SYLLABUS

Prairie View A&M University
Whitlowe R. Green College of Education Course
Syllabus CUIN 4311 HYB Spring 2024
Instructional Methodology and Classroom Management

Note: This course syllabus is a general plan; revisions may be made at the discretion of Dr. Britine Perkins and Nathaniel Richardson.

GENERAL COURSE INFORMATION

Instructor: Nathaniel Richardson
Section # and CRN: Section P01 CRN 24062
Office Location: Wilhelmina Delco 312
Office Telephone: 936-261-3425
E-Mail Address: narichardson@pvamu.edu
Office Hours: Tuesdays and Thursdays, 11:00 a.m.12:00 a.m.
Or by appointment
(Unless in Attendance at Departmental/College Meetings)

Mode of Instruction: HYB Instructional
Method Class Location: Room 243
Meeting Days /Time: Tuesdays and Thursdays 12:30 p.m.-1:50 p.m.
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Catalogue Description: <u>Catalogue Description: CUIN 4311. Instructional Methodology and Classroom Management</u>. (3.0) Credit 3 semester hours. Instruction and practice using various teaching strategies and management techniques for the elementary classroom. The course requires field-based experiences.

Prerequisites:
1. Admission to teacher education with an overall GPA of 2.75 or above.
2. Successful completion of CUIN 3300 and CUIN 3301 with a grade of "B" or above.

3. **Successful completion of the Content Area Component (Certify Teacher with a score of 290 or higher), Review Hours, and T-CERT modules. Please refer to Syllabi for CUIN 3300 and CUIN 3301 for details.).**

<mark>**NOTE: You must earn a grade of "B" or above in all CUIN classes. If you earn a "C" or below in any CUIN class, you will need to retake the specified class before moving forward with the next sequence of CUIN classes.**</mark>

Required Texts:

Jones, V., and Jones L. (2021). Comprehensive Classroom Management: Creating Communities of Support and Solving Problems. My Lab Access Recent Edition. Pearson. ISBN

American Psychological Association (2020). *Publication manual of the American Psychological Association (7ʰ Ed.)* **Washington, D.C.: Author.**

Suggested Reading:
***Other related texts and articles will be supplied by the instructor. ***

Student Learning Outcomes:

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)

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)

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)

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)

Program Learning Outcomes (PLO)
1. **Clinical Partnerships and Practice**
The program ensures effective partnerships and high-quality clinical practice are central to candidate

preparation. These experiences are designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

2. **Candidate Recruitment, Progression, and Support**
The program demonstrates the quality of candidates is a continuous and purposeful focus from recruitment through completion. The program demonstrates that development of candidate
quality is the goal of educator preparation and that the program provides supports services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be
successful.
3. **Program Impact**
The program demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.
4. **Quality Assurance System and Continuous Improvement**
The program maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence-based. The system is developed and maintained with input from internal and external stakeholders. The program uses the results of inquiry and data collection to establish priorities, enhance program elements, and highlight innovations.

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

Standard 1-Learning Environment. Teachers always interact with student in respectful ways, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

Core Curriculum Student Outcomes

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 2- Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environment that enable each learner to meet high standards.

Standard 3-Learning Environments. The teacher works with others to create environments

that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

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

<u>Standard 5-Designer</u>. 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.

<u>Standard 7-Analyst</u>. 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.

Texas Educator Certification Examination Program

DOMAIN I—READING PEDAGOGY Competency 001 (Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading.

K. Demonstrate understanding of the importance of differentiating classroom instruction to address the assessed needs of all students (e.g., students with limited prior experiences with literacy, students with exceptional needs, English learners, students who are experiencing difficulty, students who are performing above grade level, students who are gifted and talented), including understanding the importance of being proactive in remediating students' identified reading needs and/or gaps in students' prior learning.

MAJOR COURSE REQUIREMENTS

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

Exams – written tests designed to measure knowledge of presented course material

Exercises – written assignments designed to supplement and reinforce course material Projects – web development assignments designed to measure ability to apply presented course material Class Participation (Dispositions) – daily attendance (includes absences and tardy arrivals to class) and participation in class discussions (includes professional dress)

Grading Matrix

Instrument	Value (points or percentages)	Total
Attendance, Dispositions, and Activities Face to Face and Online	100 Points	100
Classroom (Field) Observations/Observations via Video	100 Points	100
Midterm Examination	100 Points	100
Project #1 Cultural Perspectives Writing Activity (Independent Activity)	100 Points	100
Project #2 Design a School Event (Group Activity)	100 Points	100

Individual Presentation of Blueprint Project and Hard Copy of Actual Blueprint Project	100 Points	100
PPR 240 Tutoring Component	200 Points	200
Final Examination	200 Points	200
Total :		1,000 points

Grade Determination:

A= 900-1,000 points.
B = 800-899 points.
C = 700-799 points.
D = 600-699 points.
F = 599 and below.

