



**PSYC 4444 Research Methods  
Spring 2024**

**Instructor:** Dr. Jay Murphy  
**Section # and CRN:** P02, 24923 and P82, 24924  
**Office Location:** Room214, Juvenile Justice and Psychology Building  
**Office Phone:** (936) 261-5220  
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**Office Hours:** MF: by appointment; TR: 1400-1500; W: 1000-1300  
**Mode of Instruction:** Face to Face

**Course Location:** P02: Room 235, Juvenile Justice and Psychology Building  
P82: Room 260, Juvenile Justice and Psychology Building  
**Class Days & Times:** P02: : MWF 10:00 am – 10:50 am; 16 Jan – 8 May 2024  
P82: W 9:00 am – 9:50 am; 16 Jan – 8 May 2024

**Catalog Description:** Work in designing and carrying on research projects both in the laboratory and in more life-like situations. The use and understanding of appropriate statistical procedures are emphasized.

**Prerequisites:** PSYC 2317  
**Co-requisites:**

**Required Text(s):** Gravetter, F. J., & Forzano, L.-A. B. (2018). Research Methods for the Behavioral Sciences (6<sup>th</sup> ed.). Cengage. ISBN: 978-1-337-61331-6

**Publication Manual of The American Psychological Association, 7th Edition**

**Recommended Text(s):** None

**Student Learning Outcomes:**

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Demonstrate a broad conceptual understanding of research methods used in psychology.	1	Communication
2	Develop the ability to understand and interpret descriptive and inferential statistics as found in journal articles.	2	Empirical and Quantitative Skills
3	Develop ability to understand and critical understand the area of experimental design and analysis.	4	Critical Thinking
4	Write a research proposal in the area of interest in the field psychology and Integrate knowledge of statistics into research design.	3	Empirical and Quantitative Skills; Critical Thinking & Communication
5	Demonstrate knowledge of ethical concerns in research and how results can impact individuals, communities, nation, and the world.	1,2,3,4	Social Responsibility

## Major Course Requirements

**\*\*Syllabus is subject to change. If for some reason, an assignment is not extended to the class due to time restrictions or other reasons, then the final grade will be based on the percentage of points earned compared to those assigned.\*\***

### Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1) Exams	4 Exams: 100 points each	400
2) Attendance	Attendance is mandatory	100
3) Quizzes	14 Quizzes: 15 points each	210
4) Proposal Topic Summary	1 Summary: 15 points	15
5) Abstract	1 Abstract: 25 points	25
6) Annotated Bibliography	1 Annotated Bibliography: 50 points	50
7) Introduction	1 Introduction: 50 points	50
8) Methods	1 Methods: 50 points	50
9) Final Paper	1 Paper: 100 points	100
<b>Total:</b>		<b>1000</b>

### Grading Criteria and Conversion: No further rounding will be applied.

A = 89.5-100%

B = 79.5-89.4%

C = 69.5-79.4%

D = 59.5-69.4%

F = <=59.4%

### Detailed Description of Major Assignments:

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- 1) Exams:** There will be Four exams in this course, three during the class and one final. The exams are not cumulative but only cover the material since the last exam (about four to five chapters of material each). Each exam will have 40 multiple-choice questions covering key terms, concepts, and applications of the material covered. Each question will be worth 2.5 points for a total of 100 points per exam. You will be given two min per question, so you will have 80 min to complete the exams. The exams will be taken through Canvas and on exam days there will be no class scheduled. The exams will be open for 24 hours on the day of the exam. Make-ups will only be allowed in compliance with the Academic Catalog Attendance Policy, Excused Absences.
- 2) Quizzes:** There will be 14 quizzes in this course, one per chapter (generally). Each chapter quiz (13 of them) will contain 15 questions each worth 1 point, for a total of 15 points per quiz. The quizzes will be taken online through Canvas and will be open online from the end of the next day. You will be given 30 min to complete the quizzes. The 14<sup>th</sup> quiz is also worth 15 points, but all you have to do is to have a copy of the Publication Manual of the APA, 7<sup>th</sup> ed. Bring your copy of the manual to class on **12 FEB** (can be electronic, but it must be the correct publication manual) to get credit. If absent with a University excused absence, I will allow you to make up this assignment. If you miss class without an excused absence, you will NOT be allowed to make up this assignment.
- 3) Paper:** The main project for this class is for you to write a research proposal. Due to the quality of writing that I am expecting, we will take the paper by section and work on it piece by piece. The three sections that I want for you to write are abstract, introduction, and methods. You will complete the paper during Senior Paper. All sections will adhere to APA standards. In addition to the points that each section is worth, the final paper is due **24 APR** and is worth 100 points.

