

Course Prefix: **KINE**, Course No , Co2304 Course Title: **Coaching Individual and Dual Sports**  
**Spring 2024**

**Instructor:** Lana-Gail Williams  
**Section # and CRN:** 23433-KINE 2304-P03  
**Office Location:** *LeRoy G. Moore New Gym*  
**Office Phone:** 936-261-3900  
**Email Address:** lgwilliams@pvamu.edu  
**Office Hours:** MW 9-9:50am/ 1-2pm and TR 1-3pm

**Mode of Instruction:** Face to Face

**Course Location:** LeRoy Moore Gym

**Class Days & Times:** MWF 8-8:50am

**Catalog Description:** Designed for majors with intermediate and advance skills; deals with strategy, rules, athletes, with special emphasis on fundamental & materials for individual & dual sports

**Prerequisites:** KINE 1151 Low organized games

**Website:** <https://www.shapeamerica.org/>

**Required Texts:** Sport Skill Instruction for Coaches, Wrisberg, Craig, A. ISBN: 978-0-7360-3987-1

**Recommended Texts:**

**Student Learning Outcomes:**

	Upon successful completion of this course, candidates will be able to: [NOTE: BEGIN each	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment	SHAPE Standards
1	Demonstrate competent motor skill performance in a variety of physical activities.	SLO#4	CT	Std. #1 Std. #2
2	Identify appropriate instruction that is sensitive to student strengths/ weaknesses, and learning styles.	SLO#2	CT, PR	Std. #5
3	Demonstrate the ability to use effective communication skills	SLO #1	Comm.	Std. #1
4	Organize, allocate, & manage resources to provide active and equitable learning experiences.	SLO #5	Comm./ SR/ PR	Std. #1 Std. #3
5	Identify and establish proper safety procedures.	SLO #2	CT/TW/ PR	Std. #2

CT – Critical Thinking TW - Teamwork C Communication SR: Social Responsibility PR: Personal Responsibility

## Program Student Learning Outcomes (SLOs) Human Performance

1. Graduates can communicate effectively in written and 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.

<i>Governing Organizations</i>	<i>Alignment with Standards/Domains</i>
<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 4: Instructional Delivery and Management Standard 5: Assessment of Student Learning
<b>KINE SLOs</b> <i>(Student Learning Objectives)</i>	<u>SLO 1</u> Graduates can communicate effectively in written, oral and verbal forms of expression. <u>SLO 2</u> Graduates can apply the physiological bases of human movement. <u>SLO 3</u> Graduates can demonstrate the ability of exercise testing and prescription to diverse populations at various developmental stages and under a range of health conditions. <u>SLO 4</u> Graduates can evaluate the scientific literature in the discipline, and understand and synthesize relevant information. <u>SLO 5</u> Graduates can demonstrate the ability of technologies to support inquiry and professional practice.
<b>TExES</b>	<u>Domain I:</u> Movement Skills and Knowledge, EC-12 Std. I, III, <u>Domain II:</u> Health-Related Physical Fitness, EC -Std. II <u>Domain III</u> Physical Education IV, V& VI Preparation Manual EC-12 #158

## Detailed Description of Assignments

Assignment Title	Description
Q & A/Reflection	Identify & analyze a variety of principles of coaching.
Exams/ICEA Program	Assessments covering essential information and measuring candidate's knowledge of academic work and other forms of educational evidence.
TYK -Q & A Review /Reflection	Identify & analyze a variety of successful coaching principles, techniques, and tools utilized in a variety of ways as it relates to Individual and dual sports coaching concepts.
Micro – Coaching Clinic	Create a comprehensive lesson plan with measurable learning objectives in a variety of motor skills
Skills Instructional Video	Candidates will design a 3-5 minute video demonstration of their competency in a (2) motor skill sets on their own <a href="http://www.Youtube.com">www.Youtube.com</a> channel of a chosen sport, dance, or game (please see instructor)
Coaching Interview/ Reflection Paper Recommendation.	Examine competency of coaching in a variety of ways via Behavior, Teaching, training and program management.
Project/Coaching Portfolio	To demonstrate your knowledge, attention to details, level of preparedness, and your professionalism. Not only does a coaching portfolio allow you to exhibit these qualities, it also allows you to present your personal philosophies on coaching, leadership, and program development in an organized manner.

