



OTAP 250 Physical Function & OT section name section credit hours Credits **Syllabus**

Course Information

Meeting times and location: section meeting_times section location

Catalog description: Physical function to promote occupational performance. Includes assessment/evaluation tools and techniques, and intervention strategies of various frames of reference for physical disabilities.

Prerequisites: course prereqs

Terms offered: Fall Only

Section-specific Course Description:

Course Level Objectives

Upon successful completion of the course, the student will be able to...

1. Identify medical treatment of selected physical diseases, conditions, and disabilities.
2. Analyze components that impact the health and wellness and occupational functioning in individuals with physical disabilities.
3. Utilize evaluation tools and intervention techniques related to select OT frames of reference.
4. Based on case information, demonstrate ability to effectively select, plan, modify, and share data from evidence-based evaluations and the status of intervention strategies to facilitate occupational performance and participation for individuals with physical disabilities.

Specific Performance Objectives:

During this course you will be engaged in addressing the following objectives:

1. Identify medical treatment of selected physical diseases, conditions, and disabilities.

1.a. Identify medical treatment associated with selected physical diseases, conditions, and disabilities. (B.1.1.)

2. Analyze components that impact the health and wellness and occupational functioning in individuals with physical disabilities.

2.a. Describe the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors and demonstrate activity analysis in these areas to implement an intervention plan, and knowledge of the scientific evidence of the importance of the role of occupation. (B.3.2., B.3.4., B.3.6.)

2.b. Explain the need for and use of compensatory strategies when desired life tasks cannot be performed. (B.4.3.)

2.c. Explain social and psychological concerns that an individual who has a disability may experience. (B.1.1.)

2.d. Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance. (B.3.5.)

3. Utilize evaluation tools and intervention techniques related to select OT frames of reference.

3.a. Administer selected screening and assessments using appropriate procedures and protocols (including standardized formats) and use occupation for the purpose of assessment and delivering evidence-based practice. (B.4.4.)

3.b. Provide training in self-care, self-management, health management and maintenance, home management, and community and work integration. (B.4.10., B.4.13.)

3.c. Adapt environments (e.g., home, work, school, community) and processes, including the application of ergonomic principles. (B.4.18.)

3.d. Articulate principles of and demonstrate strategies with assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being. (B.4.11.)

3.e. Provide fabrication, application, fitting, and training in orthotic devices used to enhance occupational performance and participation, and training in the use of prosthetic devices. (B.4.12.)

3.f. Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices. (B.4.13.)

3.g. Provide training in techniques to enhance community mobility, including public transportation, community access, and issues related to driver rehabilitation. (B.4.14.)

3.h. Recognize the use of superficial thermal and mechanical modalities as a preparatory measure to improve occupational performance. On the basis of the intervention plan, demonstrate safe and effective administration of superficial thermal and mechanical modalities to achieve established goals while adhering to contraindications and precautions. (B.4.17.)

3.i. Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context. (B.4.18.)

3.j. Teach compensatory strategies, such as use of technology and adaptations to the environment that enhance occupational performance, participation, and well-being. (B.4.11., B.4.15.)

4. Based on case information, demonstrate ability to effectively select, plan, modify, and share data from evidenced-based evaluations and the status of intervention strategies to facilitate occupational performance and participation for individuals with physical disabilities.

4.a. Gather and share data for the purpose of screening and evaluation including, but not limited to, specified screening tools; assessments; skilled observations; checklists; occupational histories; consultations with other professionals; and interviews with the client, family, and significant others. (B.4.4.)

4.b. Gather and share data for the purpose of evaluating client(s)' occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance includes

- The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.
- Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body

structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems).

- Performance patterns (e.g., habits, routines, rituals, roles).
- Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).
- Performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills. (B.4.4.)

4.c. Identify when to recommend to the occupational therapist the need for referring clients for additional evaluation. (B.4.26.)

4.d. Assist with the development of occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, reflective of current occupational therapy practice, and based on clinical reasoning and available evidence. Interventions address the following components:

- Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide interventions. (B.2.1.)
- The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.
- Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems).
- Performance patterns (e.g., habits, routines, rituals, roles).
- Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).
- Performance skills, including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills. (B.4.4.)
- Intervention strategies that remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance (B.4.9.)
- Utilize clinical reasoning to facilitate occupation-based interventions that address client factors, performance patterns, and performance skills. Interventions that are focused on promotion, compensation, adaptation, and prevention. (B.4.2., B.4.3.)

