

SYLLABUS

**Senior Seminar
SOCG 4378
Spring 2024
Division of Social Sciences**

Instructor: Dr. Cambrice
Section # and CRN: P01, CRN: 23935
Office Location: Woolfolk 302
Office Phone: Ext 3210 (I prefer email)¹.
Email Address: fgcambrice@pvamu.edu
Office Hours: Mondays: 11 a.m. – 3:30 p.m. Tuesdays 8:30- 10:30 a.m. and 1:30- 3:30 p.m.

Mode of Instruction: Face to Face

Course Location: Harrington Room 116
Class Days & Times: Tuesdays and Thursdays – 11:00 a.m.- 12:20 p.m.

Catalog Description: Final integration of the major works of theory and research in sociology, including subfields. Comprehensive exam and major paper required. Restricted to majors and must be taken the semester before graduation.

Additional Description: Through readings, discussions, and class participation, this class will engage in bringing all that has been learned (or that which students were expected to learn) about sociology together and cement a foundation of sociological knowledge possessed by each student. A significant portion of our class time will also be devoted to exploring career and post-graduate opportunities.

Prerequisites: N/A
Co-requisites: N/A

Required Texts:

1. Conerly, Tonja et al. (2021). Introduction to Sociology.- OER (free online resources)
2. Smith-Lovin, L., Moskovitz, C. (2017). Writing in Sociology: A Brief Guide. United Kingdom: Oxford University Press. ---IF you took Sociological Research Methods, you should still have this one. BUY the book!
3. Additional Readings Available on Canvas
4. 1 pack of 4X 6 Index Notecards.

Recommended Texts: Chambliss, D. F., Schutt, R. K. (2018). Making Sense of the Social World: Methods of Investigation. United States: SAGE Publications.

¹ Please do not leave a voice mail.

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Students will participate in class discussions where they will be able to demonstrate their level of sociological jargon usage and understanding of sociological concepts.	SLO #1	CO #1: Critical Thinking
2	Students will be able to demonstrate their level of sociological knowledge/information by successfully achieving more than 80% of the possible scoring on objective and essay-type exams.	SLO #4	CO #1: Critical thinking
3.	Participate in a guided research experience that uses social scientific processes to study contemporary sociological issues.	SLO #1, #3 and #4	CO# 1 and #3 Critical Thinking and Empirical skills
4	Develop career skills in resume writing, interviewing, networking, and the job search process and prepare students for graduate/professional school opportunities.	SLO #4	CO #2 and #4

COMPONENTS OF EVALUATION AND GRADING MATRIX

This course will utilize the following grading matrix to determine the student's final grades and proficiency in the course's learning outcomes.

Course Grade Requirement	Contribution to the final grade
Course Assignments <i>Educational Autobiography-10%</i> <i>Forty Flashcards-10%</i> <i>Online Quizzes-5%</i> <i>Career Planning Assignment-15%</i>	40%
Exam	15%
Class Reflection Cards	10%
Waller County Group Project	35%
Total	100%

Grading Criteria and Conversion:

- A = 90 and above
- B = 80-89
- C = 70-79
- D = 60-69
- F = less than 60

If a student has stopped attending the course (i.e., "stopped out") at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams and performed below the grade level of a D, a grade of FN (failed-nonattendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

