KINE 4053 Special Topics
SPRING 2018

Instructor: Jim Price
Section # and CRN: P02 and 23753
Office Location: Leroy Moore, Jr. Gym #106
Office Phone: 936.261.3900
Email Address: jhprice@pvamu.edu
Office Hours: Phone Call or by Appointment Only
Mode of Instruction: Face to Face
Course Location: Wilhelmina Delco, Room 243
Class Days & Times: T 6:00 – 8:50 pm
Catalog Description: Detailed study of selected topics and activities. Class meets once per week. Consent of the instructor and department head. Cross listed with HLTH 4053.

Prerequisites: 12 hours of advanced Human Performance/Kinesiology.
Co-requisites: None
Required Texts: None

Recommended Texts: iRead: Chevrolet Saturdays by Candy Dawson Boyd

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

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<tbody>
<tr>
<td>1</td>
<td>Develop and implement appropriate goals and objectives aligned with local, state, and/or national.</td>
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<tr>
<td>2</td>
<td>Design and implement content that is aligned with lesson objectives.</td>
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<td>3</td>
<td>Plan for and manage resources to provide active, fair and equitable learning experiences.</td>
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<td>4</td>
<td>Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.</td>
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<td>5</td>
<td>Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.</td>
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<td>6</td>
<td>Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.</td>
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<tr>
<td>Governing Organizations</td>
<td>Alignment with Standards/Domains</td>
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<tr>
<td><strong>CAEP</strong></td>
<td>Standard 1: Content &amp; Pedagogical Knowledge (1.1)  \nStandard 4: Program Impact (4.1)</td>
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<tr>
<td><strong>InTASC</strong></td>
<td>Content Knowledge: Standard #4 Content Knowledge; Standard #5 Application of Content \nInstructional Practice: Standard #6 Instructional Strategies.  \nProfessional Responsibility: Standard #9 Professional Learning &amp; Ethical Practice</td>
</tr>
<tr>
<td><strong>TExES</strong></td>
<td><strong>Physical Education</strong>  \nDomain I: Movement Skills and Knowledge  \nDomain II: Health-Related Physical Fitness  \nDomain III: The Physical Education Program  \nStandards: Physical Education EC-12 II, IV &amp; VI  \n<strong>Health Education</strong>  \nDomain I: Personal Health  \nDomain II: Healthy Interpersonal Relationships  \nDomain III: Community and Environmental Health and Safety  \nDomain IV: Health-Related Skills and Resources  \nDomain V: The School Health Education Program  \nStandards: Health EC-12 I and II  \n<strong>Pedagogy and Professional Responsibilities</strong>  \nDomain I: Designing Instruction and Assessment to Promote Student Learning  \nDomain II: Creating a Positive Productive Classroom Environment  \nDomain III: Implementing Effective, Responsive Instruction and Assessment  \nDomain IV: Fulfilling Professional Roles and Responsibilities  \nStandards: PPR EC-12 III and IV  \nStandards: Technology Applications I, II, III and IV</td>
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**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.

**Society of Health and Physical Educators (SHAPE) Standards**

**Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2.** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
National Association for Sport and Physical Education (NASPE)

Standard 1: Scientific and Theoretical Knowledge
Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Standard 2: Skill-Based and Fitness-Based Competence*
Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness as delineated in the NASPE K – 12 Standards.

Standard 3: Planning and Implementation
Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state and national standards to address the diverse needs of all students.

Standard 4: Instructional Delivery and Management
Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Standard 5: Impact on Student Learning
Physical education teacher candidates use assessments and reflection to foster student learning and inform decisions about instruction.

Standard 6: Professionalism
Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Major Course Requirements

Method of Determining Final Course Grade

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<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Total</th>
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<tbody>
<tr>
<td>1) Attendance and class participation</td>
<td>15 Days/ 5 points</td>
<td>75 points</td>
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<tr>
<td>2) Pre-Test</td>
<td>25 points</td>
<td>25 points</td>
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<tr>
<td>3) Post Test</td>
<td>25 points</td>
<td>25 points</td>
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<td>4) Quizzes</td>
<td>1/10 points, 8/100 points</td>
<td>810 points</td>
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<td>5) iRead</td>
<td>50 points</td>
<td>50 points</td>
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<td>6) Exams</td>
<td>11/50 points</td>
<td>550 points</td>
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<tr>
<td>7) Mid-Term Exam</td>
<td>100 points</td>
<td>100 points</td>
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<td>8) Final Exam:Part I</td>
<td>100 points</td>
<td>100 points</td>
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<tr>
<td>9) Final Exam: Part II</td>
<td>50 points</td>
<td>50 points</td>
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<td><strong>Total:</strong></td>
<td><strong>1785 points</strong></td>
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Grading Criteria and Conversion:

A = 1606 - 1785 points
B = 1428 - 1605 points
C = 1249 - 1427 points
D = 1071 - 1248 points
F = 1070 and below

I = Incomplete (Only issued under extraordinary circumstances that are beyond a candidate’s control.)
W = Withdrawal from a course
WV = Withdrawal from the University voluntarily
MW = Military withdrawal
Detailed Description of Major Assignments:
Assignment Title or Grade Requirement  Description
Quizzes/Exams  Will assess teacher educator candidates’ understanding of course material.

