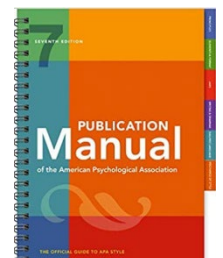# EDFN 5392: Master's Seminar
SPRING 2024

Instructor: Justin Lamar Bryant, PhD
Section # and CRN: Z01, 24020
Office Location: Wilhelmina Delco Building, Room 223
Office Phone: 936-261-3402
Email Address: jubryant@pvamu.edu
Graduate Office Hours: T: 6:00 PM – 8:45 PM
Schedule a meeting by selecting the following link: https://calendly.com/jubryant/30min
Zoom Meeting Link:
https://pvpanther.zoom.us/j/96865342133?pwd=YWxsZjdlQkVIWnlzcmlEMjV2SGdwZz09

Mode of Instruction: Hybrid (Face-to-Face and Synchronous Zoom Meetings)

Course Location: Virtual
Zoom Meeting Link:
https://pvpanther.zoom.us/j/96865342133?pwd=YWxsZjdlQkVIWnlzcmlEMjV2SGdwZz09

Class Days & Times: Online (T: 6:00 PM – 8:45 PM)

Catalog Description: Investigation and analysis of research in the field of curriculum and instruction. Major paper is a requirement for this course.

Prerequisites: EDFN 5310 or EDFN 5103
Co-requisites: N/A

Primary Text: Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative,*
(required) *quantitative, and mixed methods approaches*. Sage publications.

ISBN-13: 978-15063-86706

Secondary Text: American Psychological Association (2020). *Publication manual of the*
(required) *American Psychological Association (7th ed.)* Washington, D.C.: Author.

ISBN-13: 978-1433832178

Selected Research Articles and Research Data
(available to students for free; embedded in Canvas)

Recommended Texts *N/A*
(not required):

	STUDENT LEARNING OUTCOMES:					
	Upon successful completion of this course, students will be able to:	**Program Learning Outcome; Alignment**	**ISTE Standards**	**Texas Teacher Educator Standards**	**CAEP Standards**	**Core Curriculum Outcome Alignment**
CLO1	**Choose & Justify Research Approach.** Describe the nature and purpose of educational research, describe the types of research according to the general methodology classification scheme, identify the general activities in conducting a research study and describe the major sections of a research report.	PLO1 PLO2 PLO3	Standard 5: Designer Standard 7: Analyst	Standard 5: Standard Driven Practice	Standard A.1 Candidate Knowledge, Skills, and Professional Dispositions	Standard 6: Assessment
CLO2	**Formulate Research Question.** Identify the criteria for adequate hypotheses or research questions, identify types of variables, develop related hypotheses, identify necessary operational definitions, problem statement, and identify the criteria for developing surveys and questionnaires.	PLO1 PLO2 PLO3	Standard 5: Designer Standard 7: Analyst	Standard 5: Standard Driven Practice	Standard A.1 Candidate Knowledge, Skills, and Professional Dispositions	Standard 6: Assessment
CLO3	**Compose Literature Review.** Identify the reasons for conducting a literature review relative to a specific research problem, describe the activities of a Literature Review, implement the procedures for reviewing research literature, conduct a computer search of the literature relative to a specific research problem, use acceptable referencing formats, and identify the characteristics which should be considered when evaluating a research report.	PLO1 PLO2 PLO3	Standard 5: Designer Standard 7: Analyst	Standard 5: Standard Driven Practice	Standard A.1 Candidate Knowledge, Skills, and Professional Dispositions	Standard 6: Assessment
CLO4	**Construct Research Design.** Write a method section in a research report, explain the meanings of reliability and validity, identify the criteria for a good sampling design, describe the connection between representativeness and generalizability, and the role of random selection or random assignment of subjects, identify factors to be considered when determining sample size, and identify the criteria for developing survey and questionnaires.	PLO1 PLO2 PLO3	Standard 5: Designer Standard 7: Analyst	Standard 5: Standard Driven Practice	Standard A.1 Candidate Knowledge, Skills, and Professional Dispositions	Standard 6: Assessment
CLO5	**Perform Original Research.** Design and implement a complete research project on a research problem of interest, select and apply an appropriate format for preparing a research report, apply the correct format for writing a reference section, and evaluate journal articles and research reports.	PLO1 PLO2 PLO3	Standard 5: Designer Standard 7: Analyst	Standard 5: Standard Driven Practice	Standard A.1 Candidate Knowledge, Skills, and Professional Dispositions	Standard 6: Assessment