DESCRIPTION OF MAJOR ASSIGNMENTS

<p>Course Assignments</p>	<p>Assignments will include discussion forums, online quizzes, and one reflection essay. All assignments should be prepared with a high level of professionalism (i.e., edit for clarity and grammatical errors and make sure you complete all parts of the assignment). Assignments should be typed and submitted by the given deadline. Students will not be allowed to make up missed assignments unless they present an official University excuse.</p>
<p>Exam</p>	<p>Students will be responsible for taking one exam. The exam will consist of essay questions, multiple choice, and fill-in-the-blank questions.</p>
<p>Class Reflection Cards</p>	<p>Throughout the semester, I will ask students to submit class reflection cards. Students will write everything they learned on a 4x6 card during the last 5 minutes of class. My goal is to assess students' engagement with the material and monitor attendance. Students will receive 5 points for submitting the card. I will do this approximately 5 to 7 times over the semester. To calculate your grade, I will divide the total points by the possible points (35/ 35 points = 100). <i>You must be present to receive points for this assignment. Absent students cannot earn or make up points.</i></p>
<p>Waller County Group Project</p>	<p>Students will work in groups to identify and research a social problem affecting Waller County's rural populations. The project will include several parts.</p> <ul style="list-style-type: none"> • Group Project Meeting Reports Group members will work together to create a proposal for their project. The proposal will include a division of labor and a time frame for collecting data (i.e., an interview with a resident, community canvassing, and a community listening session). 5% • Annotated bibliography- Students will work in groups to create a detailed annotated bibliography on a rural-based social problem. The bibliography must contain 30 peer-reviewed sources. Your citations must be in ASA format. Each annotation should be between 250 to 300 words. 10% • Oral Presentation - Students will create a course portfolio using Canvas or Google Docs. The portfolio will contain documents representing your research on Waller County. The portfolio must be presented orally by all group members. 15% • Final Group Assessment: Each member will submit a final reflection on the group project experience. -5%

COURSE PROCEDURES AND 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 Canvas.

CLASSROOM CULTURE: We will all work together to create an atmosphere where everybody's presence is respected. Therefore, it is crucial to establish a few ground rules for the semester. Please try your best to be on time for class. Do not email me to explain your absence. Once the class has officially started, please keep distractions to a minimum. I know many (if not all) of you have cell phones; however, your phones should remain in your bag during class. You are not allowed to record any portions of our class unless you have specific University accommodation.

COMMUNICATION: The University maintains an email account for you. Please use the university email account. I am available to you (via email), and you can make a virtual office appointment. Please do not leave voice messages on my office phone. Please email. It is not healthy for anyone to be glued to his/her computer/seat for hours at a time. **I ask that you allow me 24 hours to respond to your email.** I do not read or answer emails after 5:00 p.m. (M-F). Emails sent over the weekend will receive a response at the beginning of the workweek. Do not expect an immediate response to last-minute, frantic emails about your emergency. In the email subject line, you should identify who you are and the course you are enrolled in.

FEEDBACK ON ASSIGNMENTS: My goal is to create the best educational environment possible, and I am always open to student feedback. I believe in providing timely and helpful feedback on all assignments. Students will receive timely feedback (via posted grades/completed rubrics). I will grade course assignments within a week of submission. In some rare cases, I may need additional time to grade assignments. Students can also use the grade book to keep track of graded homework and quiz scores. Please keep in mind that some items are weighted differently and that there may be a delay in some assignments being entered. Thus, there may be adjustments in your grade from one day to the next.

GRADE GROVELING POLICY: I do not negotiate about grades except when you believe there is an explicit error in the calculation procedures. Students concerned about their grades should endeavor to attend all class sessions and complete all work to the best of their ability. Students earn high grades based on mastery of the subject matter rather than on what they want or need for their overall GPA. Therefore, harassing your professors regarding student grades will not be permitted. If students choose to engage in this behavior, the faculty member will file a report with the Office of Student Conduct. Please reference your Student Conduct Handbook should you have questions/concerns.

LATE WORK: When assignments are due, they are DUE. In rare cases of legitimate and verifiable emergencies (i.e., death of a relative, extended hospitalization, etc.), the instructor may consider allowing students to make up work. An official University excuse will be required before the instructor considers any make up assignments. Exams will not be given early. Please do not make appointments or travel plans during exam week. You will succeed if you treat the class and college like a job (being on time, working cooperatively with your superiors/colleagues, managing your impression, etc.). Start creating habits that will lead to your success. Successful people do not make excuses; they know how to troubleshoot, solve problems, and manage their lives.