 Each assignment must be type-written according to APA standards and must include an APA formatted title page.
**Late Assignments will not be accepted.

DETAILED DESCRIPTION OF MAJOR ASSIGNMENTS

ASSIGNMENT	POINTS	DUE DATES	OTHER SPECIFICATIONS
Attendance, Participation, Discussion and Activities	100 Points Total	These sessions wil be conducted throughout the course of the semester.	These activities and discussions will be conducted during class and online throughout the semester. These sessions count as attendance. You must participate appropriately as to not distract other students from learning, and appropriate dress/attire (professional dress). If the session is an online activity only, you must respond to questions or activity posed by the professor in the format discussed in the first class session.

Project #1 Cultural Perspectives Writing Activity (Independent Activity)	100 Points Total	Semester Due Date: Thursday, February, 15 2024	This activity has been designed to ensure that the teacher candidate can define/describe how culture, teaching, and classroom interaction and management are interrelated. You will do the following: • **Define Culture** • **Discuss your culture,** • **Discuss the various cultures of students that you may encounter,**

			• **Discuss similarities,** • **Discuss differences (how your culture may clash with that of your students,** • **Discuss how differences may impede student learning and invite unwanted behavior issues in the classroom, and** • **Discuss how you as the teacher can resolve issues to make the learning environment inviting.** • **This assignment must be five (5) pages in length, not inclusive of a title page and reference page.** • **This assignment must have a title and reference page.** • **You must have at least two (2) references. One must be your text. This assignment must be completed in APA 7th Edition format.**
Project #2 Design a School Event (Group Activity)	**100 Points Total**		This activity has been designed to ensure that the teacher candidate is able to describe how the entire school environment and parental involvement relate to student behavior and the

			classroom learning environment. In small

			groups, you will do the following: Design an activity that will be held schoolwide at your school. Design specific activities that relate to the overall activity for three overall activities for three different grade levels or three different content areas (music, art, PE, etc.) Include a component for parent participation. Describe how the various activities that you have designed will be inclusive of all cultures, races, and religions.
Individual	**100 Points Total**		

Presentation of Blueprint Project And Hard Copy Submission		Due Date: March 28, 2024 r	You will be responsible for submitting a hard copy of your Blueprint Project to the professor. This is inclusive of the following components: • Written *description of your philosophical orientation (your management style)*, • Written *description and rationale of your classroom rules, rewards, and consequences*, • Written *description of your classroom procedures (at least five) with rationale*, • Written *introductory letter to parents*,

			□ **Written/computer designed** *map of your* ***classroom*** **with all items (student desks, etc.) clearly labeled,** □ *Self-designed* **bulletin boards (two) for learning and student display of work,** □ **Written** *rationale regarding your classroom map*, **and** . <mark>**Your Blueprint Project packet must be submitted for scoring to the professor** *at the time of your presentation*. **To the appropriate online links for scoring.**</mark>
Midterm/Final Examinations	<u>**Midterm Examination-**</u> **100 Points** <u>**Final Examination-**</u> **200 Points**	<mark>Midterm Exam-</mark> <mark>**March 7-9, 2024**</mark> <mark>Final Exam</mark> <mark>**May 2 , 2024**</mark>	**The Midterm and Final will cover specified chapters in the book, all power point notes, and any other materials that the instructor disseminates to the class. These two examinations will also cover information covered in the Group Project Presentations.**
(<mark style="background:#00ff00">**MANDATORY 240 Tutoring PPR Practice Test Score Report**</mark>	**200 Points Total**	<mark>Spring</mark> <mark>Semester/</mark> <mark>Due Date</mark> **April 26, 2024**	<mark style="background:#00ff00">**This assignment has been created to ensure that you, the teacher candidate, are prepared**</mark>

			prepared be approved to register to take and pass the state certification examination (TExES® PPR Exam). You must submit a score of 90% or higher on one (1) 240 Tutoring Practice Test for PPR

MANDATORY Classroom Observations/Field Experiences/Video Field Experiences	100 Points Total	Observation Timeframe April 20 , 2024 Observation Documentation Due Fall Semester:	You must use the documentation packet provided by your instructor to document your observation hours. Your instructor will explain the documentation packet in its entirety in class. (See Class Calendar for Submission Dates)

***Specified assignments will be submitted to a *Turnitin Link* on E-Courses for plagiarism detection. Twenty percent (20%) or more plagiarism detection is considered significant. Any detection of plagiarism through the *Turnitin Link* or by the professor of record could result in an "F" for this course.**

Course Procedures or Additional Instructor Policies

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At of your assignments is REQUIRED to be submitted as an "artifact," an item of coursewor serves as evidence that course objectives are met. More information will be provided duri semester, but for general information, you can visit Taskstream via the link in eCourses.

