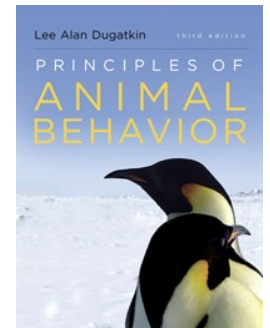


ETHOLOGY

WFSC 422/632

Fall 2014

On-campus (Tu/Th 12:45-2:00; 104 Nagle) & on-line (eCampus.tamu.edu)



TEXTBOOK: Dugatkin, L.A. 2014. Principles of Animal Behavior 3rd ed. Norton. ISBN:978-0-393-92045-1 (pbk) -2 (ebk)

PROFESSOR: Dr. Jane M. Packard, j-packard@tamu.edu, 979-220-4115, <http://people.tamu.edu/~j-packard>

OFFICE HOURS: Tues/Thurs 2:00-3:00 in 106 Nagle or by appointment (tba SKYPE, conference call)

CATALOGUE DESCRIPTION: Survey of the control, ontogeny, function and natural selection of behavior in a variety of vertebrate and invertebrate species; interaction between the organism and its environment with regard to the mechanisms and adaptive significance of behavior; evolution of anti-predator, feeding, reproductive and cooperative traits. *Prerequisites: required BIOL 114 or equivalent; recommended ANTH 225, WFSC 302, ANSC 310, PSYC 311, PSYC 335, PSYC 340.*

GOAL: This capstone course for the undergraduate WFSC option, **Applied Behavior Management**, engages students to integrate what they have learned about **proximate views** (cause, development) and **ultimate views** (evolution, function) in order to analyze **behavioral traits** and apply ethological principles to practical **problem-solving** in diverse workplace environments ranging from **captivity** (lab, zoo, aquarium) to **semi-natural** (breeding centers, wildlife parks) and **free-ranging** (private and public lands). For graduate students, this introductory course provides the foundation for the intermediate course, Behavioral Ecology of Vertebrates (WFSC 622 taught in spring), and the advanced course, Vertebrate Ethology (WFSC 620). For graduate credit, students complete an open inquiry assignment (optional for undergraduates). The emphasis is on enhancing skills of professionalism to aid in career development.

LEARNING OUTCOMES:

CATEGORY	At the end of this course, students will be able to:	MEASURABLES
Knowledge	<ul style="list-style-type: none"> • Relate the concept map based on Tinbergen's 4 questions (proximate/ultimate) to the logic of natural selection • Define selected keyword concepts used in searchable databases and relate them to examples of actual scientific studies of behavioral traits, citing peer reviewed sources 	Discussions (4 @ 10 pts = 40 pts) Quizzes (10 @ 6 pts = 60 pts)
Application	<ol style="list-style-type: none"> 1. Give examples from professional and/or personal experiences related to managing animal behavior in a chosen workplace 2. Investigate how animal behavior problems have been solved and give examples to translate ethological principles in a blog format 	Assignments • undergrad (3 @ 30 pts = 90 pts) • grad (4 @ 30 pts = 120 pts)
Synthesis	<ol style="list-style-type: none"> 3. Assemble ethograms for one species (or taxon) and propose a list of measurable behaviors suitable to test a specific hypothesis 4. Prepare a product for inclusion in a professional portfolio (grads) 	
Comprehensive	<ul style="list-style-type: none"> • Differentiate proximate and ultimate perspectives to interpret specific behavioral traits in terms of natural selection (define concepts, illustrate with examples, cite scientific sources) • Review studies associated with selected keyword concepts and suggest how this knowledge could be extended to problem solving 	Comprehensive final exam (100 pt)

