Course Number and Section:  KINE 4326.001
Name of Instructor: Mary Williams MA, ATC, LAT
Class meeting time and location: Island Hall 268
Office: Island Hall 179E
Fall 2012
Office Telephone: 361-825-2169
Office Hours: M & W 3:30-4:30pm; T noon-2pm; W 9-10am; F 1-2pm.
E-Mail: mary.williams@tamucc.edu
Meetings can also be scheduled by appointment.

I. Course Description
KINE 4326 provides information about team physician and athletic trainer relationships, physical examinations, emergency equipment, medical terminology, athletic injuries, and problems related to the team physician. Prerequisite: KINE 3318 (Prevention & Care of Athletic Injuries).

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 4193 (Clinical Experiences in Athletic Training VII) 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:
   1. 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.
   2. 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.
   3. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.
   4. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
   5. 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. TExES Competencies AND CAATE Competencies & Proficiencies:
   a. TExES Competencies: N/A
   b. NATIONAL COMPETENCIES & PROFICIENCIES FOR ATHLETIC TRAINING (CAATE 4th Ed.)

   Risk Management Competencies Instructed & Evaluated:
   • RM-C2: Identify and explain the risk factors associated with common congenital and acquired abnormalities, disabilities, and diseases.
   • RM-C14: Explain the precautions and risks associated with exercise in special populations.
   • RM-C15: Describe the components for self-identification of the warning signs of cancer.

   Pathology Competencies Instructed & Evaluated:
   • PA-C5: Describe the etiology, pathogenesis, pathomechanics, signs, symptoms, and epidemiology of common orthopedic injuries, illnesses and diseases to the body’s systems.

   Diagnosis Competencies Instructed & Evaluated:
   • DI-C16: Explain medical terminology and abbreviations necessary to communicate with physicians and other health care professionals.

   Medical Condition Competencies Instructed & Evaluated:
• MC-C1: Describe and know when to refer common congenital or acquired abnormalities, physical disabilities, and diseases affecting people who engage in physical activity throughout their life span (e.g., arthritis, diabetes).
• MC-C2: Understands the effects of common illnesses and diseases in physical activity.
• MC-C3: Describe common techniques and procedures for evaluating common medical conditions and disabilities including taking a history, inspection/observation, palpation, functional testing, special evaluation techniques (e.g. assessing heart, lung and bowel sounds), and neurological and circulatory tests.
• MC-C4: Describe and know when to refer common eye pathologies from trauma and/or localized infection (e.g. conjunctivitis, hyphema, corneal injury, sty, scleral trauma).
• MC-C5: Describe and know when to refer common ear pathologies from trauma and/or localized infection (e.g., otitis, ruptured tympanic membrane, impacted cerumen).
• MC-C6: Describe and know when to refer common pathologies of the mouth, sinus, oropharynx, and nasopharynx from trauma and/or localized infection (e.g., gingivitis, sinusitis, laryngitis, tonsillitis, pharyngitis).
• MC-C7: Describe and know when to refer common and significant respiratory infections, thoracic trauma, and lung disorders. (e.g., influenza, pneumonia, bronchitis, rhinitis, sinusitis, upper-respiratory infection (URI), pneumothorax, hemothorax, pneumomediastinum, exercise-induced bronchospasm, exercise-induced anaphylaxis, asthma).
• MC-C8: Explain the importance and proper use of a peak flowmeter or similar device in the evaluation and management of respiratory conditions.
• MC-C9: Describe strategies for reducing the frequency and severity of asthma attacks.
• MC-C10: Explain the possible causes of sudden death syndrome.
• MC-C11: Describe and know when to refer common cardiovascular and hematological medical conditions from trauma, deformity, acquired disease, conduction disorder, and drug abuse (e.g., coronary artery disease, hypertrophic cardiomyopathy, heart murmur, mitral valve prolapse, commotion cordis, Marfan’s syndrome, peripheral embolism, hypertension, arrhythmogenic right venricular dysplasia, Wolf-Parkinson-White syndrome, anemias, sickle cell anemia and sickle cell trait [including rhabdomyolysis], hemophilia, deep vein thrombosis, migraine headache, syncope).
• MC-C12: Describe and know when to refer common medical conditions that affect the gastrointestinal and hepatic-biliary systems from trauma, chemical and drug irritation, local and systemic infections, psychological stress, and anatomic defects (e.g., hepatitis, pancreatitis, dyspepsia, gastroesophageal reflux, peptic ulcer, gastritis and gastroenteritis, inflammatory bowel disease, irritable bowel syndrome, appendicitis, sports hernia, hemorrhoids, splenomegaly, liver trauma).
• MC-C13: Describe and know when to refer common medical conditions of the endocrine and metabolic systems from acquired disease and acute and chronic nutritional disorders (e.g., diabetes mellitus and insipidus, hypothyroidism, Cushing’s syndrome, thermoregulatory disorders, gout, osteoporosis).
• MC-C14: Describe and know when to refer common medical conditions of the renal and urogenital systems from trauma, local infection, congenital and acquired disease, nutritional imbalance, and hormone disorder (e.g., kidney stones, genital trauma, gynecomastia, monorchidism, scrotum and testicular trauma, ovarian and testicular cancer, breast cancer, testicular torsion, varicoceles, endometriosis, pregnancy and ectopic pregnancy, female athlete triad, primary amenorrhea, oligomenorrhea, dysmenorrhhea, kidney laceration or contusion, cryptorchidism).
• MC-C15: Describe and know when to refer common and/or contagious skin lesions from trauma, infection, stress, drug reaction, and immune responses (e.g., wounds, bacteria lesions, fungal lesions, viral lesions, bites, acne, eczema dermatitis, ringworm).
• MC-C16: Describe and know when to refer common medical conditions of the immune system from infection, congenital and acquired disease, and unhealthy lifestyle. (e.g., arthritis, gout, upper respiratory tract infection [URTI], influenza, pneumonia, myocarditis, gastrointestinal infection, urinary tract infection [UTI], sexually transmitted diseases [STDS], pelvic inflammatory disease, meningitis, osteomyelitis, septic artherosis, chronic fatigue and overtraining, infectious mononucleosis, human immunodeficiency virus (HIV) infection and AIDS, hepatitis B virus infection, allergic reaction and anaphylaxis, childhood infectious diseases [measles, mumps, chickenpox]).
• MC-C17: Describe and know when to refer common neurological medical disorders from trauma, anoxia, drug toxicity, infection, and congenital malformation (e.g., concussion, postconcussion syndrome, second-impact syndrome, subdural and epidural hematoma, epilepsy, seizure, convulsion disorder, meningitis, spina bifida, cerebral palsy, chronic regional pain syndrome [CRPS], cerebral aneurysm).
• MC-C18: Describe and know when to refer common psychological medical disorders from drug toxicity, physical and emotional stress, and acquired disorders (e.g., substance abuse, eating disorders/disordered eating, depression, bipolar disorder, seasonal affective disorder, anxiety disorders, somatoform disorders, personality disorders, abusive disorders, and addiction).