EXAM POLICY

Exams must be taken as scheduled by the instructor. Makeup examinations will NOT be allowed except under documented, extreme emergencies (See Student Handbook). Exams that are administered online may require Respondus Lockdown Browser with Monitoring. Please make sure that your technology meets the requirements to use Respondus Lockdown Browser with Monitoring PRIOR TO THE EXAM DATE.

Attendance Policy for CUIN 4311:

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 as to whether or not subsequent absences will result in further grade deductions.

Habitual tardies will be counted as absences (The first three tardies will count as an absence, at the point that there is a fourth tardy will indicate that a conference with the professor of record for this course is needed to determine whether or not it would be expedient to continue in this class).

*Participation in Online Activities are counted as being present or absent on those days. On days that an online activity is scheduled, you must successfully complete all of the activities during the timeframe specified on the schedule to be counted as present for class.

Other Specific Attendance Policies for This Course Include the Following:

Students are required to attend all class meetings.

For an absence to be taken into consideration for being a valid "excused" absence, you must bring appropriate documentation to the instructor when you return from your absence. Appropriate documentation includes official doctor's excuses (for reasons of illness), court documents, etc.

No absences or tardies= 100 points awarded
1absence= 25-point deduction
2 absences= 50-point deduction
3 absences= No points awarded
**Four (4) absences may constitute an automatic "F" for this course! *

15

Please reference the section in the syllabus titled *"Class Attendance Policy"* for further details.

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

MODULE/WEEK	TOPIC DESCRIPTION	ASSIGNMENTS	ASSIGNMENTS DUE DATE
1 **Jan. 16-18**	**First Week of School**	Overview of Syllabus and all related activities.	*Complete Syllabus Contract
2 **Jan. 23- Jan. 25**	**Overview Continuation** **The Classroom Management Perspective**	Continuation of Overview of Syllabus and related activities. *Introduction of the PPR and all information relevant to completion of the Content and PPR Component (Office of Student Services/Certification).* Lecture and related class activities.	Read Chapters One and Two

Week	Topic	Activities	Readings / Assignments
3 **Jan. 30 –Feb. 1**	**The Classroom Management Perspective**	Lecture and related class activities. **Project #1 Cultural Perspectives Activity Due February 15, 2024**	Read Chapters Two and Three **Check regarding progress on Field/Video Experiences.** **Check progress regarding Content and PPR Area Testing Component.**
4 **Feb. 6-8**	**Creating Safe and Supportive Learning Communities**	Lecture and related class activities.	Read Chapters Three and Four **Project #1 Cultural Perspectives Activity Due Feb. 15**

Week	Topic	Activities	Readings / Assignments
5 **Feb. 13-15**	**Cultural Perspectives Project**	Lecture and related class activities.	Read Chapter Five **Project #1 Cultural Perspectives Activity Due Feb. 15**
6 **Feb. 20 – Feb. 22**	**Creating a Safe and Supportive Learning Communities**	Lecture and related class activities.	Read Chapter Six
7 **Feb. 27 – Feb. 29**	**Increasing Student Motivation**	Lecture and related class activities.	Read Chapter Seven **Project #2 Design a School Event Activity Due Feb. 29**

8 **March 5 & 7**	**Midterm Exam**	Review for Midterm Exam. **Midterm Exam-Thursday, March. 7th**	Are your FIELD EXPERIENCES complete??? They must be completed and submitted by Thursday, April 9, 2024 Check Progress regarding Content and PPR Area Testing Component.
9 **March 19 & 21**	**Increasing Student Motivation**	Lecture and related class activities.	**Project #2 Design a School Event Activity Due March. 5, 2024**
10 **March 26 & 28**	**Design a School Event**	-Completion of Design a School Event Project during class in teams. -Group Presentations of Design a School Event Project.	
April 2 & 4	**Working with Unproductive Student Behavior**	Lecture and related class activities.	Read Chapter Eight

