SYLLABUS

KINE4073 Secondary Kinesiology
Summer 2021
Department of Health and Kinesiology

Instructor: Ms. Trevia Cyrus
Section # and CRN: P01 - 33207
Office Location: Virtual/ Leroy Moore, Jr. Gymnasium
Office Phone: 936.261.3900
Email Address: tdcyrus@pvamu.edu
Office Hours: Tuesdays and Wednesdays, 2:00 – 3:30 pm
Mode of Instruction: Face-To-Face
Course Location: Wilhelmina Delco Bldg., Room 327
Class Days & Times: MTWR 3:30 – 5:50 pm
Catalog Description: Scientific examination of current human movement concepts. Emphasis on curricular and evaluative concepts designed to assist the student in selecting, appraising, utilizing and analyzing movement related materials, resources, and instruments.
Prerequisites: 12 hours of advanced Human Performance/Kinesiology courses.
Co-requisites: None
Supplemental Texts:

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

<table>
<thead>
<tr>
<th>Program Learning Outcome # Alignment (SLOs)*</th>
<th>Core Curriculum Outcome Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify essential components of a quality physical education program.</td>
<td>SLO # 1 Communication, Critical thinking skills</td>
</tr>
<tr>
<td>2. List the steps of designing a quality curriculum.</td>
<td>SLO # 1 Communication</td>
</tr>
<tr>
<td>3. Explain the importance of pre-instructional planning when preparing to teach.</td>
<td>SLO # 1 Communication, Critical thinking skills</td>
</tr>
<tr>
<td>4. Write measurable behavioral objectives utilizing the ABCD method.</td>
<td>SLO # 1 Communication, Critical thinking skills</td>
</tr>
<tr>
<td>5. Create a lesson plan using various resources. It will include, but will not be limited to, writing objectives, choosing appropriate equipment/organization, teaching strategies and age-appropriate content.</td>
<td>SLO # 1 SLO # 5 Communication, Critical thinking skills</td>
</tr>
<tr>
<td>6. Discuss the importance of instilling respect for all people regardless of race/ethnicity, gender, social class, and ability.</td>
<td>SLO # 1 Communication</td>
</tr>
<tr>
<td>7. Identify appropriate and inappropriate teaching strategies utilized during a pre-recorded video peer teaching presentation.</td>
<td>SLO # 1 Communication, Critical thinking skills</td>
</tr>
</tbody>
</table>

*The program learning outcomes identified in this table pertain to the objectives for this course. Other courses within the program cover additional learning outcomes (SLOs). Collectively, all courses within the program curriculum will ensure that students have achieved all 5 learning outcomes (SLOs).

<table>
<thead>
<tr>
<th>Governing Organizations</th>
<th>Alignment with Standards/Domains</th>
</tr>
</thead>
</table>
| **KINE SLOs** (Student Learning Outcomes) | 1. Graduates can communicate effectively in written and oral 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 comprehend and assess scientific literature in the discipline, and synthesize relevant information.  
5. Graduates can utilize various technologies and software to support inquiry and professional practice. |
| **SHAPE America** (Society for Health and Physical Educators) | National Standards for Initial Physical Education Teacher Education  
Standard 1: Content and Foundational Knowledge  
Standard 2: Skillfulness and Health-Related Fitness  
Standard 3: Planning and Implementation  
Standard 4: Instructional Delivery and Management  
Standard 5: Assessment of Student Learning  
Standard 6: Professional Responsibility  
Grade-Level Outcomes for K-12 Physical Education Standards 1-5 |
<table>
<thead>
<tr>
<th>Texas Education Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TExES</strong></td>
</tr>
<tr>
<td>(Texas Examinations of Educator Standards)</td>
</tr>
<tr>
<td><strong>TEKS</strong></td>
</tr>
<tr>
<td>(Texas Essential Knowledge and Skills)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Education</th>
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</thead>
<tbody>
<tr>
<td>Domain I: Movement Skills and Knowledge</td>
</tr>
<tr>
<td>Domain II: Health-Related Physical Fitness</td>
</tr>
<tr>
<td>Domain III: The Physical Education Program</td>
</tr>
<tr>
<td>Standards: Physical Education EC-12 II, IV &amp; VI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health Education</th>
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<tbody>
<tr>
<td>Domain V: The School Health Education Program</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Pedagogy and Professional Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain I: Designing Instruction and Assessment to Promote Student Learning</td>
</tr>
<tr>
<td>Domain II: Creating a Positive Productive Classroom Environment</td>
</tr>
<tr>
<td>Domain III: Implementing Effective, Responsive Instruction and Assessment</td>
</tr>
<tr>
<td>Domain IV: Filling Professional Roles and Responsibilities</td>
</tr>
<tr>
<td>Standards: PPR EC-12 III and IV</td>
</tr>
<tr>
<td>Standards: Technology Applications I, II, III and IV</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 TAC Chapter 116. Physical Education. Subchapter B. Middle School</td>
</tr>
<tr>
<td>19 TAC Chapter 116. Physical Education. Subchapter C. High School</td>
</tr>
</tbody>
</table>

