Childhood Disorders
Spring 2016

Instructor: Doris Morgan-Bloom Higginbottom, Ph.D.
Section # and CRN: HDFM 2513-P02, CRN 10933
Office Location: Agriculture and Business Bldg. Room # 423
Office Phone: 936-261-2518
Email Address: djmorgan-bloom@pvamu.edu
Office Hours: M 9:30-1:00, T 2:00-4:00, W 9:30-1:00, R 2:00-4:00, Fri. by appointment
Mode of Instruction: Face to Face Instructional method /partial hybrid
Course Location: Agriculture and Business Bldg. Room # 217
Class Days & Times: Tuesday & Thursday: 11:00am to 12:20pm
Catalog Description: This course is designed to introduce a general overview and treatment of the main childhood disorders. It examines the history of childhood psychopathology, theories of development, medical and biological factors, mental retardation, drug and alcohol use, social and environment factors that relate to childhood problems
Prerequisites: None:
Co-requisites: None:
Recommended Texts:
Student Learning Outcomes:

Course Goals or Overview:
The purpose of this course is to provide a comprehensive account that fosters understanding of childhood disorders. Also, to provide both a theoretical and empirical foundation that enables students to become knowledgeable and critical interpreters of information about growth, development, childhood diseases and needs of individuals. To prompt a blend of basic and applied research as well as current critical topics and issues that demonstrate the connections between theory and practice, laboratory work and life.
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>Program Learning Outcome #</th>
<th>Core Curriculum Outcome Alignment</th>
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</thead>
<tbody>
<tr>
<td>1 Apply understand fundamental principles of critical thinking, problem-solving, and key factors that affect rates and expression of children's mental disorder and describe how heredity, genetics, neurobiology, and social psychological dimensions are influential factors in causing mental deficits.</td>
<td>PLO1 PLO2 CT COM</td>
</tr>
<tr>
<td>2 Discuss the significance of children mental health today, to explain the purpose of defining psychological disorders. Students will identify the importance of outlining critical issues in abnormal childhood disorders.</td>
<td>PLO1 PLO2 COM CT</td>
</tr>
<tr>
<td>3 Utilize research to obtain knowledge and skills to conduct basic research, ascertain the link between research and theory and discuss and list the steps used in research.</td>
<td>PL04 EQS</td>
</tr>
<tr>
<td>4 Demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage in effectively within a regional, national, and global community.</td>
<td>PL03 SR COM</td>
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**COURSE OUTLINE**

**Week 1**

**Introduction:** Introduction to Normal and Abnormal Behavior in Children and Adolescents; a discussion on understanding abnormal child psychology.

**Week 1 Theories and Causes:** A study of the many factors and processes, which may influence a child and family disturbances - biological, psychological, familial, and cultural.

**Activity One:** Small group discussion on the approaches to understanding mental disorders. Identify which of these approaches seems to be the most valuable to explaining child psychopathology? Which is the least useful?

**Week 2**

**Research:** A discussion of the scientific approaches and their importance in the study of abnormal child psychology *(Quiz #1).*

**Week 2 Assessment, Diagnosis, and Treatment:** A discussion of the clinical assessment that is used to promote and enhance children’s well-being by accomplishing practical solutions to the problems they are faced with on a day-to-day basis.

**Activity two:** Identify and discuss the General Approaches to Treatment. Discuss why more than 70% of practicing clinicians working with children and their families defines their approach as **eclectic.**

**Week 3**

**Attention-deficit/Hyperactivity Disorder (ADHD)** A discussion of the history of the
etologies proposed and symptoms described in children with ADHD, providing a context for the current term used today.

**Activity Three:** will research the ADHD medication “Strattera” and discuss why physicians, pediatricians, teachers, and parents are as interested in it as the new “wonder drug.” Compare and contrast it with other common ADHD medications (see “New drug for attention deficit, hyperactivity, gains, as school starts.” Student Miami Herald, September 6, 2003).

**Week 4**

**Conduct Problems:** Description of conduct problems the context, cost, and perspective.

**Activity Four:** Bulling among school children is it something new? The student will engage in a group discussion on bullies and their victims.

(Quiz #2).

**Week 5**

**Anxiety Disorders:** Children are facing anxiety disorder, experiencing fear, worries, and anxiety versus fear and panic.

**Activity Five:** Student will review three anxiety (stress) response systems and give examples from each. Then distinguish between fear, anxiety, and panic in children.

