Course Title: KIN 545 Perceptual and Motor Development 3(2-2)
Prerequisites: PSY 360 or 385 or 390 and 90 hours, or permission
Instructor: John H. Downing, Ph.D.
Office/Phone/E-mail: 209 MCDA/836-6234 (X66234)/JohnDowning@missouristate.edu
Office Hours: M - 2-3:00; T – 2-3:30; R – 11-12:30 or by arrangement
Web Site: http://www.missouristate.edu/PMDL/
Blackboard Site: KIN545-001-Sp18: Perceptual/Motor Development (T/R section 001)

NO LAPTOP, TABLET, CELLPHONE OR OTHER RELATED MEDIA USE DURING CLASS

Course Description:
Perceptual and motor development from prenatal life to adolescence; relationships of growth factors that influence motor abilities; difficulties that may arise when the normal course of development is interrupted. The course includes approximately 25-30 hours of practical experience.

Text:


Required Tools: Turning Point QT Device or NXT Response Card Version RCXR-03 (purchase devices in the MSU Bookstore; SEE BLACKBOARD PAGE FOR DEVICE REGISTRATION AND IMPLEMENTATION PROCEDURES).

**Note: N/NASPE Standard; CF/Conceptual Framework; MS/MoStep last # of quality indicator

Student Learning Outcomes:
Each student will:
1. Demonstrate knowledge of the normal sequence of perceptual and motor development. (N 1.1) (CF 2) (MS 2.1, 2.3)
2. Demonstrate knowledge of the developmental locomotor skills of running, galloping, skipping, jumping and hopping. (N 1.1) (CF 2) (MS 1.1, 1.2, 7.1, 7.4)
3. Demonstrate knowledge of the developmental object manipulation skills of throwing, catching, kicking and striking. (N 1.1) (CF 2) (MS 1.1, 1.2, 7.1, 7.4)
4. Demonstrate knowledge of the sensory-motor integration process and the function of the musculo-skeletal system of the human body. (N 1.7) (CF 2) (MS 2.1, 2.2)
5. Identify congenital Teratogens and their effects on perceptual and motor development. (N 1.7) (CF 2, 3) (MS 1.1, 1.2, 2.4, 8.1)
6. Demonstrate knowledge of the theoretical basis of study in the field of perceptual and motor development. (N 1.7) (CF 1) (MS 2.1, 2.2, 2.3)
7. Demonstrate knowledge of learning styles of children and the teaching methodologies compatible with those styles as they relate to perceptual and motor development. (N 2.2, 3.1) (CF 2, 3, 6, 8, 9) (MS 2.1, 2.4, 3.1, 3.2, 5.1, 5.2)
8. Demonstrate the ability to develop a program of remediation for a child with a developmental delay by writing behavioral objectives based on the needs of the child. (N 2.1, 2.2, 3.1, 3.2, 3.3) (CF 3, 4, 6, 9) (MS 2.1, 2.4, 3.1, 3.2, 3.3, 4.1, 4.3, 5.1, 5.2, 7.1, 7.3, 8.1, 8.2, 8.3, 8.4)

9. Demonstrate the ability to implement a plan of remediation by writing daily lesson plans based on the behavioral objectives and by delivering services. (N 2.1, 2.2, 3.1, 3.2, 3.3, 6.1, 6.2, 6.3, 6.4, 6.6, 6.8, 6.9, 6.10, 6.11) (CF 2, 3, 4, 6, 9) (MS 2.1, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 7.1, 7.2)

10. Demonstrate the ability to work with children with developmental delays in a one-on-one or small group setting. (N 3.2) (CF 3, 4, 6, 9) (MS 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4)

11. Demonstrate the ability to relate to the parents of a child at-risk by conducting an initial planning conference with the child’s parents. (N 5.3, 9.3) (CF 4, 6, 8, 9, 10) (MS 1.2, 2.1, 2.4, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 7.1, 7.3, 8.3, 8.4, 9.3, 9.4)