CALENDAR 2014

DAY	KEYWORD TOPICS FOR LECTURE/DISCUSSIONS	READING	GRADED TASKS
On-campus	PART 1 (4 WEEKS) MINDS: INSTINCT & INTELLIGENCE	Dugatkin (2014)	On & off-campus
Tu 9/2	Lesson 1.1. Principles: Logic of Natural Selection	TIP: see lecture notes to prioritize effort Pp 2-27	Wed by midnight: discussion 1.1
W 9/3	eCampus discussion 1.1 (<i>TIP: prepare for exam questions</i>)		Sat by midnight eCampus Quiz 1.1
Th 9/4	Lesson 1.1 (cont'd)		
Sa 9/6	Quiz 1.1 (<i>TIP: may take online quiz any time this week</i>)		
Tu 9/9	Lesson 1.2 Ultimate: Function & Evolution	pp 28-67, 141-155, 334-345	Wed by midnight: discussion 1.2
W 9/10	eCampus discussion 1.2		Sat by midnight eCampus Quiz 1.2
Th 9/11	Lesson 1.2 (cont'd) & start Assignment 1		
Sa 9/13	Quiz 1.2		
Tu 9/16	Lesson 1.3 Proximate: Cause & Development	pp 68-163	Wed by midnight: discussion 1.3
W 9/17	eCampus discussion 1.3		Sat by midnight eCampus Quiz 1.3
Th 9/18	Lesson 1.3 (cont'd) & sign-up for optional field trip		
Sa 9/20	Quiz 1.3		
Tu 9/23	<i>Assignment 1. Interview skills- coaching</i>	Interviews p 24, 64, 100, 124, 160, 194, 232, 264, 412, 444, 476, 506, 534, 560	Sat by midnight eCampus Assignment 1
Th 9/25	<i>Assignment 1 (cont'd)</i>		
Sa 9/27	<i>Submit Assignment 1 by midnight (optional practice exam on Part 1)</i>		
PART 2 (4 WEEKS) SOCIAL: LIVING IN GROUPS			
Tu 9/30	Lesson 2.1. Coping: Personality & Dominance Relationships	Pp 538-564	Wed by midnight: discussion 2.1
W 10/1	eCampus discussion 2.1		Sat by midnight eCampus Quiz 2.1
Th 10/2	Lesson 2.1 (cont'd) & prep for field trip		
Sa 10/4	Quiz 2.1		
Su 10/5	OPTIONAL FIELD TRIP TO FOSSIL RIM WILDLIFE CENTER 7 am to 9 pm		<i>bonus: 20 pts</i>
Tu 10/7	Lesson 2.2 Assessing: Fight, Flight & Play	pp 459-461, 480-537	Wed by midnight: discussion 2.2
W 10/8	eCampus discussion 2.2		Sat by midnight eCampus Quiz 2.2
Th 10/9	Lesson 2.2 (cont'd) & debrief field trip		
Sa 10/11	Quiz 2.2		
Su 10/12	OPTIONAL FIELD TRIP TO FOSSIL RIM WILDLIFE CENTER 7 am to 9 pm		<i>bonus: 20 pts</i>
Tu 10/14	Lesson 2.3 Communicating: Culture & Cooperation	pp 164-197, 312-330, 462-463	Wed by midnight: discussion 2.3
W 10/15	eCampus discussion 2.3		Sat by midnight eCampus Quiz 2.3
Th 10/16	Lesson 2.3 (cont'd) , debrief field trip & start Assignment 2		
Sa 10/18	Quiz 2.3 (<i>last day for optional midterm practice exam</i>)		
M 10/20	<i>Midterm grades DUE</i>		
Tu 10/21	<i>Assignment 2. Blog- Coaching</i>	Conservation Connections: p.120, 150,176, 202, 253, 281, 332, 370, 392, 432, 467, 486,	Sat by midnight eCampus Assignment 2
Th 10/23	<i>Assignment 2 (cont'd)</i>		
Sa 10/25	<i>Submit Assignment 2 by midnight</i>		