**Week 6**

**Mood Disorders:** Mood disorders include major depressive disorder (MDD), dysthymic disorder (DD), and bipolar disorder (BP).

**Activity Six:** Use the internet- to research for what reasons has there been an increase in depression from the preschool to elementary school years, and from childhood to adolescence?

**Week 7**

**Intellectual Disability (Mental Retardation)** - A discussion on how intelligence and mental retardation is identified and studied throughout past centuries, and the common physical and developmental disabilities associated with mental retardation.

**Assignment:** Determine what the most prevalent single disorder found in children with intellectual disabilities.

(Quiz #3).

**Week 8**

**Autism Spectrum Disorder and Childhood-Onset Schizophrenia**- Study the description and history, autism across the spectrum, core deficits of autism, and associated characteristics of autism, the causes, and treatment of autism.

**Activity Seven:** Free write: Autism Disorder warning signs and the Child-Onset Schizophrenia overview and discussion. Discuss causes and treatment of Autism.

**Week 9**

**Quiz Review Communication and Learning Disorders**- A study of phonological awareness, an expressive language disorder stuttering and learning disorders–reading disorder, mathematic disorder, and writing disorder.

**Week 10**

**Activity eight**- Utilizing the DSM-IV-TR work as a group (members identified by Instructor) to categorize communication disorders include the diagnostic subcategories of
expressive language disorder, phonological disorder, mixed receptive-expressive disorder, and stuttering.

**Week 11**  
**Health-Related and Substance Use Disorders** - An overview of sleep disorders, elimination disorders, chronic illness and adolescent substance use disorders.

**Assignment:** Prepare a written assignment elimination Disorders-enuresis and encopresis the prevalence and course and causes and treatments presentation discussion in class. (Quiz #4).

**Week 12**  
**Eating Disorders and Related Conditions** - How eating patterns develop, what is obesity, and the prevalence, development cause, and treatment; feeding disorders of infancy or early childhood, pica, and a failure to strive. A close look at eating disorders of adolescence.

**Activity Nine:** Discussion regarding normal development and how eating disorders develop. The feeding disorder in infancy, early childhood, adolescence, anorexia, nervosa, bulimia nervosa, and malnutrition.

**Week 13**  
**Child Maltreatment and Non-Accidental Trauma** - History and family context, healthy families, parents stress and disharmony, the types of maltreatment-physical abuse, neglect, sexual abuse, emotional abuse, and emotional abuse.

(Quiz #5).

Quizzes will be given after every three chapters are completed:
- Chapters 1,2 & 3  Quiz #1
- Chapters 4,5 & 6  Quiz #2
- Chapters 7,8 & 9  Quiz #3
- Chapters 10,11 & 12  Quiz #4
- Chapters 13 & 14  Quiz #5
- Mid-Semester Exam  October 13th 2016
- Final Exam  December 1st 2016

**Course Evaluation Methods**

Given prior notice, the contents of this syllabus and class assignment are subject to change at instructors’ discretion. If you have any questions or need assistance, please feel free to contact your instructor.

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

- **Exams and Quizzes** – Online tests designed to measure knowledge of presented course material
- **Activities** – Assignments designed to supplement and reinforce course material
- **Projects** – Students group projects utilized to strengthen and reinforce course material
- **Class Participation** – Student’s daily attendance and involvement in class discussions
Grading Matrix

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Value (points or percentages)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance</td>
<td>50 points</td>
<td>50</td>
</tr>
<tr>
<td>Written Assignments</td>
<td>50 points</td>
<td>50</td>
</tr>
<tr>
<td>Quizzes</td>
<td>5 quizzes at 50 points each</td>
<td>250</td>
</tr>
<tr>
<td>Mid Term Exam</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Class Participation/ Discussion</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

**Grade Determination:**
A = 540 – 600pts;  
B = 539 – 480pts;  
C = 479 – 420pts;  
D = 419 – 360pts;  
F = 359 pts or below

**Submission of Assignments:**
*Students are responsible for all assignments even when absent or if enrollment into the class was late.*
Please submit all assignments, quizzes online within the assigned date and period.  
Quizzes “**will not be reopened.**”
Hand in assignments must be handed in by each student (*I will not accept emailed assignment in place of your attendance on any particular class day*). All assignments are due on the posted date for that particular assignment. Assignments must be typed neatly, 12 font and one-inch margins. Please check grammar and spelling. (Please be mindful of mechanics). Two points will be deducted for each error or misspelled word. (Please proofread all homework before submitting for grading).