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**Society for Health and Physical Educators (SHAPE) America**

**National Physical Education 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 Health Education Standards**

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.
## Major Course Requirements

### Method of Determining Final Course Grade

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Points</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>01) Quiz: Syllabus</td>
<td>1</td>
<td>50 points</td>
<td>5.5</td>
</tr>
<tr>
<td>02) Introduction Video</td>
<td>1</td>
<td>50 points</td>
<td>5.5</td>
</tr>
<tr>
<td>03) Quiz 1: Chapters 1-4</td>
<td>1</td>
<td>100 points</td>
<td>11</td>
</tr>
<tr>
<td>04) Discussion: Diversity</td>
<td>1</td>
<td>50 points</td>
<td>5.5</td>
</tr>
<tr>
<td>05) Discussion: Mary's Story</td>
<td>1</td>
<td>50 points</td>
<td>5.5</td>
</tr>
<tr>
<td>06) Exam: TExES, TEKS and Writing objectives</td>
<td>1</td>
<td>50 points</td>
<td>5.5</td>
</tr>
<tr>
<td>07) Quiz: Chapters 5-8</td>
<td>1</td>
<td>100 points</td>
<td>11</td>
</tr>
<tr>
<td>08) Lesson Plan</td>
<td>1</td>
<td>100 points</td>
<td>11</td>
</tr>
<tr>
<td>09) Mini-Teaching Presentation</td>
<td>1</td>
<td>100 points</td>
<td>11</td>
</tr>
<tr>
<td>10) Written Assessment</td>
<td>1</td>
<td>100 points</td>
<td>11</td>
</tr>
<tr>
<td>11) Teaching Presentation Evaluation</td>
<td>1</td>
<td>50 points</td>
<td>5.5</td>
</tr>
<tr>
<td>12) Final Exam: Chapters 1-12</td>
<td>1</td>
<td>100 points</td>
<td>11</td>
</tr>
</tbody>
</table>

**Total: 900 points 100**

### Grading Criteria and Conversion:

A = 810 - 900 points
B = 720 - 809 points
C = 630 - 719 points
D = 540 - 629 points
F = 0 - 539 points

I = Incomplete (Only issued under extraordinary circumstances that are beyond a student’s control.)
W = Withdrawal from a course
WV = Withdrawal from the University voluntarily
MW = Military withdrawal
### Detailed Description of Assignments:

<table>
<thead>
<tr>
<th>Assignment Title or Grade Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quizzes/Exams</strong></td>
<td>Assessments covering essential information and measuring student knowledge. All will be administered via Canvas.</td>
</tr>
</tbody>
</table>
| **Discussions**                       | Mary’s Story  
Students will be responsible for reading a scenario, responding to the scenario in the forum and then replying to a peer.  
(Chapters 7 and 11)  
**Diversity – One Topic, Different Perspectives**  
Students will be responsible for watching a series of videos. Upon completion, students will respond to the prompt and then reply to a peer.  
In the "Discussion" components of the course, as a student, you can interact with your instructor and classmates to explore questions and comments related to the specified content of this course. A successful student in online education is one who takes an active role in the learning process. You are therefore encouraged to participate in the discussion areas to enhance your learning experience throughout each week. Students are expected to log into the course and post (respond) to the discussion topics with a minimum of three posts per discussion (1 original and 2 replies).  
Quality—Content of your contributions. Examples of quality posts include:  
• providing additional information to the discussion;  
• elaborating on previous comments from others;  
• presenting explanations of concepts or methods to help fellow students;  
• presenting reasons for or against a topic in a persuasive fashion;  
• sharing your own personal experiences that relate to the topic.  
• shared content utilizes appropriate writing conventions.  
(Chapters 5 and 12) |
| **Lesson Plan**                        | Students will demonstrate the ability to create a lesson plan (a teacher’s daily guide for what students are expected to learn and it includes, but is not limited to, how it will be taught and how learning will be measured) for a specified physical activity skill.  
(Chapters 3, 4, 5, 7 and 12) |
| **Written Assessment**                 | Students will create a student assessment that is directly related to the lesson plan.  
(Chapter 10) |
| **Mini-Teaching Presentation**        | Development of technique and practice teaching sessions in which candidates present a short lesson to their peers and receive detailed and constructive feedback on their performance.  
**During times of activity appropriate attire will be worn by all candidates as described below:**  
**Attire color profile: Black dominant bottoms and any color top except white.** |
Footwear: Sneakers/tennis shoes must be secured to candidate’s feet with laces. Footwear should have good traction and support without any part of candidate’s feet visible.

