KINE 3653 Motor Learning and Control  
Fall 2018  
Department of Health and Kinesiology  
Whitlowe R. Green College of Education

Instructor: Dr. Akilah R. Carter-Francique  
Section # and CRN: P01 and 11581  
Office Location: Leroy G. Moore Intramural Gym, Suite 110  
Office Phone: 936) 261-3900  
Email Address: arfrancique@pvamu.edu  
Office Hours: Mondays & Wednesdays 8:30am-12:00pm, 1:00pm-2:30pm, and by appointment  
Mode of Instruction: Face-to-Face  
Course Location: Woolfolk Soc & Pol Science Building | Room 203  
Class Days & Times: Monday & Wednesday | 2:30pm – 3:50pm  
Catalog Description: This course is designed to review basic principles of motor control and motor learning with emphasis on the application of these principles in the neurologic population.

Prerequisites: None  
Co-requisites: None  

Program Student Learning Outcomes (SLOs):

1. Graduates can communicate effectively in written, oral and verbal forms of expression.  
2. Graduates can apply the physiological bases of human movement.  
3. Graduates can demonstrate the ability of exercise testing and prescription to diverse populations at various developmental stages and under a range of health conditions.  
4. Graduates can evaluate the scientific literature in the discipline, and understand and synthesize relevant information.  
5. Graduates can demonstrate the ability of technologies to support inquiry and professional practice.
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>Program Learning Outcome # Alignment (SLOs)*</th>
<th>Core Curriculum Outcome Alignment</th>
<th>InTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1</td>
<td>Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>SLO 2</td>
<td></td>
<td></td>
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<tr>
<td>SLO 3</td>
<td></td>
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</tr>
</tbody>
</table>

1. Identify definitions and concepts of motor learning and control.

2. Administer motor learning and control assessments to diverse populations according to principle guidelines for movement skills.

3. Demonstrate collaborative skills to develop programs that facilitate motor learning and control for diverse populations.

4. Utilize technology to communicate written, oral, and visual directives for diverse populations.

*The program learning outcomes identified in this table pertain to the objectives for this course. Other courses within the program cover additional learning outcomes (SLOs). Collectively, all courses within the program curriculum will ensure that candidates have achieved all 5 learning outcomes (SLOs).

### Governing Organizations

<table>
<thead>
<tr>
<th></th>
<th>Alignment with Standards/Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAEP</td>
<td>Standard 1: Content and Pedagogical Knowledge (1.1)</td>
</tr>
<tr>
<td></td>
<td>Standard 4: Program Impact (4.1)</td>
</tr>
<tr>
<td>NASPE</td>
<td>Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns; Standard 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance; Standard 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness; Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.</td>
</tr>
</tbody>
</table>

### Major Course Requirements

**Method of Determining Final Course Grade**

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Quizzes (Q) (Content and Definitions) &amp; Labs (L) (Exploration Activities)</td>
<td>20x1.75</td>
<td>35</td>
</tr>
<tr>
<td>3) Exam I/Midterm Exam</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>4) Exam 2/Final Exam</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>5) Final Project</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

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2
Grading Criteria and Conversion:
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 and below
I = Incomplete (Only issued under extraordinary circumstances that are beyond a candidate's control.)
W = Withdrawal from a course
WV = Withdrawal from the University voluntarily
MW = Military withdrawal

Detailed Description of Major Assignments:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (Content and Definitions) &amp; Labs (Exploration Activities)</td>
<td>Ten (10) Multiple Choice – True/False questions worth 1.75 points each will take place at the end of each chapter lecture. Each week candidates will complete a chapter “Exploration Activities” assignment. The activities are designed to aid in the identification of key concepts and human movement definitions; and, allow Candidates will comprehend how human movement knowledge can be applied to diverse populations involved in sport, physical activity, and play. See Formatting Documents for assignment submission.</td>
</tr>
<tr>
<td>Exam 1/Midterm Exam &amp; Exam 2/Final Exam</td>
<td>Candidates will have two exams that include the Midterm and the Final Exam. The exams will consist of fifty (50) multiple choice and true/false questions similar to the question formatting for weekly quizzes. The respective exams will be delivered through eCourses. Candidates will have 1 hour and 20 minutes to complete the exams. Candidates can utilize text book, course lecture notes, and course activities to aid during the examination. The Mid-term and Final Exams are worth 20 points each. See “Semester Calendar” for exam dates.</td>
</tr>
<tr>
<td>Final Project</td>
<td>Candidate will complete a Final Project presentation on the role of Motor Learning and Control on the development, rehabilitation, or participation of a physical modality. Candidates will choose their topic of interest based on the chapters on the required text, along with their career of interest. Candidates Final Project will be in the form of a Power Point Presentation with a minimum of 15 slides. See Formatting Documents for the assignment submission.</td>
</tr>
</tbody>
</table>

Course Procedures or Additional Instructor Policies

Attendance
A daily record of attendance will be kept. Excessive absences will affect your final grade. If absent, Candidates are to produce university-authorized excuses or proper authorization to the instructor: a) PRIOR to any foreseen absence, and/or b) IMMEDIATELY UPON RETURN of subsequent class meeting. Excessive tardiness will not be tolerated. A candidate will be rendered ABSENT 15 MINUTES AFTER CLASS HAS BEGUN.