### Major Course Requirements

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**Exams** – written tests designed to measure knowledge of presented course material

**Exercises** – written assignments designed to supplement and reinforce course material

**Program** – web development assignments designed to measure ability to apply presented course material

**Class Participation** – daily attendance and participation in class discussions

### Method of Determining Final Course Grade

Course Grade Requirement	Value	
Course	Description	Value
8) Project	Coaching Portfolio	15
1) <i>TYK Developmental Lab Activities</i>	Q & A Activity /Review 4 @ 2.5 pts ea.	10
3. Exam I (Ch. 1-2)	Principles of Coaching	10
4. MTEX (Ch. 1-5)	Principles of Teaching/Behavior	10
5. Final (1-9)	Comprehensive (Management)	10
6) Video/ MP4	Sport instructional Video	25
5) Coaching LP/ Assessments (2)	Micro-Coaching Clinic	20
	Total	100 points

### Grading Criteria and Conversion:

A = 90- 100%

B = 89-80

C = 79-70

D = 69-60

F = 59 or below

### Course Procedures or Additional Instructor Policies

House Bill 2504 does allow candidates the choice not to purchase the class textbooks however; candidates are responsible for all material covered in the text. Candidates have the choice of using alternative methods to access textbook information (internet websites, books on reserve in the library, etc.). Candidates are required and held accountable to complete all assignments as noted in the syllabus.

### Task stream

Task stream 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, go to Task stream via the link in E-Courses.

### Submission of Assignments:

Teacher educator candidates are responsible and expected to attend each class, contribute to class activities and or discussions. Teacher educator candidates should complete all assignment on or before there expected due dates. It is the responsibility of the TEC to make sure they can log on and submit work to e-course portal. All in class activities must be completed in class. **NO LATE WORK WILL BE ALLOWED**, unless under documented emergencies (See Student Handbook).

### Formatting Documents:

Microsoft Word is the standard word processing tool used at PVAMU. If you're 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. **Exam Policy**

Exams should be taken as scheduled. **No makeup examinations will be allowed** except under documented emergencies. (See Student Handbook). Once exams are administered, candidates are not allowed to exit test area unless they are turning in exams.

### 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".
- ◆ All cell phones, smart watches, ear bud usage is strictly prohibited during exams, and failure to comply will result in a failing mark.
- ◆ 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 of five (5) points per incident.**

### Communication

- ◆ Course updates will also be sent through PVAMU student e-mail and eCourses -- **be sure to check before attending class.**
- ◆ **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 (2) business days.*

## SEMESTER CALENDAR

<b>Week 1</b>	Syllabus/ I-Read
<b>Topic Description:</b>	<b>Introduction to Coaching Individual and Dual Sports</b>
Chapter(s)	<i>Course Overview – Syllabus – Assignments – Expectations</i>
Assignment(s)	<i>“If you don’t have time to do it right, when will you have time to do it over?” – <b>John Wooden</b></i>
<b>Week 2</b>	
<b>Topic Description:</b>	<b>Foundations of Skill Instruction</b>
Chapter(s)	<i>Ch. 1 – Basics of Good Teaching</i>
Assignment(s)	<i>Differences between Learning and Performing, Three basic ingredients of skill instruction Process focused approach to Providing skill instruction, Learning Aids</i>
<b>Week 3</b>	
<b>Topic Description:</b>	<b>Foundations of Skill Instruction</b>
Chapter(s)	<i>Ch. 2 – It All starts with the Athlete</i>
Assignment(s)	<i>Individual differences, Learner characteristics, Difficulties in Predicting future Success, learning aids - <b>TYK Developmental Lab Activities</b></i>
<b>Week 4</b>	
<b>Topic Description:</b>	<b><i>Exam I</i></b>
Chapter(s)	<i>1-2 Foundations of Skill Instruction</i>
Assignment(s)	Key terms/ Questions for reflection/Reinforce what you have learned
<b>Week 5</b>	
<b>Topic Description:</b>	<b><i>Skills your Athletes Need</i></b>
Chapter(s)	<i>Ch. 3 – Technical Skills</i>
Assignment(s)	<i>What are Technical skills, Classifications of Technical skills, Speed vs Accuracy TO, Learning Aids - <b>Micro-Coaching Clinic LP/2 Assessments due</b></i>
<b>Week 6</b>	
<b>Topic Description:</b>	<b><i>Skills your Athletes Need</i></b>
Chapter(s)	<i>Ch.4 Tactical Skills</i>
Assignment(s)	<i>Identify, Help &amp; Understand Tactical skills, Create a blueprint of tactical options, Learning Aids</i>
<b>Week 7</b>	
<b>Topic Description:</b>	<b><i>Skills your Athletes Need</i></b>
Chapter(s)	<i>Ch. 5 – Mental skills</i>
Assignment(s)	<i>Emotional arousal in athletic Performance, Attention during Sport Competition, Mental skills to Maximize Performance - <b>TYK Developmental Lab Activities</b></i>
<b>Week 8</b>	
<b>Topic Description:</b>	<b><i>Mid-Term Exam</i></b>
Chapter(s)	Key terms/ Questions for reflection/Reinforce what you have learned

