



**PRAIRIE VIEW
A&M UNIVERSITY**

SYLLABUS

**Course Prefix: KINE 3303,
Course Title: Movement Activities for Elementary Children
Spring Semester 2024
School of Public and Allied Health**

General Course Information

Information Item	
Instructor:	A. Blake
Section # and CRN:	ZO1/23415, ZO2/23417, ZO3/23460
Office Location:	N/A
Office Phone:	(936)261-3900
Email Address:	Alblake@pvamu.edu
Office Hours:	TWR 8-11 a.m.
Mode of Instruction	Asynchronous Online
Course Location:	Internet – Asynchronous Online Canvas Portal
Class Days & Times:	N/A
Catalog Description:	Theory of human performance for young children. Emphasis is placed on stages of development and life span motor development
Prerequisites:	KINE 1215
Co-requisites:	KINE 1261 & 1208
Required Text(s):	Haywood, K.M. & Getchell, N. Life Span Motor Development, (7th Edition). Champaign, IL: Human Kinetics ISBN: 978-1-4925-6690-8
Recommended Text(s):	N/A
Remind App Code	@s2433

General Course Information Table

Course Learning Objectives:

Upon successful completion of this course, students will be able to:	Student Learning Outcome Alignment	Shape Standards
1. Evaluate competent motor skill performance in a variety of movements in motor development across a lifespan.	SLO#4	Std. #1 Std. #2
2. Identify appropriate instruction that is sensitive to student strengths/weaknesses and learning styles	SLO#2	Std.#4
3. Demonstrate the ability to use effective communication skills	SLO#1	Std.#4
4. Select resources to provide active and equitable learning experiences	SLO#5	Std.#1 Std.#5
5. Examine the factors that influence motor development throughout the lifespan.	SLO#2,3,4	Std.#1
6. Defend Newell's model of constraints in motor development	SLO#2,4	Std.#5

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

Student Learning Outcomes Table

Governing Organizations	Alignment with Standards/Domains
KINE SLOs (Student Learning Objectives)	<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.
SHAPE	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

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1a. Course video Introduction	1	0
1b. Presentation	N/A	0
2. TYK Q & A's – SLO #1,5	2	25
3. Ballistic Skills Observation analysis- SLO #1,2,3, 5	1	15
4. Social Cultural Constraints Essay SLO# 1, 4	1	15
5. Exams/Quizzes	3	45
Total:	100	100

Course Grade Requirement Table

Grading Criteria and Conversion:

A = 90- 100%

B = 89-80

C = 79-70

D = 69-60

F = 59 or below

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
1. Introduction/ Presentation	Video introduction to the course covering essential information measuring the candidates' knowledge of previous covered material.
2.TYK -Q & A	Examine Motor development across a Life span in a variety of ways as it relates to Theoretical perspectives and Fundamental concepts.
3. BSOA	Application Observation analysis of Early Childhood, transitional, and proficient developmental movements in Ballistic skills.
4.Social Cultural Constraints discussion essays	What are the roles of the socializing agents and what degree do they have in the development of a child across a lifespan
5.Exam I	Module I (Intro to Motor Development)
6. Exam II	Module II (Development of Motor skills across the life span)
7. Exam III (Final)	Comprehensive: Motor development across the life span

Detailed Description of Major Assignments Table

Introduction

Candidates will submit a brief 3–5-minute video summary to canvas highlighting all the unique attributes about yourself utilizing a YouTube link submitted in canvas

A good class introduction should include the following:

- While introducing yourself, start with a smile on your face and showcase your personality to your peers and instructor.
- Begin with your full name, where you are from, and why you chose to attend Prairie View A & M university.
- Give a brief educational detail including your classification, major, and career goals.
- Share some areas of interest and hobbies you may have.
- Share any experiences you may have in the field of Kinesiology
- Give details about what you think this course may cover as it relates to your career field (questions, comments, or concerns)
- Describe what is your most effective learning style (Auditory, Visual, Kinesthetic)

TYK Q & A

Kinesiology candidates will examine the basic context information and the essential skills needed by professionals in the field. Candidates will explore various subdisciplines and specific scenarios that support complexities moving towards integration of knowledge by applying a holistic approach to learning.

What is the question-and-answer format for essays?

The question-and-answer format is an essay whereby the professor presents an inquiry, and the students write a solution to the query. In this format, you quickly provide valuable responses with a depth of information to the questions when proving your answers.