ACADEMIC DISHONESTY/ GRADE DISPUTES

Cheating: Students enrolled in this course should consult the University's Code of Conduct for an understanding of academic dishonesty and the punishments. For the purpose of this class, you will receive a zero on the first assignment where academic dishonesty is detected and a zero for the entire course for the second offense. Cheating on course assignments and exams will not be tolerated and could result in you failing the course. Otherwise, you will not adequately learn the material. You should not solicit answers in group chat/text threads or in any other capacity. Plagiarism is also a very serious academic offense. Plagiarism is defined as passing off the work of another as your own without properly giving credit. This includes but is not limited to, directly copying others' writing (in whole or in part) or paraphrasing others' writing or ideas without citing properly. In these cases, "others" can include other students in the class, other students or non-students not in the class, and authors of scholarly or mass media work (journal articles, chapters, newspaper articles, blogs, Wikipedia)!

- Here are some guidelines to avoid academic dishonesty (i.e., plagiarism and cheating)
- DON'T COPY/PASTE unless you put quotes around the copied text and cite the source of the text.
- If you've paraphrased text from somewhere, cite the source.
- If you're using ideas from somewhere, cite the source. If you're ever unsure, check with me.
- Do not use Word Scramble or Thesaurus feature in Word.
- Students are not allowed to collaborate on assignments unless otherwise stated by the instructor. Group collaboration on worksheets and research papers is absolutely prohibited—the work you turn in on homework and papers must be solely your own.

- Rely mostly on your own ideas and words, and support them with properly cited scholarly sources (journal articles, textbooks, book chapters) or popular press media (websites, newspapers). If you are unsure about what is appropriate or allowed, please ask

Artificial Intelligence: 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.

Course Calendar

Subject to change at the instructor's discretion.
 Conerly (online General Sociology Text)
 WIS (Writing in Sociology Textbook)

Week 1: January 16-19	
Course Overview	
Readings	<ul style="list-style-type: none"> • Course Syllabus • Conerly, Chapter 16
Assignments/Tasks	<ul style="list-style-type: none"> • Assignment #1: Educational Autobiography. Due by January 21st by 11:59 pm.
Week 2: January 22-26	
Reviewing the Basics	
Readings	<ul style="list-style-type: none"> • Conerly, Chapters 1, 2,4,5, 11&12
Assignments/Tasks	<ul style="list-style-type: none"> • Assignment # 2-Submit 40 Flashcards. Due at the beginning of class on 1/25. Bring notecards to class in a small sandwich bag; late assignments will not be accepted.
Week 3: Jan. 29- Feb. 2	
Black Sociology	
Readings	<ul style="list-style-type: none"> • Jim Crow sociology: toward an understanding of the origin and principles of Black sociology via the Atlanta sociological laboratory. (Canvas) • DuBoisian Sociology: A Watershed of Professional and Public Sociology (Canvas) • Watch Black Sociologists (Canvas)
Assignments/Tasks	<ul style="list-style-type: none"> • Assignments #3 Online Quiz. Quiz opens on Jan. 31st and closes on Feb 2nd @ 11:59 p.m.
Week 4: February 5-9	
Graduate School Preparation	
Readings	<ul style="list-style-type: none"> • The Many Ways Grad School Differs From College: Be prepared for a tougher workload and more independence as a graduate student (Canvas) • Ten Facts About Master's Degree (Canvas)
Assignments/Tasks	<ul style="list-style-type: none"> • Attend a Guest Speaker Session on Zoom on Feb. 6th • Assignment # 4 Graduate School Reflection. Write a 1.5. reflection paper on guest speakers. Find two graduate programs of interest. List what you need to do to apply to graduate programs that interest you the most. If graduate schools do not interest you, explore Peace Corps, Teach for America, or other post-graduation experiences. Due by February 9th
Week 5: February 12-16	
Preparing for the Career Fair	
Readings	<ul style="list-style-type: none"> • Mapping the Impacts of Undergraduate Research, Scholarship, and Creative Inquiry Experiences to the NACE Career Readiness Competencies (naceweb.org) (Canvas) • Linking sociology majors to labor market success. (Canvas) • Watch Building a Career in Sociology (Canvas)
Assignments/Tasks	<ul style="list-style-type: none"> • Assignment #5: Career Planning- Due February 20th (11:59 p.m.)