12. Demonstrate knowledge of perceptual and motor development assessment and evaluation methods and procedures and the technology available for implementing those testing procedures. (N 7.1) (CF 2, 3, 4, 7) (MS 2.1, 2.4, 3.1, 3.3, 8.1, 8.2, 8.3, 8.4)

13. Demonstrate the ability to recognize and utilize formal and informal perceptual and motor assessment and evaluation tools and effectively implement one or more of them in the development of an IEP. (N 7.1, 7.2, 7.3) (CF 4, 5, 7) (MS 2.1, 2.4, 3.1, 3.2, 3.3, 4.3, 7.1, 8.1, 8.2, 8.3, 8.4)

14. Demonstrate the ability to interpret the changes in the perceptual and motor development of a child by writing a formal summary of the semester’s practicum work. (N 7.5, 8.4) (CF 4, 7, 8) (MS 3.1, 3.2, 4.1, 4.2, 4.3, 7.1, 7.2, 7.3, 8.1, 8.3, 8.4)

15. Demonstrate the ability to develop and conduct an end of term information sharing conference with either the parents or teachers of the child, depending on the placement. (N 5.3, 9.3) (CF 3, 4, 7, 8, 9, 10) (MS 1.1, 1.2, 1.5, 2.1, 2.4, 3.1, 3.2, 3.3, 4.3, 5.1, 6.1, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4)

Course Content:
- Introduction to Motor Behavior
- Scope of Motor Development
- Historic Perspectives
- Domains of Development
- Models of Motor Development
- Developmental stage theory
- Principles of motor development
- Infant reflexes & voluntary movements
- Locomotor Skills
- Basic Manipulative Skills
- Gender and Environmental Considerations
- Mechanical Principles of Motor Skills
- Analyzing motor skills
- Fine Motor Development in Children
- Influence of Early Stimulation and Deprivation
- Social Influences
- Sensory Capacities
- Perceptual Motor Development
- Gross Motor Dysfunction
- Motor Abilities
- Movement in Childhood
- Sports for Children
- Assessment of Motor Behavior
- Selected Assessment Instruments
- Enhancing Skill Acquisition
- Introduction to Physical Growth
- Prenatal Growth & Development
- & Influences
- Postnatal Growth & Development
- Variability in Rate Growth
- Gender Differences in Growth
- Growth & Motor Performance
- Teratogenic Effects
- Motor Sensory Responses
- Biological Maturation
- Indices of Maturation
- Gender Differences
- Planning and Implementing a Parent Conference
- Right-Left Brain Functioning
- Effect on Learning
Spring Semester, 2018

Learning Experiences: Grades will be based on the following criteria:

1. Download course syllabus, theme sequence, assignment due dates and critical issues PPT from Web Page/Blackboard
   - 10 points 1.72%*
2. A modified IEP that includes:
   - A screening/assessment 15 points 2.60%*
   - Written goal/behavior objectives 10 points 1.72%*
   - Prescriptive activities 5 points 1.00%*
3. Lesson plans 25 points 4.31%*
4. The practicum sessions (labs), including a reflective log of each student’s weekly experiences 50 points 8.62%*
5. A written summary of the practicum experience (labs) in the form of a letter sent to the parent or cooperating teacher 25 points 4.31%*
6. The exiting parent/teacher conference 25 points 4.31%*
7. In-class work – Turning Point interactive q & a (approximate) 105 points 24.12%*
8. In-class team quizzes (7) @ 10 pts. Each 70 points
9. On-line Quiz 3a or 3b – Practicum and Class Procedures 20 points 3.45%
8. Pre/Post Tests** 60 points 12.93%
9. Team Exams, 3 @ 60 points (TBA) 180 points 31.03%

Approximate Total Points 600 points 100.00%

InQsit site test content/application REVIEW quizzes are available at your convenience; they are open the entire semester BUT are only accessible twice. The InQsit on-line quizzes either are fact-based or case study based. Case studies are all posted on Blackboard. These questions DO NOT count in grade calculations (except quiz 3A/B), but are valuable resources for exam preparation.

