- 3) Define common prefixes, suffixes, and terminology in describing pharmacology
- 4) Discuss the clinical manifestations of radiation injuries.
- 5) Discuss the adverse effects of chemotherapy

Module #3- Introduction Radiology

Reading: See the Instructor's Course Information Sheet

Assessment: See the Instructor's Course Information Sheet

- 1) Identify diagnostic techniques used by radiologists and nuclear physicians.
- 2) Describe the role of radioactivity in the diagnosis of disease.
- 3) Recognize medical terms used in the specialties of radiology and nuclear medicine.

Module #4- Laboratory Tests and Values Introduction

Reading: See the Instructor's Course Information Sheet

Assessment: See the Instructor's Course Information Sheet

- 1) Identify the type of tests performed for Basic and Comprehensive Metabolic Panel
- 2) Identify the type of tests performed for Complete Blood Count and Blood Tests
- 3) Identify the type of tests performed for Serum Hormones
- 4) Identify the type of tests performed for Immunologic
- 5) Identify the type of tests performed for Urinalysis
- 6) Identify the type of tests performed for Microbiologic Studies
- 7) Identify the type of tests performed for Fluid Analysis

Module # 5- Injury Inflammation and Healing

Reading: See the Instructor's Course Information Sheet

Assessment: See the Instructor's Course Information Sheet

- 1) Describe the process of acute inflammation.
- 2) Describe the roles of chemical mediators in the inflammatory response.
- 3) Differentiate acute and chronic inflammation.
- 4) List the cardinal signs of inflammation.
- 5) Apply concepts of acute and chronic inflammation to select clinical models seen in physical therapy.
- 6) Describe the normal healing process for peripheral nerves, skeletal muscles, bone, tendons, ligaments, and cartilage.

Module #6: Oncology

Reading: See the Instructor's Course Information Sheet

Assessment: See the Instructor's Course Information Sheet

- 1) After successful completion of this unit, the student will be able to meet the following student unit objectives for the following pathologies or conditions: cancer.
 - a) Identify the anatomy involved in a pathology or condition.
 - b) Identify the contributing factors for the development of a pathology or condition.
 - c) Describe the clinical presentation of a patient for a pathology or condition.
 - d) Identify diagnostic tests and procedures for a pathology or condition.
 - e) Define how a pathology or condition is managed medically.
 - f) Define how a pathology or condition is managed pharmacologically.
 - g) Define how a pathology or condition is assessed and managed by physical therapist.
 - h) Define the long-term effects of a pathology or condition.
 - i) Compare and contrast pathologies or conditions with regards to anatomy, contributing factors, clinical presentation, diagnostic tests and procedures, management, assessment, and long term effects.

Module # 7 - Immune System

Reading: See the Instructor's Course Information Sheet

Assessment: See the Instructor's Course Information Sheet

- 1) Define the response of the immune system to exercise.
- 2) After successful completion of this unit, the student will be able to meet the following student unit objectives for the following pathologies or conditions: Systemic Lupus Erythematosus, Fibromyalgia, and Chronic Fatigue Syndrome.
 - a) Identify the anatomy involved in a pathology or condition.
 - b) Identify the contributing factors for the development of a pathology or condition.
 - c) Describe the clinical presentation of a patient for a pathology or condition.
 - d) Identify diagnostic tests and procedures for a pathology or condition.
 - e) Define how a pathology or condition is managed medically.
 - f) Define how a pathology or condition is managed pharmacologically.
 - g) Define how a pathology or condition is assessed and managed by a physical therapist.
 - h) Define the long-term effects of a pathology or condition.

Module # 8- Metabolic and Endocrine

Reading: See the Instructor's Course Information Sheet

Assessment: See the Instructor's Course Information Sheet

- 1) Define the response of the endocrine and metabolic system to aging.
- 2) After successful completion of this unit, the student will be able to meet the following student unit objectives for Graves, Addison's, Cushing, Diabetes Mellitus.
 - a) Identify the anatomy involved in a pathology or condition.

- b) Identify the contributing factors for the development of a pathology or condition.
- c) Describe the clinical presentation of a patient for a pathology or condition.
- d) Identify diagnostic tests and procedures for a pathology or condition.
- e) Define how a pathology or condition is managed medically.
- f) Define how a pathology or condition is managed pharmacologically.
- g) Define how a pathology or condition is assessed and managed by a physical therapist.
- h) Define the long-term effects of a pathology or condition.