Some of the most common types of essay questions include:

- **Discussion questions:** Such questions expect you to provide in-depth answers through extensive research. You use evidence to the topic. Discussion questions explore your reasoning and contemplations.
- **Question within a question:** When two or more related questions intertwine, one becomes the main and the others its subset. You respond to the main query in the first paragraph, then use transitional sentences to answer the subset questions. Such essays usually have more than one topic.
- **Absolute questions:** They often involve true-or-false scenarios. You provide the answer using words like yes, no, never, all, only and always. The response confirms whether the statement is true or false.
- **Cause and effect questions:** They require answers that can show the relationship between the two parts. You describe how something is a direct cause or an effect of another. Sometimes, there are various causes and effects in a topic.

Ballistic Skills Observation Analysis

The observer uses questions to evaluate skill performance, while not determining whether the skill is a right or wrong way to perform, but rather that the elements or components of the movement can be modified to make the skill performance more proficient. Kinesiology candidates are to use their knowledge of mechanics in their analysis: Observers must focus on how the mover applies muscular force to generate movements in early childhood, Intermediate changes, and the proficiency of each component.

Does the mover have optimal stability when applying or receiving force?

Is the mover using all the muscles that can contribute to the skill?

Is the mover applying force with the muscles in the correct sequence?

Is the mover applying the right amount of force over the appropriate time frame?

Is the mover applying the force in the correct direction?

Is the mover correctly applying torque and momentum transfer?

Is the mover manipulating any linear or rotary inertia properly?

Sociocultural Constraints Discussion essays

Kinesiology candidates will examine the roles of the socializing agents and what degree do they have in the development of a child across a lifespan. Candidates will differentiate the Sociocultural constraints, social value, mores, ideals, norms, stereotypes, and culturally specific concepts about movement behaviors sometimes by the society. *These are pervasive attitudes, values, and mores that influence behaviors of individuals within the group. Candidates will determine what is meant by social constants, the behavior, idea or compulsions imposed by society; and how these constraints are backed by organized social authority.

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.

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 by your department, but for general information, you can visit Taskstream via the link in Canvas.

General Expectations of Students

- ◆ Students are expected to be "active learners". This means that students should be involved (beyond the materials and lectures presented in the course) in discovering, processing, and applying course information using course textbook, peer-review journal articles, additional resources, and discussions with peers.
- ◆ *Students are expected to have time management skills that will allow efficient time for course requirement completion and submission. Failure to do so could result in a failing mark in the course.*
- ◆ Students are expected to address any special needs and/or accommodations as soon as possible with the **Office of Diagnostic Testing and Disability Services** on campus. The **Office of Diagnostic Testing and Disability Services** will send communication regarding accommodation and those accommodations will be addressed. Student Accommodations are not recognized until the official notification date from the office of Disability Services is received.

Attendance

- ◆ Attendance is based upon the consistent times and dates a student accesses course information via Canvas. A lack of engagement (online access) may result in unsuccessful completion of the course.
- ◆ A student who fails to consistently engage with the course (i.e., logging in, activity access, time spent in Canvas shell, etc.) may be reported to the Registrar's Office as a no show for the course.

COVID-19 Concerns

As the pandemic continues, the stressors of life and adjustments, whether abrupt or fluid, are taking a toll on everyone. No one is exempt. If at any point during the semester, the student feels that assistance is needed for personal health (i.e., physical or mental) and/or technical reasons, the student is to contact the instructor as soon as possible to discuss next steps. Students are encouraged not to wait until later in the semester to make the instructor aware of challenges being faced, especially if the challenges began earlier in the semester. It is much easier to address the challenges as early as possible so that possible arrangements can be made to ensure student success. Please note that any health condition and/or technology challenge reported to the instructor must be supported by verifiable documentation.