Note: * In class points are an estimate. In class point totals will vary per session assuming ALL questions are answered. TEN (10) free points will be allocated to EVERYONE (in both lectures) as bonus points at the end of the semester. These points are equivalent to TWO (2) free absences based on the equivalent of two typical 50 minute classes.

If you do not bring your QT Device or Turning Point NXT Response Card to class NO points will be awarded for that day. → QUIZ POINTS ARE EXAM AND TEST PREPARATION QUizzes PRIMARILY; ONLY QUIZ 3A/B CARRIES EARNED POINTS *

**Pre-post-tests are accessed from the course website - http://www.missouristate.edu/pmdl/114959.htm discussed in lecture. You must complete both pre-test and post-test to earn any points allocated to this assignment. By completing the 30 question pre-test portion of this assignment you temporarily earn 30 of the 60 points allocated; the post-test is also worth 30 points, is graded the same, BUT to earn the entire 60 points (combined pre-posttests points), you must pass the post-test with a .90 or better. You will receive a Zero (0) for the post-test if you fail it. The grading scheme for the post-test is as follows:

- Pre-test 30 + post-test 27 – 30 = 60
- Pre-test 30 + post-test 24 – 26 = 54, 55, or 56
- Pre-test 30 + post-test 21 – 23 = 51, 52, or 53
- Pre-test 30 + post-test 18 – 20 = 48, 49, or 50
- Pre-test 30 + post-test 17 or below = 30
- No pre-test = point value of post-test (if passed)
The post-test is comprised of 30 questions that summarily evaluates basic comprehensive course content knowledge. There are many repeat questions from the pre-test, and the daily quizzes on the post-test. If any student fails to complete the post-test, he/she voids eligibility to receive credit for the pre-test and will receive a “0” for the pre-posttest assignment.

***NOTE: ALL ASSIGNMENTS MUST BE TYPEWRITTEN AND COLLATED (PAPER CLIP, STAPLER) UNLESS OTHERWISE INDICATED! ALSO – ALL WORK IS DUE ON THE DEADLINES AS INDICATED!! LATE WORK WILL NOT BE ACCEPTED. YOU MUST PRESENT YOUR WORK IN-PERSON. NO E-MAILED WORK WILL BE ACCEPTED!!

Course Grading Scale:

Total points available x 90% = A (Excellent work. Performance clearly outstanding)
Total points available x 80% = B (Very good work. Performance clearly above satisfactory)
Total points available x 70% = C (Satisfactory work. Performance adequate and clearly above minimum passing work)
Total points available x 60% = D (Passing work. Performance minimally met course requirements)
Below 60% of total points = F (Fail – no credit. Performance was not at a level worthy of credit)

NOTE* This course DOES NOT utilize the plus/minus grading system.

Assessment Activities:

1. **Pre-Post testing (60 pts.):** complete entry and exit level Perceptual-Motor Development content knowledge exams. Pre-test points (30) are earned by completing the exam; post-test points (30) are earned by passing the exam. Pre are completed on-line and post tests are completed via Turning Point Response Card or QT device in-class on the Final Examination date. NO Scantrons will be provided for the post-test unless a clicker malfunctions on site.

2. **Quizzes/In Class Participation (105 pts.):** demonstrate acquisition of foundational knowledge and practical applications of that knowledge. (Learning outcomes: 1-8, 13). All in-class assignments/quizzes will be conducted via a QT Device or Turning Point NXT Responder Card. Student must be present and must answer review questions correctly and each additional question to receive daily in-class points. NO MAKE-UPS!

3. **Team Quizzes (70 points @ 10 pts. Each):** These points count and will be scheduled every 2 weeks beginning February 1st. All quizzes are timed and are completed in-class with NXT Response Card/QT Device. NO MAKE-UPS. Quiz dates: 2/1, 2/15, 3/1, 3/22, 4/5, 4/19, 5/3

4. **Team Exams: 3 @ 60pts. each (180 pts.):** demonstrate acquisition of foundational knowledge and practical applications of that knowledge. (Learning outcomes: 1-8, 13). All tests are completed in-class with NXT Response Card/QT Device. NO MAKE-UPS!