• MC-C19: Describe a plan to access appropriate medical assistance on disease control, notify medical authorities, and prevent disease epidemics.

• MC-C20: Describe and know when to refer common cancers (e.g., testicular, breast).

• MC-C21: Describe and know when to refer common injuries or conditions of the teeth (e.g., fractures, dislocations, caries).

• MC-C22: Explain the importance and proper procedures for measuring body temperature (e.g., oral, axillary, rectal).

**Medical Condition Proficiencies Instructed:**

• MC-P1: Obtain a medical history of the patient that includes a previous history and a history of the present condition.

• MC-P2: Perform a visual observation of the clinical signs associated with common injuries and/or illnesses including deformity, edema/swelling, discoloration, and skin abnormalities.

• MC-P3: Palpate the bones and soft tissues, including the abdomen, to determine normal or pathological characteristics.

• MC-P4: Apply commonly used special tests and instruments (e.g., otoscope, stethoscope, ophthalmoscope, peak flowmeter, chemical “dipsticks” [or similar devices]) and document the results for the assessment of:
  - MC-P4a: Vital signs including respiration (including asthma), pulse and circulation, and blood pressure
  - MC-P4b: Heart, lung, and bowel sounds
  - MC-P4c: Pupil response, size and shape, and ocular motor function
  - MC-P4d: Body temperature
  - MC-P4e: Ear, nose, throat and teeth
  - MC-P4f: Urinalysis

**Acute Care Competencies Instructed & Evaluated:**

• AC-C7: Identify the normal ranges for vital signs.

• AC-C16: Describe the injuries and illnesses that require medical referral.

• AC-C19: Identify the signs and symptoms of head trauma, including loss of consciousness, changes in standardized neurological function, cranial nerve assessment, and other symptoms that indicate underlying trauma.

• AC-C20: Explain the importance of monitoring a patient following a head injury; including obtaining clearance from a physician before further patient participation.

• AC-C21: Define cerebral concussion, list the signs and symptoms of concussions, identify the methods for determining the neurocognitive status of a patient who sustains a concussion and describe contemporary concepts for the management and return-to-participation of a patient who sustains a concussion.