**Proposal Topic Summary:** This will not be a part of your paper, but rather it is meant for you to brainstorm your idea for your research project and have it approved. There may be several iterations of this as we work together to finalize your idea. The topic summary should be a one-page summary that addresses What your research question is (your hypothesis), Why you want to study it (the background), Who you want to test (your participants), and How you want to test your hypothesis (Methods). You will work with the datasets found in ICPSR to find a dataset that fits your research interest and variables that you will be able to manipulate and analyze for your research project that you will hopefully complete in Senior Paper. This is worth 15 points. They are due **7 FEB** There is a database of religious datasets that you may also use if that is a topic of interest for you. The site is found at Alphabetical Browse | Data Archive (thearda.com) <https://www.thearda.com/data-archive/browse-alphabetically>. The same requirements apply however, that the dataset needs to be able to be downloaded in a .csv, SPSS, or R format and have a codebook or other documentation to help you understand the raw data.

**Abstract:** Together with the title page, the abstract will be written in APA style and will be the overall synopsis of your proposal. You will write this based on your approved Proposal Topic Summary.

You will need to use **the student's title page** as described in the APA style guide 7<sup>th</sup> edition. Your abstract must include descriptions of your hypothesis (Clearly stated and identified as your hypothesis statement, identify the variables you are testing, and the relationship you believe they have with each other), your participants, methods, and projected conclusions. They will be turned in to me for review and edits. The abstracts are due on **21 FEB** and are worth 25 points following the Rubric below.

Rubric for Abstract Research Methods

Section	Criteria	Points	Earned
Title page	Present	2	
	APA format	3	
Abstract	Hypothesis	5	
	Participants Name ICPSR dataset	3	
	Methods	3	
	Conclusion	2	
	APA format	4	
	On time	3	
Totals		25	0

Late submissions will be penalized 5 points per day late.

**Annotated Bibliography:** According to the APA citation Guide (7th Edition), an annotated bibliography is: "a list of citations for various books, articles, and other sources on a topic. The annotated bibliography looks like a References page but includes an annotation after each source cited. An annotation is a short summary and/or critical evaluation of a source. Annotated bibliographies can be part of a larger research project, or can be a stand-alone report in itself." A good resource for how to write one is: <https://guides.library.unr.edu/apacitation/annotatedbib>. You will write an annotated bibliography containing 8 peer-reviewed journal articles. You may only use references found in PsycINFO, Google Scholar, Pub Med, or PsycARTICLES. The annotation for each citation should be a paragraph in length. It is due **6 MAR** and is worth 50 points.

Rubric for Annotated Bibliography Research Methods

Section	Criteria	Points	Earned
Title page	Present/ APA	2	

Citation	Peer-reviewed and in APA format. 1 point each X 8	8	
Annotation 1	Key information from article that pertains to topic and variables of interest. <b>First one must be the article from ICPSR dataset</b>	5	
Annotation 2	Key information from article that pertains to topic and variables of interest	5	
Annotation 3	Key information from article that pertains to topic and variables of interest	5	
Annotation 4	Key information from article that pertains to topic and variables of interest	5	
Annotation 5	Key information from article that pertains to topic and variables of interest	5	
Annotation 6	Key information from article that pertains to topic and variables of interest	5	
Annotation 7	Key information from article that pertains to topic and variables of interest	5	
Annotation 8	Key information from article that pertains to topic and variables of interest	5	
Totals		50	0