*Not permitted: Sneakers without backs, platforms, boots, crocs, slides, sandals/open toe shoes, dress shoes, shoes without rubber soles, Vibrams or any type of shoe similar to the aforementioned.*

Clothing: Proper athletic attire is expected to be worn with proper fit. Appropriate attire includes: elastic waist shorts (with or without drawstring), athletic tights, short/long-sleeved t-shirts, warm-up outfits, sweatpants/sweatshirts for cool weather, and athletic socks.

*Not permitted: Cut-off shorts, cargo shorts, dress clothes (e.g. button down or polo shirt), non-athletic tights/leggings, tights/leggings that have see-through areas, narrow strapped tops, jeans, sheer clothing, low-cut/cleavage bearing tops or tank tops and attire with inappropriate pictures or words.*

The instructor reserves the right to determine if a candidate’s footwear and/or clothing are safe and/or appropriate to wear during class activities. A candidate without proper footwear and/or attire will be counted absent, not allowed to participate, and/or may be asked to depart from the classroom setting.

(Chapters 3, 5, 6, 7, 8, 9, 11, and 12)

| Teaching Presentation Evaluation | Students will watch a video of a student teaching presentation and then evaluate the presentation by answering a series of questions. (Chapter 10) |

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**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.

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

**Submission of Assignments**
Students are responsible and expected to attend each class (check Canvas daily), contribute to class activities and/or discussions. Students should complete all assignments on or before their expected due dates. It is the responsibility of the student to make sure they can log on and submit work to Canvas.

All assignments, unless told otherwise, are to be submitted via **Canvas** only. A link with the assignment title will be made available for each assignment to be uploaded. Assignment due dates and times will be communicated to students when the module containing the assignment is made available for a particular
week. Do not post/submit assignments in locations on Canvas other than the link for where the assignment is supposed to be submitted. If the assignment is not submitted to the appropriate link when the instructor grades the respective assignment, if the assignment is marked late, or if the assignment was not submitted, the student(s) will receive a zero (0). The student will have another opportunity to submit the assignment post closure date, the week prior to the mid-term exam and the week prior to the final exam. If the deadline is missed, the student does not have permission to submit the assignment to the instructor’s email without prior consent.

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 or not the submission was successful. If the student finds that the submission attempt(s) were unsuccessful, the student should contact the PVAMU HELPDESK and/or CANVAS support. If the Submit button is not clicked, there may be a chance the instructor will not receive the assignment submission thus marking the student’s grade as a zero (0). 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. If Canvas is down or experiencing University-wide challenges, an email will be sent from the University, in particular CIITS. Personal technology challenges and the like does 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.

When applicable, work should be submitted utilizing APA (American Psychological Association) format and points will be deducted for not following directions, typographical, grammatical and/or sentence structure errors.

Penalties for Missed or Late Assignments
Missed quizzes and assignments submitted late will incur a fifteen (15) point deduction. Each student is responsible for submitting all work on the scheduled due date and by the indicated time, unless under documented emergencies (See Student Handbook).

Exam Policy
Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies. (See Student Handbook).

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

Technology
- Any perceived misuse of electronic devices and/or excessive use, will result in a point deductions of five (5) points per incident.
- Instructor created videos or videos of students within the educational arena, past or present, may not be shared outside of our class. Permission is not granted for use of videos from the instructor, nor the students within the videos for personal gain, solicitation or entertainment.
- Cell phone use 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 devices (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.
- Permission is not granted to post stills, audio and/or video recordings of the instructor of record to any social media sites.
Communication
- Course updates will be sent through PVAMU Canvas -- be sure to check regularly.
- Remind 101 will also be used to communicate with students.
- All emails addressed to the instructor should be sent using Canvas email only.
- 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.
- E-mails will usually have a response within 48 hours excluding weekends.