• AC-C27: Identify the signs, symptoms, possible causes, and proper management of the following:
  - AC-C27a: Different types of shock
  - AC-C27b: Diabetic coma
  - AC-C27c: Seizures

• AC-C30: Identify information obtained during the examination to determine when to refer an injury or illness for further or immediate medical attention.

**Acute Care Proficiencies Instructed:**

• AC-P4: Perform a secondary assessment and employ the appropriate management techniques for non-life-threatening situations, including but not limited to:
  - AC-P4f: Different types of shock
  - AC-P4j: Diabetic coma
  - AC-P4k: Toxic drug overdose
  - AC-P4l: Allergic, thermal, and chemical reactions of the skin (including infestations and insect bites)

**Psychosocial Competencies Instructed & Evaluated:**

• PS-C6: Explain the importance of providing health care information to patients, parents/guardians, and others regarding the psychological and emotional well being of the patient.
- **PS-C7:** Describe the roles and function of various community-based health care providers (to include, but not limited, to: psychologists, counselors, social workers, human resources personnel) and the accepted protocols that govern the referral of patients to these professionals.
- **PS-C8:** Describe the theories and techniques of interpersonal and cross-cultural communication among athletic trainers, their patients, and others involved in the health care of the patient.
- **PS-C10:** Identify the symptoms and clinical signs of common eating disorders and the psychological and sociocultural factors associated with these disorders.
- **PS-PC12:** Describe the basic signs and symptoms of mental disorders (psychoses), emotional disorders (neuroses, depression), or personal/social conflict (family problems, academic or emotional stress, personal assault or abuse, sexual assault, sexual harassment), the contemporary personal, school, and community health service agencies, such as community-based psychological and social support services that treat these conditions and the appropriate referral procedures for accessing these health service agencies.
- **PS-C14:** Explain the potential need for psychosocial intervention and referral when dealing with populations requiring special consideration (to include but not limited to those with exercise-induced asthma, diabetes, seizure disorders, drug allergies and interactions, unilateral organs, physical and/or mental disability).

**Nutrition Proficiencies Instructed:**
- **NU-P2:** Calculate energy expenditure, caloric intake and BMR.

**Professional Development:**
- **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.

**V. Course Objectives and Outcomes**

1. Discuss the basic difference between orthopedic and general medical assessment
2. Use proper communication as a tool in the general medical assessment of the physically active person
3. Implementation of laws that govern care and privacy of patients
4. Apply principles of disease transmission
5. Understand issues concerning sport qualification
6. Describe a basic general medical examination, including a comprehensive history and physical exam
7. Describe and demonstrate the proper use of evaluation tools and techniques for assessment of general health
8. Demonstrate proper evaluation during a preparticipation examination
9. Apply the basics of auscultation, and assessment of vital signs to determine any abnormalities
10. Describe the anatomy and function of the nervous system
11. Recognize and assess an athlete with a suspected concussion or other head injury
12. Describe and implement a return to play progression for an athlete after a sport-related concussion
13. Recognize and refer an individual with signs or symptoms of a life-threatening neurological condition
14. Describe chronic neurological conditions and their effect on athletic participation
15. Differentiate and determine when to make a referral to a physician for further neurological evaluation
16. Describe the basic anatomy of the ear, nose, throat, eye, and skull
17. Perform a basic evaluation of the ear, nose, mouth, throat, face and eye identifying normal and pathological conditions
18. Identify the implications for participation in athletics with various conditions of the ear, nose, mouth, throat, and eye
19. Describe the basic anatomy and physiology of the respiratory system
20. Define common normal and abnormal respiratory patterns
21. Identify characteristics of normal and abnormal breath sounds
22. Recognize common pathological conditions including signs and symptoms, differential assessment, referral, standard medical treatment, and implications for participation in athletics
23. Understand the anatomy and physiology of the cardiovascular system
24. Understand cardiovascular adaptations to exercise
25. Identify various cardiac arrhythmias
26. Identify signs and symptoms of cardiovascular abnormalities
27. Know when to refer an athlete to a physician for further cardiovascular abnormalities
28. Recognize signs and symptoms of common systemic ailments
29. Relate the warning signs of malignancies involving the lymphatic system and blood
30. Recognize and refer those with signs and symptoms of a malfunctioning thyroid
31. Recognize and refer those with signs and symptoms of diabetes
32. Describe the basic anatomy of the abdomen and gastrointestinal system
33. Recognize conditions of the gastrointestinal system that require referral
34. Describe appropriate initial management of common disorders of the gastrointestinal tract
35. Recognize conditions of the gastrointestinal system that may preclude the athlete from participation, and which symptoms are self-limiting
36. Name common genitourinary and gynecological disorders
37. Describe conditions of the genitourinary and gynecological system that warrant referral
38. Refer patients with signs or symptoms of an STI to a physician
39. Understand signs and symptoms of cancer and preventative measures including self-examinations
40. Recognize signs of common substance abuse, psychological disorders, and disordered eating.
41. Intervene appropriately with individuals who demonstrate signs and symptoms of substance abuse and psychological disorders
42. Identify a variety of educational and supportive resources that are available to both professionals and patients affected by these disorders
43. Explain common infection transmission routes and their prevention
44. Describe the importance of maintaining immunization against diseases for which there is a vaccine
45. Identify the signs and symptoms of common infectious diseases
46. Describe the anatomy of the integumentary system
47. Recognize signs and symptoms of common skin conditions
48. Contrast the differences among viral, fungal, and bacterial skin conditions
49. Differentiate which acute skin conditions are contraindicated for certain athletic participation
50. Discuss components of the general medical history necessary when assessing persons with selected disabilities
51. Recognize the importance of the preparticipation physical examination in identifying baseline norms in the athlete with a disability
52. Identify the interaction of disability-related attributes with illness-related characteristics
53. Define medical terminology
54. Analyze the component parts of a medical term to determine meaning
55. Define the basic terms and abbreviations used in documentation

