

KINE 4306 Adapted Physical Activity
Fall 2023
School of Public and Allied Health

Course Information	Description
Instructor:	Carlos Jackson
Section # and CRN:	P03 11997
Office Location:	Leroy G. Moore, Jr., Gym
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Email Address:	cojackson@pvamu.edu
Office Hours:	Monday- 8-9 a.m.; Tuesday/Thursday- 12:30 p.m.-1:30 p.m.
Mode of Instruction:	Face to Face (in-person)
Course Location:	Delco Bldg 329
Class Days & Times:	M/W- 1:00 pm - 2:50 pm
Catalog Description:	A study of the general organization of programs of therapeutic exercise, recreational sports, and aquatic skills for use in correctional procedures; evaluation and classification of exercises; practice in planning and presenting activities for special programs.
Prerequisites:	Junior or Senior Classification 9 hours of advanced Kinesiology courses
Co-requisites:	N/A
Required Text(s):	Adapted Physical Education and Sport (2022), 7 th ed. Winnick, J.P. & Porretta, D.L. (Eds). ISBN: 978-1492598022 6 th Edition may be used (978-1492511533)
Recommended Text(s):	1) Brockport Physical Fitness Test Manual Publication Manual of the American Psychological Association (APA), 7th edition ISBN: 978-1433832161

Course Learning Objectives:

	Upon successful completion of this course, students will be able to:	Student Learning Outcome # Alignment
Educational-Related Objectives:		
1	Demonstrate the competency to develop instructional activities that apply curricular decisions to incorporate sufficient teaching strategies, equipment etc. to meet the skills and needs of special populations in K-12 physical education.	SLO# 1, 3
2	Incorporate the use of community, staff, and professional resources for motor development and physical fitness throughout the life span for individuals with special needs.	SLO# 2, 3
3	Demonstrate the ability to evaluate motor skill development for individuals of various ages and abilities.	SLO# 1, 3, 5

4	Critique implementation of laws such as IDEA and legislation regarding treatment and care of individuals (e.g. inclusion) with special needs.	SLO# 1, 3, 4, 5
5	Relate current trends/issues in research to the practical application of adapted physical education concepts.	SLO# 1-5
Therapeutic-Related Objectives:		
1	Illustrate an understanding of medical and disabling conditions/disorders/impairments that can physically, cognitively, emotionally, and/or socially affect an individual.	SLO# 1-2
2	Describe the influence of societal attitudes and perceptions towards individuals with disabilities while participating in physical activities.	SLO# 1, 4
3	Explain the use of various assessment techniques, equipment, and adaptations to improve the physical fitness of an individual with special needs.	SLO# 1-5
4	Interpret results from observations and assessments of individuals to assist in motor skill development and growth with special needs.	SLO# 1-3

Student Learning Outcomes Table

<i>Governing Organizations</i>	<i>Alignment with Standards/Domains</i>
KINE SLOs <i>(Student Learning Objectives)</i>	<u>SLO 1</u> Graduates can communicate effectively in written and oral forms of expression. <u>SLO 2</u> Graduates can apply the physiological bases of human movement within real-world contexts. <u>SLO 3</u> Graduates can demonstrate the ability of exercise testing and prescription to diverse populations at various developmental stages and health conditions. <u>SLO 4</u> Graduates can assess scientific literature in the discipline and synthesize relevant information. <u>SLO 5</u> Graduates can utilize various technologies and software to support inquiry and professional practice.
APENS <i>(Adapted Physical Education National Standards)</i>	APEN Stds #1-15 (https://www.ncpeid.org/apens-15-standards) Alignment to other standards (https://www.ncpeid.org/apens-alignment-with-other-standards)
TEXES Physical Education EC-12 <i>(Texas Examinations of Educator Standards)</i>	<u>Domain I</u> Movement Skills and Knowledge <u>Domain II</u> Health-related Physical Fitness <u>Domain III</u> The Physical Education Program <u>Domain IV</u> Educating All Learners and Professional Practice <u>Domain V</u> Constructed Response
SHAPE America <i>(Physical Education Standards)</i>	Standard 1: Content and Foundational Knowledge Standard 2: Skillfulness and Health-Related Fitness Standard 3: Planning and Implementation Standard 4: Instructional Delivery and Management Standard 5: Assessment of Student Learning Standard 6: Professional Responsibility

Major Course Requirements

Method of Determining Final Course Grade

Item	Course Grade Requirement	Value	Total
1)	Journal Article Critique	1	10pts
2)	Case Study and Presentation	1	30pts
3)	Exam	1	20pts
4)	Final Project: IEP	1	40pts
Total:		4 Assignments	100pts

Grading Criteria and Conversion:

- A = 88.50 - 100
- B = 78.50 - 88.49
- C = 68.50 - 78.49
- D = 58.50 - 68.49
- F = 58.49 and below