Course Procedures or Additional Instructor Policies

Taskstream
Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is REQUIRED to be submitted as an "artifact,” an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

Classroom Management
It is important to respect one another in class. Neither fighting nor profanity will be tolerated during class time. Cell phone use is permitted before and after class time. Food and beverages are to be consumed before and after class with the exception of water. Gum is allowed during lecture (no popping/smacking). Headphones, shades, do rags, bandanas, tank tops, spaghetti strap tops, cut-offs, low cut shirts/blouses and jeans/pants worn low are not permitted in class. Teacher education candidates failing to adhere to this policy may be asked to leave, discard or remove the item(s) listed above, to decrease disruption or distraction during the learning process.

Attendance
A daily record of attendance will still be kept and excessive absences will affect your final grade.
If absent, students are to produce university-authorized excuses or proper documentation to the instructor: a) PRIOR to any foreseen absence, and/or b) IMMEDIATELY UPON RETURN of subsequent class meeting.
A student will be rendered ABSENT 15 minutes after class has commenced.

Submission of Assignments
When applicable, work should submitted utilizing APA (American Psychological Association) style.
All assignments must be typed, double –spaced, multiple pages stapled and must include a title page. Assignments are not to be hole punched until after they have been graded. Do not submit work in folders, sheet protectors or report covers. Points will be deducted for not following directions.
In addition, points will be deducted for typographical, grammatical and sentence structure errors.

Retention of Assignments and Exams
After the teacher education candidate has seen his/her grade, the instructor reserves the right to retain all assignments and examinations completed by the teacher education candidate.

Penalties for Late Assignments
Assignments must be submitted on the scheduled due date and time. Ten points will be deducted on late assignments. Assignments will not be accepted after five days.
In the case of an excused absence, scholars must submit documents within two days of returning to class.
Quizzes and skills tests must be made up within one week from the due date. Ten points will be initially deducted and five points will be deducted per day. Scholars will not be able to make up quizzes and/or skills tests after five days.
Each scholar is responsible for submitting all work on the scheduled due date whether present or not.

**Formatting Documents**
Microsoft Word is the standard word processing tool used at PVAMU. If you are using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

**Exam Policy**
Missed mid-term or final exams cannot be made up unless permission is granted by the instructor of record prior to the exam or proper documentation is submitted.

**Technology**
Cell phone usage is strictly prohibited during class and must be turned off, placed on vibrate, or in some other silencing mode such as “airplane mode” or “do not disturb”. Other electronic device (laptop, iPad, tablet, etc) usage should be limited to the relevance of the class during class time, such as note-taking or instructor guided in-class activities.

Any perceived misuse of electronic devices and/or excessive use, will result in overall course point deductions of five (5) points per incident.

**Communication**
Course updates will also be sent through PVAMU eCourses -- be sure to check before attending class.

Remind 101 will also be used to communicate with students.

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.
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<thead>
<tr>
<th>Week</th>
<th>Topic Description</th>
<th>Readings</th>
<th>Assignment (s):</th>
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<tbody>
<tr>
<td>Week One:</td>
<td>Introduction to HUPF 4053</td>
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<td>Pre-test</td>
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<td>Week Two:</td>
<td>National and State Standards</td>
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<td>Week Three:</td>
<td>Physical Education</td>
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<td>Week Four:</td>
<td>Domains and Competencies</td>
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<td>Week Five:</td>
<td>Domains and Competencies</td>
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<td>Week Six:</td>
<td>Health</td>
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<td>Week Seven:</td>
<td>Domains and Competencies</td>
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<td>Week Eight:</td>
<td>Mid-Term Exam</td>
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<td>Week Nine:</td>
<td>Domains and Competencies</td>
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<td>Week Ten:</td>
<td>Pedagogy and Professional</td>
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<td>Responsibilities</td>
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<td>Readings:</td>
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<td>Week Eleven</td>
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<td>Week Twelve</td>
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<td>Week Thirteen</td>
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<td>Week Fourteen</td>
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Student Support and Success

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

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

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

Writing Center
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724

Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

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

Office of Diagnostic Testing and Disability Services
As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585
Veteran Affairs
Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

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

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

University Rules and Procedures

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

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

Forms of Academic Dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.
Sexual Misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

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

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

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

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

TECHNICAL CONSIDERATIONS

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

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

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

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

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

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

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

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.

**Caveat**
The schedule, procedures, and contents of this syllabus, class assignments, and grade evaluation are subject to change based on the needs of the class. If you have any questions or need assistance, please feel free to contact the instructor.
The Whitlowe R. Green Conceptual Framework

**E-FOLD-P**

**Educators as Facilitators of Learning for Diverse Populations**

- **Technology**
- **Assessment**
- **Reflective and Continual Learning**
  - The educator knows the fundamental principles of teaching and learning and uses that knowledge to guide his/her actions when confronted with real-world classroom problems.

- **Growth & Development**
  - The educator demonstrates subject matter expertise and makes the subject meaningful for students.

- **Problem Solving / Critical Thinking / Decision Making**
  - The educator holds intellectual curiosity, openness, and respect for other viewpoints. They are guided by belief systems reflective of philosophical.

- **Diversity & Global Awareness**
  - The educator within diverse populations and environments knows how to assist all students, especially those who have difficulties, are underprepared, or may have exceptional needs.
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 or completing assignments assigned by the instructor. Cheating is also 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. and, 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.

Please initial below:

_____ I have read and understand the above policy.

_____ I have read and accepted the contents of the syllabus for this course.

Please print your name legibly. ___________________________  Signature ___________________________

Date ___________________________

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Spring 2017