VI. Course Topics
The major topics to be considered include pathology and diagnosis of general medical conditions, communication using medical terminology, knowledge of psychosocial considerations and making appropriate referrals.

VII. Instructional Methods and Activities
A. Traditional Experience: The course will include lecture, discussions, demonstrations, and practical application of the information. Research papers on topics discussed in class will also be included.
B. Clinical Experiences: There will be some opportunity for hands-on learning in the form of lab exercises.

VIII. Evaluation and Grade Assignment
A. Your grade in this class will be determined from a point percentage. Points will be given for written exams, quizzes, papers, and mini-labs. The grading scale is as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Exams</td>
<td>3 @ 100 points (300 points)</td>
</tr>
<tr>
<td>Quizzes</td>
<td>5-10 @ 10-20 points (~50 points)</td>
</tr>
<tr>
<td>Assignments</td>
<td>13 @ 10-20 points (~150 points)</td>
</tr>
<tr>
<td>Research Paper</td>
<td>1 @ 150 points</td>
</tr>
<tr>
<td>Labs</td>
<td>3 @ 20 points (~60 points)</td>
</tr>
<tr>
<td>Total possible</td>
<td>~660 points</td>
</tr>
</tbody>
</table>
B. Grading Scale:
- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- Below 60% = F

C. Final Exam:
The final exam will be held in accordance with the University’s final exam schedule (found on SAIL).

IX. Class Schedule and Policies: *The instructor reserves the right to change the schedule to cover all subjects thoroughly and make adjustments for the size and need of the class members. Any changes to exam dates will be announced prior to the exam.*

