



TEXAS A&M UNIVERSITY
SAN ANTONIO

EDKN 4324 Chron Dis 1

College of Education & Human Development
Department of Counseling, Health, & Kinesiology

EDKN 4324 Exercise in Chronic Disease
FA 2025

<u>Instructor:</u>	John Smith, Ph.D. EP-C Office: STEM 142-I Office Phone: 210-784-2536 Office Hours: MW 10:00-11:00am, 2:00-3:00pm; TR 2:30-4:00pm Appt Anytime E-mail: john.smith@tamusa.edu
<u>Class Time:</u>	M (in-person) W (Blackboard) 11:00-12:15pm
<u>Class Location:</u>	STEM 269
<u>Required Text:</u>	Moore, G.E., Durstine, J.L., Painter, P.L. (2016). <i>ACSM's Exercise Management for Persons with Chronic Diseases and Disabilities</i> (4 rd ed). Champaign: Human Kinetics. ISBN: 9781492586098 Click to purchase the book: A&M-SA Campus Bookstore (EDKN 4324)
<u>Recommended Text:</u>	N/A
<u>Supplies:</u>	N/A
<u>Catalog Description:</u>	Special exercise testing and exercise program design/implementation considerations for individuals with commonly seen chronic diseases and disabilities. Basic pathophysiologies are presented. Prerequisites: junior standing, 15 credit hours in kinesiology, and EDKN 4326: Basic Exercise Physiology.
<u>Course Objective:</u>	To provide a pathophysiological overview of various cardiovascular, pulmonary, metabolic, immunological/hematological, orthopedic, neuromuscular, cognitive, emotional, and sensory disorders. A major portion of the course deals with exercise management in people with these diseases/disabilities and, in particular, instruction on the special exercise testing and prescription considerations for these populations.

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Student Learner Outcomes: Upon completion of this course, each student will be able to:

1. Demonstrate an understanding of the basic pathophysiology of commonly seen metabolic, cardiovascular and pulmonary diseases, immunological/hematological disorders and related conditions.
2. Explain the effects of various metabolic, cardiovascular/pulmonary diseases, immunological/hematological disorders, and related conditions on the physiological response to acute exercise, and the effect of chronic exercise (i.e., exercise training) on individuals with these diseases and/or related conditions.
3. Modify, according to ACSM guidelines, typical exercise testing protocols and exercise training prescriptions when working with individuals with various metabolic, cardiovascular and pulmonary diseases, immunological/hematological disorders, and related conditions.
4. Demonstrate an understanding of the basic pathophysiology of commonly seen orthopedic diseases/disabilities and related conditions.
5. Explain the effects of various orthopedic diseases/disabilities and related conditions on the physiological and biomechanical responses to acute exercise and the effect of chronic exercise (i.e., exercise training) on individuals with these diseases/disabilities and/or related conditions.
6. Modify, according to ACSM guidelines, typical exercise testing protocols and exercise training prescriptions when working with individuals with various orthopedic diseases/disabilities and related conditions.
7. Demonstrate an understanding of the basic pathophysiology of commonly seen neuromuscular disorders and related conditions, including: stroke/head injury, spinal cord injury, muscular dystrophy, epilepsy, multiple sclerosis, polio/post-polio syndrome, amyotrophic lateral sclerosis, cerebral palsy, and Parkinson's disease.
8. Explain the effects of various neuromuscular disorders and related conditions on the physiological and biomechanical responses to acute exercise and the effect of chronic exercise (i.e., exercise training) on individuals with these disorders and/or related conditions.
9. Modify, according to ACSM guidelines, typical exercise testing protocols and exercise training prescriptions when working with individuals with various neuromuscular disorders and related conditions.
10. Demonstrate an understanding of the basic pathophysiology of commonly seen cognitive/emotional/sensory disorders and related conditions.
11. Explain the effects of various cognitive/emotional/sensory disorders and related conditions on the physiological and psychological responses to acute exercise and the effects of chronic exercise (i.e., exercise training) on individuals with these disorders and/or related conditions.
12. Modify, according to ACSM guidelines, typical exercise testing protocols and exercise training prescriptions when working with individuals with various cognitive/emotional/sensory disorders and related conditions.
13. Effectively communicate knowledge of a specific aspect of exercise management in a given chronic disease or disability in verbal and written form through a presentation on the topic.