5. **Modified IEP, including Behavioral Objectives (30 pts.):** assess the psychomotor status of a child, write behavioral objectives and develop prescriptive activities using the structure outlined in class. This will be graded and shared with the child’s parents. Consult with the instructor on the appropriateness of the objectives (Learning outcomes: 9, 10, 14)

6. **Lesson Plans (25 pts.):** write lesson plans for practicum experience using the method outlined in class. Lesson plans will be reviewed on-line (Blackboard) for grading at various times during the semester. (Learning outcome: 10)
7. **Parent Conference (25 pts.) and Written Summary/Reflection of Practicum Sessions (25 pts.):**

   are learning experiences that provide the students with practical in-depth knowledge of the issues involved in designing, planning, and implementing a motor development/activity program and its related areas and concerns. The written summary of the practicum experience is a formal report that is graded and sent home to the child’s parents. The exiting parent conference is an information sharing conference that is used to inform the parents of the child’s progress during the semester and address any questions or concerns the parent may have. The conference outline is covered in class and the instructor is present during the conference and bases the student grade on professionalism, communication skills and accuracy of sharing of information. (Learning outcomes: 10-16)

8. **Laboratories/ Practicum Sessions (50 pts.):** each student will work with a child who demonstrates one or more perceptual-motor difficulties. Two sessions a week will be with the child in the motor development laboratory. Two sessions a week will be in the classroom lectures. Each student will be responsible for the learning experiences for the child assigned to him/her in the practicum (within the framework outlined in class). Some practicum experiences may be at off-campus sites. The instructor will observe the student working with the child assigned to him/her and assign a score based upon the procedures covered in class. The practicum is designed to provide students with the opportunity to assess children’s motor development in real-life settings. In addition, labs are designed to aid the student in becoming aware of the stereotypes that may exist in society as a whole regarding motor development and physical activity. Students observe the instructor demonstrating assessment strategies and are introduced to a broad spectrum of assessment tools. A weekly reflective log/diary is included as a blog on the blackboard site; all logs are due at 12pm on the Monday after the weekly practicum sessions. Further, the lab provides opportunities to do conduct informal testing on a practicum student. **NOTE:** YOUR PRACTICUM PLACEMENT IS A CRITICAL COMPONENT OF THIS COURSE. The course description indicates 30 hours of practicum is required. You must provide the instructor with a reasonable number of available hours for your practicum. If the instructor deems your submitted hours unreasonable you will be administratively dropped from the course in the first week of class. Placements in practicum are determined by the availability information that you submit to the course instructor in the beginning of the semester. If you are placed in a practicum setting based on this information, and decide for whatever reason that you are not available during that time period when your receive an assignment, you will forfeit your placement in the practicum. **YOU WILL NOT BE REASSIGNED.** This will leave you with two alternatives: drop the course OR stay in the course and receive an across the board “0 “for all practicum related assignments. **NO EXCEPTIONS.** IF A STUDENT, AT ANY TIME, FAILS TO ATTEND AN ASSIGNED PRACTICUM SESSION WITHOUT INFORMING HER/HIS PLACEMENT COORDINATOR OR PARENT (ON-CAMPUS), S/HE WILL BE PERMANENTLY REMOVED FROM THE COURSE PRACTICUM, WILL NOT BE REASSIGNED AND WILL FORFEIT CREDIT FOR ALL PRACTICUM RELATED ASSIGNMENTS. DOCUMENTATION FOR ANY ABSENCE MUST BE PROVIDED TO THE COURSE INSTRUCTOR AND THE PRACTICUM COORDINATOR (Outcomes 1-5, 7, 8, 10, 11, 12, 13, 14, 15, 16)

Please access [http://www.missouristate.edu/PMDL/](http://www.missouristate.edu/PMDL/) for a more comprehensive explanation of the student requirements in the practicum. Click on the **Student Information** icon in the left column of the site.