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1) Extended Abstract, Research Proposal & Attendance	N/A	10%
2) Weekly Drafts (Writing Communities)	N/A	10%
3) Final Paper	N/A	80%
Total:	**N/A**	**100%**

Grading Criteria and Conversion:
A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 0%-59%

Detailed Description of Major Assignments:

Grade Requirement	Brief Description
Extended Abstract & Attendance	A pre-assessment of students' writing that provides insight into students' completed and anticipated research in addition to students' daily attendance and participation in class.
Weekly Paper Submissions & Presentations	A recurring written, and an occasional verbal, presentation of students' research that ushers students towards the completion of their master's paper.
Final Paper	A written assignment in which students submit their final master's paper.

Course Procedures or Additional Instructor Policies

Written Assignments

Weekly Paper Submissions and Presentations
Throughout the semester, students will research, write and edit their final master's research paper to usher students towards the completion of their culminating program performance-based assessment. Students occasionally will present and verbally defend their research to the class in tandem to submitting their weekly paper revisions. Presentations serve to offer feedback and recommendations to students from their peers and instructor. To guide and streamline recommendations, the class will read chapters from the course textbook and focus on various components of the master's research paper.

Final Paper
By the end of the semester, students will submit their final master's research paper showcasing their research and writing abilities. Students' final master's paper must be an original research paper. *There is no minimum or maximum page numbers for the final master's paper.* The essay should be a Microsoft document using one (1) inch margins with Times New Roman font. All essays must have a standard cover page (without designs) and a bibliography. Students should note that their final master's paper should have a research question or thesis, relevant literature related to the topic, a solid research design structured to perform the study or analysis, data that answers the research question or thesis, and a strong analysis of the topic that explicates the findings through a written discussion and a conclusion. Original essays must be submitted to the TurnItIn link through Canvas.

The final master's paper will assess students' ability to demonstrate, at least at the proficiency level, all of the program learning objectives and outcomes. Students are expected to write critically, coherently, and with minimal grammatical errors. Exemplar essays require that students demonstrate their recollection and understanding of the information presented throughout the master's program.

Beyond measuring a student's ability to demonstrate proficiency of the program learning objectives and outcomes, the final master's paper serves to build upon students' research, critical thinking and written communication skills.

Assignment Guidelines for the Final Essay
Detailed below are components required for all writing assignments beyond the writing rubric.

Cover Page
A cover page is required for essays in the course. In-text citations are also required as it allows students to practice the proper use of referencing primary and secondary sources. While footnotes are the preferred in-text citation for the discipline of history, this assignment also allows in-text parentheticals – a practice commonly used in other academic disciplines. For further details about how to properly use footnotes or in-text parenthetical citations, refer to the Chicago Manual of Style (CMOS) available online through Purdue Owl. The link for the CMOS is under the Assignment Guidelines section in Canvas.

Bibliography
A bibliography is required for all written assignments, but the words used for the bibliography should not be considered as part of a student's minimum or maximum word-count as required for this assignments' guidelines. Reference to all the aforementioned documents and links pertaining to this assignment's guidelines are available under the Assignment Guidelines section in Canvas. Failure to adhere to the assignment guidelines will result in a zero. Plagiarism, including the use of SpinBot, for any written assignment in the course will result in failure of the assignment, and potentially failure of the course. An additional consequence may result in a report to the appropriate office for academic misconduct. Please do not plagiarize. For more information about plagiarism, please refer to the plagiarism PPT and the university link located in Canvas.

Direct Quotes
Direct quotations should be limited for the final master's paper. Students should largely reference the sources, but only include direct text in their paper when absolutely necessary. Students are being evaluated for their critical analysis of the text, not their ability to reference the text.