TEA Standards: NAACSM KSAs (EP-C):

- 1.7.3 Knowledge of the benefits and precautions associated with resistance and endurance training in older adults
- 1.2.2 Knowledge of cardiovascular, respiratory, metabolic, and musculoskeletal risk factors that may require further evaluation by a medical or allied health professional before participation in physical activity
- 1.2.4 Knowledge to define the following terms: total cholesterol (TC), high-density lipoprotein cholesterol (HDL-C), TC/HDL-C ratio, low-density lipoprotein cholesterol (LDL-C), triglycerides, hypertension, and atherosclerosis
- 1.2.5 Knowledge of plasma cholesterol levels for adults as recommended by the National Cholesterol Education Program
- 1.2.6 Knowledge of the risk factor concept of CAD and the influence of heredity and lifestyle on the development of CAD
- 1.2.7 Knowledge of the atherosclerotic process, the factors involved in its genesis and progression, and the potential role of exercise in treatment
- 1.2.8 Knowledge of how lifestyle factors, including nutrition, physical activity, and heredity, influence lipid and lipoprotein profiles
- 1.7.8 Knowledge of common orthopedic and cardiovascular considerations for older participants and the ability to describe modifications in exercise prescriptions that are indicated
- 1.7.20 Knowledge of the concepts of "Activities of Daily Living" (ADLs) and its importance in the overall health of the individual
- 1.7.40 Ability to explain and implement exercise prescription guidelines for apparently healthy clients, increased risk clients, and clients with controlled disease
- 3.2.1 Knowledge of respiratory risk factors or conditions that may require consultation with medical personnel before testing or training, including asthma, exercise-induced bronchospasm, extreme breathlessness at rest or during exercise, bronchitis, and emphysema
- 4.2.1 Knowledge of metabolic risk factors or conditions that may require consultation with medical personnel before testing or training, including body weight more than 20% above optimal, BMI>30, thyroid disease, diabetes or glucose intolerance, and hypoglycemia
- 5.2.1 Knowledge of musculoskeletal risk factors or conditions that may require consultation with medical personnel before testing or training, including acute or chronic back pain, osteoarthritis, rheumatoid arthritis, osteoporosis, tendonitis, and low back pain

- 1.1.35 Knowledge of the effect of the aging process on the musculoskeletal and cardiovascular structure and function at rest, during exercise, and during recovery
- 1.2.1 Knowledge of the physiological and metabolic responses to exercise associated with chronic disease (heart disease, hypertension, diabetes mellitus, and pulmonary disease)
- 1.6.1 Describe percutaneous coronary and peripheral interventions (e.g., PTCA, stent) as an alternative to medical management or bypass surgery
- 1.6.2 Describe indications and limitations for medical management and interventional techniques in different subsets of individuals with CAD and PAD
- 1.7.2 Knowledge of the benefits and risks associated with exercise training in prepubescent and postpubescent youth
- 1.7.22 Skill to teach and demonstrate appropriate modification in specific exercises for the following groups: older adults, pregnant and postnatal women, obese persons, and persons with low back pain
- 1.7.41 Ability to adapt frequency, intensity, duration, mode, progression, level of supervision, and monitoring techniques in exercise programs for patients with controlled chronic disease (e.g., heart disease, diabetes mellitus, obesity, hypertension) musculoskeletal problems pregnancy, and/or postpartum, and exercise-induced asthma
- 2.2.3 Knowledge of the pathophysiology of hypertension, obesity, hyperlipidemia, diabetes, chronic obstructive pulmonary disease, arthritis, osteoporosis, chronic diseases, and immunosuppressive disease
- 2.2.4 Knowledge of the effects of the above diseases and conditions on cardiorespiratory and metabolic function at rest and during exercise

Class Attendance:

A vital part of every student's education is regular attendance of class meetings. Any absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member to the Provost and Vice President for Academic Affairs.

- Quizzes, assignments, and other work related to weekly topics will be completed inside and/or outside of class. In-class quizzes, assignments, and other work missed because of absence will *not* be made up.
- Any day not present for class, whether virtual or in-person, will incur a **2-point deduction** on your overall grade unless you have a valid excuse (see below). Absence during any presentation activity will result in a **20 point** deduction that will take place on the written assignment for that presentation unless you have a valid excuse (see below).
- You will have **10 points** deducted from your presentation grade for each day you are not present for other presentations. **Five points** will be deducted from your presentation grade for each presentation you are tardy or leave early.