			Are your FIELD EXPERIENCES complete??? They must be completed and submitted by Thursday, **April 11, 2024** Check Progress regarding Content and PPR Area Testing Component.
12 **Apr. 9 & 11**	**Working with Unproductive Student Behavior**	Lecture and related class activities.	Read Chapter Nine **Blueprint Project Due**
13 **Apr. 16 & 18**	**Working with Unproductive Student Behavior**	Lecture and related class activities.	Read Chapter 10
14 **Apr. 23 &25**	**Blueprint Project Presentations**	**Blueprint Project Due This Week** April. 23-25	**Blueprint Project Due This Week** **Tues. Apr. 23, 2024**
15 **May 1, 2023**	**Semester Wrap-Up**	**Review for Final**	**Successful completion of PPR Component Due**
16	**Final Exam Week**	**Last day of class M a y 8 · Final Exam (See University calendar for Exam schedule)**	

Student Support and Success

John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility

through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Phone: 936-261-1500; Website: **J. B. Coleman Library.**

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 the student is unsure of the best resource for their needs. Some students are supported by faculty advisors in their respective colleges. Your faculty advisor can be identified in Panther Tracks. Advisors with Academic Advising Services are available to all students. We are located across campus. You can find your advisor's location by academic major at the **Academic Advising Website**, Phone: 936261-5911.

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 is offered face-to-face in the **UTC, in virtual face-to-face sessions**, and through **online sessions at 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: **University Tutoring Center.**

The Writing Center

The Writing Center provides well-trained peer tutors that 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.

Student must register for Grammarly by using their student email address. In addition, students have access to face-to-face as well as virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: The Writing Center; Grammarly Registration.

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 Alert helps 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 PVPlace and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: Academic 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 provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-2613564; Website: Student Counseling Services.

Office of Testing Services

Testing Services serves to create opportunities by offering 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: Testing Services.

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

21

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 hardware and software, adapted furniture, proctoring of 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: **Disability Services**.

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-assisted and 2-way video course delivery. For more details and contact information, visit: **CIITS Student Webpage**; Phone: 936-261-3283.

Veteran Affairs

Veteran 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: **Veteran Affairs**.

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: **Office for Student Engagement**.

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: **Career Services**.

University Rules and Procedures

Academic Misconduct (See Student Planner)

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Planner, especially the section on academic misconduct (see *University Administrative Guidelines on Academic Integrity*). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the PVAMU Undergraduate Catalog, Graduate Catalog, and the Student Planner, 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 or to have attempted to commit the following academic misconduct may also be subject to disciplinary review and action as outlined in the PVAMU Student Planner.

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.   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.

4.   Conspiracy: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty.

5.   Fabrication of Information/Forgery: Use or submission of contrived, invented, forged, or altered information in any assignment, laboratory exercise, or test; tampering with or production of a counterfeit document, particularly documents which make up the student's academic record. Examples: making up a source or citing nonexistent publication or article; representing made up data as real for an experiment in a science laboratory class; forging a change of grade or student withdrawal record; falsifying any document related to a student academic exercise.

Nonacademic Misconduct (See Student Planner)

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, or (2) the ability of students to benefit from the instructional program, or (3) the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Office for Student Conduct 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 the Title IX Webpage 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 condition, 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. More information can be found at this webpage.

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 nondiscrimination 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 936-261-1744 or 1792.

Class Attendance Policy (See Catalog for Full Attendance Policy)

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

Student Academic Appeals Process

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

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**

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

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

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

• **Sending and receiving emails**
• **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 discussions 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 session. Before class session begins, test audio, video and lighting to alleviate technology issues.

Technical Support

Students should go to the **Password Reset Tool** 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 (CIITS) 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. Please note: The instructor will not respond to weekend emails until the following Monday or Tuesday.

Discussion Requirement

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application 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 COVID-19 pandemic, Prairie View A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

☐ 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.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain.

Physical Distancing - Physical distancing must be maintained between students, instructors, and others in course and course-related activities.

☐ Classroom Ingress/Egress - Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Students should leave classrooms promptly after course activities have concluded, should not congregate in hallways and should maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

Face-to-face Class - To attend a face-to-face class, students must wear a face

covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office for Student Conduct for adjudication. Additionally, the faculty member may choose to teach that day's class remotely for all students.

☐ **COVID-19 Guidelines for Student Conduct Adjudication** - The mandatory COVID-19 Training/Certification taken by all students serves as the 1st Warning for violation of COVID-19 Guidelines.

o 1st incident: upon review of Incident Report and finding of responsibility — Conduct Probation

o 2nd incident: upon review of Incident Report and finding of responsibility — Suspension

o Consult the Code of Student Conduct in the Student Planner or **Student Conduct website** for additional information on Conduct Probation and Suspension.

☐ **Personal Illness and Quarantine** - Students required to quarantine must 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**.