4.e. Demonstrate sound judgement in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice, ie assessing and monitoring vitals signs to ensure the client is stable for intervention. (B.3.7.)

- 4.f. The student will explain typical OT service delivery settings, including the consultative process, for an OTA working with clients with physical disorders with occupational performance deficits. (B.4.19.)
- 4.g. Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention, and communicate the identified needs to the occupational therapist. (B.4.22.)
- 4.h. Demonstrate principles of the teaching-learning process using educational methods and health literacy education approaches to design activities and clinical training and instruct and train the client, caregiver, and others. (B.4.21.)
- 4.i. Facilitate discharge planning by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment, and identify those needs to the occupational therapist, client, and others involved in discharge planning. This process includes, but is not limited to, identification of community, human, and fiscal resources; recommendations for environmental adaptations; and home programming. (B.4.27., B.4.28.)
- 4.j. Under the direction of an administrator, manager, or occupational therapist, collect, organize, and report on data for evaluation of client outcomes. (B.4.6.)
- 4.k. Demonstrate effective intraprofessional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process. (B.4.24.)
- 4.l. Recommend to the occupational therapist the need for termination of occupational therapy services when stated outcomes have been achieved or it has been determined that they cannot be achieved. Assist with developing a summary of occupational therapy outcomes, recommendations, and referrals. (B.4.28.)
- 4.m. Demonstrate awareness of the principles of interprofessional team dynamics to perform effectively and communicate and work interprofessionally with those who provide services to individuals and groups in order to clarify each member's responsibility in executing an intervention plan and promote occupational therapy by educating other professionals. (B.4.23., B.4.25., B.7.3.)
- 4.n. Demonstrate knowledge of various reimbursement systems and funding mechanisms, treatment and diagnosis codes, and coding and documentation requirements. Documentation must effectively communicate the need and rationale for OT services. (B.4.29.)

4.o. Use professional literature to make evidence-based practice decisions in collaboration with the occupational therapist. (B.6.1.)

4.p. Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards. (B.7.4.)

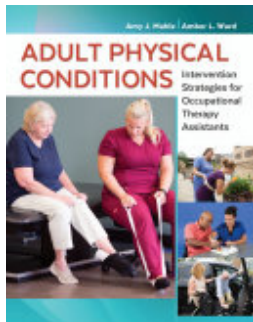
The numbers in parentheses following each objective correlate to the 2018 OTA educational standards established by the Accreditation Council for Occupational Therapy Education. ACOTE Standards and Interpretive Guide

Methods of Instruction may include:

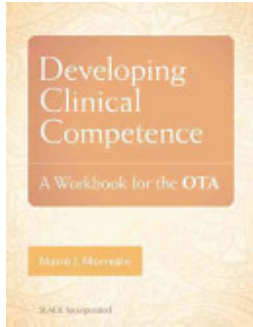
Material will be presented using a combination of visual, auditory and kinesthetic aids to promote optimal learning of knowledge necessary for providing occupational therapy services.

Lecture	Written and Oral Assignments	Assigned Readings
Audio/Visuals	Group Discussions	Demonstration
Handouts	Lab Practice	Guest Speakers
Role-Playing	Simulation	Internet exploration
Case Studies	Client Assessment and Treatment Videos	

Required Texts and/or Materials



Adult Physical Conditions
9780803689800
Amy J Mahle, Amber L Ward
F.A. Davis
2018-04-17



Developing Clinical Competence
9781617118159
Marie Morreale
Slack
2014-10-01

Required Technology and Software

- Canvas
- Chrome, Safari, or Firefox

Technical Support

Technical support is available through the San Juan College Help Desk 24/7/365. The help desk can be reached at 505-566-3266 or by creating a ticket at [San Juan College Help Desk](#).

