



CURR 2101 Step 1: Inquiry Approaches to Teaching  
**Spring 2024**

Course Information	Description
<b>Instructor:</b>	Camille S. Burnett, Ph.D., ACUE
<b>Section # and CRN:</b>	P01; 25405
<b>Office Location:</b>	Delco 310
<b>Office Phone:</b>	936.261.3632
<b>Email Address:</b>	<a href="mailto:csburnett@pvamu.edu">csburnett@pvamu.edu</a>
<b>Office Hours:</b>	Monday, 11:00 a.m. – 2:00 p.m. Wednesday, 11:00 a.m. – 2:00 p.m. Other times available by appointment
<b>Mode of Instruction:</b>	Face to Face
<b>Course Location:</b>	Wilhelmina Delco Bldg 242
<b>Class Days &amp; Times:</b>	Monday, 4:00 p.m. – 4:50 p.m.
<b>Catalog Description:</b>	STEM teaching is explored in this course through the introduction to the theory and practice of inquiry-based science and mathematics lesson planning. Students experience planning and implementation of lessons through designing and preparing them for elementary school settings.
<b>Prerequisites:</b>	N/A
<b>Co-requisites:</b>	N/A
<b>Required Text(s):</b>	Reading materials will be available in eCourses/Canvas
<b>Recommended Text(s):</b>	N/A

Course Learning Objectives:

	<b>Upon successful completion of this course, students will be able to:</b>	<b>Student Learning Outcome # Alignment</b>	<b>Core Curriculum Objective Alignment</b>	<b>TEXES PPR EC-12</b>
1	Demonstrate science or mathematics content knowledge in the planning and teaching of upper elementary grade lessons.	1, 2, 4	1, 2, 4	I
2	Utilize exemplary sources of and appropriate resources (including appropriate technologies) for inquiry-based science and mathematics lessons.	2, 3, 4, 5	1	I, II, III
3	Write performance objectives aligned with national and state standards and assessments of those objectives for each lesson.	1, 2, 3, 4, 5	1, 2	I, II, III
4	Design and implement inquiry-based lessons using the 5E Instructional Model.	1, 2, 3, 4, 5	1, 2	I, II, III
5	Demonstrate awareness of diversity within classrooms, discuss the implications for teaching and learning, and explore strategies for achieving instructional equity.	3, 5	6	I, II, III
6	Develop and use probing questions to elicit feedback to determine students' misconceptions, alternative conceptions, and acquisition of knowledge.	1, 2, 3, 5	1, 2	I, II, III
7	Demonstrate proficiency in the use of technology for professional productivity and student engagement with instruction.	3, 4, 5		I, II, III
8	Plan for and implement safe instructional practices.	2, 3, 4, 5	1, 5	I, II, III, IV
9	Reflect on personal interest in teaching.	1, 2, 3, 4, 5	1, 2, 6	I, II, III

**Student Learning Outcomes**

1. Proficient in the use of oral, verbal, and written expressions.
2. Apply critical thinking skills to daily assignments in the field of their profession.
3. Cognizant of diverse cultures, inclusive practices, and equity as evident in teaching and learning within their fields of concentration.
4. Categorize and regularly utilize appropriate technology concepts in P-12 environments
5. Recognize and use differentiated instructional strategies to meet the needs of ALL students in P-12 environments.

**Core Curriculum Learning Outcomes**

1. Critical Thinking Skills: To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills: To include effective development, interpretation and expression of ideas through written, oral and visual communication
3. Teamwork: To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
4. Empirical and Quantitative Skills: To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
5. Personal Responsibility: To include the ability to connect choices, actions and consequences to ethical decision-making
6. Social Responsibility: To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**TEXES Pedagogy and Professional Responsibilities EC-12**

- I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.
- III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process and timely, high-quality feedback
- IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

## Major Course Requirements

### Method of Determining Final Course Grade

Item	Course Grade Requirement	Value	Total
1)	Attendance, Participation, and Professionalism	25%	25%
2)	Field Assignments	5 @ 5%	25%
3)	Lessons Plans and Reflections	2 @ 15%	30%
4)	Mentor Teacher Feedback	2 @ 2.5%	5%
5)	Final Project	10%	10%
6)	Return of all inventory materials	5%	5%
<b>Total:</b>		<b>100%</b>	<b>100%</b>

### Grading Criteria and Conversion:

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = 59% and below

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-non attendance) 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.

### Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
Attendance, Participation, and Professionalism	This includes prompt and regular attendance to class, including remaining in class for the duration of the designated time. It also includes active participation in class activities, both face-to-face and online. Professionalism includes being on time, appropriately dressed, and well prepared for all field experiences.
Field Assignments	A team of two students will be assigned to an elementary school classroom. Over the course of the semester, the team will visit this classroom to conduct <b>two observations and teach three inquiry-based lessons</b> . Early in the semester, the team will meet their Mentor Teacher to verify the dates of the observations. The dates and topics of the three lessons are already set. <b><u>Dates for field events may be changed ONLY by the instructor or Mentor Teacher.</u></b>
Lesson Plans and Reflections	You will write reflections on both class observations. You and your partner will be responsible for writing and revising a lesson plan for each lesson you teach. Students will team teach Lesson 1. Then one student will teach Lesson 2 while the other observes. For Lesson 3, the other student will teach while one observes. After Lesson 1, both students will turn in reflections on the experience. After Lessons 2 and 3, the lead student will turn in a reflection and the observing student will turn in an observation.
Mentor Teacher Feedback	Your Mentor Teacher will complete a feedback form on every lesson. Mentor Teachers may choose to give you a hard copy of the feedback form or email an electronic copy at the end of each lesson your team teaches. You are responsible for getting that feedback form from your Mentor Teacher before you leave and submitting it ( <b><u>it is part of your grade</u></b> ). There is a scanner available in the student workroom. Your Mentor Teacher will also write a final evaluation of your field experience, which will be emailed to and filed in the UTeach office. You may request a copy of the final evaluation from the UTeach office upon completion of the semester.

Assignment Title or Grade Requirement	Description
Final Project	For your final project, you will revise one of your lesson plans and present your revision to the Step 1 class.
Return of all inventory materials	You are responsible for returning all materials checked out for use during this course.

## Course Procedures or Additional Instructor Policies

### Late Work Policy

There will be a 10% per day penalty for late work. Note that late or incomplete submission of lesson plans may result in delayed/canceled field experiences that may negatively affect your grade. There will be a 10% penalty for each day.

### Assignment Submissions

Your work must be typed, unless otherwise specified. All work will be submitted to eCourses/Canvas via an Assignment Link or a Turnitin Link.

### Discussion Activities

Out of respect for your fellow classmates, for all Discussion Activities, please complete your **initial post by Friday at 11:59 p.m.**, and your **response post(s) by Sunday at 11:59 p.m.** Initial posts submitted after the stated deadline will not receive any credit.

### 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.

### Academic Integrity

Note that:

- Any work submitted via a Turnitin Link with **a similarity index of 25% or more** could result in an "F" in this course.
- Any work submitted via a Turnitin Link with **an AI index of 50% or more** could result in an "F" in this course.
- Any work submitted otherwise with **signs of plagiarism** could result in an "F" in this course.
- Any work submitted with signs that it is **not your original work** could result in an "F" in this course.

## Semester Calendar (Tentative)

<b>Week</b>	<b>Descriptions</b>
<b>Week One:</b> <b>Topic Description</b> Readings:	Course Orientation <ul style="list-style-type: none"><li>• Introductions to the Step 1 team</li><li>• About UTeach and Step 1</li><li>• Student introductions</li><li>• Syllabus jigsaw</li><li>• Complete lab safety training.</li></ul>
Assignment (s):	
<b>Week Two:</b> <b>Topic Description</b> Readings:	Matching Teams and “Let There Be Light” Demo Lesson <ul style="list-style-type: none"><li>• Matching teaching teams</li><li>• Orientation to UTeach resources</li><li>• Demo Lesson: Let There Be Light</li><li>• Complete lab safety training if they haven’t already.</li><li>• Read “Science labs: Beyond isolationism” and <b>post responses to the homework questions on the course discussion board.</b></li></ul>
Assignment (s):	
<b>Week Three:</b> <b>Topic Description</b> Readings:	Demo Lesson Continued and the 5Es <ul style="list-style-type: none"><li>• Student Introductions</li><li>• Finish Let There Be Light demo lesson</li><li>• Reading discussion and the 5E model</li><li>• Placements and emailing mentor teachers</li><li>• Email mentor teacher.</li><li>• Check out lesson binder from the student workroom and bring it to the next class.</li></ul>
Assignment (s):	
<b>Week Four:</b> <b>Topic Description</b> Readings:	Objectives and Lesson Plan 1 <ul style="list-style-type: none"><li>• Student introductions</li><li>• Review of lesson binders</li><li>• Writing objectives for Lesson 1</li><li>• Exploring kits and working on Lesson Plan 1</li><li>• <i>Conduct Classroom Observation 1.</i></li><li>• <b>Submit COR1 to the course website.</b></li><li>• Complete objectives for LP1.</li></ul>
Assignment (s):	
<b>Week Five:</b> <b>Topic Description</b> Readings:	Writing Lesson Plan 1 <ul style="list-style-type: none"><li>• Student introductions</li><li>• Reflections on Observation 1</li><li>• Review of the LP template and writing LP1</li><li>• Preview of practice teaching</li><li>• <b>Submit draft of LP1 to the course website.</b></li><li>• Watch videos about the bin-packing process in preparation for upcoming field visits.</li></ul>
Assignment (s):	
<b>Week Six:</b> <b>Topic Description</b> Readings:	Practice Teach 1 <ul style="list-style-type: none"><li>• Review Lesson 1 theme</li><li>• Review LP1 feedback</li><li>• Practice teaching</li><li>• Packing bins</li><li>• Make nametags or name tents for students.</li><li>• Write down the phone numbers of your MT, TAs, and instructor in case of emergency.</li><li>• <i>Perform first teach at assigned school/classroom.</i></li><li>• Have Mentor Teacher complete a Mentor Teacher Feedback Form.</li><li>• <b>Submit MTFB to the course website.</b></li></ul>
Assignment (s):	

