I. COURSE DESCRIPTION:
This course provides general knowledge of the athletic training profession, epidemiology of athletic injuries, the pre-participation physical exam, strength and conditioning of athletics, environmental concerns, protective equipment, emergency management of athletic injuries and sports nutrition. Materials fee required.

II. RATIONALE:
This course will provide information on medical terminology, risk management, general medical conditions and other topics that are related to the athletic trainer/sports medicine team relationship. This course is required for students majoring in Athletic Training and accepted into the Athletic Training Education Program at Texas A&M University-Corpus Christi. This course is to be taken concurrently with KINE 2191 (Clinical experiences in Athletic Training I) for all athletic Training majors. This is a preparatory course for students seeking to be a Certified Athletic Trainer (ATC) as they plan to sit for the Board of Certification (BOC) exam.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS AND/ OR ADMINISTRATORS/ COUNSELORS:

A. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

B. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

C. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.

D. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

E. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.
IV. TEExES COMPETENCIES & CAATE COMPETENCIES & PROFICIENCIES

a. TEExES COMPETENCIES:
Domain II – HEALTH-RELATED PHYSICAL FITNESS
Competency 008 – The teacher understands principles and activities for developing and maintain flexibility, posture, and muscular strength and endurance.

Domain III – THE PHYSICAL EDUCATION PROGRAM
Competency 013 – The teacher understands legal issues and responsibilities of physical education teachers in relation to supervision, planning and instruction, safety, first aid, and risk management.

PROGRAM STUDENT LEARNING OUTCOMES
A. BS in Athletic Training
   1. National Competencies & Proficiencies for Athletic Training (CAATE 4th Ed.)
   2. Depth and breadth of knowledge-state licensure.

B. BS Kinesiology EC-12 Kinesiology
   1. Knowledge of health-related physical fitness
   2. Knowledge of physical education programs

C. BS Kinesiology Exercise Science
   1. Knowledge of fitness and exercise
   2. Knowledge of anatomy and physiology

D. BS Kinesiology Pre-PT/OT
   1. Knowledge of Anatomy and Physiology
   2. Knowledge of fitness and exercise
   3. Knowledge of preventive care
   4. Knowledge of rehabilitation of injuries

b. NATIONAL COMPETENCIES & PROFICIENCIES FOR ATHLETIC TRAINING (CAATE 4th Ed.)

RISK MANAGEMENT:
Competency Code: Description:
- RM-CI: Explain the risk factors associated with physical activity.
- RM-C3: Identify and explain the epidemiology data related to the risk of injury and illness related to participation in physical activity.
- RM-C4: Identify and explain the recommended or required components of a pre-participation examination based on appropriate authorities’ rules, guidelines, and/or recommendations.
- **RM-C5**: Describe the basic concepts and practice of wellness screening.
- **RM-C6**: Describe the general principles of health maintenance and personal hygiene, including skin care, dental hygiene, sanitation, immunizations, avoidance of infectious and contagious diseases, diet, rest, exercise, and weight control.
- **RM-C7**: Explain the importance for all personnel to maintain current certification in CPR, automated external defibrillator (AED), and first aid.
- **RM-C8**: Explain the principles of effective heat loss and heat illness prevention programs. Principles include, but are not limited to, knowledge of the body’s thermoregulatory mechanisms, acclimation and conditioning, fluid and electrolyte replacement requirements, proper practice and competition attire, and weight loss.
- **RM-C9**: Explain the accepted guidelines, recommendations, and policy and position statements of applicable governing agencies related to activity during extreme weather conditions.
- **RM-C10**: Interpret data obtained from a wet bulb globe temperature (WGBT) or other similar device that measures heat and humidity to determine the scheduling, type, and duration of activity.
- **RM-C16**: Explain the basic principles associated with the use of protective equipment, including standards for the design, construction, fit, maintenance and reconditioning of protective equipment; and rules and regulations established by the associations that govern the use of protective equipment; and material composition.
- **RM-C19**: Explain the basic principles and concepts of home, school, and workplace ergonomics and their relationship to the prevention of illness and injury.
- **RM-C20**: Recognize the clinical signs and symptoms of environmental stress.