For tickets and password reset: [San Juan College Help Desk](#)

For Canvas support information: [Canvas Support](#)

Accessibility/Privacy Policies for all Technology Tools Used

[Accessibility/Privacy Policies for all Technology Tools Used](#)

Course Requirements

Students will be involved in the following course activities in order to successfully complete OTAP 250:

- Complete assigned readings, view assigned videos, review handouts, and complete assignments in order to reinforce content learned;
- Involvement in many hands-on and virtual practical experiences to review and learn course content;

- Complete CarFit Technician Training and complete the annual event to promote safe driving; and
- Complete tests and practicals in order to assess learning and receive a final grade

COVID Safe Practices for Being on Campus

Masks / cloth face coverings must be worn while on campus in accordance with the New Mexico public health order. If you feel that you cannot wear a mask due to health complications, please contact Disabilities Services:

disabilityservices@sanjuancollege.edu or call (505) 566-3271. Hand sanitizer stations are at all building entrances, please “wash in, wash out”--clean your hands when you enter and before you leave. Classrooms and labs have been arranged to allow for social distancing; please respect your classmates and instructors by staying 6 feet away from everyone. You will be expected to disinfect your table or area prior to class and after class, cleaning products will be provided for this purpose. Check with your instructor for specific policies for their course. Please do not congregate in hallways or common areas, instead utilize our beautiful outside spaces and weather to visit with your friends and colleagues from a safe distance.

If you have been in contact with anyone who has tested positive for COVID-19, has symptoms, or is waiting on test results, contact your instructor and DO NOT come to class. If you have tested positive, have symptoms or are waiting on test results, contact your instructor and DO NOT come to class. Your health care provider or the assigned contact tracer will let you know when it is safe for you to be around others.

Student Support

Student Services and Support

The Student Support webpage provides information on counseling, tutoring, technical support, and many other support services available to San Juan College students.

[Student Support](#)

Academic Support

Academic Support webpage provides information on academic advising, the library, Testing Center, and the honors program.

[Academic Support](#)

Participation and Attendance Policy

ATTENDANCE:

This program is preparation for a career as a professional; the attendance policy reflects what is expected for continued employment. Students are expected to regularly attend all classes. Valid reasons for missing classes do not relieve the student of making up any missed work. It is the student's responsibility to notify the OTA office or the instructor of record if the student will be tardy or absent and to make up class work in a timely manner.

The student must call the OTA office prior to the class, lab, or clinical day to report an intended absence/tardy. The student must provide a bona fide reason for missing class, lab or clinic (i.e. emergencies, severe illness, death). Appointments, vacation, and minor illnesses are not appropriate reasons. If the student misses class due to an emergency, severe illness, or a death in the family, they must provide written documentation for the absence/tardy. If you will be absent or late, call the office as soon as possible at 505-566-3849 and leave a voice message if no one answers.

Please do not ask a fellow student to tell the instructor, director or administrative assistant that you will be late. They are not responsible for your schedule!!! If you choose this option or do not inform the instructor in a timely manner, the absence or tardy will be unexcused!

The student is responsible for making up all lost work. If the student misses a class, he/she is required to obtain the lecture notes from another student. If the student misses lab, he/she must contact the instructor to make arrangements to make-up for any missed instruction and make up any missed lab hours.

If the student must miss a day in the clinic, the student must then contact their fieldwork educator (FE) and academic fieldwork coordinator (AFWC) and let them know that they will not be in the clinic that day and give both the AFWC and FE a bona fide reason for missing clinic. If a student misses a day in the clinic, he/she must arrange with the fieldwork educator to make up the missed day and communicate that change with the program AFWC.

ABSENCES:

Students are not allowed to miss or have more than three days of absences without a grade penalty, in any one semester.

TARDINESS:

Tardiness is a form of absenteeism, is disruptive and disrespectful to the class. A student who arrives after the start of published class time will be considered “tardy.” Two “tardies” will equal one absence. Students arriving late must notify the instructor to change the “absence” to a “tardy.” Leaving class or lab early is also considered an incidence of tardiness. The student will be considered absent if a student misses more than 30 minutes (any combination of time) of a course which lasts two or more hours.

The following disciplinary actions in regard to attendance apply for each course, each semester:

First Absence/2 Tardies:	Verbal Warning
Second Absence/4 Tardies:	Written Warning and Formal Plan of Action
Third Absence/6 Tardies:	Written Warning, Formal Plan of Action, and Final Course Grade Lowered by 10 Points
Two Tardies Equal an Absence	

For all lecture/lab courses, the first absence/tardy 1 & 2 will result in a verbal warning. The second absence/tardy 3 & 4 will result in a written (i.e. formal plan of action). After the third absence/tardy 5 & 6, the student will receive a written warning and the course grade will be lowered by ten (10) points for each course that specific semester. If the student currently has a course grade of “C” for that semester, the student will be at risk for dismissal from the program.