<b>Week</b>	<b>Descriptions</b>
<p><b>Week Seven:</b>  <b>Topic Description</b>  Readings:</p> <p>Assignment (s):</p>	<ul style="list-style-type: none"> <li>• <b>Upload Teach 1 Reflection to the course website.</b></li> </ul> <p>Lesson Plan 2 – Clear Communication</p> <ul style="list-style-type: none"> <li>• Student introductions</li> <li>• Teach 1 reflections</li> <li>• Foil Boat activity (clear communication)</li> <li>• Working on LP2</li> <li>• Work on Lesson Plan 2.</li> <li>• <i>Complete Classroom Observation 2.</i></li> <li>• <b>Submit COR2 to the course website.</b></li> </ul>
<p><b>Week Eight:</b>  <b>Topic Description</b>  Readings:</p> <p>Assignment (s):</p>	<p>Questioning and Lesson Plan 2</p> <ul style="list-style-type: none"> <li>• Teach 1 reflections, goals for Teach 2</li> <li>• Question sorting activity</li> <li>• Working on LP2</li> <li>• Turn in a draft of LP2 (Student A).</li> <li>• Begin working on LP3.</li> <li>• Practice Teach 2 and packing bins</li> </ul>
<p><b>Spring Break: 03/11 – 03/16</b></p>	
<p><b>Week Nine:</b>  <b>Topic Description</b>  Readings:</p> <p>Assignment (s):</p>	<p>Practice Teach 2</p> <ul style="list-style-type: none"> <li>• Review LP feedback</li> <li>• Review lesson 2 theme and comments for the Teach 1 reflection</li> <li>• Practice teaching</li> <li>• Packing bins</li> <li>• Email revised LPs to the instructional team and Mentor Teachers.</li> <li>• <i>Perform second teach.</i></li> <li>• <b>Student A upload MTFE and Teach 2 Reflection to the course website.</b></li> <li>• <b>Student B upload TMO to the course website.</b></li> </ul>
<p><b>Week Ten:</b>  <b>Topic Description</b>  Readings:</p> <p>Assignment (s):</p>	<p>Lesson Plan 3</p> <ul style="list-style-type: none"> <li>• Teach 2 progress and reflections</li> <li>• Revisiting questioning</li> <li>• Discuss questions used by Mentor Teacher as documented in COR2</li> <li>• Working on LP3</li> <li>• Turn in a draft of LP3 (Student B).</li> <li>• Prepare for the practice teach.</li> </ul>
<p><b>Week Eleven:</b>  <b>Topic Description</b>  Readings:</p> <p>Assignment (s):</p>	<p>Practice Teach 3</p> <ul style="list-style-type: none"> <li>• Review LP feedback</li> <li>• Putting it all together: Review of lesson themes for Lessons 1, 2, and 3</li> <li>• Practice teaching</li> <li>• Packing bins</li> <li>• Email revised LPs to the instructional team and Mentor Teachers.</li> <li>• <i>Perform third teach.</i></li> <li>• <b>Student B upload MTFE and Teach 3 Reflection to the course website.</b></li> <li>• <b>Student A upload TMO to the course website.</b></li> </ul>
<p><b>Week Twelve:</b>  <b>Topic Description</b>  Readings:</p> <p>Assignment (s):</p>	<p>Diverse Learners</p> <ul style="list-style-type: none"> <li>• Teach 2 or 3 reflections</li> <li>• Diverse Learners activity</li> <li>• Work time</li> </ul> <p>Upload MTFE, TMO, and Teach 3 to the website if they haven't already.</p>
<p><b>Week Thirteen:</b></p>	