**Turning Point Clicker Purchase and Registration Requirements:**

- Users must establish an actual account with Turning Technologies. Access the following file to do so: Blackboard → Left Column → FirstDayPPTwithLMS.pptx
Turning Technologies is updating to the new QT clickers, **but all the older models will still work**

All users must purchase a license for their clickers. The MSU Bookstore is offering the following options:
- Spring 2017
  - One-year stand-alone for license for users who already own their clicker*
  - Two-year stand-alone for license for users who already own their clicker
  - Four year license with clicker package

**Turning Point NXT/QT Card: Class Rules and Requirements for Student Use** *(ABSOLUTELY ESSENTIAL INFORMATION)*

1. The Turning Technologies NXT Response or QT Card MUST be registered on the course Blackboard Site (see Blackboard → Left Column → FirstDayPPTwithLMS.pptx for registration directions) **before the second class meeting.**

2. Failure to register the NXT Response or QT Card by the second class meeting will result in the PERMANENT forfeiture of ANY/ALL lecture point accumulations UP TO the date of the card’s registration.

3. Subsequent lecture points, including examination points, will officially register on the Blackboard Grade Book after the Response Card is registered on the Blackboard Site. **IT IS THE STUDENT’S RESPONSIBILITY TO ENSURE THAT HER/HIS RESPONSE CARD IS REGISTERED CORRECTLY.** As previously stated, NO lecture points can/will be earned, if the NXT/QT Card is NOT registered through the course Blackboard Site.

4. It is the student’s responsibility to check her/his Blackboard Site weekly to ensure that each lecture’s point total is posted in his/her grade book. The same holds true for on-line quiz or examination point totals. **Any grade point disparity from a weekly lecture session or periodic examination must be presented to the lecture instructor, in person, in the instructor’s office prior to the following week’s class meeting.** Any concerns regarding final grades must be also be discussed with the instructor, in person at the beginning of the subsequent semester. **DO NOT ADDRESS THESE TYPES OF ISSUES VIA E-MAIL. THERE WILL BE NO EXCEPTIONS TO THIS RULE.**

5. Battery life is an issue in any type of grade response gadget. It is the student’s responsibility to maintain the charge in her/his Response/QT Card. Check the battery level of the device occasionally to be sure that it remains functional.

6. Using another student’s Response/QT Card is considered academic fraud (cheating). This behavior will invoke appropriate academic dishonesty proceedings for all parties involved as mediated through the Academic Integrity Council.

7. **IMPORTANT CONTACT INFORMATION**

   **The Turning Technology (Clicker) resource person on-campus is as follows:**
   
   Darrius Young  
   Faculty Center for Teaching and Learning  
   Duane G. Meyer Library – 1st Floor, Bear CLAW  
   901 South National Avenue
Important Procedural Information for KIN 545

I Turning Point Response Card NXT:

Purchase your Turning Point NXT Response Card in the bookstore:
- **For Class**: Locate the Device ID on the lower-back right side of the card. IGNORE the P/N number.
- **Go to your course Blackboard site**: Navigate to the Tools section; scroll down to the yellow Turning Point Registration Tool icon.
- Click on the icon. You will be asked to enter your Device ID, and then to enter it again. After you complete this process your response card will be ready for use.
- All lecture quiz and exams scores will be stored in the grade section of your Blackboard site.

II – Procedure for Preparing for, Accessing and Completing Internet Quizzes:

1. Access your KIN 545 Blackboard site.

2. In the left column, open the appropriate On-Line Quizzes icons. Each quiz is listed from the top of the page to the bottom. In each quiz box the resources for preparation and study for the quiz in question is included. About three weeks into the semester, the schedule for taking these quizzes will also present in the right column of the page listing.

3. Click on the radio button for the quiz you are taking. Enter you BEARPASS USERNAME where directed, click on continue and take the quiz.

4. Complete the quiz in the time allotted. With the exception of the pretests and quiz 3a and 3b you will usually have fifteen (15) minutes to complete each quiz.

