



**PHED 5350 Teaching Physical Education  
Spring 2023  
[8-week course: Jan 17-Mar8]**

<p>Course Information</p> <p><b>Instructor:</b></p> <p><b>Section # and CRN:</b></p> <p><b>Office Location:</b></p> <p><b>Office Phone:</b></p> <p><b>Email Address:</b></p> <p><b>Office Hours:</b></p> <p><b>Mode of Instruction:</b></p> <p><b>Course Location:</b></p> <p><b>Class Days &amp; Times:</b></p> <p><b>Catalog Description:</b></p> <p><b>Prerequisites:</b></p> <p><b>Co-requisites:</b></p> <p><b>Required Text(s):</b></p> <p><b>Recommended Text(s):</b></p>	<p>Description</p> <p>Dr. Jasmine Hamilton</p> <p>P01, 22780</p> <p>Delco #112</p> <p>936-261-3534</p> <p>jmhamilton@pvamu.edu</p> <p>Tuesday/Thursday 9:00am-12:00pm (Virtual appointments available during these times)</p> <p>Face to Face</p> <p>Delco #328</p> <p>Tuesday/Thursday 5:00pm-7:50pm</p> <p>A study of traditional and innovative teaching techniques in physical education, including the practical application of teaching styles.</p> <p>Bachelor’s Degree – Completed Undergraduate Coursework</p> <p>Mitchell, S.A. &amp; Walton-Fisette, J.L. (2021). The Essentials of Teaching Physical Education: Curriculum, Instruction, and Assessment, 2<sup>nd</sup> edition ISBN-13: 978-1492598923</p> <p>Publication Manual of the American Psychological Association (APA), 7th edition ISBN: 978-1433832161</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Course Learning Objectives:**

	<b>Upon successful completion of this course, students will be able to:</b>	<b>Student Learning Outcome # Alignment</b>
1	Compare and contrast traditional and innovative teaching techniques in the context of physical education.	SLO# 2
2	Apply practical concepts of teaching styles.	SLO# 2
3	Increase awareness of resources through professional organizations.	SLO# 3a-c
4	Apply research methods to practice through logical written and oral expression specific to physical education and related disciplines.	SLO# 3a
5	Prescribe physical activities that promote physical literacy and display curricular and instructional alignment with standards.	SLO# 1a,1b,2,3a-b

### Student Learning Outcomes Table

<i>Governing Organizations</i>	<i>Alignment with Standards/Domains</i>
<b>PHED SLOs</b> <i>(Student Learning Objectives)</i>	<b>SLO 1 <i>Communication:</i></b> Graduates will articulate knowledge in various modes of communication. 1a) Oral communication 1b) Written Communication 1c) Visual Communication <b>SLO 2 <i>Knowledge Application:</i></b> Graduates will apply knowledge of movement concepts to implement developmentally appropriate physical activities. <b>SLO 3 <i>Research:</i></b> Graduates will produce scholarly research. 3a) Literature analysis 3b) Presentations 3c) Publications
<b>SHAPE America</b> <i>(Society of Health and Physical Educators)</i>	Standard 1: Content and Foundational Knowledge Standard 2: Skillfulness and Health-Related Fitness Standard 3: Health-enhancing Physical Fitness Standard 4: Personal and Social Behavior Standard 5: Assessment of Student Learning Standard 6: Professional Responsibility
<b>TEXES</b> <i>(Texas Examinations of Educator Standards)</i>	<u>Domain I:</u> Movement Skills and Knowledge <u>Domain II:</u> Health-Related Physical Fitness <u>Standards:</u> Physical Education EC-12 II, IV, & VI

#### Major Course Requirements

#### Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
Course Engagement	1	10pts
<b>Preparation for Course</b>		
1. Short Research Writing Paper	1	15pts
2. Discussion on Readings	1	10pts
<b>Course Content</b>		
1. Midterm-Literature Review	1	20pts
2. Technology in Physical Education	1	10pts
<b>Application to Profession</b>		
1. Join a Professional Organization	1	15pts
2. Final Project – Grant Proposal	1	20pts
<b>Total:</b>	<b>7 Assignments</b>	<b>100pts</b>

#### Grading Criteria and Conversion:

A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 and below

\*There will be no extra credit opportunities.