Submission of Assignments

- Canvas Submission: For all *Assignments, Papers, Exercises, and Projects are to be distributed and submitted through your online Canvas course Portal via a computer and must be (typed or copy and paste) in the text entry format only unless instructed by the instructor.*
- Assignment due dates and times will be communicated to students when the module containing the assignment is made available for a particular week. *The university is in the Central Standard Time Zone; thus, assignments are due according to the time indicated CST regardless of where a student may be in the world. Do not post/submit assignments in locations on Canvas other than the link for where the assignment is supposed to be input/uploaded (Please see information below, failure to follow instructions will result in a zero).*

Students will receive an automatic zero (0) per assignment if one or more of the following conditions are not met:

- Assignments are not submitted to the appropriate submission link.
- Assignments that are not submitted prior to late period date and time.
- Missed (excused assignments) by instructor that are not addressed within a (2) two-day timeframe after the deadline.
- Assignments that are not submitted to the Canvas portal.
- Assignments that are submitted in the incorrect format. (The responsibility of the candidate, no exceptions)
- Assignments that are submitted empty.
- Assignments that show signs of plagiarism,
- Assignments that are submitted in any other format (email, Word, PDF's Google docs, Pages, Jpeg, links, screenshots or in the comment section of canvas) will receive a zero (0) per candidate not following instructions.
- Candidates are not exempt from submitting assignments to Canvas by deadline, if given adequate time to complete prior to or after university scheduled event.

If any of the following conditions have not been met when the link has been made unavailable on Canvas, the student will not have another opportunity to submit the assignment. If the student misses the deadline, the student does not have permission to submit the assignment to the instructors without prior consent.

NOTE: Regarding assignments, students have an unlimited number of times to submit their work in the Canvas portal within the timeframe provided per assignment. (This does not include exams). If the student suspects that an assignment did not complete the submission process, or is the incorrect version, or incorrect assignment, etc. the student can resubmit until satisfied that the submission was complete and/or correct within the timeframe allotted for the assignment. The student is responsible for ensuring that the correct assignment has been submitted prior to the close of the submission link. ***There are no exceptions to wrong submissions.***

- NOTE: Please make sure that the “Submit” button is clicked every time to initiate the assignment submission process. The student should receive on his/her end whether the submission was successful. If the student finds that the submission attempt(s) were unsuccessful, please **contact the Center for Instructional Innovation and Technology Services at 936-261-3283 & email ciits@pvamu.edu with technical issue and cc the instructor.**

Students are encouraged to not wait to submit assignments within 15 to 30 minutes of the due time as multiple problems with Canvas may occur. Canvas issues will rarely arise where a student will not be able to submit an assignment, but if so, the student is responsible, and the assignment will be deemed late or unacceptable after the until date has expired. If Canvas is down or experiencing University-wide challenges, an email will be sent from CIITS. ***Personal technology challenges and the likes thereof do not release the student from submitting assignments by its deadline. The student is responsible for resolving any technical issues before the date and time the link becomes unavailable.***

***Assignments are to be the student’s own work (academic honesty is strictly enforced) and none can be dropped/exempted from one’s final grade.

Penalties for Late Assignments

Forty percent (40%) of the total amount of possible points/credit will be deducted each day following the day/time/deadline of the assignment (final exam and final project excluded). No assignments will be accepted after the due date of the assignment.

No Make-Up Assignments

No Make-ups or completions for missed assignments unless resulting from extenuating circumstances will be only considered on a case-by-case basis. Students should be mindful this is only a request and may only be granted if deem significant by the instructor within the policies of university. Note verifiable documentation is required and bear in mind that missed assignment extensions, make-up, or completions are not guaranteed. If a student is allowed to make-up/complete an assignment, the student will have at most three (3) calendar days to submit/complete the assignment from the date permission is granted. <https://www.pvamu.edu/sa/dean-of-students/absence-verification-temporary-illness/>

Note: Full credit is dependent upon circumstances.

Exam Policy: Exams should be taken as scheduled and via a computer and not on a tablet or Smartphone. No makeup examinations will be allowed except under documented emergencies. (See Student Handbook). Once exams are administered, candidates are not allowed to exit the test area unless they are submitting their exams. A missed exam resulting from extenuating circumstances will be considered on a case-by-case basis. Students should note that missed exam extensions, make-up, or completions are not guaranteed and verifiable documentation is required. If a student is allowed to make-up/complete an exam, the student will have at most one (1) calendar day to submit/complete the exam from the date permission is granted.

Extra Credit - Unfortunately, there are ***NO*** extra credit opportunities in this course.

Grade Concerns

The instructor welcomes discussion of student work and performance with the student which can be performed through email and/or office hours. Students should review their assignment grades regularly to ensure accuracy. If the student perceives that the posted grade is incorrect, it is the student's responsibility to alert the instructor within three (3) days of the posted grade. Following the three (3) day grace period, the grade will not be considered for alterations. Also, a grade review does not guarantee a grade adjustment. If there is to be a grade adjustment, the related grade points in review can either increase or decrease.