The students are expected to submit all assigned activities designed to enhance knowledge and skill development in the course of the designated days at the beginning of class. Otherwise, the selected assignment will be considered late, and the total possible points for the assignment will automatically be **reduced at the rate of “10 points” per day for each day the assignment is past due.** An in-class activity **does not** have a make-up option. Each activity will be assigned and completed during a designated class period.

**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**
Exams must be taken as scheduled. **No makeup examinations will be allowed except under-documented emergencies only (See Student Handbook).**

**Professional Organizations and Journals**
The following journals and related reference materials are noted to guide supplemental reading and as potential sources of data for the research paper.
Popular Parents’ Magazines
Baby
Fit Pregnancy
Child
Junior Parents
Family Life
Parenting

Popular Children’s’ Magazines
Cricket Highlights
National Geographic World
Nickelodeon
Sesame Street
Spider Sports
Illustrated for Kids

Journals Relevant to Life Span
American Journal of Psychology
American Journal of Psychiatry
American psychologist
Behavior Modification
Behavior Therapy
Cognitive Psychology
Clinical Psychology
Review Child Development
Child Psychology & Psychiatric Review
Child Psychiatry & Human Development
Child Study Journal Cognition & Emotion
Contemporary Psychology
Cognitive Development Cognitive
Psychology Counseling
Psychologist Creative Child & Adult Quarterly
Death Studies Developmental
Psychology Elementary School Guidance & Counseling
Family Relation
Family Therapy
Feminist Studies
Gerontologist Health
Psychology Journal of Abnormal Child
Psychology Journal of Abnormal Psychology
Journal of Adolescence
Journal of Applied Development Psychology
Journal of Applied Psychology
Journal of Applied Social Psychology
Journal of Child Psychology & Psychiatry & Allied Disciplines
Journal of Clinical Psychology
Journal of Early Adolescence
Journal of General Psychology
Journal of Gerontological Social Work
Journal of Gerontology
Journal of Humanistic Psychology
Journal of Marital & Family Therapy
Journal of Personality HDFM 2513 P01 & P02 Childhood Disorders
Journal of Personality & Social Development
Journal of Personality & Social Psychology
Journal of Psychology
Journal of Research in Personality
Resources (Continued)
The following journals and related reference materials are noted to guide supplemental reading and as potential sources of data for the research paper.
Journal of School Psychology
Journal of Social and Clinical Psychology
Journal of Social Psychology
Marriage & Family Review

University Rules and Procedures

Disability statement (See Student Handbook):
Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

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. School 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 Dean of Students will adjudicate such incidents under nonacademic procedures.

Sexual misconduct (See Student Handbook):
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 this policy will be subject to disciplinary action.

Attendance Policy:
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. 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.

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 for Online and Web-Assist Courses

**Minimum Hardware and Software Requirements:**
- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15” monitor, 800x600, color or 16 bit
- Soundcard w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency in the following computer skills:
  - Sending and receiving email
  - A working knowledge of the Internet
  - Proficiency in Microsoft 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 when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

**Technical Support:** Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

**Communication Expectations and Standards:**
All emails or discussion postings will receive a response from the instructor within 48 hours.

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

*Requirement for dress attire in Dr. Higginbottom’s classes: Males will be required to remove their caps and hats; absolutely no “Doo-Rags” allowed in the classroom setting, no pajamas, and no head rags, Please! Males and females are required to wear their pants above their buttocks; Females are asked to cover themselves up top and below. No exceptions! Please, be prepared to utilize your cell phone, Ipads, and other electronic devices during the class discussions. Please, before students enter the classroom silence your phone, iPods, IPads, and other electronic devices. During exams no cell phone or electronic devices allowed in the classroom, this includes removing earphones before you enter the classroom! Thank you for your cooperation.

**Submission of Assignments:**
Assignments, Papers, Exercises, and Projects will be distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:
Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in the discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The instructor will determine the exact use of study.

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 review 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 should be copied and posted to the discussion board.

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/](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 State of Texas licenses the staff 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 by 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, a 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 of 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:
5. 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.

6. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

7. Fabrication: use of invented information or falsified research.

8. 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 present them as one’s 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. School 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 Dean of Students under nonacademic procedures will adjudicate such incidents.

Sexual Misconduct (See Student Handbook):
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 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, some individuals 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 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 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 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
- Soundcard 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 understanding 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 replies.

**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 instructor will determine the exact use of discussion.

**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.