**Proficiencies instructed:**
- **RM-P4**: Select and fit appropriate standard protective equipment on the patient for safe participation in sport and/or physical activity. This includes but is not limited to:
  - **RM-P4.1**: Shoulder pads
  - **RM-P4.2**: Helmet/Headgear
  - **RM-P4.3**: Footwear
  - **RM-P4.4**: Mouthguard
  - **RM-P4.5**: Prophylactic Knee Brace
  - **RM-P4.6**: Prophylactic Ankle Brace
  - **RM-P4.7**: Other Equipment (as appropriate)
- **RM-P6**: Obtain, interpret, and make decisions regarding environmental data. This includes, but is not limited to the ability to:
  - **RM-P6.1**: Operate a sling psychrometer and/or wet bulb globe index
  - **RM-P6.2**: Formulate and implement a comprehensive, proactive emergency action plan specific to lightning safety
  - **RM-P6.3**: Access local weather/environmental information
  - **RM-P6.4**: Assess hydration status using weight charts, urine color charts, or specific gravity measurements

**DIAGNOSIS:**
- **D1-C14**: Describe the clinical signs and symptoms of environmental stress.
MEDICAL CONDITIONS:

- MC-C22: Explain the importance and proper procedures for measuring body temperature (e.g., oral, axillary, rectal).
- Proficiencies instructed
- MC-P4a: Vital signs including respiration (including asthma), pulse and circulation, and blood pressure
- MC-P4d: Body temperature

ACUTE CARE:

- AC-C1: Explain the legal, moral, and ethical parameters that define the scope of first aid and emergency care and identify the proper roles and responsibilities of the certified athletic trainer.
- AC-C2: Describe the availability, content, purpose, and maintenance of contemporary first aid and emergency care equipment.
- AC-C3: Determine what emergency care supplies and equipment are necessary for circumstances in which the athletic trainer is the responsible first responder.
- AC-C4: Know and be able to use appropriately standard nomenclature of injuries and illnesses.
- AC-C7: Identify the normal ranges for vital signs.
- AC-C15: Describe the appropriate use of aseptic or sterile techniques, approved sanitation methods, and universal precautions for the cleansing and dressing of wounds.
- AC-C17: Explain the application principles of rest, cold application, elevation, and compression in the treatment of acute injuries.
- AC-C23: Describe cervical stabilization devices that are appropriate to the circumstances of an injury.
- AC-C24: Describe the indications, guidelines, proper techniques and necessary supplies for removing equipment and clothing in order to evaluate and/or stabilize the involved area.
- AC-C25: Describe the effective management, positioning, and immobilization of a patient with a suspected spinal cord injury.
- AC-C26: Identify the appropriate short-distance transportation method, including immobilization, for an injured patient.
- AC-C29: Identify the signs, symptoms, and treatment of patients suffering from adverse reactions to environmental conditions.
- AC-C31: Describe the proper immobilization techniques and select appropriate splinting material to stabilize the injured joint or limb and maintain distal circulation.
- AC-C32: Describe the proper ambulatory aid and technique for the injury and patient.
- Proficiencies instructed:
- AC-P3: Implement appropriate emergency treatment strategies, including but not limited to:
  - AC-P3a: Activate an emergency action plan
  - AC-P3c: Establish and maintain an airway in a patient wearing shoulder pads, headgear or other protective equipment and/or with a suspected spine injury
AC-P3g: Normalize body temperature in situations of severe/life-threatening heat or cold stress
AC-P4: Perform a secondary assessment and employ the appropriate management techniques for non-life-threatening situations, including but not limited to:
AC-P4c: Environmental illness
AC-P4e: Acute asthma attack
AC-P4f: Different types of shock
AC-P4h: Acute musculoskeletal injuries (i.e. sprains, strains, fractures, dislocations)
AC-P4i: Spinal cord and peripheral nerve injuries
AC-P4k: Toxic drug overdose

PHARMACOLOGY:
PH-C9: Identify medications that might cause possible poisoning, and describe how to activate and follow the locally established poison control protocols.