Here is an example of a direct quote: In Obergefell v. Hodges (2015), Justice Kennedy's opinion of the court stated, "… In assessing whether the force and rationale of its cases apply to same-sex couples, the Court must respect the basic reasons why the right to marry has been long protected… This analysis compels the conclusion that same-sex couples may exercise the right to marry …"

Grading Guidelines
Students must analyze and evaluate either a primary or secondary source, or both, and individually reply to the essay prompt based upon the rubric embedded in the syllabus. **Late assignments are not accepted and automatically constitutes a zero.** All written assignments are due in Canvas by 11:59 PM of the due date.

Turn-It-In Similarity Report: All uploaded essays to the Turn-It-In database should have a low similarity report since this assignment requires students to illustrate their individual voices when analyzing and interpreting various historical topics. Papers should not exceed a fifteen percent (15%) similarity report. This requirement excludes the bibliography. If an essay exceeds the fifteen percent (15%) similarity report but falls below a twenty-four percent (24%) similarity report, then the essay will receive a forty (40) for the assignment. Any paper that yields a twenty-five percent (25%) similarity report or higher will receive a zero for the assignment.

Students have an opportunity to check their similarity report for their papers if submitted far enough before the assignment deadline. Students have a total of three submissions to the Turn-It-In link as long as the submission occurs before the assignment deadline. Students should use this feature set by the instructor to avoid a penalty for submitting a paper with a high similarity report. There are two videos located under the Additional Resources section showing students how to complete this task.

Group Learning
Working together, *not cheating*, is encouraged and is paramount to performing well in this course, particularly on the writing assignments (e.g., discussions about the sources, peer edits, etc.).

It is strongly encouraged that students work with their peers and study together outside of class to master the course content. Remember, ***FRIENDS DON'T LET FRIENDS FAIL!***

Taskstream
Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of a student's assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, students can visit Taskstream via the link in Canvas. One of a student's source evaluations will be used for this purpose.

AT ANY POINT DURING THE SEMESTER, THE SYLLABUS IS SUBJECT TO CHANGE BY THE PROFESSOR.

Semester Calendar

Modules One and Two

Module Dates	**Topic:** Approaches to Research, Philosophical Worldviews & Interpretative Frameworks **Readings:** Chapters 1 & 4 (Creswell & Creswell, 2017) **Topic:** Conceptual Problems, Formulating Research Questions, & Literature Reviews **Readings:** Chapters 6, 7, & 2 (Creswell & Creswell, 2017)
_ _ /_ _ – _ _ / _ _	Assignments Due (See Canvas for Specific Dates): • TBD

Modules Three and Four

Module Dates	**Topic:** Literature Reviews **Readings:** Chapter 2
_ _ /_ _ – _ _ / _ _	Assignments Due (See Canvas for Specific Dates): • TBD

Modules Five and Six

Module Dates	**Topic:** Literature Reviews **Readings:** Chapter 2
_ _ /_ _ – _ _ / _ _	Assignments Due (See Canvas for Specific Dates): • TBD

Modules Seven and Eight

Module Dates	**Topic:** Literature Reviews & Theoretical (Conceptual) Frameworks **Readings:** Chapters 2 & 3 (Creswell & Creswell, 2017)
Module Dates	**Topic:** Reporting Research Results, Discussing Research Results, & Conclusion (Recommendations for Future Research and Practice) **Readings:** Chapters 8 & 9 (Creswell & Creswell, 2017)
_ _ /_ _ – _ _ / _ _	Assignments Due (See Canvas for Specific Dates): • TBD

Modules Nine and Ten

Module Dates	**Topic:** Literature Reviews, Theoretical (Conceptual) Frameworks, & Research Methods **Readings:** Chapters 2, 3, 8, & 9 (Creswell & Creswell, 2017)
_ _ /_ _ – _ _ / _ _	Assignments Due (See Canvas for Specific Dates): • TBD

Modules Eleven and Twelve

Module Dates	**Topic:** Research Methods & Reporting Research Results **Readings:** Chapters 8 & 9 (Creswell & Creswell, 2017)
_ _ /_ _ – _ _ / _ _	Assignments Due (See Canvas for Specific Dates): • TBD