5. When you are finished, click the **Submit Quiz** button on the bottom of the page. This ensures that your quiz is registered with *InQsit* and sent to your laboratory instructor, who will keep a record of your quiz results.

6. A **Log Out** button will appear on the screen in addition to YOUR SCORE FOR THAT QUIZ. You are responsible for recording and keeping track of each of your quiz scores. When you have done this click the **Log Out** button. You may then leave the InQsit site.

**Please note:**
You may access the results of your quizzes. You may access your scores by (1) signing on to http://learning.missouristate.edu/inqsitor/index.cgi (2) scrolling through the menu [sample account] until you reach downing, (3) clicking on downing, (4) clicking on the Student/Respondent icon, (5) clicking on your lecture section button and (6) accessing your quiz results by first clicking the Grade sheet button at the bottom of the page and then signing-in EXACTLY as if you were taking a quiz. Note: you can avoid this procedure by keeping track of your scores after you complete each quiz.

Please take your quiz on campus, preferably in a computer lab, or at least on a computer with a reliable server that blocks pop ups and allows uninterrupted work. You will have two attempts to take each practice quiz!

WHEN YOU TAKE YOUR QUIZ DO NOT OPEN OR LEAVE OPEN ANY OTHER WEB SITES, E.G., THE URL THAT CONTAINS THE STUDY MATERIAL. IF YOU LEAVE ANOTHER WEB SITE OPEN DURING YOUR QUIZ, INQSIT WILL LOCK YOU OUT OF THE QUIZ. YOU WILL NOT BE AFFORDED AN ADDITIONAL OPPORTUNITY TO COMPLETE IT.

QUIZZES ARE ONLY OPEN OVER THE RANGE OF TIMES INDICATED ON THE INTERNET QUIZ SCHEDULE (SEE #2 IN THIS SECTION). Your instructor will inform you when each quiz is due, and this schedule will be disseminated in the lecture. Please complete our quizzes in a timely manner. There will be no make-up quizzes unless you can document and individual or family emergency.

This procedural information can also be found on the KIN 545 Website

Missouri State University Course Policy Statements
2018 – 2019

Syllabi Policy Statements

Attendance Policy: The University’s attendance policy can be found at http://www.missouristate.edu/registrar/catalog/attendan.html. As stated in that policy, instructors must provide students with a written statement of the specific attendance policy for that class. The instructor has the responsibility to determine specific attendance policies for each course taught, including the role that attendance plays in the calculation of final grades and the extent to which work missed due to non-attendance can be made up. The University encourages instructors not to make attendance a disproportionately weighted component of the final grade, and also expects instructors to be reasonable in accommodating students whose absence from class resulted from: 1) participation in University-sanctioned activities and programs; 2) personal illness; or 3) family and/or other compelling circumstances.

Statement of Grading policy (required—different for every instructor, no suggested wording is provided)

Faculty have the choice to utilize either the standard grade policy or the plus/minus grading option but are required to indicate their grading scale on their syllabus.

Statement on academic dishonesty:
Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the University’s academic integrity policy plus additional more-specific policies for each class. The University policy, formally known as the “Student Academic Integrity Policies and Procedures” is available online at [http://www.missouristate.edu/policy/Op3_01_AcademicIntegrityStudents.htm](http://www.missouristate.edu/policy/Op3_01_AcademicIntegrityStudents.htm) and also at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Note to instructors: Please be aware that the academic integrity policy requires that a student who is charged with academic dishonesty in a course be allowed to continue attending class and fulfilling course requirements while they exercise their right to appeal allegations of academic dishonesty. The student should receive a grade of “Incomplete” in the course if an appeal from an allegation is still in progress at the end of the semester, or if the allegation of academic dishonesty is brought forward at the end of the semester. The grade of “Incomplete” remains on the transcript until the appeal is resolved.

Note to instructors: Some academic programs, especially graduate programs, may have published policies regarding additional sanctions for academic dishonesty. All program-specific sanctions should be included in course policy statements.