<i>Rubric for Course Completion</i>			
<i>Exemplar (4)</i>	<i>Proficient (3)</i>	<i>Novice (2)</i>	<i>Emerging (1)</i>
Exceeds all requirements which includes but not limited to demonstrating insight through increase of knowledge and	Meets all requirements with quality and level appropriate course work.	Meets majority of requirements and/or quality and/or level appropriate course work needs improvement.	Meets basic requirements but needs improvement in both quality and level appropriate coursework.

conceptual application to multiple situations.  Grade = A	Grade = B	Grade = C	Grade = D-F
-----------------------------------------------------------------	-----------	-----------	-------------

If a student has stopped attending the course (i.e. “stopped out”) at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams, including the final exam, and performed below the grade level of a D, a grade of FN (failed-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, including the final exam, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

**Detailed Description of Major Assignments:**

Assignment Title or Grade Requirement	Description
Short Research Writing - Paper	<p>Students will write a short three (3) full-page paper to apply proper graduate level writing skills, research, and APA 7<sup>th</sup> edition formatting. The entire assignment will be a total of five (5) pages including the cover page and reference page according to APA guidelines. The topic will be any topic of interest related to teaching/pedagogy within physical education.</p> <p>Assignment(s) should be completed according to the instructor’s requirements (verbal and/or written). <i>See further instructions in eCourses</i></p>
Reading Discussions	<p>Students are expected to properly prepare for course material and all presentations. Thus, supplemental reading assignments will be given in order to provide further theoretical and practical context. Students will have discussions based on the supplemental readings. Evaluation for this assignment will be based on fulfillment of the requirements, writing skills, application of the information provided, and quality of work presented.</p> <p>Assignment(s) should be completed according to the instructor’s requirements (verbal and/or written). <i>See further instructions in Canvas</i></p>
Literature Review – Midterm  Submit to eCourses & Taskstream	<p>Students will use current research (2017-present), unless contextually significant, to conduct a literature review. This research paper will compare and contrast traditional and innovative teaching techniques used to encourage physical literacy and/or education. Things to consider for completion of this assignment:</p> <ol style="list-style-type: none"> <li>1) Teaching techniques/methods based in motivation</li> <li>2) Applied sport psychology techniques</li> <li>3) Establishment/Maintenance of motivation and/or other psychological factors</li> <li>4) Age appropriate best practices</li> </ol> <p>Grading requirements:</p> <ul style="list-style-type: none"> <li>• APA 7<sup>th</sup> edition formatting</li> <li>• Quality of level of writing: insight, grammar, punctuation</li> <li>• Fulfillment of requirements</li> <li>• Use of in-text citations</li> <li>• Scholarly peer-reviewed research resources</li> </ul>

	<ul style="list-style-type: none"> <li>• Application of course materials</li> </ul> <p>Assignment(s) should be completed according to the instructor’s requirements (verbal and/or written). <i>See further instructions in eCourses</i></p>
Technology in Physical Education	<p>Research technology tools used to enhance physical literacy. The information should indicate usefulness on the appropriate level for the targeted audience. Using information from the textbook and supplemental activities, create a plan that is for one lesson, session, season, workshop, etc. based on one main objective. The plan should include the technology and appropriate implemented to enhance student engagement and performance. Incorporate elements discussed in class:</p> <ol style="list-style-type: none"> <li>1) Theoretical Focus</li> <li>2) Standards/Student Learning Outcomes</li> <li>3) Curriculum Model</li> <li>4) Grade Level – P-12+ and/or intended audience</li> <li>5) Pedagogical methods</li> <li>6) Assessment: type, purpose, rationale for selection</li> </ol> <p>The plan can be based upon interest. For example: Coaching-practice/skill-based plan; Fitness professional-physical activity or health-related plan, etc. All plans must include modifications to accommodate individuals with physical disabilities.</p> <p>The presentation should be interactive (i.e. encourage class participation). Grades will be assessed by: 1) Quality of content, 2) Display/evidence of applied course knowledge; 3) Overall preparedness; 4) Oral/nonverbal ques (eye contact, voice inflection/volume/enthusiasm, body position).</p> <p>Assignment(s) should be completed according to the instructor’s requirements (verbal and/or written). <i>See further instructions in eCourses</i></p>
Final Project – Exercise in Scholarly Activity	<p>Students will complete the following:</p> <p>Grant Proposal/Project: In groups, students will research funding opportunities to support an area of need in physical literacy. Students will then obtain all information needed to successfully complete the grant application and secure funds.</p> <p>An annotated bibliography with a minimum of ten (10) peer-reviewed scholarly journal articles will be required for this assignment.</p> <p>Assignment(s) should be completed according to the instructor’s requirements (verbal and/or written). <i>See further instructions in eCourses</i></p>

## Course Procedures or Additional Instructor Policies

### Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be required to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. If applicable, more information will be provided during the semester, but for general

information, you can visit Taskstream via the link in eCourses.