Modules Thirteen and Fourteen

Module Dates	**Topic:** Research Methods, Reporting Research Results, & Discussing Research Results **Readings:** Chapters 8 & 9 (Creswell & Creswell, 2017)
_ _ /_ _ – _ _ / _ _	Assignments Due (See Canvas for Specific Dates): • TBD

Modules Fifteen and Sixteen

Module Dates	**Topic:** Introducing the Research **Readings:** Chapter 5 (Creswell & Creswell, 2017)
_ _ /_ _ – _ _ / _ _	Assignments Due (See Canvas for Specific Dates): • TBD

Online Discussions Grading Rubric

Each discussion topic is worth 100%. The number of points you earn is determined by following the Discussion Rubric below.

Discussion Rubric

Criteria	Exemplary (Demonstrates Mastery)	Meets Expectation (Demonstrates Proficiency)	Approaching (Needs Improvement)	Inadequate (Needs Significant Improvement)
Engagement (10%)	Contributes to the discussion on more than two days and responds to other posts using correct vocabulary. (10 Points)	Contributes to the discussion on more than one day and responds to other posts using correct vocabulary. (8 Points)	Contributes to the discussion on only one day and responds to other posts using correct vocabulary. (6 Points)	Fails to contribute to discussion or posts 'Great Idea' or 'I agree' without supporting statements using correct vocabulary. (4 Points)
Content Analysis (60%)	Posts show excellent evidence that main points were understood. (60 Points)	Posts show basic evidence that main points were understood. (48 Points)	Posts show little evidence that main points were understood. (38 Points)	Posts demonstrate no understanding of main points. (26 Points)
Etiquette (15%)	All interactions with others show respect and interest in the viewpoint for others. (15 Points)	Most interactions with others show respect and interest in the viewpoint for others. (12 Points)	Some interactions with others show respect and interest in the viewpoint for others. (8 Points)	Posts show disrespect for the viewpoint of others. (5 Points)
Quality of Writing and Proofreading (15%)	Posts are free of grammar, spelling, and punctuation errors. (15 Points)	Posts have very few grammar, spelling, or punctuation errors. (12 Points)	Posts have some grammar, spelling, and punctuation errors that distract the reader. (8 Points)	Posts have many grammar, spelling, and punctuation errors that distract the reader and do not demonstrate effective communication. (5 Points)
Total pts:	100%	80%	60%	40%