PSYCHOSOCIAL:
PS-C9: Explain the basic principles of counseling (discussion, active listening, and resolution) and the various strategies that certified athletic trainers may employ to avoid and resolve conflicts among superiors, peers, and subordinates.
PS-C10: Identify the symptoms and clinical signs of common eating disorders and the psychological and sociocultural factors associated with these disorders.

NUTRITIONAL ASPECTS:
NU-C2: Describe the USDA’s “My Pyramid” and explain how this can be used in performing a basic dietary analysis and creating a dietary plan for a patient.
NU-C7: Explain principles of nutrition as they relate to the dietary and nutritional needs of the patient (e.g., role of fluids, electrolytes, vitamins, minerals, carbohydrates, protein, fat, and others).
NU-C9: Describe the principles, advantages, and disadvantages of ergogenic aids and dietary supplements used in an effort to improve physical performance.
NU-C12: Explain principles of weight control for safe weight loss and weight gain, and explain common misconceptions regarding the use of food, fluids, and nutritional supplements in weight control.
NU-C13: Explain consequences of improper fluid replacement.
NU-C14: Describe disordered eating and eating disorders (i.e., signs, symptoms, physical and psychological consequences, referral systems).

Proficiencies instructed:
NU-P3: Provide educational information about basic nutritional concepts, facts, needs, and food labels for settings associated with physically active individuals of a wide range of ages and needs.

ADMINISTRATION:
AD-C3: Identify current injury/illness surveillance and reporting systems.
AD-C7: Describe federal and state infection control regulations and guidelines, including universal precautions as mandated by the Occupational Safety and Health Administration
(OSHA), for the prevention, exposure, and control of infectious diseases and discuss how they apply to the athletic trainer.

- AD-C8: Identify key accrediting agencies for health care facilities (e.g., Joint Commission on Accreditation of Healthcare Organizations [JCAHO], Commission on Accreditation of Rehabilitation Facilities [CARF] and allied health education programs (e.g., Commission on Accreditation of Athletic Training Education [CAATE]) and describe their function in the preparation of health care professionals and the overall delivery of health care.
- AD-C15: Explain typical administrative policies and procedures that govern first aid and emergency care (e.g., informed consent and incident reports).
- AD-C17: Explain basic legal concepts as they apply to a medical or allied health care practitioner’s responsibilities (e.g., standard of care, scope of practice, liability, negligence, informed consent and confidentiality, and others).
- AD-C19: Describe strategic processes and effective methods for promoting the profession of athletic training and those services that athletic trainers perform in a variety of practice settings (e.g., high schools and colleges, professional and industrial settings, hospitals and community-based health care facilities, etc.).
- AD-C20: Differentiate the roles and responsibilities of the athletic trainer from those of other medical and allied health personnel who provide care to patients involved in physical activity and describe the necessary communication skills for effectively interacting with these professionals.
- AD-C21: Describe role and functions of various community-based medical, paramedical, and other health care providers and protocols that govern the referral of patients to these professionals.
- AD-C22: Describe basic components of organizing and coordinating a drug testing and screening program, and identify the sources of current banned-drug lists published by various associations.