**Statement of nondiscrimination:**

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor’s Department Head. Please visit the OED website at [www.missouristate.edu/equity/](http://www.missouristate.edu/equity/).

**Statement on disability accommodation:**

To request academic accommodations for a disability, contact the Director of the Disability Resource Center, Meyer Library, Suite 111, 417-836-4192 or 417-836-6792 (TTY), [www.missouristate.edu/disability/contact.htm](http://www.missouristate.edu/disability/contact.htm). Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, 417-836-4787, [http://psychology.missouristate.edu/ldc](http://psychology.missouristate.edu/ldc).

**Cell phone policy:**

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University’s emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

Suggested wording for emergency response statement:
At the first class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an e-mail prior to the beginning of the fall semester from the Office of the Provost and Safety and Transportation. Students with disabilities impacting mobility should discuss the approved accommodations for emergency situations and additional options when applicable with the instructor. For more information go to http://www.missouristate.edu/safetran/51597.htm and http://www.missouristate.edu/safetran/erp.htm.

Dropping a class:

It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520. Faculty may also wish to include relevant drop deadlines. See Academic Calendars (www.missouristate.edu/registrar/acad_cal.html) for deadlines.

Audio and video recording course activity:

Students who wish to record lectures or class activities for study purposes should inform the faculty member first. Distribution or sale of recordings or other course materials is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of copyright law and the Code of Student Rights and Responsibilities (Sections 4.6, 4.8, 4.9).

Religious accommodation:

The University may provide a reasonable accommodation based on a person's sincerely held religious belief. In making this determination, the University reviews a variety of factors, including whether the accommodation would create an undue hardship. The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the University. Students who expect to miss classes, examinations, or other assignments as a consequence of their sincerely held religious belief shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to the instructor by the end of the third week of a full semester course or the end of the second week of a half semester course.

Mental Health and Stress Management:

As a student you may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. You can learn more about free and confidential Missouri State University Counseling Center services available to assist you at https://counselingcenter.missouristate.edu/.

Title IX Policy:
Spring Semester, 2018  

Missouri State University has a Title IX policy that guides our response to instances of sexual violence. Sexual Violence includes: Rape, Sexual Assault, Sexual Misconduct, Sexual Discrimination, Domestic Violence, Dating Violence, Stalking, Sexual Harassment and Pregnancy issues. The Title IX policy can be located on the MSU Title IX website at [www.missouristate.edu/titleix/](http://www.missouristate.edu/titleix/). This website is also a good resource for any questions or issues involving Title IX and contains contact information for the MSU Title IX Office and staff. Read an overview of the Title IX office.

If an MSU student discloses a Title IX related issue to a MSU faculty or staff member who is deemed to be a “Responsible Employee” under the policy, that faculty or staff member is required to report such disclosure to the Title IX Coordinator. A responsible employee includes any employee who has the authority to take action to redress sexual violence; who has been given the duty of reporting incidents of sexual violence or any other misconduct by students to the Title IX Coordinator or other appropriate school designee; or whom a student could reasonably believe has the authority or duty to take action. Taylor Health employees and MSU Counseling Center Clinicians are not considered to be Responsible Employees under the policy, and therefore, are not required to report Title IX issues to the Title IX Coordinator.

**Chosen Name Policy:**

A student may choose a name other than their legal name to identify themselves at Missouri State University. A chosen name is different than the student’s legal name. Refer to the [Chosen Name policy](http://www.missouristate.edu/titleix/) for more information. Students can provide their chosen first and middle names in the Profile tab of [My Missouri State](http://www.missouristate.edu/titleix/).

**Emergency Response Statement**

At the first class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an e-mail prior to the beginning of the fall semester from the Office of the Provost and Safety and Transportation. Students with disabilities impacting mobility should discuss the approved accommodations for emergency situations and additional options when applicable with the instructor. For more information go to [http://www.missouristate.edu/safetran/51597.htm](http://www.missouristate.edu/safetran/51597.htm) and [http://www.missouristate.edu/safetran/erp.htm](http://www.missouristate.edu/safetran/erp.htm).