Other Classroom Policies and Expectations

MAKE-UP EXAMINATIONS:

1. All major exams, including practical examination and finals are to be taken at their scheduled times and dates.
2. A “0” (zero) will be recorded if the student is absent and does not notify the instructor of the absence prior to the examination.
3. Make-up exams are at the discretion of the instructor.
4. Should circumstances beyond the student’s control prevent taking an examination, it is the responsibility of the student to contact the course instructor regarding a possible make-up exam.
5. Make-up exams will cover the same original exam content; however, the exam may be presented in a different format. The length of time for the exam will be the same as the original.

6. Pop quizzes may be given during class that covers the assigned reading material. Pop quizzes cannot be made up. The value of the quizzes will be incorporated into the student's total grade.

LATE WORK:

Assignments are due at the beginning of class. Assignments not turned in at that time but received within 24 hours will be given a starting grade of 80. Any deficiencies in the quality of the assignment will result in the lowering of the grade. Assignments received 24 hours after the start of class will be given a "0" (zero).

ELECTRONIC DEVICES:

The student is expected to show respect for others when using electronic devices. Unless directed by the course instructor, students are required to silence and store out of sight all electronic communication devices such as pagers, cellular phones, laptops, etc. when in classrooms, laboratories, libraries, clinics, or other areas where such devices would interfere with instruction and learning. Returning text messages will be done during breaks or lunch. This also applies when a clinical sites.

LAB SAFETY/DRESS:

On the day of lab or practical exams, casual professional attire is required. This attire can consist of pants/slacks or scrub sets. Close-toed shoes and hose/socks are to be worn, tennis shoes are acceptable. Open-toed or open-backed shoes are not to be worn. Artificial or long nails and inappropriate clothing for labs is unacceptable. Also, offensive body odor (please use deodorant), mouth odor (please use mouthwash or have gum with you), or tattoos (please cover them if advised by staff) are not appropriate for the lab or classroom setting. One piercing per ear is allowed. You will be working closely with other individuals and proper hygiene is required. Name badge is to be worn during practical exams. No jeans of any color, leggings, or low cut tops are allowed.

PRESENTATION DRESS:

On the day of assigned presentations, business casual attire is required. Please clarify with the instructor what business casual attire is if needed. One piercing per ear is allowed. Proper hygiene and grooming is required. No jeans of any color, leggings, or low-cut tops are allowed.

CONCERNS ABOUT THE CLASS/CHAIN OF COMMAND:

If you have any questions or concerns about this class, first contact the instructor in order to collaborate in resolving the situation. If, after trying the agreed upon options, you are not satisfied with the progress made, then make an appointment with the

program director and present a written document identifying the issues and the steps you have taken concerning the situation with the program director.

If you have a problem with a classmate, please speak with the classmate and try to resolve the issue. If problems continue, please see the course instructor.

Canvas Participation and Expectations

Students should log into CANVAS daily with most messages being posted prior to the start of each class. Please regularly check announcements and emails - at least twice a day.

Instructor Response Time

I will respond to questions via phone or email within 24 hours during the work week. It may take me up to 48 hours to respond to questions sent over the weekend.

Assignments are graded within one week of the due date. Tests/quizzes will be graded within 24-48 hours of the date offered.

Course Time Commitment

The “standard” time commitment for a course like this is 9-12 hours outside of class each week.

Grading

Final grades for OTAP 250 are calculated based on the following...

Category	Weight
Intraprofessional Assignment	5
Course Assignments/IPE Assignments	8
SOAP Notes	5
Intervention Plan II	10
Treatment Toolkit	10
Case Study Presentation	5
CarFit	5
Exams	15
Professionalism	2
Lab Practicals	10
Comprehensive Written Final	15
Comprehensive Practical	10
Total	100

All courses within the OTA curriculum, without exception, must be completed with the award of the grade of “C” or higher. The following is the official method of grading:

92-100	= A	= 4 points per semester hour
84-91.99	= B	= 3 points per semester hour
75-83.99	= C	= 2 points per semester hour
70-74.99	= D	= 1 point per semester hour
Below 69	= F	= 0 point per semester hour

NOTE: All courses within the OTA Program curriculum, including pre-requisites and general education courses, must be completed with a grade of “C” or higher to complete the degree plan. It is vitally important that the student be aware of his/her running average in each class and to recognize when assistance or tutoring is needed. Each student must take the responsibility to approach the instructor for guidance in studying or to discuss grades.