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 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, 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
Journal Article Critique Course Objectives: 1, 3, 4 SLOs: 1, 3, 4, 5	Students will find a current journal article relevant to course information and will be required to: 1) deconstruct article for pertinent information; 2) identify results and conclusion; 3) critique use of value of the methods and results; 4) determine practical use of information from research article. Assignment(s) should be completed according to the instructor’s requirements (verbal and/or written). <i>See further instructions in Canvas.</i>
Case Study & Presentation Course Objectives: 1-5 SLOs: 1, 3, 4, 5	Students will conduct a case study (research project) on a current topic within Adapted Physical Education. For example, the case study can focus on programs, students with particular disabilities, promotion of lifetime physical fitness, policies, etc. (use your book to assist with topics). Students will present their Case Study during lecture. Assignment(s) should be completed according to the instructor’s requirements (verbal and/or written). <i>See further instructions in Canvas.</i>
Exam Course Objectives: E-R 1-3; T-R 1, 3 SLOs: 2-4	Students will complete an exam through eCourses over all concepts covered prior to exam date. Exam should be taken as scheduled. A missed exam cannot be made up unless permission is granted by 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.
Final Project: IEP Course Objectives: E-R 1-5; T-R 1-4 SLOs: 1-5	Using a group format, candidates will be assigned a physical disability. Each group will go through the entire process of addressing adaptive physical education needs within a K-12 school setting. At the end of the course each group will turn in the following information: Student Profile, Statement of Fitness/Abilities, one Lesson Plan of Modified Activity, one Therapeutic fitness plan, a Student Evaluation for each, and IEP covering both elements. Each group will also have a 15-minute meeting with the instructor. Assignment(s) should be completed according to the instructor’s requirements (verbal and/or written). <i>See further instructions in Canvas.</i>

Course Procedures or Additional Instructor Policies

General Expectations of Students

- ◆ Adequate participation in all course activities. This is an asynchronous course and will require an increased amount of reading to understand materials and course information.
- ◆ Work is not a sufficient excuse for missed coursework, deadlines, or other course-related event.

- ◆ Please address any special needs and/or accommodations as soon as you become aware. Provide supplemental documentation.
- ◆ *Discussions will/may occur in this course, therefore please be considerate of the opinions and responses of others (even if you are in disagreement). Healthy discussion is encouraged to aid in the conceptual understanding of course content. Any student who continues to demonstrate inappropriate and disruptive behavior will be subject to disciplinary consequences*

Attendance/Participation

- ◆ A lack of attendance may negatively affect your overall grade.
- ◆ Students are expected to participate in course activities. Communicate any issues with compliance.

Submission of Assignments

- ◆ All assignments will be submitted in eCourses.
- ◆ *E-mailed assignments will not be accepted unless special permission has been obtained.*
- ◆ Late assignments: Fifty percent (50%) of the total amount of possible points/credit will be deducted beginning on the day/time/deadline of missed assignment (dependent upon assignment and instructor written/verbal guidelines). No assignments will be accepted after three (3) calendar days from the due date of the assignment.
- ◆ Make-Up assignments: Assignments are to be made-up/completed by the agreed upon due date of the instructor and student. Full credit is dependent upon circumstance. Once this deadline passes, the student is unable to receive any credit.
 - Exams cannot be made-up/completed after the date given, unless under extraordinary circumstances (this does not include technological issues).
 - Lab assignments missed due to inappropriate attire and/or unexcused absence(s) can be made-up for content only, not credit/points (i.e. getting information to complete final project).

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 information below.

Communication

- ◆ Course updates will be sent through eCourses (which may go to PVAMU email account) -- **be sure to check on a regular basis.** All documentation should be emailed using your PVAMU email account.
- ◆ Remind will also be used to communicate with students. Class code:
- ◆ *All e-mails should address the instructor with proper greetings and subject titles, use correct grammar and spelling, complete sentences, proper punctuation, and written in a respectful tone. Otherwise, no response may be warranted. E-mails will usually have a response within two-three (2-3) business days.*