Criteria	Exemplary	Meets Expectations	Approaching	Inadequate
Research Question (Thesis) (10%) Content Analysis: Clarity of purpose; critical and original thought; use of examples	Research question (thesis) and purpose are clear to the reader. **(10 points)**	The research question (thesis) and purpose are fairly clear to the reader. **(8 points)**	The research question (thesis) and purpose are somewhat vague. **(6 points)**	The reader cannot determine the research question (thesis) & purpose. **(4 points)**
Introduction (3%) Essay Structure: Organization; Flow of thought; Transitions; and Format	Paper presents a logically organized introduction; includes a hook or an attention grabber that immediately draws in the reader; provides relevant context to the topic that directly relates to essay prompt and provides background knowledge to the topic and allows understanding of the relevance of the topic; introduces substantial evidence related to the essay prompt and explains the intent to how this evidence will be examined throughout the paper; the content included in the introduction has a strong correlation to the essay prompt that directly supports the thesis. **(3 points)**	Paper presents a logically organized introduction; provides relevant context to the topic that directly relates to essay prompt; introduces evidence intended to examine throughout the paper that directly supports a clear and concise thesis. **(2.4 points)**	Paper attempts to present a logically organized introduction; provides some relevant context to the topic that directly relates to essay prompt; does not include evidence intended to examine throughout the paper that directly supports a seemingly clear thesis. **(1.8 points)**	Paper neglects to present a logically organized introduction; provides no relevant context to the topic that directly relates to essay prompt; does not include evidence intended to examine throughout the paper that directly supports a clear and concise thesis. **(1.2 points)**
Literature Review & Theoretical (Conceptual) Framework (20%) Evaluation of Existing Studies: Define and clarify the problem; summarize prior research; identify relationships, contradictions, gaps & inconsistencies; suggestions for next steps and steps to solve the problem; appropriate use of a theoretical framework	Important issues or ideas were raised, which may not have been represented in the literature cited. The gaps in current knowledge were clearly identified, and significant directions and approaches that fill these gaps were identified. The literature review was clearly connected to the study's methodology and measures. The research design and method of analysis reflected a sophisticated understanding of the research problem. Subheadings were used effectively and transitions were provided between subheadings. Literature review was comprehensive and extensive. Don't overuse quotes. Identified and justified an appropriate theoretical (conceptual) framework that best enables the researcher to analyze the data. **(20 points)**	Related literature was credibly summarized. The gaps in current knowledge were identified, and directions and approaches that fill these gaps were identified. The literature review was connected to the study's methodology and measures. The research design and method of analysis were appropriate for the research problem. Sub-headings were effectively used to categorize related research. Literature review was comprehensive in both depth and scope. Don't over use quotes. Identified a theoretical (conceptual) framework that enables the researcher to analyze the data. **(16 points)**	Related literature was summarized. The gaps in current knowledge and approaches that fill these gaps were not always identified. The literature review was minimally connected to the study's methodology and measures. The research design and method of analysis were not implicitly connected to the research problem, but the reader identified some relevance. Related research was not always synthesized or integrated. Sub-headings were not always used or used correctly. Literature review was incomplete at times and did not always explore the depth and scope of the available literature. Quotations & paraphrases may be too long and/or inconsistently referenced. Identified a theoretical (conceptual) framework to analyze the data, but absent of justification; another framework may be more appropriate for the analysis of the data. **(12 points)**	Related literature was not always summarized. The gaps in current knowledge and approaches that fill these gaps were not identified. The literature review was not connected to the study's methodology and measures. The research design and method of analysis were not connected to the research problem. Related research was not synthesized or integrated. Sub-headings were not used or used incorrectly. Literature review was incomplete and did not explore the depth and scope of the available literature. Quotations & paraphrases may be too long, overused, and/or inconsistently referenced. Possibly uses source material without acknowledgment. Did not identify a theoretical (conceptual) framework that enables the researcher to analyze the data. **(8 points)**
Methodology & Results (15%) Research Design: Appropriate methodology; procedures; sample size, power, & precision; measures & covariates; research design	The methodology section clearly explained the purpose of the quantitative, qualitative, or mixed methods used. The study justified the specific approach for the research design and specified the reason for the technique and process used for data collection, and connected this information back to the literature review. The study's results were thoroughly and logically explained and directly related to the review of literature. The results were directly related to the research question(s) or hypothesis(es) and were reported in logical segments. Data tables were clearly labeled, accurate, and well designed for ease of understanding. For each analysis, the use of appropriate jargon, techniques, and procedures in the study occurred. The results section had maximum clarity. **(15 points)**	The methodology section implicitly explained the purpose of the quantitative, qualitative, or mixed methods used. The study may have justified the use of the specific approach for the research design and potentially specified the reason for the technique and process used for data collection. A connection back to the literature review justifying the research design was somewhat specified or implicit. The study's results section referenced the review of literature. The results were directly related to the research question(s) or hypothesis(es). The reporting of results followed a logical sequence. Data tables were clearly labeled and accurately reported the findings. For each analysis, the