Formatting Documents:
Microsoft word is the standard word processing tool used at PVAMU. If you are using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format. In addition, written assignments need to be formatted according to American Psychological Association (APA) sixth edition. Submitted papers will not be graded if not formatted to protocol.

Taskstream
Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is REQUIRED to be submitted as an “artifact,” an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.
Late Assignments:
If Candidates submit an assignment late, ten percent (10%) will be deducted per day beginning on the day of the missed assignment. No assignments will be accepted after (5) business calendar days from the due date of the assignment. In case of an absence(s) (e.g., university related excused absence), Candidates must submit work upon returning to class or prior. Candidates also have the option to submit assignments early to foreseen absence(s).

Make-Up Assignments:
Candidates are able to Make-Up assignments (Except Exams. See “Exam Policy”) and will be subject to the “Late Assignment” policies. See “Late Assignments”.

Exam Policy:
Exams should be taken as scheduled. If a Candidate misses an exam, the missed exam cannot be made up unless the Candidates has an excused absence(s) (as defined by the university) or permission is granted by the instructor at least ONE DAY Prior to the exam date with submittal of proper documentation for foreseen absences. If exam is missed due to an unforeseen documented emergency, notify the instructor within two (2) days of the assignment or as soon as possible.

Email Response Time:
Emails can be sent to the instructor directly and/or through the preferred eCourses email. Emails will be responded to within a 48-hour time period if sent during the 5-day work week. Thus, if an email is sent on Friday evening or during the day on Saturday, your 48 hours will begin on the following Monday.

Technology:
Cell phone usage is strictly prohibited during class and must be turned off, placed on vibrate, or in some other silencing mode such as “airplane mode” or “do not disturb”. Other electronic device (laptop, iPad, tablet, etc) usage should be limited to the relevance of the class during class time, such as note-taking or instructor guided in-class activities. Any perceived misuse of electronic devices and/or excessive use, will result in overall course point deductions at 5 points per incident.

SEMESTER CALENDAR
(*Tentative and may change due to course needs)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Course Introductions and Syllabus Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Description:</td>
<td>Course Introductions and Syllabus Review</td>
</tr>
<tr>
<td>Chapter(s)</td>
<td>Beginning reading Chapter 1: Introduction to Motor Learning and Control</td>
</tr>
<tr>
<td>Assignment(s)</td>
<td>Syllabus and eCourses Assessment</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Week 2</th>
<th>Introduction to Motor Learning and Control</th>
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<tbody>
<tr>
<td>Topic Description:</td>
<td>Introduction to Motor Learning and Control</td>
</tr>
<tr>
<td>Chapter(s)</td>
<td>Chapter 1: Introduction to Motor Learning and Control</td>
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<tr>
<td>Assignment(s)</td>
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<table>
<thead>
<tr>
<th>Week 3</th>
<th>Introduction to Motor Learning and Control</th>
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<tbody>
<tr>
<td>Topic Description:</td>
<td>Introduction to Motor Learning and Control</td>
</tr>
<tr>
<td>Chapter(s)</td>
<td>Chapter 1: Introduction to Motor Learning and Control</td>
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<tr>
<td>Assignment(s)</td>
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<thead>
<tr>
<th>Week 4</th>
<th>Understanding Movement Preparation</th>
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<tbody>
<tr>
<td>Topic Description:</td>
<td>Understanding Movement Preparation</td>
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<tr>
<td>Week 5 Topic Description:</td>
<td>Behavioral Theories of Motor Control</td>
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</tr>
<tr>
<td>Chapter(s)</td>
<td>Chapter 3: Behavioral Theories of Motor Control</td>
</tr>
<tr>
<td>Assignment(s)</td>
<td>Final Project &amp; Group Assignments</td>
</tr>
<tr>
<td>Week 6 Topic Description:</td>
<td>Neural Mechanism: Contributions and Control</td>
</tr>
<tr>
<td>Chapter(s)</td>
<td>Chapter 4: Neural Mechanism: Contributions and Control</td>
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<tr>
<td>Assignment(s)</td>
<td></td>
</tr>
<tr>
<td>Week 7 Topic Description:</td>
<td>Stages of Learning</td>
</tr>
<tr>
<td>Chapter(s)</td>
<td>Chapter 5: Stages of Learning</td>
</tr>
<tr>
<td>Assignment(s)</td>
<td></td>
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<tr>
<td>Week 8 Topic Description:</td>
<td>Midterm Exam Review</td>
</tr>
<tr>
<td>Chapter(s)</td>
<td>Chapters 1-5</td>
</tr>
<tr>
<td>Assignment(s)</td>
<td>Exam 1/Midterm</td>
</tr>
<tr>
<td>Week 9 Topic Description:</td>
<td>The Learner: Pre-Instruction Considerations</td>
</tr>
<tr>
<td>Chapter(s)</td>
<td>Chapter 6: The Learner: Pre-Instruction Considerations</td>
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<tr>
<td>Assignment(s)</td>
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</tr>
<tr>
<td>Week 10 Topic Description:</td>
<td>Skill Presentation</td>
</tr>
<tr>
<td>Chapter(s)</td>
<td>Chapter 7: Skill Presentation</td>
</tr>
<tr>
<td>Assignment(s)</td>
<td></td>
</tr>
<tr>
<td>Week 11 Topic Description:</td>
<td>Principles of Practice Design</td>
</tr>
<tr>
<td>Chapter(s)</td>
<td>Chapter 8: Principles of Practice Design</td>
</tr>
<tr>
<td>Assignment(s)</td>
<td>Final Project Update – Submit to eCourses</td>
</tr>
<tr>
<td>Week 12 Topic Description:</td>
<td>Practice Schedules</td>
</tr>
<tr>
<td>Chapter(s)</td>
<td>Chapter 9: Practice Schedules</td>
</tr>
<tr>
<td>Assignment(s)</td>
<td></td>
</tr>
<tr>
<td>Week 13 Topic Description:</td>
<td><em>Thanksgiving Holiday Nov. 22-24, 2018</em></td>
</tr>
<tr>
<td>Chapter(s)</td>
<td>Diagnosing Errors</td>
</tr>
</tbody>
</table>
Student Support and Success