Student Evaluations

A. Examinations will be given in all class, lab and fieldwork courses. Lecture exam format may include multiple choices, matching, true/false, short answer/fill in the blank, or essay. Lab exams may consist of multiple choices, short answer/fill in the blank, matching, or skills practical/check-off.

B. Students may access grades at any time via the Learning Management System. Midterm grade reports will be given to the student. The midterm grade report will document current progress for each lecture/lab course. Pass/fail will be reported for midterm fieldwork progress. It is the responsibility of the student to maintain personal records and be aware of their individual exam scores and status in each course.

C. Academic Honesty Rules: San Juan College expects all students to adhere to the Academic Honesty Rules as posted online: Academic Honesty Rules

These are the official guidelines for all classes at San Juan College.

Make-up Examinations:

All major exams, including practical examinations and finals are to be taken at their scheduled times and dates.

1. Make-up exams are at the discretion of the instructor.
 1. Students with appointments on examination days should email the instructor via Canvas to schedule to take the examination early. Students who take exams early obtain full credit.
 2. For students with unexpected situations on examination days (illness, accidents, etc.), it is the responsibility of the student to contact the course instructor via Canvas email within 24 hours to determine a possible make-up exam time. Students who contact the instructor within 24 hours of an exam may receive only a maximum grade of 80, at the discretion of the instructor.
 3. A "0" (zero) will be recorded if the student is absent and does not notify the instructor via Canvas email within 24 hours of the exam start time.
2. Make-up exams will cover the same original exam content; however, the exam may be presented in a different format. The length of time for the exam will be the same as the original.
3. Pop quizzes may be given during class that covers the assigned reading material. Pop quizzes cannot be made up. The value of the quizzes will be incorporated into the student's total grade.

Late Assignments:

Assignments are due in the manner as directed in Canvas.

1. Assignments not submitted per Canvas instructions but received within 24 hours will be given a starting grade of 80. Any deficiencies in the quality of the assignment will result in the lowering of the grade.
2. Assignments received 24 hours after the Canvas assignment due date and time will be given a "0" (zero).
3. Any variation to this policy must be clearly stated in the course guide or as a written explanation with the specific assignment.

Key Dates to Remember

[Full Academic Calendar](#)

Course Schedule

Course schedule is provided in the first module in Canvas and updated regularly.

College Policies

The following information also applies to your work in this class. If you have special needs for campus emergency situations, please inform me immediately.

1. **Academic Accommodations - American with Disabilities Act (ADA)**

If you believe you need academic accommodations due to physical or learning disabilities, you are encouraged to inform them as soon as possible. The coordinator can work with you in verifying your disabilities and developing accommodation strategies. Please go to [Disability Services Office](#), click the button for “Request for Services” and complete all the steps.

You can also contact the college’s disability coordinator in the Advising/Counseling Center at 566-3271 or disabilityservices@sanjuancollege.edu. More information is available on the website listed above.

2. **The Family Educational Rights and Privacy Act (FERPA)**

Your personal information and grade are confidential. Aside from routine reporting to the college required for this course, I will not share such information with anyone unless I have your permission.

3. **Academic Honesty Rules**

San Juan College expects all students to adhere to the [Academic Honesty Rules](#) as posted online. These are the official guidelines for all classes at San Juan College (July 2006).

4. **Student Conduct Statement**

College is preparation for professional opportunities, and professional conduct is expected in courses, including online classes, as well as any written communications, and interactions with members of the college community. As part of our learning community, students are expected to interact and communicate in a mature, respectful, thoughtful, and supportive manner. Students who demonstrate disrespectful, hostile, belittling, bullying or other disruptive behavior will be subject to potential consequences and possible dismissal from the college. The college will take appropriate action when students demonstrate threatening

behavior (to others or self). Students should refer to the Code of Conduct in the Student Handbook for additional information.