Week 6: February 19-23	Assessing Rural Problems / Group Project
Readings	<ul style="list-style-type: none"> • TBD
Assignments/Tasks	<ul style="list-style-type: none"> • Attend the Community Listening Session – St. Francis Assisi
Week 7: Feb. 26- March 1	Using Research Methods
Readings	<ul style="list-style-type: none"> • TBD
Assignments/Tasks	<ul style="list-style-type: none"> • Group Task/Timeline Due on March 1st
Week 8: March 4- 8	Midterm Exam – The in-class exam will cover the assigned readings from the Conerly text.
Readings	None
Spring Break March 11-15	
Week 9: March 18-22	Collecting Peer-Reviewed Articles for Literature Review
Readings	<ul style="list-style-type: none"> • WIS, Chapters 3& 4
Assignments/Tasks	<ul style="list-style-type: none"> • Start collecting articles for annotated bibliography assignment
Week 10: March 25-29	Good Writing, Plagiarism, and ASA style
Readings	<ul style="list-style-type: none"> • WIS, Chapters 7&8
Assignments/Tasks	Assignment 6: Revise and Submit Educational Autobiography
Week 11: April 1-5	Editing & Revising
Readings	<ul style="list-style-type: none"> • WIS, Chapter 10 • Watch: See It in Practice - Excelsior OWL
Assignments/Tasks	<ul style="list-style-type: none"> • Meet with group members to prepare documents for oral presentations
Week 12: April 8-12	Giving Good Oral Presentations
Readings	<ul style="list-style-type: none"> • Ten simple rules for effective presentation slides (Canvas) Ten simple rules for effective presentation slides PLOS Computational Biology • Dress-code-guide-for-web.pdf (wsu.edu) • General Tips for Improving your Presentation (Canvas)
Assignments/Tasks	<ul style="list-style-type: none"> • Meet with group members to finalize the presentation
Week 13: April 15-19	Meeting with Instructor

Week 14: April 22-26	Oral Presentations
	FINAL EXAM- TBD. The University will set the time for online and face-to-face exams.

Student Support and Success

John B. Coleman Library

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

Academic Advising Services

Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major at www.pvamu.edu/advising. Phone: 936-261-5911

The University Tutoring Center

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

Writing Center

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

Academic Early Alert

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

Student Counseling Services

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

Office of Testing Services

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

Office of Diagnostic Testing and Disability Services

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: <https://www.pvamu.edu/disabilityservices/>

Center for Instructional Innovation and Technology Services (CIITS)

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

Veteran Affairs

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

Office for Student Engagement

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

Career Services

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

University Rules and Procedures

Academic Misconduct

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

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

Forms of Academic Dishonesty:

1. Cheating: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. Plagiarism: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
3. Collusion: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. Conspiracy: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. Multiple Submission: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

Nonacademic Misconduct

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

Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students,

faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at www.pvamu.edu/titleix, including confidential resources available on campus.

Protections and Accommodations for Pregnant and Parenting Students

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at titleixteam@pvamu.edu. Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109 or by phone at 936-261-1744 or 1792.

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

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

Student Academic Appeals Process

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

Technical Considerations

Minimum Recommended Hardware and Software:

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

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

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

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

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

Netiquette (online etiquette)

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

Video Conferencing Etiquette

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support

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

Communication Expectations and Standards

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

Discussion Requirement

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

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

COVID-19 Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, PVAMU has adopted policies and practices to limit virus transmission.

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

- **Self-monitoring** – Students should follow public health guidance to help slow the spread of the virus, including being vaccinated. Students who have a fever or exhibit symptoms of COVID-19 should not participate in face-to-face instruction.
- **Face Coverings** – Face coverings (KN-95, surgical mask, etc.) are highly recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource, and support offices, and outdoor spaces where 6 feet of physical distancing is challenging to maintain reliably.
- **Physical Distancing** – Physical distancing should be maintained between students, instructors, and others in the course and course-related activities where possible.
- **Personal Illness and Quarantine** – Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. Communication with the student's instructor for remote support will take place by the Office of the Assistant Vice President for Academic Engagement and Success. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class may qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.
- **Questions** – For answers regarding COVID-19 policies and/or procedures, students should refer to www.pvamu.edu/coronavirus or email covid-19@pvamu.edu.