PROFESSIONAL DEVELOPMENT:

- PD-C1: Explain the role and function of state athletic training practice acts and registration, licensure, and certification agencies including (1) basic legislative processes for the implementation of practice acts, (2) rationale for state regulations that govern the practice of athletic training, and (3) consequences of violating federal and state regulatory acts.
- PD-C2: Describe the process of attaining and maintaining national and state athletic training professional credentials.
- PD-C3: Describe the current professional development requirements for the continuing education of athletic trainers and how to locate available, approved continuing education opportunities.
- PD-C4: Describe the role and function of the governing structures of the National Athletic Trainers' Association.
- PD-C5: Differentiate the essential documents of the national governing, certifying, and accrediting bodies, including, but not limited to, the Athletic Training Educational Competencies, Standards of Practice, Code of Ethics, Role Delineation Study, and the Standards for the Accreditation of Entry-Level Athletic Training Education Programs.
PD-C7: Describe the role and function of the professional organizations and credentialing agencies that impact the athletic training profession.
PD-C8: Summarize the current requirements for the professional preparation of the athletic trainer.
PD-C9: Identify the objectives, scope of practice and professional activities of other health and medical organizations and professions and the roles and responsibilities of these professionals in providing services to patients.
PD-C16: Summarize the history and development of the athletic training profession.

V. COURSE OBJECTIVE/LEARNING OUTCOMES:

Given lectures, discussions, videos and/or field experiences the student will be able to:

1. The Athletic Trainer and the Sports Medicine Team:
   - Recognize the historical foundations of athletic training
   - Discuss the certification and licensure for the athletic trainer
   - Identify the various employment settings for the athletic trainer
   - Explain the function of support personnel in sports medicine
   - Identify the various professional organizations dedicated to athletic training and sports medicine

2. Health Care Administration in Athletic Training:
   - Identify policies and procedures that should be enforced in the athletic training room
   - Explain the importance of the pre-participation physical examination

3. Legal Concerns and Insurance Issue:
   - Analyze the legal considerations for the athletic trainer acting as a health care provider
   - Define legal concepts of tort, negligence, and assumption of risk
   - Identify measures that can be taken by both the coach and athletic trainer to minimize the chances of litigation
   - Explain product liability
   - Categorize the essential insurance requirements for the protection of the athlete
   - Classify the types of insurance necessary to protect the athletic trainer who is acting as a health care provider

4. Training and Conditioning:
   - Identify the principles of conditioning
   - Defend the importance of the warm-up and cool down periods
   - Evaluate the importance of flexibility, strength, and cardio-respiratory endurance for both athletic performance and injury prevention
   - Analyze specific techniques and principles for improving flexibility, muscular strength, and cardio-respiratory endurance
   - Discuss fitness testing and identify specific tests to assess various fitness parameters

5. Nutritional Considerations:
   - Distinguish the 6 classes of nutrients and describe their major functions
   - Explain the importance of good nutrition in enhancing performance and preventing injuries
   - Assess the advantages or disadvantages of supplementing nutrients in the athlete’s diet
   - Discuss the advantages and disadvantages of consuming a prevent meal
   - Differentiate between body weight and body composition
   - Explain the principle of caloric balance and how to assess it
- Evaluate methods for losing and gaining weight
- Recognize the signs of bulimia and anorexia nervosa

6. Environmental Considerations:
   - Describe the physiology of hyperthermia
   - Recognize the clinical signs of heat stress and how they can be prevented
   - Identify the causes of hypothermia and the major cold disorders and how they can be prevented
   - Examine the problems that high altitude might present to the athlete and explain how they can be managed
   - Review how an athlete should be protected from exposure to the sun
   - Describe precautions that should be taken in a lightning storm
   - List the problems that are presented to the athlete by air pollution and how they can be avoided
   - Discuss what effect circadian dysrhythmia can have on athletes and the best procedures for handling any problems that arise
   - Compare the effect of synthetic versus natural turf on the incidence of injury

7. Protective Sports Equipment:
   - Fit selected protective equipment properly (e.g., football helmets, shoulder pads, and running shoes)
   - Contrast the advantages and disadvantages of customized versus off-the-shelf foot and ankle protective devices

8. Mechanisms and Characteristics of Sports Trauma:
   - Analyze the biomechanical factors in sports injuries
   - Distinguish the major biomechanical forces occurring in sports injuries
   - Categorize the most common exposed skin injuries
   - Review the normal structures of soft tissue and identify the specific mechanical forces that cause skin, internal soft-tissue, synovial joint, and bone injuries
   - Define the terminology that describes injuries incurred during sports participation
   - Describe the various types of bone fractures
   - Explain how a nerve is injured