### **General Expectations of Students**

- ◆ Complete coursework at a graduate level.
- ◆ Scholastic Integrity: While certain assignments benefit from and encourage student collaboration, we also need to assess individual attainment of knowledge. In an effort to maintain the highest standards of scholastic integrity, assignments must reflect the individual's own intellectual efforts. Any violation will result in disciplinary action.
- ◆ *More info in eCourses regarding "Submission of Assignments" and "Communication."*

### **Attendance**

A record of attendance will be kept. Grades may be affected by excessive absences. See PVAMU guidelines below for more information.

### **Technology**

- ◆ Students are responsible for having adequate devices, software, and internet service. Assistance may be available for those in need.
- ◆ Notify instructor of any technological difficulties.
- ◆ *See PVAMU information below.*

## Semester Calendar

*\*see eCourses for due dates and supplemental information*

Week	Description
<b>Week One:</b>	<b>Module 1: Preparation for Course</b>
<b>Topic Description</b>	Graduate Student & Course Expectations
Readings:	Course Syllabus; Supplemental Materials
Assignment (s):	
<b>Topic Description</b>	Library & Research Resources; Writing Skills
Readings:	Library website; Supplemental Materials; APA 7 <sup>th</sup> edition guide
Assignment (s):	<b>Reading Discussion</b>
<b>Topic Description</b>	Professional Presentations and Communication Skills
Readings:	
Assignment (s):	<b>Short Research Writing Paper – Lesson Plan Development (5 Scholarly Peer-Reviewed Resources)</b>
<b>Week Two:</b>	<b>Module 2: Teaching Physical Education Content</b>
<b>Topic Description</b>	Type of Curricula Models
Readings:	Ch 11 Curriculum Models
Assignment (s):	Read textbook pages associated with chapter and supplemental information.
<b>Topic Description</b>	Physical Literacy
Readings:	Ch1 Developing Physically Literate Individuals
Assignment (s):	Read textbook pages associated with chapter and supplemental information.
<b>Week Three:</b>	<b>Theoretical Models that Influence Pedagogy</b>
<b>Topic Description</b>	
Readings:	Ch 2 Understanding a Teaching for Learning Approach Ch 3 Examining Student Motivation
Assignment (s):	
<b>Topic Description</b>	Pedagogy Pt. 1
Readings:	Ch 4 Developing Motor Skills & Movement Patterns Ch 5 Applying Concepts, Principles, Strategies, & Tactics Ch 6 Achieving Health-Enhancing Physical Activity & Fitness
Assignment (s):	
<b>Week Four:</b>	<b>Pedagogy Pt. 2</b>
<b>Topic Description</b>	
Readings:	Ch 7 Exhibiting Responsible Personal & Social Behavior Ch 8 Recognizing the Value of Physical Activity Ch 9 Unit and Lesson Planning Ch 10 Planning Developmentally Appropriate Content
Assignment (s):	
<b>Week Five:</b>	<b>Assessment &amp; Evaluation</b>
<b>Topic Description</b>	
Readings:	Ch 12 Establishing and Managing a Safe Learning Environment Ch 13 Developing Essential Teaching Skills Ch 14 Assessing Student Learning
Assignment (s):	<b>Literature Review Paper – 15 Scholarly Peer-Reviewed Articles “Assessing Skill Acquisition”</b>
<b>Week Six:</b>	<b>Module 3: Application to the Profession</b>
<b>Topic Description</b>	Professional Organizations

Readings: Ch 16 Advocacy & Professional Development

Assignment (s): **Professional Organization Membership**

**Topic Description** Outlook of the Profession

Readings: Ch 15 21<sup>st</sup> Century Skills in Physical Education; Supplemental information

Assignment (s):

**Week Seven:** Technology Use & Marketable Skills

**Topic Description**

Readings: Supplemental Information

Assignment (s): **Technology in Physical Education – How to Search for Grants**

**Week Eight:** Grants for advancement

**Topic Description**

Readings: Supplemental information

Assignment (s): Begin working on final project

**Final Project – Exercise in Scholarly Activity: Grant Proposal – “Technology in Physical Education, Exercise, Physical Activity, & Sport”**