A. Tentative COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/22</td>
<td>Syllabus Review and Introduction - Ch 1</td>
<td></td>
</tr>
<tr>
<td>8/27</td>
<td>The Medical Exam and Diagnostic Testing - Ch 2 &amp; 3</td>
<td>Scope of Practice Assignment Due</td>
</tr>
<tr>
<td>8/29</td>
<td>Introduction to Medical Terminology - MT Ch 1</td>
<td></td>
</tr>
<tr>
<td>9/3</td>
<td>No Class – Labor Day</td>
<td></td>
</tr>
<tr>
<td>9/5</td>
<td>Skills Day – Assessing Height, Weight, BP, Pulse Rate and Rhythm, Respiratory Rate and Rhythm, Temperature, Visual Acuity</td>
<td>Lab Day</td>
</tr>
<tr>
<td>9/10</td>
<td>Head Injuries &amp; Neurological Conditions – Ch 11</td>
<td>PPE Assignment Due</td>
</tr>
<tr>
<td>9/12</td>
<td>Head Injuries &amp; Neurological Conditions – Ch 11</td>
<td>MT Ch 1 Assignment Due</td>
</tr>
<tr>
<td>9/17</td>
<td>Facial Injuries (ear, nose, throat &amp; mouth) – Ch 13</td>
<td></td>
</tr>
<tr>
<td>9/19</td>
<td>Facial Injuries (ear, nose, throat &amp; mouth) – Ch 13</td>
<td>MT Ch 2 Assignment Due</td>
</tr>
<tr>
<td>9/24</td>
<td>Facial Injuries (eye) – Ch 12</td>
<td></td>
</tr>
<tr>
<td>9/26</td>
<td>Skills Day – Neurological Testing, Balance Testing, Using an Opthalmoscope, Using an Otoscope</td>
<td>Lab Day</td>
</tr>
<tr>
<td>10/1</td>
<td>Exam I</td>
<td>Review of NATA Position Paper on Sport Related Concussions and laws and guidelines Due</td>
</tr>
<tr>
<td>10/3</td>
<td>Respiratory Conditions – Ch 7</td>
<td></td>
</tr>
<tr>
<td>10/8</td>
<td>Respiratory Conditions – Ch 7</td>
<td>MT Ch 3 Assignment Due</td>
</tr>
<tr>
<td>10/10</td>
<td>Cardiovascular Conditions – Ch 8</td>
<td></td>
</tr>
<tr>
<td>10/15</td>
<td>Cardiovascular Conditions – Ch 8</td>
<td>Review of NATA Position Paper on Sickle Cell Trait Due</td>
</tr>
<tr>
<td>10/17</td>
<td>Sudden Death</td>
<td></td>
</tr>
<tr>
<td>10/22</td>
<td>Skills Day – Auscultation of Heart and Lung Sounds, Pulse Oximeter, and Peak Flow Meter</td>
<td>Lab Day</td>
</tr>
<tr>
<td>10/24</td>
<td>Systemic and Endocrine Disorders – Ch 14</td>
<td>Review of NATA Position Paper on Sudden Death Due</td>
</tr>
<tr>
<td>10/29</td>
<td>Systemic and Endocrine Disorders – Ch 14</td>
<td></td>
</tr>
<tr>
<td>10/31</td>
<td>Exam II</td>
<td></td>
</tr>
<tr>
<td>11/5</td>
<td>Gastrointestinal Conditions – Ch 9</td>
<td>MT Ch 4 Assignment Due</td>
</tr>
<tr>
<td>11/7</td>
<td>Gastrointestinal Conditions – Ch 9</td>
<td></td>
</tr>
<tr>
<td>11/12</td>
<td>Genitourinary and Gynecological Conditions – Ch 10</td>
<td></td>
</tr>
</tbody>
</table>
B. Class Policies

**Attendance, Schedule and Exams**
The instructor reserves the right to change the schedule to cover all subjects thoroughly. Any changes in test dates will be announced in class at least one class prior to printed test date. Information presented in class may come from a source other than the textbooks. If you miss a class you need to obtain that material from a classmate or myself. It is to your benefit to attend class every day. **No make-up tests will be given except under extreme circumstances.** A physician’s note is necessary if you are ill. Those who know they will be missing an exam are required to speak with instructor in advance so that arrangements can be made to take the exam early. Attendance is STRONGLY encouraged. Class participation is STONGLY encouraged, and points will be given based on participation on lab days.

**Technology - Blackboard**
The course syllabi, schedule, e-mail and discussion are available for this course on the campus Blackboard. Grades will be updated and posted via Blackboard. Any questions about course materials and/or content should be directed towards this on-line tool first. Announcements and e-mail will be sent by the instructor should there be any changes to the schedule (please check this often).

**Quizzes**
Quizzes may be unannounced. Make-up quizzes will not be given unless the student is excused from class by the university (athletes etc.) or by a physician. Quizzes will be brief and may include multiple choice and/or short answer questions.

**Papers**
One paper will be assigned over the course of the semester. Length requirement is 8-10 pages (double spaces & 12 point font) and topics will be assigned. A bibliography should be included for resources used in proper APA style format. Critical appraisal of the evidence is expected following the evidence-based practice model. Papers may be e-mailed to me or given in hard-copy **on or before the due date.** Papers will not be accepted past midnight on the due date. A rubric of requirements and grading can be found on blackboard.

**Labs**
Labs will take place during scheduled class time and will include hands-on applications of the materials covered during the lecture. Points are given based on participation. **Points can only be credited if the student attends class.** Scheduled dates for labs may change from the course schedule to accommodate for time, environment etc.

**Assignments**
Assignments may include reading or sharing articles or information pertaining to health-care professions. Additionally, medical terminology assignments will be assigned throughout the course of the semester. Late assignments will not be accepted for points.

**Mutual Respect**
It is expected that everyone is respectful of the learning environment. Thus, any activity or behavior that is a distraction (i.e. cell phone use, internet surfing, sleeping, talking in individual groups) will be addressed immediately, and may result in the instructor asking that individual to leave the room. If you are expecting an important phone call, please excuse yourself from the classroom.
Academic Honesty
As per the university catalog, "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). 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.

X. Textbooks
The textbooks adopted for this course:


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/provo/unioulsrules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disability Accommodations
The Americans with Disabilities Act (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 disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 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.