on-campus	PART 3 (4 WEEKS) MATING: BIRTH TO MATURITY	Dugatkin (2014)	On & off-campus
Tu 10/28	Lesson 3.1. Attracting & Defending Mates	Pp 198-235, 331-334, 431	Wed by midnight: discussion 3.1
W 10/29	eCampus discussion 3.1		Sat by midnight eCampus Quiz 3.1
Th 10/30	Lesson 3.1 (cont'd) & start Assignment 3		
Sa 11/1	Quiz 3.1		
Tu 11/4	Lesson 3.2 Producing Offspring	pp 236-269	Wed by midnight: discussion 3.2
W 11/5	eCampus discussion 3.2		Sat by midnight eCampus Quiz 3.2
Th 11/6	Lesson 3.2 (cont'd) & Assignment 3(cont'd)		
Sa 11/8	Quiz 3.2		
Tu 11/11	Lesson 3.3 Caring for Relatives: Families & Parental Care	pp 270-311, 464-465	Wed by midnight: discussion 3.3
W 11/12	eCampus discussion 3.3		Sat by midnight eCampus Quiz 3.3
Th 11/13	Lesson 3.3 (cont'd) & Assignment 3 (cont'd)		
Sa 11/15	Quiz 3.3		
Tu 11/18	<i>Assignment 3. Observations- ethogram coaching</i>	EthoSearch	Sat by midnight eCampus Assignment 3
Th 11/20	<i>Assignment 3 (cont'd)</i>		
Sa 11/22	<i>Submit Assignment 3 by midnight</i>		
PART 4 (4 WEEKS) HABITAT: FEEDING & SURVIVING			
Tu 11/25	Lesson 4.1. Foraging: What, Where and How	Pp 346-379, 423-430	Wed by midnight: discussion 4.1
W 11/26	eCampus discussion 4.1; choose exam format		Sat by midnight eCampus Quiz 4.1
Th 11/27	HOLIDAY: HAPPY THANKSGIVING		
Sa 11/29	Quiz 4.1		
Tu 12/2	Lesson 4.2 Escaping: Anti-predator Traits	pp 382-415, 438-443	Wed by midnight: discussion 4.2
W 12/3	eCampus discussion 4.2		Sat by midnight eCampus Quiz 4.2
Th 12/4	Lesson 4.2 (con't) & on-line course evaluation pica.tamu.edu		
Sa 12/6	Quiz 4.2		
M 12/8	Bonus: Quiz 4.3, eCampus discussion 4.3	pp 448-458 465-479	Tues by midnight eCampus Assignment 4 (grads) bonus: Quiz 4.3, discussion 4.3
Tu 12/9	Lesson 4.3 Relocating: Habitat & Migration (last class day) <i>GRADS Submit Assignment 4 by midnight</i>		
W 12/17	FINAL EXAM (Wed. 8:00-10:00 am; proctored closed book) <i>on-campus students may choose hard copy or on-line format off-campus students must email to arrange for a proctor (hard copy only outside the 8-10 am scheduled on-line exam)</i>	comprehensive	Exam

GRADING POLICIES

Course grade: You can check your grades at anytime using the My Grades tool (eCampus). The cumulative % for each part of the course will automatically update as points are earned. You may appeal a score by sending an email message using the positive problem-solving approach (see PS below). The letter grades will be assigned as: A (90-100%), B (80-89%), C (70-79%), D (60-69%), F (<60%), I (only by written approval of a PS email message, see below).

Academic Integrity Statement: Cheating will not be tolerated. Plagiarism is a form of cheating (search "plagiarism" on the TAMU website to inform yourself). To view the guidelines of academic honesty laid out by the university, please visit this site: <http://www.tamu.edu/aggiehonor>.

"An Aggie does not lie, cheat or steal, or tolerate those who do."

eCampus discussions (due by midnight, Wed.; see dates on calendar below and on eCampus)

- **What?** For each of 4 modules, you may earn points by posting messages on eCampus discussion tool. The list of short-paragraph questions from the bank of quiz questions for each lesson will be posted for each module.
- **How?** You will be assigned one or more questions to discuss for each module (3 lessons). At least 2 students will be expected to post answers to each question, to stimulate dialogue. Post your draft answer on-line by Wed. midnight of the week your question is assigned. On-campus students will discuss answers in class as review from the previous lecture. You may post comments that ask for help, respond to requests for help and offer constructive criticism. You may post answers to more than your assigned questions to get feedback on your ideas about answering other question differently than someone else. You may continue the dialogue after the due date. You may pick your own examples and look up sources in Web of Science (library.tamu.edu) or Google scholar (scholar.google.com). For example, if you are interested in mammals, you might choose examples of mammals. Your neighbor might be more interested in fish and choose fish examples.
- **Why?** The skill of answering questions with well-formulated thoughts is valuable for anyone in a position that interfaces with the public, such as keepers giving outreach talks at zoos. It takes practice and coaching. The dialogue on discussion will help you remember the take-home messages from lecture, so you can relate the concepts to examples that interest you the most. The dialogue can be socially rewarding, making learning more fun. We will include links to video clips. By keeping up with preparing for the short-paragraph questions on quizzes, you will also be preparing for the comprehensive final exam, which uses the same question bank.
- **Scoring Rubric:** 0 pts for no message; 4 pts for responses submitted by the due date; 2 pts for a clear definition of a keyword concept; 2 pts for citing a scientific source for the concept or example (i.e. Dugatkin 2014, peer reviewed article); 2 pts for illustrating the concept with an example from a scientific study or personal experience.

