



SYLLABUS

NAVY 1302 – Seapower and Maritime Affairs SPRING 2024

Instructor: LT Kyle D. Brogdon, US Navy
Section # and CRN: P01/23294
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Office Hours: Mon – Fri 1000-1200, or by appointment
Mode of Instruction: In person

Course Location: Military ROTC Building, #115
Class Days & Times: T/R 08:00 - 09:20

Catalog Description: A survey of U.S. Naval History from the American Revolution to the present, with emphasis on major developments.

Prerequisites: NAVY 1301
Co-requisites: NONE

Required Texts:

1. Bradford, James C. *America, Sea Power, and the World*. Chichester, UK: Wiley Blackwell, 2016. (ASW)
2. Hagan, Kenneth J., and McMaster, Michael. *In Peace and War: Interpretations of American Naval History, 30th Anniversary Edition*. Westport, CT: Greenwood Press, 2008. (P&W)
3. Symonds, Craig L., and Clipson, William J. *The Naval Institute Historical Atlas of the U.S. Navy*. Annapolis, MD: Naval Institute Press, 2001. (HA)

Recommended Text: N/A

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Know the significant events in U.S. Naval history, to include: significant milestones in the evolution of the U.S. Navy and Marine Corps, prominent leaders and their contributions, the historical successes and failures of joint warfare, and the role U.S. Naval forces played in the national strategies and policies of the United States in both peacetime and war through the present day.		
2	Comprehend the historical evolution of seapower and its effects on world history, to include: the importance of power projection by seaborne forces and be able to cite historical examples, the significant historical developments of naval weapons systems, platforms, tactics, techniques, and procedures, and the importance of innovation on naval warfare.		
3	Comprehend current maritime strategy, to include: the relationship of sea power to national interests and maritime strategy in both peace and war, the impact and significance of geography and Sea Lines of Communication on maritime strategy and naval operations, the missions and functions of the U.S. Navy as described in maritime strategy, and the importance of a forward naval presence to maritime strategy through forward stationed and rotationally deployed forces.		
4	Know major aspects of the U.S. position on United Nations Convention on the Law of the Sea (UNCLOS) regarding territorial seas, contiguous zones, high seas and rights of innocent passage and the impact of UNCLOS on maritime strategy.		
5	Comprehend the importance of regional and cultural expertise/awareness to naval forces' ability to successfully plan, operate forward, and engage effectively and the importance of maritime partnerships and coalition operations.		
6	Comprehend the concept of "liberty as mission" as related to port visits, engagement, and theater security cooperation.		

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1) Participation	10%	100
2) Homework	30%	300
3) Research Paper (First and Final Drafts)	20%	200
4) Midterm Exam	20%	200
5) Final Exam	20%	200
Total:	100%	1000

Grading Criteria and Conversion:

- A 90 – 100
- B 80 – 89
- C 70 – 79
- D 60 – 69
- F Below 60

Quality of Work and Grading

A grade of *A* is earned for **exceptional** work. Students who earn grades of *A* are at the top of the class. A grade of *B* is earned for **good** work. Many students will earn *Bs* because not every student produces exceptional work—by definition. A grade of *C* is earned for inadequate work where important elements are missing or where substantial improvement is required. *Ds* and *Fs* are earned when it is evident there is no effort or understanding.

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
1. Participation	This graded section has two components. The majority of the first component is in-class participation with discussion. The second component, subject to instructor discretion, will be popup quizzes or current event assignments if deemed necessary.
2. Homework	The purpose of these assignments are to engage your thinking on topics correlating to the course's learning objectives, to prepare you for the next class lecture, and to guide your study toward the material found on the exams.
3. Quizzes	All quizzes will be conducted in class to assess student comprehension of the material presented during lecture as well as the required reading assignments. Open note quizzes will be at instructor discretion so as to encourage regular note taking inside and outside of the classroom.
4. Research Paper	Students will be required to write a paper on a topic of their choosing so long as it is relevant to U.S. Naval History and is approved by me in advance. Deadlines for topic selection, first draft, and final draft are provided below. Guidance on topic selection, writing style, and grading criteria will be discussed the first week of class.
5. Examinations	Examinations may consist of short essays, multiple choice, and/or fill in the blank. Clearly and concisely respond to the examination questions. Although not an English course, naval officers are expected to possess the ability to clearly express themselves. Therefore grammar, spelling, and punctuation are taken into consideration when determining your final grade on all written assignments.