<b>Week 9</b> <b>Topic Description:</b>	
<b>Week 10</b> <b>Topic Description:</b>	<i>Designing Practice Session</i>
Chapter(s)	<i>Ch. 6 –Skill Analysis: Deciding what to Teach</i>
Assignment(s)	<i>Identifying the skills your athletes need to learn, setting goals, analyzing technical skills, identifying Target behaviors, learning aids - <b>Sport instructional MP4 Video due</b></i>
<b>Week 11</b> <b>Topic Description:</b>	<i>Designing Practice Session</i>
Chapter(s)	<i>Ch. 7 – Deciding on the Content and Structure of Practice</i>
Assignment(s)	<i>Games Approach to Skill Practice, Establish two way communication, Instructions, Demonstration, Guidance, Modifications of Technical skill Rehearsal, Practice Structure, Developing athletes anticipation, Games Approach to Practicing for Competition</i> <i><b>TYK Developmental Lab Activities</b></i>
<b>Week 12</b> <b>Topic Description:</b>	<i>Designing Practice Session</i>
Chapter(s)	<i>Ch. 8 Providing Feedback</i>
Assignment(s)	<i>Intrinsic vs Extrinsic Feedback, Verbal &amp; Visual Feedback, Outcome &amp; Performance, Program &amp; Parameter Feedback, Descriptive &amp; Prescriptive Feedback, Practical Considerations for giving Feedback, Learning Aids</i>
<b>Week 13</b> <b>Topic Description:</b>	<i>Designing Practice Session</i>
Chapter(s)	<i>Ch. 9 Combining the Practice of Technical, Tactical, &amp; Mental Skills</i>
Assignment(s)	Planning effective practice, Creating practice activities, Evaluating the effective practice activities. <i><b>TYK Developmental Lab Activities – Project Coaching Portfolio due</b></i>
<b>Week 14</b> <b>Topic Description:</b>	<i>Course Overview</i>
Chapter(s)	<i>Chapters (1-5)</i>
Assignment(s)	Key terms/ Questions for reflection/Reinforce what your learned.
<b>Week 15</b> <b>Topic Description:</b>	<i>Course Overview</i>
Chapter(s)	<i>Chapter (6-9)</i>
Assignment(s)	Key terms/ Questions for reflection/Reinforce what your learned.
<b>Week 16</b> <b>Topic Description:</b>	
Chapter(s)	<b>Final Exam</b> (Comprehensive)
Assignment(s)	

Description of Course Assignments: It is the responsibility of the student to know if there are any changes in due dates or assignments. These changes will be announced either in class and/or via e-course. (Note: As the instructor, I may change the following assignments as I feel necessary for the class). Syllabus is considered a **tentative** document and may be changed or updated without notice at the discretion of

the instructor. The instructor reserves the right to drop any assignments, quizzes, exams etc., to the syllabus.

### **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 candidates and faculty. <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 candidates 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 candidates in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Candidates 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 candidates 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 candidates 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 candidates, 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 candidates. 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 candidates. 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, live scribe, 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 Hazelwood 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 candidates. 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 candidates 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 candidates at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning candidates 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 candidates 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. Candidates 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 candidates 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 candidates 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 Candidates under nonacademic procedures.



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

Sexual harassment of candidates 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 candidates 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.

**Professional Organizations and Journals**

AAPHERD, TAPHERD PAPERD, CHESS, Eta Sigma Gamma, Phi Epsilon Kappa, ASPS (Please see Dr. Branch-Vital, Dr. Hamilton, Dr. Laws, Coach Albert Johnson for additional information on Health and Kinesiology Organizations)

**Student Academic Appeals Process**

Authority and responsibility for assigning grades to candidates rests with the faculty. However, in those instances where candidates 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):***

Candidates are expected to participate in all discussions and virtual classroom chats as directed. Candidates are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

***Technical Support:***

Candidates 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. You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work -week (Monday through Friday). I will try to respond to email messages during the work -week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

***Submission of Assignment and Discussion Requirement:***

Assignments, Papers, Exercises, and Projects may be distributed and submitted in class and through your online E-course Portal. Additional assistance can be obtained from the Office of Distance Learning extension 2525. It is the responsibility of the teacher educator candidate to make sure their E-course logon is working properly. Candidates are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

**It is strongly suggested** that candidates 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.

**\*\*Quizzes:** Candidates must be present at the time a quiz is given. If a student(s) is late or absent when a quiz is administered that student will not be permitted to make up the quiz. (Quizzes may be given weekly)

**\*\*In-class assignments:** Candidates must be present at the time-in class assignments are given. If a student is tardy or absent when an in class assignment is given, candidates will not be permitted to make up the assignment.