Module # 9 -Infectious Diseases

Reading: See the Instructor's Course Information Sheet

Assessment: See the Instructor's Course Information Sheet

- 1) After successful completion of this unit, the student will be able to meet the following student unit objectives for the following pathologies or conditions: Clostridium Difficile, Staphylococcal Infections, Gas Gangrene, and Human Immunodeficiency
 - a) Identify the anatomy involved in a pathology or condition.
 - b) Identify the contributing factors for the development of a pathology or condition.
 - c) Describe the clinical presentation of a patient for a pathology or condition. Identify diagnostic tests and procedures for a pathology or condition.
 - d) Define how a pathology or condition is managed medically.
 - e) Define how a pathology or condition is managed pharmacologically.
 - f) Define how a pathology or condition is assessed and managed by a physical therapist.
 - g) Define the long-term effects of a pathology or condition.

Module # 10 - Integumentary System

Reading: See the Instructor's Course Information Sheet

Assessment: See the Instructor's Course Information Sheet

1. Define the response of the integumentary system to aging.
2. After successful completion of this unit, the student will be able to meet the following student unit objectives for the following pathologies or conditions: Psoriasis, Impetigo, Scabies, Ringworm, Cellulitis, Burns, and Pressure Ulcers.
 - a) Identify the anatomy involved in a pathology or condition.
 - b) Identify the contributing factors for the development of a pathology or condition.
 - c) Describe the clinical presentation of a patient for a pathology or condition.
 - d) Identify diagnostic tests and procedures for a pathology or condition.
 - e) Define how a pathology or condition is managed medically.
 - f) Define how a pathology or condition is managed pharmacologically.
 - g) Define how a pathology or condition is assessed and managed by a physical therapist.
 - h) Define the long-term effects of a pathology or condition.

Module 11 - Gastrointestinal System

Reading: See the Instructor's Course Information Sheet

Assessment: See the Instructor's Course Information Sheet

- 1) Define the response of the gastrointestinal system to aging.
- 2) After successful completion of this unit, the student will be able to meet the following student unit objectives for the following pathologies or conditions: Hernia, Irritable Bowel Syndrome, Gastroesophageal Reflux Disease, and Appendicitis
 - a) Identify the anatomy involved in a pathology or condition.
 - b) Identify the contributing factors for the development of a pathology or condition.
 - c) Describe the clinical presentation of a patient for a pathology or condition.
 - d) Identify diagnostic tests and procedures for a pathology or condition.
 - e) Define how a pathology or condition is managed medically.
 - f) Define how a pathology or condition is managed pharmacologically.
 - g) Define how a pathology or condition is assessed and managed by a physical therapist.
 - h) Define the long-term effects of a pathology or condition.

Module # 12- Renal and Urologic System

Reading: See the Instructor's Course Information Sheet

Assessment: See the Instructor's Course Information Sheet

- 1) Define the response of the genitourinary system to aging.
- 2) After successful completion of this unit, the student will be able to meet the following student unit objectives for the following pathologies or conditions: Urinary Incontinence, Diastasis Recti, Renal Failure, Endometriosis and Urinary Tract Infections
 - a) Identify the anatomy involved in a pathology or condition.
 - b) Identify the contributing factors for the development of a pathology or condition.
 - c) Describe the clinical presentation of a patient for a pathology or condition.
 - d) Identify diagnostic tests and procedures for a pathology or condition.
 - e) Define how a pathology or condition is managed medically.
 - f) Define how a pathology or condition is managed pharmacologically.
 - g) Define how a pathology or condition is assessed and managed by a physical therapist.
 - h) Define the long-term effects of a pathology or condition.

Module #12: Male and Female Reproductive Systems

Reading: See the Instructor's Course Information Sheet

Assessment: See the Instructor's Course Information Sheet

- 1) After successful completion of this unit, the student will be able to meet the following student unit objectives for the following pathologies or conditions: BPH, Endometriosis and Breast, Ovarian, Uterine and Prostate Cancer
 - a) Identify the anatomy involved in a pathology or condition.
 - b) Identify the contributing factors for the development of a pathology or condition.
 - c) Describe the clinical presentation of a patient for a pathology or condition.

- d) Identify diagnostic tests and procedures for a pathology or condition.
- e) Define how a pathology or condition is managed medically.
- f) Define how a pathology or condition is managed pharmacologically.
- g) Define how a pathology or condition is assessed and managed by a physical therapist.
- h) Define the long-term effects of a pathology or condition.

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.