## Student Support and Success

### John B. Coleman Library

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Website: <https://www.pvamu.edu/library/>; Phone: 936-261-1500

### Academic Advising Services

Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major at [www.pvamu.edu/advising](http://www.pvamu.edu/advising). Phone: 936-261-5911

### The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC, in virtual face-to-face sessions (<https://www.pvamu.edu/student-success/sass/university-tutoring-center/>), and through online sessions (<https://www.pvamu.edu/pvplace/>). Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: [pytutoring@pvamu.edu](mailto:pytutoring@pvamu.edu); Website: <https://www.pvamu.edu/student-success/sass/university-tutoring-center/>

### Writing Center

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: <https://www.pvamu.edu/student-success/writing-center/>; Grammarly Registration: <https://www.grammarly.com/enterprise/signup>

### Academic Early Alert

Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alerts help students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PV Place and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: <https://www.pvamu.edu/student-success/early-alert/>

### **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 assists 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: Hobart Taylor, 2<sup>nd</sup> floor; Phone: 936-261-3564; Website: <https://www.pvamu.edu/healthservices/student-counseling-services/>

### **Office of Testing Services**

Testing Services serves to create opportunities by offering a suite of exams that aid in the students' academic and professional success. Currently, we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3<sup>rd</sup> Floor, Rm. 305; Phone: 936-261-3627; Email: [aetesting@pvamu.edu](mailto:aetesting@pvamu.edu); Website: [www.pvamu.edu/testing](http://www.pvamu.edu/testing)

### **Office of Diagnostic Testing and Disability Services**

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, contact the Office of 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 non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: <https://www.pvamu.edu/disabilityservices/>

### **Center for Instructional Innovation and Technology Services (CIITS)**

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit:

<https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/>; Phone: 936-261-3283

### **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. 102; Phone: 936-261-3563; Website: <https://www.pvamu.edu/sa/departments/veteranaffairs/>

### **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; Website: <https://www.pvamu.edu/studentengagement/>

### **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: Anderson Hall, 2<sup>nd</sup> floor; Phone: 936-261-3570; Website: <https://www.pvamu.edu/careerservices/>

### **University Rules and Procedures**

#### **Academic Misconduct**

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

#### **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 learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. **Plagiarism**: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
3. **Collusion**: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;

4. Conspiracy: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. Multiple Submission: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

### **Nonacademic Misconduct**

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. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

### **Sexual Misconduct**

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance ([titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu)) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator at 936-261-2144 or [titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu). More information can be found at [www.pvamu.edu/titleix](http://www.pvamu.edu/titleix), including confidential resources available on campus.

### **Pregnancy, Pregnancy-related, and Parenting Accommodations**

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related conditions, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Disability Services or the Dean of Students' Office for additional information and to request accommodations.

### **Non-Discrimination Statement**

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University 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 discrimination or harassment, we encourage you to report it. 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 Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109 or by phone at 936-261-1744 or 1792.

### **Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)**

Prairie View A&M University requires regular class attendance. Attending all classes supports the 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 the internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the 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 rest 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 University Online 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 10 or later version; Mac with OS High Sierra\*
- 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, or Firefox

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

\* Smartphones, Google Chrome books, and Android tablets may not be supported. iPads are the only tablets supported.

#### **Participants should have a basic proficiency of the following computer skills:**

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software

### ***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 discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

## Video Conferencing Etiquette

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

## 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 Center for Instructional Innovation and Technology Services at 936-261-3283 or email [ciits@pvamu.edu](mailto:ciits@pvamu.edu).

## 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 occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

**It is strongly suggested** that students type their discussion postings in a word processing application such as Word 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, copy and paste to the discussion board.

## COVID-19 Campus Safety Measures [NOTE: Delete this section when the COVID-19 pandemic is over]

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, PVAMU has adopted policies and practices to limit virus transmission.

- **Self-monitoring** - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.
- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) are recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource, and support offices, and outdoor spaces where 6 feet of physical distancing is challenging to maintain reliably.
- **Physical Distancing** - Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.

- **Personal Illness and Quarantine** - Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, [studentconduct@pvamu.edu](mailto:studentconduct@pvamu.edu).