In general, the instructor **requires** a 72-hour reflection period before discussing grading concerns. After the reflection period has passed, the student may via email include the following:

- (a) Email salutation
- (b) Name, the title of the course, and section
- (c) The name of the assignment
- (d) A clear discussion of issues or concerns
- (e) Suggestion(s) for resolving the issue(s)
- (f) Email Closing

The student should make sure that the use of correct spelling and grammar is apparent in the email. (The instructor does not respond to messages that are not properly formatted for email communication or are not understandable).

The instructor will respond in writing to the student's concern(s) within 72 hours of receipt unless the email is sent over the weekend or holiday.

Final Course Grades

Final grades will be posted in Panther Tracks only. Final grades will not be provided through any other medium. If there is a discrepancy with the final grade, the student must alert the instructor within three (3) days; otherwise, the final grade will remain as posted.

- Final grades are not be rounded up to the next letter grade.
- Grade pleading is not accepted. The student's grade are exclusively the student's responsibility.

Course Recording Policy and Zoom Sessions

Lectures and other communication activities may be recorded by the instructor and uploaded into Canvas. Students do not have the permission of the instructor to post any course content, especially video recordings inclusive of the likeness or voice of the instructor to any medium outside of the course shell. Students also do not have the permission of the instructor to share course content outside of the course and its members.

*In a completely online course, students are not required to attend Zoom sessions. If a Zoom session is needed, the instructor will announce the date and time of the session. Attendance is optional but highly encouraged. For those who cannot attend, the Zoom session will be uploaded for later review.

Formatting Documents

Microsoft Word is the standard word processing tool used at PVAMU. The use of other word processors is permitted. Please note that any created document whether MS WORD or another word processing software **must be saved and uploaded as a PDF** if instructed unless otherwise noted.

No Google (docs, slides, word etc.) platform developed assignments will be accepted for credit.

Communication

The preferred method of communication is through the in- class Canvas email as emails sent through Outlook may not be seen. Emails must be sent to the instructor directly at alblake@pvamu.edu. Emails will be responded to within 72 hours if sent during the 5-day work week. Thus, if an email is sent on Friday evening or during the day on Saturday, the response will begin on the following Monday. ***When emailing the instructor, please follow the proper format for composing an email (i.e., proper greetings, language, etc.) (ex.***

<https://academicpositions.com/career-advice/how-to-email-a-professor>); otherwise, a response may be delayed or not sent. If a student sends an email with a question that affects the entire class, a response will be sent in a Canvas announcement.

Activity feedback will be provided within a week of the assignment's submission deadline. Most, if not all, assignments will have an attached rubric used for grading. If comments are needed to further explain a particular score, the comment will be in the attached rubric or comment section in Canvas. Students should review the comments before contacting the instructor. If instructor comments are still unclear, please make contact via email regarding comment concerns.

Grades will be posted on Canvas only.

Plagiarism

Plagiarism is a very serious topic, and it is addressed in the PVAMU Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your required assignments, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that students will summarize or paraphrase ideas giving appropriate credit to the source both in the body of information presented and the reference list (Carter, 2021).

Netiquette

In an online classroom/environment, our primary means of communication is written. The written language has many advantages: more opportunity for reasoned thought, more ability to go in-depth, and more time to think through an issue before posting a comment. However, written communication also has certain disadvantages, such as a lack of face-to-face signaling that occurs through body language, intonation, pausing, facial expressions, and gestures. As a result, please be aware of the possibility of miscommunication and compose any communications in a positive, supportive, and constructive manner.

Technology

- ◆ Contact IT or pvamu.edu/helpdesk for assistance. 936-261-2525 / Technical Support Students should go to <https://mypassword.pvamu.edu/> if they have password issues.

Canvas Support

If you have any questions about Canvas, go to Live Chat with Canvas Support (Students), or call the Canvas support hotline at +1.844.394.2781.

Links to Canvas Tutorials and FAQs:

Introduction to Canvas: <https://community.canvaslms.com/docs/DOC-17340-897271119803>

Canvas for beginners: <https://beaver.instructure.com/courses/670/pages/welcome-to-canvas-forbeginners>

Student introduction to Canvas: <https://collin.instructure.com/courses/506067>

Canvas Q&A: <https://community.canvaslms.com/community/answers>.