**\*\*Homework:** Assignments are due & will be collected at the beginning of class, no late work will be accepted.

During times of activity appropriate attire should be worn by all students as described below:

**Shoes:**

- Sneakers must be secured to students' feet with laces.
- Sneakers should have good traction and support without any part of students' feet visible.
- **Not permitted:**
  - o Slip on sneakers, sneakers without backs, shoes without tongues, platforms, boots, crocs, slides, sandals/open toe shoes, dress shoes, shoes without rubber soles

**Clothing:**

- Proper athletic attire is expected to be worn with proper fit.
- Appropriate attire includes: elastic waist shorts, t-shirts, warm-up outfits, sweatpants/sweatshirts for cool weather, and athletic socks
- **Not permitted:**
  - o Cut-off shorts, cargo shorts, dress clothes (e.g. button down or polo shirt), non-athletic tights/leggings, narrow strapped tops, jeans, sheer clothing, low-cut tops

The instructor reserves the right to determine if a student's footwear and clothing are safe to wear during class activities. A student without proper footwear and/or attire will be counted absent, not allowed to participate, and may be asked to leave.



# **New University Policies and Regulations**

**\*Effective fall 2011**

## **New Policy: Withdrawal from the University (Undergraduates Only):**

When an **Undergraduate** student withdraws from all classes...

- A registration hold will be placed on the student's record.
- Consultation with the respective department for advisement is REQUIRED to have hold lifted to allow future registration at the University.

## **New Policy: +/-Transfer Grades Regulation (Undergraduate and Graduate):**

- The + and/or- **WILL NOT** be considered in the evaluation. *The grade transferred will report as grade earned, for example C- will transfer as a C.*
- This regulation **IS NOT** retroactive.
- This regulation applies only to courses that are being reviewed for transfer credit effective fall 2011.

## **Grade Replacement Regulation (Undergraduate Candidates Only):**

- Candidates will have the option to replace up to 12 semester credit hours of courses where a C, D or F is earned in a course, effective with courses taken fall 2011.
- Candidates would have to request to replace the course by the Census Date (12<sup>th</sup> class date) of the following semester.
- Grades repeated but not replaced will be averaged in the cumulative grade point average.

## **Administrative Drop (All Candidates):**

- Candidates who do not attend “at least one day” of class by **tenth class day**, will be administratively dropped from that course. **PLEASE NOTE THIS MAY AFFECT THE FINANCIAL AID AWARD.**
- If a student is subsequently dropped from ALL of their courses; they will automatically be **WITHDRAWN** from the university.
- Candidates will be notified of their Administrative Drop via email.
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***QUESTIONS OR CONCERNS, PLEASE CONTACT THE OFFICE FOR ACADEMIC AFFAIRS AT (936) 261-2175 OR THE REGISTRAR'S OFFICE AT (936) 261-1049.***

# **Prairie View A&M University**

## **Department of Health and Kinesiology**

Please be advised that cheating and plagiarism will not be tolerated in the Department of Health and Kinesiology. Please read, sign and date this form. Thank you, in advance, for your cooperation.

### **The Definition of Cheating**

Cheating is defined as using, or supplying information that is not authorized by the instructor in taking an examination, quiz or completing assignments assigned by the instructor. Cheating may also be turning in someone else's work as that of your own.

### **The Definition of Plagiarism**

Plagiarism is a unique form of cheating where a person turns in someone else's work and represents it as being their own.

This would include:

1. Purchasing term papers and turning them in as if they were original work.
2. Using a paper that had previously been turned in.
3. Copying passages verbatim from books, articles, etc.
4. Submitting material for grades in which the student has not done the work required.

Consequences of these actions are severe, ranging from failure of the assignment to failure of the course. Repeated offenses could even result in expulsion.

I have read and understand the above policy.

I have received a copy of the syllabus for this course.

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Please print

---

your name

Signature