**Introduction:** This section of the paper is the literature review for the topic you will study. I want this section to be at least 6 pages in length (double-spaced) and contain no less than 8 Peer-Reviewed Journal citations, you may use textbooks or other scientific literature, but those are in addition to the 8 minimum peer-reviewed journal article sources. Sources such as online websites that contain articles about a topic written by scientists are usually reputable, but for the purpose of this assignment, I want you to focus only on the sources you find in PsycInfo, PsycArticles, Pub Med, or at worst, Google Scholar. This is NOT an annotated bibliography or an Essay, but a synthesis of the literature. If you are confused about what is expected, read the Introduction sections of a few of the peer-reviewed journal articles you are using as references as examples of what scientific writing is. Tell me a story of where the scientific field is currently and where/how your research is needed to answer questions not fully answered by the current literature (this is called a

gap). You should build your Introduction around your hypothesis. First, give a background to the general problem to be studied and why the issue is important or the impact the issue has on the world, America, and a particular population. Then take time to discuss each variable/ construct within or associated with your hypothesis and describe how others have operationally defined it, studied it, and measured it. Do this with each variable. Then provide literature that describes the association between the variables in general contexts or historical contexts. Next, point out how your particular approach to the variables has not been fully explored, and therefore there is a “gap” in the science that your study is going to fill. End the introduction section with a clear statement of your hypothesis. Please do NOT use quotations in any part of your paper. While there are no specific restrictions against them, in scientific writing, quotations are very frowned upon and you should get into the habit of avoiding them. The introduction is **due 27 MAR** and is worth 50 points.

Rubric for Introduction Research Methods

Section	Criteria	Points	Earned
Title page	Present	2	
	APA format	1	
Abstract	Hypothesis	2	
Introduction	Page length, 6 pages	18	
	Citations 8	8	
	APA format	3	
	Content/flow	8	
	Hypothesis	5	
	On time	3	
Turnitin Score	May deduct points based on high score		
Totals		50	0

Late submissions will be penalized 5 points per day late.

**Methods:** In this section, you would generally follow the APA style for content (Participants, Procedures, and Materials), but because we are using archival data, we will divert from this standard format slightly. Start your Methods section with a quick overview of what the original researchers did. You may use a statement similar to: “In order to test our hypothesis, we utilized the data set XXXX obtained through the Inter-University Consortium for Political and Social Research (ICPSR) archive. This data set originally ...” This will count towards the “Participants” subsection. You need to give total credit to them as you were not part of that process. Do not claim to have had any part in the original data collection. Once you have described the original data set, you will then discuss **who your participants are** and how they were selected out of the total number of subjects, such as what your inclusion and exclusion criteria were. For procedures, I want you to be very specific and detailed. What happened step by step to accomplish your study. Walk the reader through what you did with the data to set it up for your analysis. If your hypothesis has domestic violence as a variable to be tested, you need to identify which questions within the dataset you will use to create your domestic violence variable. Please be specific. If you need to recode the questions, (i.e., change the scoring values so that combining the questions make sense) then describe that recoding. If you are using PTSD as a variable in your hypothesis to test and the dataset includes a PTSD inventory (a specific set of questions designed to measure depression symptoms such as the PCL-5) then describe how you will score the instrument and what it is. For example, The Posttraumatic Stress Disorder Checklist 5 (PCL-5) is a 20-item survey instrument with scores ranging from 0-80 (Weathers et al., 2013). Higher scores indicating more PTSD symptom severity (Weathers et al., 2013), for the purpose of this study, a score of 35 or higher will be used to classify participants as having PTSD. In short, make this section as detailed enough that someone else could find, download your dataset, and recreate your analysis based

only on what you write in your methods section. This section should be turned in with a consent form or information letter. The Consent form/Information letter is not needed for your project as you are not collecting data, but I want you to be familiar with the process and think through the process of writing one. I will include a template, but one can be found in the form section of the IRB webpage on the PVAMU website. The Methods section is due **12 APR** and is worth 50 points.