<https://collin.instructure.com/courses/506067>

Semester Calendar

Week	Description
Week One: Topic Description	[Course overview, Interactive Introductions] Fundamental Concept
Readings: Assignment (s): Topic Description	(pp 3-14) Motor development, Newell's model, research tools Exampld (I) see Canvas portal: Theoretical Perspectives in Motor Development
Readings: Assignment (s): Week Two: Topic Description	(pp. 17-27) Motor development perspectives TYK (II) due: - see canvas portal Principles of Motion and Stability
Readings: Assignment (s): Week Four: Topic Description	(pp.29-41) Newton's Laws Exam I chp. 1-3 Early Motor Development
Readings: Assignment (s): Week Five: Topic Description	(pp. 45-62) Types of movements/Infantile Reflexes Learning exercise 4.1 Development of Human Locomotion
Readings: Assignment (s): Week Six: Topic Description	(pp. 65-96) Concepts of Locomotion Development of Human Locomotion
Readings: Assignment (s): Week Seven: Topic Description	(pp. 65-96) Concepts of Locomotion Development of Ballistic skills
Readings: Assignment (s): Week Eight: Topic Description	(pp. 99-125) Ballistic skills observation analysis Exam II chp 1-8
Assignment Week Nine: Topic Description	
Assignment Assignment (s): Week Ten: Topic Description	Ballistic skills Ballistic skills observation analysis due: - see canvas portal Development of Manipulative skills
Readings: Assignment (s): Week Eleven: Topic Description	(pp. 127-145) Power to Precision grips//Role of vision TYK (V) due: see canvas portal. Sensory Perceptual development
Readings: Assignment (s): Week Twelve: Topic Description	(pp. 259-282) Visual Sensation vs Visual Perception Social Cultural Constraints in Motor Development
Readings: Assignments Week Thirteen: Topic Description	(pp. 303 -319) Socializing Agent Social Cultural Constraints Discussion Essays Due: see canvas portal Psychosocial Constraints in Motor Development
Readings: Assignment (s): Week Fourteen:	(pp. 321-324) Theybies

Topic Description

Readings:

Developmental Motor Learning

(pp. 337-353) Unpacking the Def, of Motor Learning

Week Sixteen:**Topic Description**

Readings:

Assignment (s):

Review

Motor development across a lifespan

Week Sixteen:**Topic Description**

Readings:

Assignment (s):

Final Exam (Comprehensive) Readings:

Motor development across a lifespan

Description of course assignments: It is the responsibility of the student to know if there are any changes regarding due dates or assignments. Please make sure you are checking canvas daily for any updates. Note: As the instructor, I may change the following assignments as necessary to meet the needs of the class. The 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.

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. 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: pvtutoring@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, 2nd 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, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Website: 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, 2nd 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) 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. More information can be found at www.pvamu.edu/titleix, 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.

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.**

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: section will be deleted 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-reporting** – Students who test positive for COVID-19 are required to report their positive test results within 48 hours using the PVAMU Self-Reporting Form. Proof of off-campus and self-administered home test results must be sent to covid-19@pvamu.edu. Proof for self-administered home test is a picture of the test with a photo ID in the same photo.

- **Self-monitoring** – Students should follow public health guidance to help slow the spread of the virus, including being vaccinated. Students who have a fever or exhibit symptoms of COVID-19 should not participate in face-to-face instruction.

- **Face Coverings** – Face coverings (KN-95, surgical mask, etc.) are highly 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. Communication with the student's instructor for remote support will take place by the Office of the Assistant Vice President for Academic Engagement and Success. 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 may qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.
- **Questions** – For answers regarding COVID-19 policies and/or procedures, students should refer to www.pvamu.edu/coronavirus or email covid-19@pvamu.edu.

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 Students Only):

Students 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.

Students would have to request to replace the course by the Census Date (1st class date) of the following semester.

Grades repeated but not replaced will be averaged in the cumulative grade point average.

Administrative Drop (All Students):

Students 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.

Students will be notified of their Administrative Drop via email.

QUESTIONS OR CONCERNS, PLEASE CONTACT THE OFFICE FOR ACADEMIC AFFAIRS AT (936) 261-2175 OR THE REGISTRAR'S OFFICE AT (936) 261-1049.

