PRAIRIE VIEW A&M UNIVERSITY

SYLLABUS
CUIN 4310 -Y01
Instructional Planning and Assessment
Spring 2024

Course Information

Instructor: Dr. Beverly A. King Miller
Section # and CRN: 4310 Y01
Office Location: Delco 314
Office Phone: 936-261-3606
Email Address: bamiller@pvamu.edu
Office Hours: 12:30pm – 1:50pm   **Tuesday and Thursday or by appointment**
Mode of Instruction: **Hybrid**
Course Location: Delco 328
Class Days & Times: Tues and Thurs. 11:00- 12:20pm

Course Description: <u>**CUIN 4310. Instructional Planning and Assessment**</u>. (3-0) Credit 3 semester hours. Instruction and practice in planning instructional lessons, developing and applying teacher-made tests to assess elementary and middle school students' progress. The course requires field- based experiences.

Required Text(s):
ISBN 13: 978-0-13-269816-0. American Psychological Association (2019). *Publication manual of the American Psychological Association (7th Ed.)* Washington, D.C.: Author.
Other Supplies: markers, ruler, scissors, post-it stickers, and a binder for all your work.

Course Prerequisites:
1. Admission to teacher education with an overall GPA of 2.75 or above.
2. Successful completion of CUIN 3300 and CUIN 3310 with a grade of "B" or above.
3. Successful completion of the TExES Content Exam.

Course Learning Objectives:

	Upon successful completion of this course, students will be able to:	Student Learning Outcome # Alignment	Core Curriculum Objective Alignment
1 The Learner and Learning:	Candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels. Candidates are able to **apply critical concepts** and principles of learner development, **learning differences**, and creating safe and supportive learning environments in order to work effectively with diverse P-12 students and their families.	CAEP R1.1; InTASC Standards 1, 2, and 3	Benchmark Lesson Planning; ReadReview
2 Content	Candidates are able to apply their knowledge of content at the appropriate progression levels and demonstrate proficiency in the use of **oral/verbal and written expressions.** Candidates know central concepts of their content area and are able to apply the content in developing equitable and inclusive learning experiences for diverse P-12 students.	CAEP R1.2; InTASC 4 and 5)	Benchmark Lesson Planning; ReadReview
3 Instructional Practice	Candidates are able to apply their knowledge relating to instructional practice at the appropriate progression levels. Candidates are able to assess, plan for instruction, and utilize a variety of instructional strategies to provide equitable and inclusive learning experiences for diverse P-12 students. Candidates **model and apply national or state approved technology standards** to engage and improve learning for all students.	(CAEP R1.3; InTASC 6, 7, and 8)	Benchmark Lesson Planning; ReadReview;
4 Professional Responsibility	Candidates are able to apply their knowledge of professional responsibility at the appropriate progression levels. Candidates demonstrate engagement in professional learning, act ethically, take responsibility for student learning, and collaborate with others to **work effectively with diverse P-12 students and their families.**	CAEP R1.4; InTASC 9 and 10)	Participation and Attendance

Texas Commissioner's Rules Concerning Educator Standards
The following are descriptions of the Texas Educator Standards that are pertinent to this course:

Standard 1-Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

Standard 3- Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

Standard 5-Data Driven Practice. Teacher use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

The following are descriptions of the Core Curriculum Student Outcomes that are pertinent to this course:

Communication: To include effective development, interpretation, and expression of ideas through written, oral, and visual communication.

Critical Thinking: To include creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.

Empirical and Quantitative Skills: To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

Council for the Accreditation of Educator Preparation (CAEP) Standards that are pertinent to this course:

Standard #1.1 Candidate Knowledge, Skills, and Professional Dispositions. Candidates demonstrate an understanding of the ten (10) InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning, content, instructional practice, and professional responsibility.

**Interstate Teacher Assessment and Support Consortium (InTASC) Model Core
Teaching Standards that are pertinent to this course:**

Standard 6-Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7-Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8-Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**International Society for Technology in Education (ISTE) Standards that are pertinent
to this course**

Standard 5-Designer. Becoming a **designer** requires a teacher to understand and implement learning-oriented environments to accommodate students at different learning levels.

This means teachers have to understand and implement individualized education plans, or IEPs.

It also means teachers need to know what learning activities work with their students to maximize active and deep learning.