Tentative Course Calendar
The following plan of action is to keep us on track; it may, however, require flexibility to suit the needs and interests of the students. Please be advised: The instructor has the right to modify this syllabus, without notice, due to emergencies or an expressed interest of the students to discuss topics in greater detail. It is in the best interest of each student to check the learning management system (Canvas) regularly.

Caveat
The schedule, procedures, contents of this syllabus and class assignments are subject to change at my discretion. If you have any questions or need assistance, please feel free to contact me.
### SEMESTER CALENDAR
(*Tentative and may change due to course needs.*)

<table>
<thead>
<tr>
<th>June 01-05</th>
<th>Week 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Read syllabus</td>
</tr>
<tr>
<td><strong>Description:</strong></td>
<td>Introduction to KINE 4073</td>
</tr>
<tr>
<td></td>
<td>Justifying a Physical Education Program and</td>
</tr>
<tr>
<td></td>
<td>Designing a Physical Education Program</td>
</tr>
<tr>
<td></td>
<td>A physical activity skill will be assigned to each student for the lesson plan assignment.</td>
</tr>
<tr>
<td><strong>Chapter(s)</strong></td>
<td>Review all course resources.</td>
</tr>
<tr>
<td></td>
<td>Read: Chapters 1-4</td>
</tr>
<tr>
<td><strong>Assignment(s)</strong></td>
<td>Quiz: Syllabus</td>
</tr>
<tr>
<td></td>
<td>Assignment: Introductory Video</td>
</tr>
<tr>
<td></td>
<td>Quiz: Chapters 1-4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>June 06-12</th>
<th>Week 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Designing a Physical Education Program and</td>
</tr>
<tr>
<td><strong>Description:</strong></td>
<td>Teaching a Physical Education Program</td>
</tr>
<tr>
<td><strong>Chapter(s)</strong></td>
<td>Read: Chapters 5-7</td>
</tr>
<tr>
<td><strong>Assignment(s)</strong></td>
<td>Quiz: TExES Domains, Competencies, National Standards, TEKS and acronyms</td>
</tr>
<tr>
<td></td>
<td>Discussion: Diversity – One Topic, Different Perspectives</td>
</tr>
<tr>
<td></td>
<td>Discussion: Mary’s Story</td>
</tr>
<tr>
<td></td>
<td>Quiz: Chapters 5-7</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>June 13-19</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Teaching a Physical Education Program</td>
</tr>
<tr>
<td><strong>Description:</strong></td>
<td>Developing a Total Program Implementing Instructional Activities</td>
</tr>
<tr>
<td><strong>Chapter(s)</strong></td>
<td>Read: Chapters 8-12</td>
</tr>
<tr>
<td><strong>Assignment(s)</strong></td>
<td>Assignment: Lesson Plan</td>
</tr>
<tr>
<td></td>
<td>Assignment: Written Assessment</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>June 20-26</th>
<th>Week 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Teaching Presentations</td>
</tr>
<tr>
<td><strong>Description:</strong></td>
<td>Class will be held in the Leroy Moore, Jr. Gym</td>
</tr>
<tr>
<td></td>
<td>Please review the dress code.</td>
</tr>
<tr>
<td><strong>Chapter(s)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Assignment(s)</strong></td>
<td>Assignment: Teaching Presentations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>June 27-July 03</th>
<th>Week 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Course Review and Application</td>
</tr>
<tr>
<td><strong>Chapter(s)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Assignment(s)</strong></td>
<td>Assignment: Critical Eye – Pre-recorded Teaching Presentation Evaluation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>July 04 – 09</th>
<th>Topic Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Final Exam:</strong></td>
<td>Chapters 1-12</td>
</tr>
<tr>
<td><strong>Grades are due July 8, 2021.</strong></td>
<td></td>
</tr>
</tbody>
</table>
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 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.

**COVID-19 Campus Safety Measures**
To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, PVAMU has adopted policies and practices to limit virus transmission.

- **Self-monitoring** - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.

- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) are recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain.

- **Physical Distancing** - Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.

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