1. The general policy outlined by the University will be followed as stated in the [Student Handbook](#). There are no 'free' unexcused absences.
2. The instructor's policy for this course includes:
 - a. Your presence is expected in class daily except for emergencies. Students assume responsibility for any material missed in class. Arrange to pick up handouts as soon as possible. It is YOUR responsibility to make up missed work.
 - b. Requests to be absent from class for official University business (athletics, field trips, student government, etc.) shall be made prior to the anticipated absence. Arrangements for missed work will be made at that time.
 - c. If you miss an exam or quiz or do not show up on the day of a presentation or when an assignment is due without **prior arrangement** with the instructor, no make-up will be allowed unless there is a *documented* emergency.
 - i. If there is an emergency (hospital, funeral, etc.) please contact me the day of the problem or the day you missed class.
 - ii. If you cannot participate in a lab you must have documentation (hurt ankle, sick, etc.), otherwise you will receive half credit for being there but not participating.
 1. This includes not participating in one or more assessments for that lab.
 - iii. If you completely miss a lab and have no documentation, 20 points will be deducted from the written assignment
 - d. Points will be deducted from any participation grade that may be required of class as a result of unexcused absences.
 - i. Excused absences: *In the event that you need to be away for a given period of time (e.g. funerals, hospital stays, family emergencies, military duty, etc.), you should contact [Student Counseling Center](#) (210-784-1331 (or 1329); StuCounseling@tamusa.edu or StuWellness@tamusa.edu). If you will be missing more than a week of classes (whether continuous or not), inform them of the situation and they can send a notice to all your instructors rather than you having to explain to each of them your circumstances.*
 - e. Do not make doctor's appointments on the days of class, tests, labs, or presentations.

Grading Policy & Course Requirements: To achieve the course objectives, the class will involve: Lecture, individual assignments, laboratory assignments, and class attendance.

<u>Course Evaluation:</u>	
Exams	40%
Quizzes	20%
AI Assignment	15%
Presentation	15%
Discussions	10%
Total	100%

<u>Criteria:</u>	
90-100	A
80-89.99	B
70-79.99	C
60-69.99	D
0 - 59.99	F

Absent deductions for overall grade will be applied as explained in the [Class Attendance](#) section.

In-class tests will use a green rectangular scantron (882E) and a #2 pencil, available at the bookstore (N/A for this semester).

On-line tests will be taken on Blackboard and these are also intended for you to work INDIVIDUALLY. If you are caught collaborating with others during on-line testing, you will be [reprimanded](#). Use of electronic equipment during exams will result in a score of 0% for the test and may result in further discipline.

A grade of “C” or better must be earned in this course to satisfy Kinesiology requirements. Majors who do not earn a grade of “C” or better will be required to repeat the course. There is no rounding up or rounding down your grade. If you earn an 89.9, then you earn a B. If you earn an 84.5, it is not rounded to an 80 or below.

No changes to your final grade will occur once class has ended unless I have made a mistake. You are given the opportunity to follow your grade throughout the semester thus you should not be surprised with the grade you earn. There are no exceptions (eligibility, financial aid, etc.)

Late Penalties: All assigned work is due on the date and time assigned. There is no grace period. Work not submitted by the due date will result in a zero.

- *I do not offer extra credit.*
- *I do not offer Independent Studies if an acceptable grade is not earned*

Blackboard: All assignments will be turned in and all notes, announcements, etc., will be posted on [Blackboard](#) (except for those that require signatures). Please check that your account is working, otherwise you will fall behind. If you have problems accessing Blackboard, contact the [Help Desk](#). Blackboard will be used to turn in electronic assignments.

To access Blackboard, go to the [A&M-SA homepage](#).

If you need to pull up an assignment, notes, etc., my suggestion is to save it to your computer or disk, THEN open it.

If you have a question, comment, etc. about an assignment or any other matter, please contact me through **email first** (john.smith@tamusa.edu), then work phone (voicemail 210-784-2536), but NOT Messaging.

Plagiarism: The University recognizes plagiarism as a serious academic offense. Plagiarism, the act of representing the work of another as one's own, may take two forms. It may consist of copying, paraphrasing or otherwise using the written or oral work of another without acknowledging the source or it may consist of presenting oral or written course work prepared by another as one's own.