Quizzes (30-m online, open Sun.morning & due by midnight, Sat.; see dates on calendar below & on eCampus; high score of 2 attempts; no make-ups past the due date; take 10 out of 12 possible; optional: 2 bonus quizzes)

- **What?** On weeks with lectures, you will complete an on-line quiz using the **eCampus Quiz tool**. Each 30-m quiz consists of 3 multiple-choice questions (@ 1 pts) and 1 short-paragraph question (@ 3 pts); questions will be chosen randomly from a question bank so each quiz will be unique.
- **How?** See lecture notes for a study guide and list of short-paragraph questions for each lesson. The bank of short-paragraph questions is the same for quizzes and the final exam. Studying for quizzes will also be preparing for the final exam. Reading tips will be provided in lecture/notes to help you prioritize your time if you are a slow reader. The lecture/notes for each lesson will clarify the most important keyword concepts and examples from the reading (**TIP:** a good tactic is to read the textbook, view the lecture/notes/discussion and reread before taking the quiz).
- **Why?** Quizzes provide: (1) **incentives** for completing weekly lecture/readings on schedule, (2) practice **defining keyword** concepts, (3) practice **relating keyword concepts to examples** of scientific studies, (4) practice articulating **ethological principles** (cause, development, evolution, function), (5) practice relating the **logic of natural selection** to behavioral traits, and (7) **feedback** on answers to short paragraph questions. Quizzes promote professionalism by rewarding you for correctly associating facts within the concept map, which in turn, will help you retrieve information when you need it to solve problems related to assignments (this course) or in the workplace.
- **Scoring Multiple-Choice Rubric:** 0 pts for blank or incorrect response; 1 pt for a correct response
- **Scoring Short-Paragraph Rubric:** 0 pts (blank/ incomplete); 1 pt for definition of a keyword concept; 1 pt for citing a scientific source for the concept or an example; 1 pt for illustrating the concept with an example from a scientific study or personal experience.

Assignments (*due by midnight, Sat. at 4-week intervals; see dates on calendar; no late submissions accepted*)

- **What?** At the end of each of each 4-week part of the course, you will use the **eCampus assignment tool** to submit your document that fulfills the assignment (**TIP:** *see details on the eCampus assignment tool*). Assignment topics are designed to help you strengthen your analysis and communication skills:
 - Assignment 1: **Interview Skills** (read “interview boxes” in textbook; prepare to be the interviewee)
 - Assignment 2: **Blog Skills** (read “conservation connection boxes” in textbook; prepare to be a blogger)
 - Assignment 3: **Observation Skills** (compile & add to ethograms; use videos from the optional field trip)
 - Assignment 4: **Inquiry Skills** (your choice of topic; prepare a product for your professional ePortfolio)

NOTE: this assignment 4 is optional for undergraduates and required for graduate students.
- **How?** At any time you may open the **eCampus assignment tool** to read the instructions, clarify the due date, read the rubric (grading form) and download attachments. You may upload and save your document as you are working on drafts. As an option, you may submit drafts to request coaching comments up to one week before the assignment due date. During review of your draft(s), your controls on the eCampus assignment tool will be dormant. When your draft is returned, you will regain control over uploading and submitting a revised file by the due date. We will discuss each assignment in class the week it is due. (TIP: use resources at [TAMU Writing Center](#)).
- **Why?** These assignments help you make **links between “book knowledge” and “experiential knowledge”**. The assignments build on each other: (1) the **interview** will help you clarify your career path(s), (2) the **blog** will help you identify the types of behavioral problem-solving you are likely to encounter on your career path(s), (3) the **observations** will help you break down a problem into behavioral units that can be analyzed, and (4) the **inquiry** will answer a scientific question about behavior(s). (*TIP for GRADS: For the inquiry assignment, you will be asked to identify a public audience suitable to your career path, and to format your document accordingly. Choose a peer-reviewed journal, conference poster, newsletter or website. When completed, your document should be suitable for adding to your professional ePortfolio as an example of your best professional writing skills.*)
- **Scoring Rubric:** 3 pts will be awarded in each of 10 categories; the definition of each category may vary by assignment and will be specified in the grading form linked to each assignment on eCampus. Within each category, the points will indicate: 0 pts (missing); 1 pt (needs improvement); 2 pts (meets expectations); 3 pts (exceptional).