Evaluation of Course Requirements	Weighted Percentage of Grade
	** Overall course percentage of the grade will be determined by weighted assignments below.
Departmental Exams:	60%
Homework:	10 %
Comprehensive Final:	20%
Paper/Poster	10%
Total Points	100%

Grading Scale

- A 90%-100%
- B 80%-89%
- C 75%-79%
- D 69%-74%
- F below 68%

****Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.***

GRADING SYSTEM:

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

Part V: Student Resources

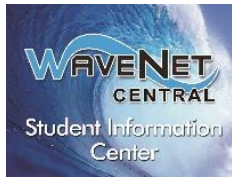


The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing:

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

Title IX Requirements

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College’s Title IX Coordinators.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
Dr. Melissa Batten, AVP Student Affairs <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu	Jacquelyne Snyder, AVP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu

INSTRUCTOR'S COURSE INFORMATION SHEET

PART I: INSTRUCTOR INFORMATION

Instructor Name:	<i>Dr. Tammy Marcin</i>
Campus Phone Number:	477-2067
College Email Address:	Tammy.Marcin@HGTC.edu
Office Location:	1282J
Office Hours/Availability:	Posted in D2L Course Home Page and Wavenet

Part II: Course Schedule and Assessments

Dates:	<i>Weekly Course Schedule</i>
Week 1 8/26-9/1	<p>Session 1: Introduction to Course Requirements</p> <ul style="list-style-type: none"> • Reading: Chapter 1 Goodman: Implications for the PTA- Introduction, to concepts of pathology • Assessment: NA <p>Session 2: Introduction Pharmacology</p> <ul style="list-style-type: none"> • Reading: Assigned pharmacology article uploaded in D2L, Chapter 2 Goodman: Problems Affecting Multiple Systems pages 15-29, & Appendix B Goodman: Medications and Exercise Implications for the PTA- Introduction, to concepts of and class handout • Assessment: NA
Week 2 9/2-9/8	<p>Session 1: Radiology Procedures</p> <ul style="list-style-type: none"> • Reading: Assigned radiology article uploaded in D2L • Assessment: Homework 1 Radiology Worksheet upload D2L before class at 8 AM <p>Session 2: Laboratory Test and Values</p> <ul style="list-style-type: none"> • Reading: E12 Goodman: Laboratory Tests and Values • Assessment: Homework 2 Lab Worksheet upload D2L before class at 8 AM
Week 3 9/9-9/15	<p>Session 1: Injury, Inflammation, and Healing</p> <ul style="list-style-type: none"> • Reading: Chapter 3 Goodman: Injury, Inflammation, and Healing • Assessment: Test 1 from 8-9 over week 1 & 2 <p>Session 2: The Immune System</p> <ul style="list-style-type: none"> • Reading: Chapter 4 Goodman: The Immune System • Assessment: Homework 3: Table for Systemic Lupus Erythematosus, Fibromyalgia, and Chronic Fatigue Syndrome upload D2L before class at 8 AM.
Week 4 9/16-9/22	<p>Session 1: Oncology</p> <ul style="list-style-type: none"> • Reading: Chapter 6 Goodman: Oncology

Dates:	<i>Weekly Course Schedule</i>
	<ul style="list-style-type: none"> • Assessment: NA Session 2: Integumentary <ul style="list-style-type: none"> • Reading: Chapter 7 and Chapter 9 pages 301-315 Goodman: Integumentary • Assessment: Homework 4: Table for Cellulitis, Burns, Pressure Ulcers, Arterial and Venous Insufficiency Ulcers, Neuropathic Ulcers and Psoriasis upload D2L before class at 8 AM.
Week 5 9/23-9/29	Session 1: Endocrine <ul style="list-style-type: none"> • Reading: Chapter 8 Goodman: The Endocrine & Metabolic Systems • Assessment: Test 2 from 8-9 over week 3 & 4 Session 2: The Gastrointestinal System <ul style="list-style-type: none"> • Reading: E4 Goodman: The Gastrointestinal System • Assessment: Homework 5: Table for Hernia, Irritable Bowel Syndrome, GERD, and Appendicitis upload D2L before class at 8 AM.
Week 6 9/30-10/6	Session 1: The Renal and Urologic Systems <ul style="list-style-type: none"> • Reading: E5 Goodman: The Renal and Urologic Systems • Assessment: Homework 6: Table for Urinary Incontinence, Diastasis Recti, Renal Failure, Endometriosis and Urinary Tract Infections Session 2: The Female Reproductive System <ul style="list-style-type: none"> • Reading: E10 Goodman: The Female Reproductive System • Assessment: Homework 7: Table for Breast, Uterine, and Ovarian Cancer and Endometriosis upload D2L before class at 8 AM.
Week 7 10/7-10/13	Session 1: The Male Genital/Reproductive System <ul style="list-style-type: none"> • Reading: E9 Goodman: The Male Genital/Reproductive System • Assessment: Test 3 from 8-9 over week 5 & 6 Session 2: Makeup or Review <ul style="list-style-type: none"> • Reading: NA • Assessment: Paper / Poster Due
Week 8 10/14-10/16	Session 1: Assessment: Comprehensive Final

EVALUATION OF REQUIRED COURSE ASSIGNMENTS

Students' performance will be assessed, and the weight associated with the various measures/artifacts are listed below.