Unless an assignment is designated as a group project, assignments should be completed by the student. I encourage group learning and problem solving with assignments, but when you write up the assignment, it should be in your words. I need to know what YOU know, not what the group knows. *Do not share work with other students and do not use other student's work.*

Use of Generative AI Permitted Under Some Circumstances or With Explicit Permission. There are situations and contexts within this course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used.

Outside of those circumstances, you should not use AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, discussion responses, etc.) that is part of your evaluation in this course. Any student work submitted using AI tools should clearly indicate with attribution what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, students should reach out to their instructor for clarification before submitting work for grading. Use of AI-generated content without the instructor's permission and/or proper attribution in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

NOTE: Guidance for how to cite AI-generators, like ChatGPT, can be found here <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Normally a student who plagiarizes shall receive a grade of "F" in the course in which the act occurs. Students are expected to follow A&M-SA's policies as defined in the Academic Catalog. Anyone caught cheating (including plagiarizing) will receive an automatic failure in the course. The instructor may decide to reduce this penalty to an F for the assignment or other appropriate consequence. If you have any questions about the meaning of plagiarizing, how to properly cite material from a source, or about any of the other forms of cheating listed above, do not hesitate to see Dr. Smith.

Any student caught using the work of another student and/or giving work to another student, or caught cheating in any of the forms listed above, will be reported to student affairs for academic sanctions.

Information on plagiarism is available at the following websites: [University of Indiana](#) [Plagiarism.org](#)

All students who have enrolled for audit are expected to complete all course requirements. These requirements include: regular class attendance and participation; completion of all assignments and other class work; quizzes and exams are optional at the discretion of the instructor

Discussions:

When asked to post on the discussion board, you will need to reply to my forum by clicking 'create thread' and putting your name in the subject area creating your discussion thread. *The discussions are interactive in nature, so do not wait until the last moment to participate in the discussions.* You should take the time to think about the topic, and then give a substantive response. Your **original post should be at least 200 words** and always have your **name** as the subject line.

- See the [schedule](#) for due dates of Parent (Initial) and Rely posts.
- You must create an original post before you can see any other posts. If you create an original blank post in order to view existing postings before you write your original post, that original post will *not be graded*.

Then you'll be expected to respond to at least two of your classmates' discussion threads by replying **to their original post with at least 150 words**. Do not simply state that you agree, and then write statements with which you agree. The bulk of your responses should follow professional guidelines while also *adding* to the information, posing questions, or making further connections to the ideas presented. Reply posts should add to the discussion by identifying important relationships, putting ideas together in some unique way, offering a critique as a point of discussion, and/or making a contrary argument based on an evaluation of the idea expressed in a previous post

If you make statements that are not general knowledge, then those statements should be cited [i.e. it is possible that energy drinks, which contain caffeine and taurine, will increase your heart rate and blood pressure (Steinke, L., Lanfear, D.E., Dhanapal, V., & Kalus, J.S. (2009). Effect of "energy drink" consumption on hemodynamic and electrocardiographic parameters in healthy young adults. *Annals of Pharmacotherapy*, 43, 596-602.)]. Remember to also read those who responded to your post so that you can answer their questions if necessary. *Cited works do not count in word count.*

Discussion Grading: Automatic deductions: No parent post (even if replies are posted) = 0 points, No reply post = -20 each, Late parent post = -30 points, Late reply post = -10 points, Parent post word count = -15 points, Reply post word count = -5 points each, incorrect subject line = -5 points

Criteria	Excellent (no deduction)	Good (-10 points)	Fair (-25 points)	Poor (-50 points)
Responsiveness to discussion topics and demonstration of knowledge and understanding from assigned readings.	Readings were understood and incorporated into discussion as it relates to topic.	Readings were understood and incorporated into discussion as it relates to topic.	Little use made of readings.	Little or no use made of readings. Postings have questionable relationships to discussion questions and/or readings; they are non-substantive.
Ability of postings to move discussion forward.	≥ 2 or more responses add significantly to the discussions (e.g. identifying important relationships, offering a fresh perspective or critique of a point; offers supporting evidence).	At least one posting adds significantly to the discussion.	At least two postings supplement or add moderately to the discussion	Postings do little to move discussion forward

Dates of Interest:

<https://www.tamusa.edu/academics/academic-calendar/current-year/fall-2025.html>

Fall 2025 Regular 16-Week Session

March 24	Monday	Registration opens
August 18	Monday	Tuition & fee payment deadline
August 21	Thursday	Drop for non-payment
August 22	Friday	Last day for students withdrawing to receive 100% refund (0% responsibility) for tuition
August 25	Monday	First class day
September 1	Monday	Labor Day Holiday - No classes
September 2	Tuesday	Last day to register
September 10	Wednesday	Census Date
September 11	Thursday	Drop for non-payment
October 6-October 17	Monday-Friday	Midterm grading period
November 14	Friday	Last day to drop with an automatic grade of "W"
November 25	Tuesday	Last day to withdraw from the university
November 26	Wednesday	Study day - No classes
November 27-November 29	Thursday-Saturday	Thanksgiving Holiday - No classes
December 4	Thursday	Last day of scheduled classes for weekday classes
December 5	Friday	Study day - No classes
December 6-December 12	Saturday-Friday	Final examinations

EDKN 4334 Research Projects in Exercise Science

FA 2025

Tentative Schedule: This is a tentative schedule. The course schedule will change as the demands of the students dictate.

Aug	25	Introduction, chapter assignments, class requirements
	27	Chapter 1 and 2 on BB Collaborate; Discussion Board I initial post due 11:59pm
	29	Acknowledgement of Syllabus and Policies Post; Discussion Board I reply posts due Aug 29 by 11:59 pm
Sept	03	Quiz 1 (Ch 1-2) open during class time only. Due 12:15pm
	08	Chapters 3 and 4 in classroom; Discussion Board II initial post due by 11:59p
	10	Quiz 2 (Ch 3-4) open during class time only. Discussion Board II reply posts Due 12:15pm
	15	Chapter 5 in classroom
	17	AI Assignment Instruction
	22	AI Assignment. Bring computers/tablets to class to work on this
	26	AI Assignment Due by 11:59pm
	24	EXAM I Chapters 1-5 Open only during class
	29	Chapters 6 and 7 in classroom; Discussion Board III initial post due by 11:59p
Oct	01	Quiz 3 (Ch 6-7) open during class time only; Discussion Board III reply posts Due 12:15pm
	06	Chapters 8 and 9 in classroom
	08	EXAM II Chapters 6-9 Open only during class time
	10	Chapters 10, 11, 12, 13 PPT due 11:59p
	13	Student Presentations 10,11,12,13 in classroom; Discussion Board IV initial post due by 11:59p
	15	Quiz 4 (Ch 10-13) open during class time only; Discussion Board IV reply posts Due 12:15pm
	17	Chapters 14, 15, 16 & 17 PPT due 11:59p
	20	Student Presentations 14, 15, 16, 17 in classroom
	22	Quiz 5 (Ch 14-17) open during class time only.
	24	Chapters 18, 19, 20, 21 PPT due 11:59p
	27	Student Presentations 18, 19, 20, 21 in classroom
	29	Quiz 6 (Ch 18-21) open during class time only.
	31	Chapters 22, 23, 24 PPT due 11:59p
Nov	03	Student Presentations 22, 23, 24 in classroom
	05	EXAM III Chapters 10-24 Open only during class time
	07	Chapters 25, 26 PPT due 11:59p
	10	Student Presentations 25, 26 in classroom; Discussion Board V initial post due by 11:59p
	12	Discussion Board V reply posts Due 12:15pm
	14	Chapters 27, 28, 30 PPT due 11:59pm
	17	Student Presentations 27, 28, 30 in classroom
	19	Quiz 7 (Ch 27-28) open during class time only
	21	Chapters 29, 31, 32 PPT due 11:59pm
	24	Student Presentations 29, 31, 32 in classroom
Dec	01	Student Presentations TBA in classroom
	08	Final Exam Ch 25-32 10:00-11:50am

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

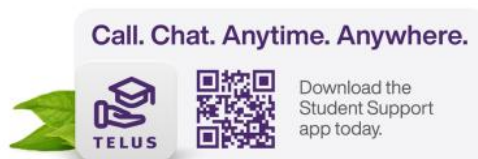
Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Any student receiving federal financial aid who does not attend by the census date will have their financial aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester, a Care report will be submitted, and you will possibly be dropped from the class. Your financial aid may have to be recalculated and a portion of your federal aid may have to be returned to the DoE.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of

classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences

because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).