Rubric for Methods Section Research Methods

Section	Criteria	Points	Earned
Brief description of ICPSR dataset	Describe who the original researchers were and what they did for the original data collection. Speak only briefly about the original project and make sure not to include yourself in the work they did. This is giving them credit for their work.	10	
Participants	Describe who you are going to include in your analysis from the original dataset. What about them allows them to be included or what about them will exclude them? Inclusion/ exclusion, demographics, sample size?	10	
Procedure	Describe in great detail what you did with the data to set it up for statistical analysis. What questions you used to create your variables, if you recoded any, how and what did you do. Another person should be able to download and recreate your study only from what you write in your methods section.	20	
Materials	Any published surveys used from the dataset should be described (see syllabus), and the SPSS software should also be included if used.	5	
Consent Form	This should be included as an Appendix. Please make sure you fill out the template.	5	
Totals		50	0

Late submissions will be penalized 5 points per day

**Final paper:** Your final paper should incorporate any corrections that had been suggested from each section. If you turn in your final paper and each section looks the same as the first time you turned in each section without additional edits, you will receive a reduced number of points. I want to see you make improvements in your work! The final paper is due **24 APR** and is worth 100 points.

### Rubric for Final Paper Research Methods

Section	Criteria	Points	Earned
Title page	Present and in APA format	5	
Abstract	Hypothesis/ Changes or updates made	10	
Introduction	Page length, 6 pages	12	
	Citations 8/ APA	16	
	Content/flow	5	
	Hypothesis	4	
Methods			
Section	Description of dataset	10	
Participants	Criteria for sample included	10	
Procedure	level of detail	15	
Materials	descriptions	5	
	hypothesis led	4	
Appendix	Information/ Consent form	4	
Totals		100	0

No late submissions are accepted.

**Turnitin:** Your paper will be submitted to Turnitin to check for plagiarism. If any part of your paper receives a Turnitin score of 25% or higher, or there is any single part that is shown to be taken directly from a source, then I will give you an opportunity to explain. If there is no rational reason for the high score (which there may be) then you will receive a zero for that assignment. Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software. Using these tools without my permission puts your academic integrity at risk. **Therefore, if you receive an AI score above 20%, you will also receive a zero for the assignment.** The best way to avoid plagiarism is to reword everything into your own words and give credit for ideas and information to those whom you got the information from. There should also be *no quotations in your paper*.

### Course Procedures or Additional Instructor Policies

**My expectations:** You are expected to dress and act professionally. I expect everyone to be courteous and respectful to each other, especially with those who have differences in opinion. There will be no use of profanity or obscene language in my classroom. I expect you all to treat each other with respect. Additionally, I do not want anyone to have out or use their phones during class as I see that as being disrespectful to myself and other students. I understand that some like to take notes on their computers and that is fine but I ask that you refrain from any activities other than class work while using your laptops. This is a psychology class. As such, it is likely, if not the intent of the course to discuss sensitive and uncomfortable topics. Please remember that this is not a political course, but a science course. If we address a topic that you may be offended by, please let it be known before an offense is made. Otherwise, it is my intent to have these discussions to challenge you to see issues from multiple viewpoints so that you can approach it as a psychologist, and scientist. Sometimes the hardest thing to do is to identify and correct for our own biases.

**Attendance:** Attendance is mandatory. Attendance will be taken as often as time permits in class. I will only hold people accountable for the days that attendance is called. Everybody starts with perfect attendance and a grade of 100. For each absence, 15 points will be deducted from the final attendance grade. This means that 6 absences equate to a 10 for attendance, and 7 gives you a zero. If an emergency comes up, notify me as soon as you can. If there are any illnesses or other issues, to be excused, the absences must be documented according to the Academic Catalogue. **However, if you have one or no absences, you will be given 30 points extra credit! If you arrive after attendance is called, you will be marked late depending on how late you are. Four late shows will equal one absence. So, please be on time. (Note: due to this class having a lab and lecture, the**

**lab counts as a class for attendance, and lecture counts for attendance. So, if you miss a day that has a lab, that counts as two absences.)**

**Make-up work:** In general, there is no make-up work allowed. If you have a documented excused absence according to the Academic Catalogue, you will be able to make-up the quiz for that day. Regularly assigned work with published due dates will not have those dates adjusted.