Final Exam (8-10 am, Wed. Dec. 17; off-campus exams must be approved by Dec. 1; email instructor)

- **What?** The comprehensive final exam will be **proctored and closed book** (on-line or hard-copy). It will contain 10 **short-paragraph questions** and 1 **essay question** based on a problem-solving scenario from Assignment 2. Short paragraph questions will be randomly selected from the quiz question databank, for both on-line and hard copy exams. Essay questions will be new, related to scenarios from Assignment 2.
 - **How?** To prepare for the 10 **short-paragraph questions** throughout the semester, review lecture/notes and use the **eCampus discussion tool** to dialogue about quiz questions. To prepare for the **essay question**, read Conservation Connections (textbook) and dialogue with your peers about their Assignment 2. For self-help (feedback without earning points), you may complete an **optional practice exam** at the end of the second part of the course (mid-term). (*TIP: ask about those you did not answer correctly, help others with those you got right*).
- NOTE ABOUT PROCTORS:** If you are on-campus, proctors will be provided and you may choose between **two options for the format:** (1) hard-copy (104 Nagle) or (2) on-line (302 Nagle). If you are off-campus, you are responsible for arranging for a **proctor** who is a professional with no conflict of interest. Options include: (1) testing center (e.g. TAMU satellite campus or a junior college), (2) your employer, supervisor or graduate advisor, (3) SKYPE connection. (*TIP: your mom, spouse or roommate are not acceptable choices for a proctor*). If you cannot take the on-line exam during the time scheduled, the hard-copy exam will be delivered to your proctor. Requests for hard-copy exams must be approved in writing by Dec. 1 (send PS message by email). To **arrange for an off-campus proctor, by Dec. 1 send an email to j-packard@tamu.edu** with the name, job title, phone and email of an individual you wish to nominate. Your potential proctor will be contacted and sent a copy of the proctor agreement form, which must be signed and returned at the completion of the exam.

- **Why?** The Final Exam provides: (1) **reward/motivation** for long-term memory retention across the entire semester, (2) **accountability** so there are no questions you are the person who achieved the learning goals, (3) **reassurance** to you that others have not enjoyed an unfair advantage by using a proxy to complete the course.
- **Scoring Short-Paragraph Rubric:** **0 pts** (blank/ incomplete); **3 pt** for definition of a keyword concept; **3 pt** for citing a scientific source for the concept or an example; **3 pt** for illustrating the concept with an example from a scientific study or personal experience.
- **Scoring Essay Rubric:** **2 pts** will be awarded in each of **5 categories:** problem statement, logic, concept, example, source. Within each category, points indicate: **0 pts** (missing); **1 pt** (needs improvement); **2 pts** (meets expectations)

TEACHING & LEARNING IN PRACTICE

Now that you have read all the details in the previous sections of this syllabus, this section provides further tips to help you prioritize your time and get the most out of this “**blended**” learning environment (on-campus and off-campus). The textbook will be your “backbone” for learning. The lecture/notes have been designed to help you learn the material in the textbook. Ideally, material in the textbook defines what you would be expected to learn if you took a “survey course” in animal behavior at any college in the nation. In reality, we cannot cover all this material within the time scheduled. Lecture/notes will cue you into where to focus your attention during reading. You may “cherry pick” your own set of examples that interest you and help you understand the concepts. For example, you might be interested in fish and your buddy might be interested in primates. However, the concepts will apply to both fish and primates. Once you understand the concepts, you are more likely to score high on quizzes and the exam. Assignments were designed to help you understand the concepts by relating them to your personal interests and experiences (both inside and outside the course). One of the major differences between the off-campus and on-campus environment is the social interaction that occurs in the classroom. As you read the following paragraphs, think about how important “social learning” is to help you achieve your learning goals in this class. For our off-campus students, the eCampus discussion tool will simulate the dialogue that takes place in the classroom. Both on-campus and off-campus students are expected to use the tool, although the use of the tool will not be graded (those who use it are more likely to learn the material).