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Semester Calendar

<i>*see eCourses for due dates</i>	
Week	Description
Week One: Topic Description	Part I: Foundational Topics in Adapted Physical Education and Sport
Readings:	Syllabus, Writing/APA, Resources Overview Selected Readings from: Ch 1 Intro to APE & Sport Ch 2 Program Organization and Management Ch 3 Adapted Sport
Assignment (s):	Obtain course materials; Assigned Supplemental Readings/Videos
Week Two: Topic Description	
Readings:	Selected Readings from: Ch 5 IEPs Ch 6 Behavior Management Ch 7 Instructional Strategies
Assignment (s):	Assigned Supplemental Readings/Videos
Week Three: Topic Description	Part II: Individuals with Unique Needs
Readings:	Selected Readings from: Ch 8 Intellectual Disabilities Ch 9 Behavioral Disabilities Ch 10 Autism & Social Communication Disorders
Assignment (s):	Work on Journal Article Critique
Week Four: Topic Description	
Readings:	Selected Readings from: Ch 11 Specific Learning Disabilities Ch 12 Visual Impairments Ch 13 Deaf, hard of Hearing or Deafblind Ch 14 Cerebral Palsy, TBI, & Stroke
Assignment (s):	Journal Article Critique Due
Week Five: Topic Description	
Readings:	Selected Readings from: Ch 15 Amputations, Dwarfism, and Les Autres Ch 16 Spinal Cord Disabilities & Conditions Ch 17 Other health Impairment Conditions
Assignment (s):	Assigned Supplemental Readings/Videos
Week Six: Topic Description	Part III: Developmental Considerations Review for Midterm
Readings:	Selected Readings from: Ch 20 Perceptual Motor Development Ch 22 Early Childhood APE Ch 23 Health-Related Physical Fitness & PA
Assignment (s):	Assigned Supplemental Readings/Videos
Week Seven: Topic Description	Part IV: Activities for Individuals with Unique Needs Review for Midterm
Readings:	Selected Readings from: Ch 18 Activity & Sports Injuries, Etc. Ch 19 Motor Development Ch 21 Infants and Toddlers Ch 4 Measurement, Assessment, & Program Evaluation
Assignment (s):	Exam

Week Eight: Topic Description	
Readings:	Selected Readings from: Ch 24 Aquatics Ch 25 Team Sports Ch 26 Adventure Sports Activities
Assignment (s):	
Week Nine: Topic Description	Part V: Application Prep for group activities
Readings:	Ch 27 Adventure Sports and Activities Ch 28 Winter Sports & Activities Ch 29 Enhancing Wheelchair Sport Performance
Assignment (s):	Group Selection
Week Ten: Topic Description	Group Activities
Readings:	Prepare for in-class work
Assignment (s):	In-class: Document Development: Student Profile, Fitness & Abilities, Goals Case Study Due
Week Eleven: Topic Description	Group Activities
Readings:	Prepare for in-class work
Assignment (s):	In-class: Document Development- Design Physical Education Activity & Therapeutic Activity
Week Twelve: Topic Description	Group Activities
Readings:	
Assignment (s):	In-class: Complete IEP
Week Thirteen: Topic Description	Group Meetings with Instructor (15min each)
Readings:	
Assignment (s):	
Week Fourteen: Topic Description	Thanksgiving
Readings:	
Assignment (s):	
Week Fifteen: Topic Description	Final Project Due
Readings:	
Assignment (s):	Submit Portfolio to eCourses
Week Sixteen: Topic Description	Course Wrap Up
Readings:	
Assignment (s):	

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. [Library Website](#) Phone: 936-261-1500

Academic Advising Services

Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect 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 within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the [advising website](#). 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 and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; [University Tutoring Website](#)

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; [Writing Center Website](#), [Grammarly Registration](#)

Panther Navigate

Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for intervention. Panther Navigate helps students by providing a central location to schedule advising appointments, view campus resources, and request assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will log in to Canvas and click on Student Alerts on the left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; [Panther Navigate Website](#)

Student Counseling Services

The Student Counseling Services 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, 2nd floor; Phone: 936-261-3564; [Health & Counseling Center Website](#)

Office of Testing Services

The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the [OTS – Proctoring Service website](#). Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; [Testing Website](#)

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; [Disability Services Website](#)

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 classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit [CIITS Student Website](#). Phone: 936-261-3283 or email: ciits@pvamu.edu.

Veteran Affairs

Veteran 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; [Veteran Affairs Website](#)

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; [Student Engagement Website](#)

Center for Careers & Professional Development

This center supports students through professional development, career readiness, and placement and employment assistance. The center 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 center website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

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.

PVAMU's General Statement on the Use of Generative Artificial Intelligence Tools in the Classroom

Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAIs currently available, this statement includes any and all past, current, and future generations of GAI software. Prairie View A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not substitute the substance of their original work with the results of using such GAI tools. This clearly violates the [University's Administrative Guidelines on Academic Integrity](#) and its underlying academic values.

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 ability 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) 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, Dr. Zakiya Brown, at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at [Title XI Website](#), including confidential resources available on campus.

Protections and Accommodations for Pregnant and Parenting Students

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at titleixteam@pvamu.edu. Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

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.

Makeup Work for Legitimate Absences

Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is **excused**, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

Absence Verification Process

All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation, for review and verification. Please use the [Online Reporting Forms](#) to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university

excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: deanofstudents@pvamu.edu or phone: (936) 261-3550 or Office for Student Conduct via email: studentconduct@pvamu.edu or phone: (936) 261-3524.

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 Catalina
- Smartphone or iPad/tablet with wi-fi*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- 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

* Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work with Android or Apple tablets and smartphones.

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 (Zoom)

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 [Password Reset Tool](#) 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.

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

In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice.

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.
- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.
- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.
- All students will have access to [TimelyCare](#), a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at timelycare.com/pvamu.
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.