<b>Week</b>	<b>Descriptions</b>
<b>Topic Description</b> Readings:	Advisor Visit and Final Project <ul style="list-style-type: none"> <li>• Teach 3 and beyond</li> <li>• Advisor visit</li> <li>• Introduction to the final project</li> <li>• Work time</li> <li>• Work on final project.</li> </ul>
Assignment (s):	
<b>Week Fourteen:</b> <b>Topic Description</b> Readings:	The 5Es Revisited <ul style="list-style-type: none"> <li>• Revisiting the 5Es</li> <li>• Course feedback</li> <li>• Work time</li> <li>• Complete final project.</li> </ul>
Assignment (s):	
<b>Week Fifteen:</b> <b>Topic Description</b> Readings:	Final Presentations <ul style="list-style-type: none"> <li>• Final presentations</li> <li>• Class share out</li> <li>• Course instructor survey and course feedback</li> <li>• <b>Present final project in class.</b></li> <li>• Return all UTeach materials.</li> </ul>
Assignment (s):	
	<b>Final Exams: 04/30 – 05/08</b>



## 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. [Library Website](#) Phone: 936-261-1500

### Academic Advising Services

Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect 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 within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the [advising website](#). 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 and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: [pvtutoring@pvamu.edu](mailto:pvtutoring@pvamu.edu); [University Tutoring Website](#)

### 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; [Writing Center Website](#), [Grammarly Registration](#)

### Panther Navigate

Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for intervention. Panther Navigate helps students by providing a central location to schedule advising appointments, view campus resources, and request assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will log in to Canvas and click on Student Alerts on the left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; [Panther Navigate Website](#)

### Student Counseling Services

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

### Office of Testing Services

The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the [OTS – Proctoring Service website](#). Location: Wilhelmina Delco, 3<sup>rd</sup> Floor, Rm. 305; Phone: 936-261-3627; Email: [aetesting@pvamu.edu](mailto:aetesting@pvamu.edu); [Testing Website](#)

### 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; [Disability Services Website](#)

### 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 classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit [CIITS Student Website](#). Phone: 936-261-3283 or email: [ciits@pvamu.edu](mailto:ciits@pvamu.edu).

### 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; [Veteran Affairs Website](#)

### 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; [Student Engagement Website](#)

### Center for Careers & Professional Development

This center supports students through professional development, career readiness, and placement and employment assistance. The center 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 center website for information regarding services provided. Location: Anderson Hall, 2<sup>nd</sup> floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

## 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.

### PVAMU's General Statement on the Use of Generative Artificial Intelligence Tools in the Classroom

Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAIs currently available, this statement includes any and all past, current, and future generations of GAI software. Prairie View A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not substitute the substance of their original work with the results of using such GAI tools. This clearly violates the [University's Administrative Guidelines on Academic Integrity](#) and its underlying academic values.

### 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 ability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

## Sexual Misconduct

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

## Makeup Work for Legitimate Absences

Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is **excused**, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

## Absence Verification Process

All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation, for review and verification. Please use the [Online Reporting Forms](#) to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university

excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: [deanofstudents@pvamu.edu](mailto:deanofstudents@pvamu.edu) or phone: (936) 261-3550 or Office for Student Conduct via email: [studentconduct@pvamu.edu](mailto:studentconduct@pvamu.edu) or phone: (936) 261-3524.

### 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 Catalina
- Smartphone or iPad/tablet with wi-fi\*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- 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

\* Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work with Android or Apple tablets and smartphones.

#### **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 (Zoom)

#### *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 [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 at 936-261-3283 or email [ciits@pvamu.edu](mailto:ciits@pvamu.edu).

## Communication Expectations and Standards

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

## Discussion Requirement

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

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

## COVID-19 Campus Safety Measures

In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice.

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.
- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.
- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.
- All students will have access to [TimelyCare](#), a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at [timelycare.com/pvamu](https://timelycare.com/pvamu).
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.