5. Student Safety

Keeping students safe is a priority, and part of that is ensuring that we have the ability to communicate emergency messages – whether for school closures due to weather or for more or urgent situations. Rave is San Juan College’s emergency messaging system. Through your SJC student email, you will automatically receive email messages, however, it is also vital that you receive text messages. In order to receive the messages, you must register in a simple process with [Rave](#). When registering, please make sure that your mobile status is “confirmed.”

The Department of Public Safety is available 24 hours per day. In an emergency, they can be accessed by calling 215-3091 or 566-3333.

In the event of an emergency, a Rave message will be sent, and depending on the situation, you will be instructed to do one of the following:

- Evacuate the building
- Shelter in place (Campus doors are locked, and operations continue as normal. During this situation, no one other than law enforcement is allowed in or out of the campus.)
- Lockdown (Campus doors are locked. All operations cease, and you should take cover in your immediate area. No one other than law enforcement is allowed in or out of the campus.)

6. Non-Discrimination, Sexual Harassment, and Retaliation.

San Juan College does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national origin, disability, age, genetic, veteran’s status, or on the basis of any other category protected under federal, state and local laws. If you have experienced sexual harassment, sexual assault, or any other form of protected class discrimination, we encourage you to make a report. If you report to a faculty member, she/he/they are obligated by policy to share knowledge, notice, and/or reports of harassment, discrimination, and/or retaliation with the Title IX Coordinator. These disclosures include but are not limited to reports of sexual assault, dating/domestic violence, and stalking. You may also make a confidential report to a SJC Counselor. Please refer to San Juan College’s [Title IX](#) site for further details.

San Juan College's Title IX Coordinator is Stacey Allen, Assistant Director of Human Resources/Equity, Diversity, and Inclusion Officer. The office is located at the Educational Services Center Building, 2nd Floor, Human Resources, Room 4243 at (505) 566-3515 or allens@sanjuancollege.edu.

7. Drop for Non-Attendance and/or Non-Participation

Class Attendance and Participation Expectation:

Face-to-Face -- Students are expected to attend and participate in class regularly. Any student missing more than 10% of consecutive class time, (For example, in a regular 15-week class that meets twice a week, this equates to the student missing 3 consecutive classes) without consultation with the instructor may be considered as having abandoned the course.

On-line -- Students are expected to participate regularly and submit all course assignments, based on the course guide definition. A student who does not submit any assignments during a consecutive 10% of the course (1.5 weeks of a 15-week semester) without consulting the instructor, may be considered as having abandoned the course. Logging in does not meet the attendance standard.

Competency-Based Education Classes -- Students are expected to have regular and substantive interactions with their instructor and to actively work on course content. A student who has not submitted coursework, nor had substantive interactions with the instructor over a consecutive 10% of the term, without the instructor's prior approval, will be considered to have abandoned the competency progression. Last date of attendance will be recorded as the last date that coursework was submitted or that the student met with the instructor. For on-line learners, logging in does not meet the attendance standard.

8. Failure to Meet Class Participation Expectation:

Students who fail to meet participation expectations will have their last date of attendance recorded. This date will be used to recalculate any financial aid received/veteran's benefits received, and the student may be required to repay the institution/government. If the student does not drop the course, an 'X' grade will be recorded. An 'X' grade impacts the grade point average the same as an 'F'.

9. Grading Policies

Incomplete: Incomplete Grade Assignment ([Incomplete Grades Information](#))

The grade of I (Incomplete) is given for passing work that could not be completed during the semester because of circumstances beyond the student's control. Ordinarily, the assignment of an I is given by the course instructor at the time final grades are due

In no case is an I grade to be used to avoid assignment of D or F grades for marginal or failing work or to require a student to enroll in the class the next semester because work was not completed on time. Circumstances warranting the issuance of an I grade must be beyond the student's control and must be documented on the appropriate form prior to approval.

I grades can be removed only during the subsequent 16 weeks from the end of term, or within the time limit set by the instructor. Removal of an I is accomplished by completing the work in a manner acceptable to the instructor. Re-enrollment in the course under the repeat option does not remove the prior grade of I. Students should not re-enroll for the course. An I not made up within 16 weeks or within the time limit set by the instructor will change to an F grade thereafter and cannot be changed by work completion.

10. **Grade Appeals**

The policy for grade appeals is in the Academic Catalog. ([Grade Appeal Policy](#))

Student Handbook

The Student Handbook provides information on Student support, student organizations, and San Juan College policies.

[Student Handbook](#)