Last, teachers must know how to apply instructional principles to their designs in order to get the best possible results for their students.

All of this requires the use of digital tools. While that may seem like a tall order for a teacher who isn't tech-savvy, it's essential as technology becomes a ubiquitous part of students' lives.

Standard 7-Analyst. The final ISTE standard for teachers is called **analyst**. It requires teachers to learn, understand, and apply data to students' goals.

Teachers use that data to find alternative ways for students to succeed, ensuring individual students can play to their strengths instead of struggling along a single learning pathway.

Teachers gather this data using formative and summative assessments to figure out how they can better work with individual students or revamp a curriculum for a whole course.

Then, teachers discuss that data with students and parents to encourage self-direction and individuality among learners.

All told, ISTE standards require teachers to take an active-yet-restrained role in student learning. The results are adaptive, intelligent students who can adapt to a wide genre of problems instead of solving specific problems with the same solution every time they find it.

COURSE REQUIREMENTS

Method of Determining Final Course Grade

Course Grade Requirement		Value(%)
1)	Attendance and Participation	10
2)	ReadReviews and graphic organizers	10
3)	Field Observations	10
4)	Course Activities	10
5)	Benchmarks and Presentations	40
6)	Midterms and Final Exam	20
Total:		**100%**

1. **Attendance Policy for CUIN 3301:** 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 an assignment of a grade of "F." Absences are accumulated beginning with the first day of class.

Attendance is included in the final overall grade. For the purposes of this course**, three (3) absences will result in the lowering of the student's grade by one letter**, **and four (4) absences may constitute an automatic grade of "F"** for the course. When the student has reached three (3) excused absences, it is up to the discretion of the professor of record for this course as to whether or not subsequent absences will result in further grade deductions.

Course Disrupted attendance: 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.

2. **Assignments:** All assignment must be **typed-**written according to APA 7standards. To assist with this requirement, all students will be required to attend the one-day library class session.

3. **Late Assignments will not be accepted or awarded more than 50%. Please keep track of all due dates. Early submission is accepted.**

4. **All assignments labeled as 'Submit' are due on Friday at 11:59pm of the given week.** I will try and grade and return all assignments within one week of their submission. If I am not able to, I will let you know. In addition to graded items, feedback will be provided through course announcements and comments within the assignment

5. **How to name a submission:** For each assignment uploaded in E-Course. Be sure to include your name and the name of the assignment. Here is an example: **Miller_BM1**.

    If you resubmit the same assignment, change the number like this: **Miller_BM1_updated2,** or **Miller_BM1_updated3.** This way we can track how many new updates you add and you don't add the wrong one and lose full credit.

Grading Criteria and Conversion: I will use points which will have grade letter equivalent in E-Course.
A = 90-100
B = 89-80
C = 79-70
D = 69-60
F = below a 60

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
Attendance & Participation& Quizzes or surveys	This will include activities and discussions conducted in class and online (via Canvas) throughout the semester. If we have to move back online, you must attend and actively engage in the online Zoom sessions. Be on time and remain physically present throughout the entire session with your face showing. You must participate appropriately as to not distract other students from learning, and appropriate dress/attire (professional dress).
Benchmark 1-6	You will be responsible for writing a lesson plan following 6 Benchmark steps. Lesson plan must include standards, TEKS objectives, PowerPoint for instruction, all handouts, book, and student worksheets and assessment material. 2.You will present a portion of your lesson (20min).
ReadReview Graphic organizers/presentations	This is how we will discuss, assess and interrogate the readings for this semester. Unless given to you, you may choose a graphic organizer template that can be used or you can find your own that best summarizes the reading. You cannot use the same one for all readings! Again, stretch yourself and consider how you will use this strategy with your own students who may not like to read nonfiction text.
Field Observations	You must use the field observation packet provided to document your observations.
Activities	There will be activities throughout to teach and practice content knowledge pertaining to a given lesson. These are hands-on and require your creativity as future teachers.
Course Folder/Digital Files	1. Needed for class is a folder on a flash drive, Google drive or One drive where you keep and store your assignment documents. 2. Keep a copy of all assignment submissions and be sure to name them The as indicated.
Midterm and Final Exam and	The Midterm and Final will cover specified chapters in the book, all power point notes, and handouts given to the class.