9. Acute Care and Emergency Procedures:
   - Establish a plan for handling emergency situations
   - Explain the importance of knowing cardiopulmonary resuscitation and how to manage an obstructed airway
   - Describe the types of hemorrhage and their management
   - Assess the types of shock and their management
   - Describe the emergency management of musculoskeletal injuries
   - Describe techniques for moving and transporting the injured athlete

10. Pharmacology, Drugs, and Sports:
    - Define the term drug
    - Identify various methods by which drugs can be administered
    - Analyze pharmacokinetics relative to absorption, distribution, metabolism, and excretion
    - Express legal concerns for administering medications to the athletic population
    - Recognize the problem of substance abuse in the athletic population
    - Describe the ergogenic aids used by athletes to improve performance
    - Discuss the use of alcohol, drugs, and tobacco by athletes
    - Evaluate the drug testing policies and procedures, and list the different types of banned drugs
VI. COURSE TOPICS:
The major topics to be considered are introduction to the profession of athletic training, epidemiology of athletic injuries, the pre-participation physical exam, strength and condition of athletes, pharmacology in athletic training, environmental concerns, protective equipment, emergency management of athletic injuries, and sports nutrition.

VII. INSTRUCTIONAL METHODS AND ACTIVITIES:
The course will include lecture/discussions, demonstrations, and clinical education (hands-on application).

GUEST SPEAKER: Points will be earned for completion of specific criteria on each speaker. This has to be completed during class time. No make-ups are allowed!

ASSIGNMENT: Points will be earned for completion of an assignment that will be due on a specified date. Specifics regarding the criteria of the assignment will be identified in class.

EXAMS: Exams must be taken in class during the scheduled class session. Make-up exams will only be allowed if the student was ill and has a physicians note stating such.
Examination material is taken from the class text book, notes and lecture.

QUIZ/LAB: Points will be earned based on performance from a quiz or lab. All work must be completed during the scheduled class period. No make up labs or “pop” quizzes are allowed.

ATTENDANCE:
Attendance is MANDATORY and promptness to class is expected. I will utilize a sign in sheet to track attendance. Your attendance may make a difference in your overall grade.

VIII. EVALUATION AND GRADE ASSIGNMENT:
Your grade in this class will be determined from a point percentage. The grade scale is as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100% = A</td>
<td>630 – 700 = A</td>
</tr>
<tr>
<td>80-89% = B</td>
<td>560 – 623 = B</td>
</tr>
<tr>
<td>70-79% = C</td>
<td>490 – 553 = C</td>
</tr>
<tr>
<td>60-69% = D</td>
<td>420 – 483 = D</td>
</tr>
<tr>
<td>Below 60% = F</td>
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</table>

Exams (3) = 300 points
Guest Speaker (3) = 75 points
Assignment = 25 points
Lab (5) = 100 points
Final Exam = 100 points
“Pop” Quiz (5) = 100 points
Total points = 700 points
# IX. COURSE SCHEDULE AND POLICIES:

**TENTATIVE COURSE SCHEDULE:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>R 8-23</td>
<td>Introduction/ Syllabus</td>
<td></td>
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<tr>
<td></td>
<td>#1. Professional Development: The Athletic Trainer and the Sports Medicine Team: Lecture</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>T 8-28</td>
<td>Guest Speaker: Terry Greenup Beeville Head Athletic Trainer</td>
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<tr>
<td>R 8-30</td>
<td>#2. Administration: Pre-Participation Physical Examinations: Lecture</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>T 9-04</td>
<td>#3. Administration: Legal Concerns and Insurance Issues: Lecture</td>
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</tr>
<tr>
<td>R 9-06</td>
<td>EXAM 1: (Ch. 1, 2, &amp; 3)</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>T 9-11</td>
<td>Results Exam 1. Lab1: (Pulse/ Blood Pressure)</td>
<td></td>
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<tr>
<td>R 9-13</td>
<td>#4. Training and Conditioning: Lecture</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>T 9-18</td>
<td>Guest Speaker: Jay Dawes Phd</td>
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<tr>
<td>R 9-20</td>
<td>#5. Nutritional considerations: Lecture</td>
<td>Chapter 5</td>
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<tr>
<td>T 9-25</td>
<td>#6. Environmental Considerations: Lecture</td>
<td>Chapter 6</td>
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<tr>
<td>R 9-27</td>
<td>Lecture continued:</td>
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<tr>
<td>T 10-02</td>
<td>Lab 2: (Measure Heat Index reading)</td>
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<tr>
<td>R 10-04</td>
<td>EXAM 2: (Ch. 4, 5, &amp; 6)</td>
<td></td>
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<tr>
<td>T 10-09</td>
<td>Results Exam 2 Introduce: Risk Management: Protective Sports Equip.</td>
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<tr>
<td>R 10-11</td>
<td>#7. Protective sports equipment: Lecture</td>
<td>Chapter 7</td>
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<tr>
<td>T 10-16</td>
<td>Lecture continued:</td>
<td></td>
</tr>
<tr>
<td>R 10-18</td>
<td>Lab 3: (Protective sports equipment)</td>
<td></td>
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<tr>
<td>T 10-23</td>
<td>#8. Mechanisms and Characteristics of Sports Trauma/ Psychosocial intervention: Lecture</td>
<td>Chapter 9/11</td>
</tr>
<tr>
<td>R 10-25</td>
<td>#9. Acute Care and Emergency Procedures: Lecture</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>T 10-30</td>
<td>Lecture continued:</td>
<td></td>
</tr>
<tr>
<td>R 11-01</td>
<td>Lab 4: (Acute Care &amp; Emergency Procedures)</td>
<td></td>
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<tr>
<td>T 11-06</td>
<td>Lab 5: (Spine boarding &amp; Splinting)</td>
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<tr>
<td>R 11-08</td>
<td>Guest Speaker: Blake George ATC LAT</td>
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<tr>
<td>T 11-13</td>
<td>EXAM 3: (Ch. 7, 9, &amp; 12)</td>
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<tr>
<td>R 11-15</td>
<td>Results Exam 3</td>
<td></td>
</tr>
<tr>
<td>T 11-20</td>
<td>Take home Assignment:</td>
<td></td>
</tr>
<tr>
<td>R 11-22</td>
<td>NO CLASS – THANKSGIVING HOLIDAY!!!</td>
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</tbody>
</table>
The instructor reserves the right to change the schedule to cover all subjects thoroughly. This is the first time this course has been offered. It is very likely that the SCHEDULE WILL CHANGE. Information presented in class may come from a source other than the textbook. If you miss a class you will need to obtain that material from a classmate. It is your responsibility! No make up tests will be given except under extreme circumstances. A physician’s note is necessary if you are ill. If you cannot reach me please contact the office of Student Affairs for assistance. 361-825-2612 or Visit at University Center, room 318.

Other Information:
Tutoring & Learning Center 361-825-5933
Call TALK2ME 825-5263
Student Affairs 825-612
University Counseling Center 825-2703

X. TEXTBOOK:

XI. BIBLIOGRAPHY:

XII. GRADE APPEALS
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
**Academic Honesty**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand;
2. Requirement to re-do work in question;
3. Requirement to submit additional work;
4. Lowering of grade on work in question;
5. Assigning grade of “F” to work in question;
6. Assigning grade of “F” for course;
7. Recommendation for more severe punishment.

If the faculty member determines that assigning a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

The faculty member may file a record of cases of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean and the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed (See XII above).
XIII. DISABILITIES ACCOMODATIONS

Americans with Disabilities Act (ADA) - The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall (CCH)116

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.