EVALUATION:

Evaluation of Course Requirements	Total Points Assigned	Weighted Percentage of Grade ** Overall course percentage of the grade will be determined by weighted assignments below.

<u>Departmental Exams:</u> Exam(s) will cover the objectives outlined in the instructional package.	3 tests 100 points each	60%
<u>Comprehensive Final:</u> Exam will cover the objectives outlined in the instructional package.	100 points	20%
<u>Paper /Poster:</u> Requirements and Rubric for grading will be published on D2L.	100	10%
<u>Homework:</u> Due dates posted on course schedule and a description of the assignment will be posted in D2L and Course Schedule	10 point each	10%
Total Points	Approx.: 500 points	100%

PART III: FACE 2 FACE (F2F) COURSE POLICIES

CLASSROOM DECORUM:

You are expected to treat your fellow students with respect. This means you should limit talking to your neighbor during lecture and do not start to pack up your materials before class is over. Finally, cell phones **MUST** be turned off or put on the vibration mode during class.

During an exam all electronic devices (cell phones, pagers, etc.) must be turned off and stored in a purse or backpack, they may not be visible to the student. The only exception to this policy will be on-call emergency personnel. For those individuals in this situation, please contact your professor on how to handle electronic devices during exams.

ATTENDANCE POLICY:

As stated in the Course Instructional Package, College policy states student must attend 80% of the class meetings.

Physical Therapist Assistant Program Classroom Attendance Policy:

An absence is defined as missing greater than 10 minutes of classroom time or leaving class early with more than 10 minutes remaining.

For a 15 week course (Fall and Spring) the allowed number of misses is as follows:

For MWF classes:

9 absences are allowed for lecture and 9 absences from lab, regardless of the reason.

For MW classes:

6 absences are allowed for lecture and 6 absences from lab, regardless of the reason

For TTh classes:

6 absences are allowed for lecture and 6 absences from lab, regardless of the reason

For Classes meeting once a week for lecture:

3 absences are allowed for lecture and 3 absences from lab, regardless of the reason.

For a 10 week course (Fall and Spring) the allowed number of misses is as follows:

For MWF classes:

6 absences are allowed for lecture and 6 absences from lab, regardless of the reason.

For MW classes:

4 absences are allowed for lecture and 4 absences from lab, regardless of the reason

For TTh classes:

4 absences are allowed for lecture and 4 absences from lab, regardless of the reason

For Classes meeting once a week for a lecture:

2 absences are allowed for lecture and 2 absences from lab, regardless of the reason.

For a 7 week course (Fall and Spring) the allowed number of misses is as follows:

For MWF classes:

4 absences are allowed for lecture and 4 absences from lab, regardless of the reason.

For MW classes:

2 absences are allowed for lecture and 2 absences from lab, regardless of the reason

For TTh classes:

2 absences are allowed for lecture and 2 absences from lab, regardless of the reason

For Classes meeting once a week for lecture:

1 absences are allowed for lecture and 1 absences from lab, regardless of the reason.

For a 6 week course the allowed number of misses is as follows:

MTWTH

4 absences for lecture and 4 absences from lab are allowed, regardless of the reason.

MW or TTH

2 absences for lecture and 2 absences from lab are allowed, regardless of the reason

TARDY POLICY:

Students are expected to be on time for class and to stay for the entire session.

A tardy is defined as missing up to 10 minutes of classroom time.

Three tardies will be counted as one class absence.

MAKE-UP TEST POLICY:

Makeup Assignments (Examinations, Skill Check Assessments, Laboratory Practical Competency Examinations, Homework, and Documentation)

- Examinations: Per the instructor's discretion, a missed examination may be made up with a deduction of 10% of the total score.
- Skill Check Assessments: If not performed on the scheduled day per the course schedule, a maximum score of 7.5 points will be given on the first attempted performance.
- Laboratory Practical Competency Examinations: If not performed on the scheduled day, the maximum score on the first attempt will be a 75% and will be considered the second attempt.
- Late assignments (i.e. Homework and documentation): Per the instructor's discretion, the assignment will have a deduction of 50% of the achieved score and no more than

two late assignments may be accepted.

**The instructor reserves the right for discretion on the above policy on a case by case basis.

Bonus

- Per the instructor's discretion, if a bonus activity is awarded for any assignment, no more than 5% of the total grade will be applied.

REQUIRED ON-SITE MEETINGS: SEE COURSE SCHEDULE