**Communication:** Email is my preferred means of communication with students. I teach several courses and there are many more of you than there are of me. So, please when you send me an email, put at the top of the email the course you are in. Also, please write your emails in a professional manner. Meaning, address the person you are sending the email to, write your message, and then sign your name at the bottom. I will do my best to respond within 24 hours during the school week. If you send me something on the weekend, I will do my best to respond by that next Monday. I try to give my wife and children my full attention on the weekends.

### Semester Calendar

Date	Topic	Readings	Assignment
17-Jan	Introduction and Syllabus	Syllabus	
19-Jan	Methods of Knowing	C1	
22-Jan	Methods of Knowing	C1	Quiz 1 (C1)
24-Jan	Getting started: Hypothesis and research Ideas	C2	
26-Jan	Getting started: Hypothesis and research Ideas	C2	Quiz 2 (C2)
29-Jan	ICPSR and data searching		
31-Jan	ICPSR and data searching		
2-Feb	ICPSR and data searching		
5-Feb	ICPSR and data searching		
7-Feb	ICPSR and data searching		Proposal Summary
9-Feb	<b>Exam 1</b>	<b>No class</b>	<b>Exam 1</b>
12-Feb	General APA guidelines	C16	APA Quiz: Have Manual
14-Feb	General APA guidelines	C16	
16-Feb	writing a research proposal	C16	Quiz 3 (C16)
19-Feb	Paper template		
21-Feb	Paper template		<b>Abstract</b>
23-Feb	Constructs	C3	
26-Feb	Scales of measurements		Quiz 4 (C3)
28-Feb	Annotated Bibliographies		
1-Mar	Ethical issues and human participants	C4	



4-Mar	Ethical issues and human participants	C4	
6-Mar	Ethical issues and human participants	C4	Bibliography/Quiz 5 (C4)
8-Mar	<b>Exam 2</b>	<b>No Class</b>	<b>Exam 2</b>
11-15 Mar	<b>Spring Break</b>	<b>No Class</b>	
18-Mar	non-probability sampling/Strategies	C5	Quiz 6 (C5)
20-Mar	Research strategies/ Threats to Validity	C6	
22-Mar	Research strategies/ Threats to Validity	C6	Quiz 7 (C6)
25-Mar	Experimental Research Strategy	C7	
27-Mar	Experimental Research Strategy	C7	Quiz 8(C7) /Introduction
29-Mar	<b>Good Friday</b>	No Class	
1-Apr	Between Subjects	C8	Quiz 9 (C8)
3-Apr	within subjects	C9	Quiz 10 (C9)
<b>5-Apr</b>	<b>Exam 3</b>	<b>No class</b>	<b>Exam 3</b>
8-Apr	Main effects and interactions/ Factorial Design	C11	
10-Apr	Main effects and interactions/ Factorial Design	C11	Quiz 11 (C11)
12-Apr	Statistical Analysis for correlations	C12	Methods
15-Apr	Statistical Analysis for correlations	C12	
17-Apr	Statistical Analysis for correlations	C12	Quiz 12 (C12)
19-Apr	Survey Research design	C13	
22-Apr	Survey Research design	C13	Quiz 13 (C13)
<b>24-Apr</b>	<b>Final Paper Due</b>		<b>Final Paper</b>
<b>26-Apr</b>	<b>Final Exam</b>	<b>No Class</b>	<b>Final Exam</b>
11-May	Final Exam Week Starts		

## Student Support and Success

### John B. Coleman Library

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Website: <https://www.pvamu.edu/library/>; Phone: 936-261-1500