John B. Coleman Library
The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. [https://www.pvamu.edu/library](https://www.pvamu.edu/library) Phone: 936-261-1500.

The Learning Curve (Center for Academic Support)
The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561.

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040.

Writing Center
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.
Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564.

Testing
The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286.

Office of Diagnostic Testing and Disability Services
As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585.

Veteran Affairs
Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563.

Office for Student Engagement
The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340.

Career Services
Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570.

University Rules and Procedures
Disability Statement (Also See Student Handbook):
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.
**Forms of Academic Dishonesty:**

1. **Cheating:** deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. **Academic misconduct:** tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. **Fabrication:** use of invented information or falsified research.

4. **Plagiarism:** unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

**Nonacademic Misconduct (See Student Handbook)**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual Misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Title IX Statement**

Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU’s Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

**Class Attendance Policy (See Catalog for Full Attendance Policy)**

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University’s attendance policy in each course syllabus.

**Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.
TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:
- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

Participants should have a basic proficiency of the following computer skills:
- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette):
Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

Technical Support:
Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:
Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.
<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Dispositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>K 1 – Knows and understands how to use existing and personal research to analyze and assess educational problems.</td>
<td>S 1 - Demonstrates intellectual curiosity through creative and collaborative projects.</td>
<td>D 1 - Demonstrates the ability to find and implement new information, best practices and educational concepts.</td>
</tr>
<tr>
<td>K 2 – Knows how to apply and interpret fundamental principles of assessment.</td>
<td>S 2 - Uses critical reflection to improve professional practice.</td>
<td>D 2 - Values professional interactions.</td>
</tr>
<tr>
<td>K 3 – Knows and understands the different methods of curriculum design, development and implementation to support students’ academic growth and personal development.</td>
<td>S 3 - Demonstrates subject matter expertise while concurrently measuring and adjusting strategies that impact students’ academic achievement.</td>
<td>D 3 - Demonstrates ethical behavior in personal and professional relationships.</td>
</tr>
<tr>
<td>K 4 – Knows the importance of diversity in a global educational context.</td>
<td>S 4 - Creates learning environments that foster respect, safety, and trust.</td>
<td>D 4 - Acts in a manner that demonstrates the belief that all children can learn.</td>
</tr>
<tr>
<td>K 5 – Knows and understands how to</td>
<td>S 5 - Demonstrates the effective use of current technology in teaching and learning.</td>
<td>D 5 - Values technology as an integral tool for enhancing teaching and learning across multiple disciplines for diverse populations.</td>
</tr>
</tbody>
</table>
use new and existing technologies to continuously enhance teaching and learning among diverse populations.

(Approved February 2014) Permission granted from Western Oregon University to adapt circular design of conceptual framework for Prairie View A&M University, Whitlowe R. Green College of Education