On-campus meetings (synchronous learning): Graduate students enrolled in the 600 section may attend the classroom meetings with the undergraduate sections. Each of the lessons (posted on eCampus) will be delivered as lectures inter-mixed with discussion in the classroom. You will be encouraged to post your ideas on the eCampus discussion tool to view during on-campus meetings. You are encouraged to bring your portable electronic devices and to use them in the classroom to access interactive tools in eCampus. (**TIP:** you may download an app for eCampus access on your cell phone or portable device). We expect you to practice professionalism and notify your instructor within 24 hours of an absence. On occasion, you may be asked to volunteer to be a “demonstrator” for discussion of assignments. Volunteers are expected to notify the instructor if they are not able to attend. Points will be subtracted from the “discussion” score for no-show volunteers (valid excuses accepted).

Off-campus (asynchronous learning): Graduate students enrolled in distance education (sections 700, 720) will complete all learning activities on-line. You may access the lessons (video and notes) through eCampus. The videos of lectures are pre-recorded using Camtasia (not live), with pauses during which you post your ideas to the eCampus discussion tool. In an off-campus mode, all students will be able to join in the dialogue on the eCampus discussion tool. Post a comment on the eCampus discussion tool when you are puzzled about the reading, or get an idea you want to bounce off someone, or just want to share a cool relevant weblink,. Discussion reinforces the intrinsic benefits of life-long learning, which is a habit to continue in your life after Aggieland. Most of our off-campus learners have full-time jobs and have to be very careful with time-management. For this reason we do not meet synchronously as a group. However, you are encouraged to schedule appointments with the instructor at your convenience inside or outside office-hours. This is a good way to practice using on-line conferencing tools such as eCampus discussion, SKYPE. The phone always works, just send a text message!

TEACHING PHILOSOPHY

This course is designed to promote life-long learning inspired by 21st Century Learning initiatives. The structure is based on the model for “**Integrative Learning**”. This model serves as the foundation for several funding sources that support grants strengthening linkages among **educators** (formal and informal), **practitioners** (zoos, aquaria, museums) and **scientists** (applied and basic). The goal is to create a flexible, skilled and knowledgeable workforce to address the problems of the future, guided by the ideals of sustainability, equity, and justice. To learn more about these national initiatives and how we implement them at TAMU, you are invited to explore these links:

- [Aggies Commit to Learning for a Lifetime](#)
- [What are 21st Century Skills?](#) (for pre-college **educators**)
- [iRubric: Integrative Learning VALUE Rubric](#) (for college **educators**)
- [Museums, Libraries, and 21st Century Skills](#) (for **practitioners**, includes living collections at zoos & aquaria)
- [Biology in the 21st Century](#) (for **scientists**)

INCLUSIVE AND PROFESSIONAL CLIMATE CONDUCIVE TO LEARNING

There are a few matters that help to promote a positive climate of communication conducive to integrative learning. We want you to feel respected and to reassure you that your “Aggie family” upholds the highest standards of professionalism in order to help you strive for excellence. We also expect you to embody the same ideals in your interaction with others associated with this course. If you have any concerns to the contrary, please send a positive problem-solving (PS) email message to the instructor. To learn more about positive PS, go to: <http://people.tamu.edu/~j-packard/PS.pdf>

Make-up Exam Policy:

Quizzes will not be available after the due date. You may complete the on-line quiz at any time during the previous week. If an unanticipated problem arises, send a PS message by email to j-packard@tamu.edu.

If you need to schedule the final exam at a time other than what is specified on the university calendar, you are responsible for making arrangements that are approved in writing by December 1. See **Final Exam** (above). Otherwise, make-up exams will not be offered unless you have a valid excuse as outlined in the Texas A&M University regulations (<http://student-rules.tamu.edu/rules7.htm>). Valid excuses include:

1. Participation in an activity appearing on the University Authorized Activity List (<http://stuact.tamu.edu/activitylist/list.html>)
2. Death or major illness in a student's immediate family
3. Illness of a dependent family member
4. Participation in legal proceedings or administrative procedures that require a student's presence
5. A religious holy day (defined as a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20 of the Texas Tax Code)
6. Illness that is too severe or contagious for the student to attend class (provide proof of your “confinement because of illness” in the form of a note from the Student Health Center or from an off-campus physician)
7. Required participation in military duties.
8. Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

If you have a valid excuse, notify the professor within 24 hours of your absence. In a PS email, provide documentation for the excuse and propose a time and date for the make-up exam.

The Americans with Disabilities Act (ADA)

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 are guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 979-845-1637.