### Academic Advising Services

Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic

progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major at [www.pvamu.edu/advising](http://www.pvamu.edu/advising). Phone: 936-261-5911

### **The University Tutoring Center**

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC, in virtual face-to-face sessions (<https://www.pvamu.edu/student-success/sass/university-tutoring-center/>), and through online sessions (<https://www.pvamu.edu/pvplace/>). Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: [pvtutoring@pvamu.edu](mailto:pvtutoring@pvamu.edu); Website: <https://www.pvamu.edu/student-success/sass/university-tutoring-center/>

### **Writing Center**

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: <https://www.pvamu.edu/student-success/writing-center/>; Grammarly Registration: <https://www.grammarly.com/enterprise/signup>

### **Academic Early Alert**

Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alerts help students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PV Place and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: <https://www.pvamu.edu/student-success/early-alert/>

### **Student Counseling Services**

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2<sup>nd</sup> floor; Phone: 936-261-3564; Website: <https://www.pvamu.edu/healthservices/student-counseling-services/>

### **Office of Testing Services**

Testing Services serves to create opportunities by offering a suite of exams that aid in the students' academic and professional success. Currently, we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3<sup>rd</sup> Floor, Rm. 305; Phone: 936-261-3627; Email: [aetesting@pvamu.edu](mailto:aetesting@pvamu.edu); Website: [www.pvamu.edu/testing](http://www.pvamu.edu/testing)

### **Office of Diagnostic Testing and Disability Services**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility

pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: <https://www.pvamu.edu/disabilityservices/>

### **Center for Instructional Innovation and Technology Services (CIITS)**

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit: <https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/>; Phone: 936-261-3283

### **Veteran Affairs**

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Website: <https://www.pvamu.edu/sa/departments/veteranaffairs/>

### **Office for Student Engagement**

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

### **Career Services**

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Anderson Hall, 2<sup>nd</sup> floor; Phone: 936-261-3570; Website: <https://www.pvamu.edu/careerservices/>

## **University Rules and Procedures**

### **Academic Misconduct**

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

### **Forms of Academic Dishonesty:**

1. **Cheating:** Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;

2. **Plagiarism:** Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
  - o To avoid plagiarism, you must completely reword someone else's work into your own words and still give them credit for their concepts or ideas by citing them using in-text citations and referencing them in the reference section according to APA standards. I do not accept quotations in papers as a means of avoiding this requirement. Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software. Using these tools without my permission puts your academic integrity at risk. Please see the Turnitin requirements described above for my standards.
3. **Collusion:** When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. **Conspiracy:** Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. **Multiple Submission:** Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

### **Nonacademic Misconduct**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

### **Sexual Misconduct**

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance ([titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu)) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator at 936-261-2144 or [titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu). More information can be found at [www.pvamu.edu/titleix](http://www.pvamu.edu/titleix), including confidential resources available on campus.

### **Pregnancy, Pregnancy-related, and Parenting Accommodations**

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related conditions, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Disability Services or the Dean of Students' Office for additional information and to request accommodations.

### **Non-Discrimination Statement**

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with

someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109 or by phone at 936-261-1744 or 1792.

### **Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)**

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

### **Student Academic Appeals Process**

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

### **Technical Considerations**

#### **Minimum Recommended Hardware and Software:**

- Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra\*
- Smartphone or iPad/Tablet with Wi-Fi\*
- High-speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

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

\* Smartphones, Google Chrome books, and Android tablets may not be supported. iPads are the only tablets supported.

#### **Participants should have a basic proficiency of the following computer skills:**

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software

#### **Netiquette (online etiquette)**

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

#### **Video Conferencing Etiquette**

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background

clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

### **Technical Support**

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email [ciits@pvamu.edu](mailto:ciits@pvamu.edu).

### **Communication Expectations and Standards**

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

### **Discussion Requirement**

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

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

## **COVID-19 Campus Safety Measures**

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 challenging to maintain reliably.
- **Physical Distancing** - Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.
- **Personal Illness and Quarantine** - Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. 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](mailto:studentconduct@pvamu.edu).