use of appropriate jargin, techniques, and procedures in the study occurred. The results section provided clarity. **(12 points)**	The methodology section may provided the purpose of the quantitative, qualitative, or mixed methods used, but not clearly understood. The study did not justify the use of the specific approach for the research design and/or the reason for the technique and process used for data collection. A connection back to the literature review justifying the research design was not definitively identifiable. The study's results section was not always supported by the literature review and only partially related to the research question(s) or hypothesis(es). There was not always a sequence to the reporting of the results and data tables lack clarity. **(9 points)**	The methodology section may provided the purpose of the quantitative, qualitative, or mixed methods used, but not clearly understood. The study did not justify the use of the specific approach for the research design and/or the reason for the technique and process used for data collection. A connection back to the literature review justifying the research design was not definitively identifiable. The study's results section was not always supported by the literature review and only partially related to the research question(s) or hypothesis(es). There was not always a sequence to the reporting of the results and data tables lack clarity. **(6 points)**
Discussion 25% Content Analysis: Clarity of purpose; critical and original thought; connection to the literature; use of examples	The discussion is supported by related literature, findings are compared and contrasted, and theoretical connections are made to your research results. Findings are interpreted using a minimal amount of technical jargon. Implications and future directions are identified. **(25 points)**	The discussion is supported by related literature and findings are compared and contrasted to other studies included in the review section. Findings are interpreted using some statistical jargon. Results are placed in context and implications for future research are identified. **(20 points)**	The discussion is not consistently supported by related literature. Findings are summarized, but not consistently interpreted (researcher simply repeats the findings from the results section in the discussion section). The discussion does not always seems to place the findings in context or include implications for future studies. **(15 points)**	The discussion is minimally supported by related literature. Findings are summarized, but not interpreted (candidate simply repeats the findings in the results section). The discussion fails to place the findings in context or include implications for future studies. **(10 points)**
Conclusion (8%) Essay Structure: organization; flow of thought; transitions; and format	Paper presents a strong and convincing conclusion supported by the evidence introduced throughout the paper; conclusion connects the evidence with the thesis of the paper. **(8 points)**	Paper presents a proficient conclusion with some support of the evidence presented throughout the paper; conclusion demonstrates a connection to the thesis though somewhat vague. **(6.4 points)**	Paper attempts to have a conclusion that supports the evidence presented throughout the paper; conclusion makes no connection to the thesis. **(4.8 points)**	Paper has no clear conclusion supported by the evidence presented in the paper; conclusion makes no connection to the thesis. **(3.2 points)**
Grammar & Usage (4%) Sentence structure; punctuation/mechanics	Manipulates complex sentences for effect/impact; no punctuation or mechanical errors. **(4 points)**	Use complex sentences; few punctuation or mechanical errors. **(3.2 points)**	Uses compound sentences; too many punctuation and/or mechanical errors. **(2.4 points)**	Uses simple sentences **(1.6 points)**
In-text Citations (10%) Reference Manual Guidelines: Proper use of references and citations; adherence to the appropriate manual guidelines for in-text citations	The proposal consistently models the reference manual's language and conventions used in the scholarly/professional literature appropriate for publication. Electronic sources were identified correctly within the document and on the reference list. Original sources were clearly identified and correctly cited in both the body of the text and the reference section. Et. al. was consistently used appropriately with no errors in the document. Reviewer found all cited sources on the reference list. **(10 points)**	While there may have been minor errors, conventions for reference manual's style and format were used consistently throughout the document. Less than two references in the document were not on the reference list or vice versa. The majority of electronic sources were cited correctly and could be found on the reference list. Et. al was consistently used appropriately with less than three errors in the proposal. Reviewer found minor inconsistencies between citing in the text and on the reference list. **(8 points)**	Consistent citing mistakes were made within body of the proposal including references in text but not on reference list and/or items on reference list and not cited in document (at least three). Electronic sources were incorrectly cited in the text and/or on the reference list. Et. al. was used incorrectly or inconsistently throughout the body of the document. Consistently, the reviewer had difficulty finding cited in text references on the reference list. **(6 points)**	Inconsistent citing mistakes throughout the paper including references in the text; Consistently, the reviewer had difficulty finding cited in-text references on the reference list. **(4 points)**
Manuscript Format (5%) Reference Manual Guidelines: Proper formatting of manuscript in accordance with the appropriate manual guidelines	Properly formatted cover page; properly formatted reference/bibliography page; included all required elements of a manuscript, including the proper use of headings and page numbers, as required by the appropriate manual guidelines with minimal to no errors. **(5%)**	Included cover page and properly formatted most of the content; included a reference/bibliography page and properly formatted most of the content, but some errors existed. **(4%)**	Included cover page but formatting had significant errors; included a reference/bibliography page but formatting had significant errors; used footnotes or in-text citations as detailed in the reference guide but had significant errors. **(3%)**	No cover page included; no reference/bibliography page included; consistent errors using footnotes or in-text citations as detailed in the reference guide. **(2%)**
Grade Total	100	80	60	40

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.