Course Procedures or Additional Instructor Policies
Since this is a hybrid course, we will have limited face to face and zoom sessions. It is marked on the course calendar below. Be sure to mark your calendars with these dates. **I may add more face to face/ zoom meetings as I feel it is needed.**

SEMESTER CALENDAR OF TOPICS, EVENTS AND READING ASSIGNMENTS
(This schedule is subject to change at the discretion of the professor of record.)

Week	*DATE*	*TOPICS AND EVENTS*	*ASSIGNMENTS DUE:* **Sunday 11:59pm**
1	**First Week of School- Virtual* Jan. 16- 21** **Zoom Meeting: Jan. 18th**	Overview of Syllabus and all related activities. 1. Discussion Introduction Video	1.**Submit** Syllabus Quiz 2.**Submit** Discussion and Introduction Video and Response
2	**Jan 23- 28**	**Activity 1: Effective Teaching and Reflections** *Prep for PPR Component in Office of Student Services and Discuss Field Observation forms**	**1. Submit** Activity 1 and presentation*
3	**Jan.30- Feb. 4** **Library Session: Face to Face: Jan. 30th Room 127 C/** library, behind the periodicals department. *Writing Good Questions*	**Writing Good Questions** Intro to BM1 & TEKS for Science Intro to the 5E Model – Bybee Reading and Videos in PP **Activity 2**: Writing Questions for the lesson **Reading: Blooms Taxonomy**	1.**Submit Activity 2:** Writing Questions Library Session 2.Work on Observation hours /Secure a school for field observations
4	**Feb. 6- Feb.11** **Library Session: Face to Face Feb. 6th**. **Room127C** of the library, behind the periodicals department. *Research and APA*	**Research of the Content** Research and work on Lesson Plan topic **ReadReview 1**: Bybee Reading **Bybee Reading article and graphic organizer**	**1.Submit BM1-** Content Planning Outline 2. **Submit ReadReview1 Bybee** Graphic Organizer
5	**Feb.13- Feb.18**	**Work on BM2- Content Paper** **Literacy and Academic Language in 5E Model Lesson** **ReadReview2** -Coppens Word Wall	**1.Activity 3:**Submit your word wall for your lesson 2.**Submit ReadReview 2** Coppens graphic organizer

6	**Feb. 20-Feb. 25**	**Begin Writing 5E Lesson Plan: Engage, Explore, Explain in Lesson Plan Template**	1.**Submit BM2 Research Content paper Due**
7	**Feb. 27- Feb--Mar. 3**	**Lesson Plan Engage, Explore and Explain** Finding a great activity to go with your lesson	1..**Submit BM3-** Engage, Explore and Explain 2. Work on Observations
8	**Mar.5-Mar. 10th**	**Mid Semester Check In and Midterm Exam**	1. **Midterm Exam** covers: Readings to Date: Bybee and Coppens and others through week 7
9	**Mar.12-Mar.17**	**Spring Break**	Please work at completing your Field observation hours
10	**Mar.19- Mar. 24**	**Lesson Plan Template: Elaborate, Evaluate Sections** **ReadReview 3: Keeley Talk** Moves & Video Illustration- How to engage students in Discussion Promoting Conversations in your Classroom	1. **Submit BM4** 2. **Submit ReadReview 3:**Keeley Talk Move Video
11	**Mar. 26- Mar.31**	**Peer Review and Prepare for Presentations** *Complete your lesson plan and identify all materials to be used, prepare PowerPoints, assessment worksheets, games* **Reading4: Tomlinson** Differentiation of Lessons in Content, Process and Product	1. **Submit BM5** Lesson Plan with all revisions, handouts and PowerPoint 2. **ReadReview4:** Tomlinson on Differentiation 3. **Submit Peer Review** Plus/Delta Review sheets
12	**April 2- April 7**	Presentation Week **April 2 and 4th**	1. **Submit BM6**
13	**April 9- April 14**	**Assessments and Alternatives**	1. **Submit Activity 4**
14	**April 16- April 21**	**Assessments and Alternatives**	1.**Submit Activity 5**

15	April 23- April 28 *April 29th- University Study Day*	BM5 Video of the Lesson Due* Post Survey Response	1.Submit 10 hours of Field Observation hours 2.Final Exam Open until 11:59pm
16	April 30- May 2	**Final Exam Week**	

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 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 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.