Course Procedures or Additional Instructor Policies

Taskstream

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

Attendance

Attendance is mandatory. Absences may be excused with **prior** approval from the instructor for legitimate reasons and students must provide proof (doctor's note, obituary for death of family member, etc). If you are unable to obtain prior approval due to unforeseen circumstances, **contact me as soon as possible!** Midshipmen and civilian students with more than one unexcused absence or tardiness will receive a reduced grade. One unexcused absence will result in a warning. However, the second will result in a reduced grade. Midshipmen can also expect to be referred to the Unit chain of command for disciplinary action and/or a Performance Review Board for the second and subsequent absences.

Appearance and Military Conduct

Your personal appearance and conduct, both in uniform and in civilian attire, should be consistent with that of a prospective Naval or Marine Corps Officer. Professionalism will be expected in the classroom at all times. Civilian students are expected to adhere to societal norms for proper and respectable civilian attire. Failure to abide will result in being excused from the class until the deficiency is corrected. **NO SLEEPING IN CLASS.** If you are drowsy, go to the rear of the room and stand up.

Electronics Policy

Laptops are permitted so long as they are **ONLY** used for note taking. If anyone abuses this privilege, then note taking on laptops will be forbidden. Cell phones are **NOT** permitted and SHALL be placed on vibrate or silent. Additionally, **AUDIO AND VIDEO RECORDING IS STRICTLY PROHIBITED.**

Late Assignments

All assignments are to be submitted prior to the start of class on the dates indicated in the schedule. One full grade level will be deducted from assignments for each day an assignment is late, after 4 days late the assignment will be a 0. (**Note:** An assignment submitted even one second late is considered one day late.)

Extensions for Assignments

Extensions for assignments are *generally* not granted. When they are, it is for situations where something very significant has happened that the student could not have foreseen—for example, a very serious illness or a death in the immediate family.

Regrading of Quizzes, Assignments, and Exams

The regrading procedure is intended to correct *oversights* in grading. It is not intended as an opportunity to argue about each judgment made by the grader. Grading is inherently an imperfect process. Minor errors are sometimes made that *hurt* your score while others are made that *help* your score. In my experience, these errors balance out, but not surprisingly, students never argue to correct an error that was made in their favor.

Bottom Line: A regrade is conducted only when there is a clear and obvious oversight on the part of the grader. Oversights are simple mistakes made on the part of the grader and not a difference in the interpretation of the quality of a student's work. **Oversights include:** the grader skipped over a question on an exam, the total point value for a question is in error (e.g., the grader assigned a perfect score of 10 points for a question that was actually worth 15 points), or the points were simply added up incorrectly.

- You have 24 hours from when the quiz, assignment, or exam was returned to the class to request a regrade.
- Regrade requests must be submitted to an instructor via email with a clear justification for the request.

Textbooks

All required texts and handouts will be provided to you at no cost. If you are choosing to attend class virtually for the semester and are on an NROTC scholarship we can provide digital copies of class textbooks for your use, however, eBooks will not be provided for students who are attending virtually and not on an NROTC scholarship. These students will have to purchase class text in whatever format they may prefer. Supplemental reading materials will also be made available to you. You must return all items at the final class session or you will reimburse the NROTC unit for the cost of the books.

Reading Assignments

Reading assignments are to be completed **prior** to the class for which they are assigned. The reading assignment provides a basic background for the material presented in class and a failure to complete the reading will significantly reduce the effectiveness of the available classroom time and your understanding of the material. Any material from the reading assignments may appear on the exams, even if it is not specifically covered in class.

Additional Resources

In addition to the texts that are issued to you as part of this course, handout readings or website links may be assigned for reading. Additionally, there are a number of other resources that you may find useful during your studies. I will make these resources available to you as the course progresses.

Semester Topics

Section	Topic	Lessons Covered
1	Historical Need for a Naval Fighting Force	1-4
2	Rise of the American Navy	5-7
3	World War I: Entering the World Stage	8-9
4	World War II: Divided Naval Fronts	10-12
5	The Cold War and Collapse of the Soviet Union	13-15
6	Modern Maritime Affairs	16-18

Semester Calendar (subject to change)

Date	Lesson	Lecture Content
16 JAN	0	Inclement Weather (NO CLASS) – Review Syllabus and Class Policies
18 JAN	1	Course Intro / Competing Naval Strategies in the American Revolution
23 JAN	2	Competing Naval Strategies in the American Revolution (Cont.)
25 JAN	3	U.S. Navy in the Napoleonic Era, (Barbary Wars and the War of 1812)
30 JAN	4	Early American Power Projection
01 FEB	5	Two American Navies of the Civil War
06 FEB	6	19th Century Developments in Naval Technology & Early Developments of Naval Strategy
08 FEB	7	20th Century Imperialism & the Road to World Wars
13 FEB	8	World War I
15 FEB	9	The Interwar Years & MIDTERM REVIEW
20 FEB		Study Day (NO CLASS)
22 FEB		MIDTERM
27 FEB	10	World War II: Atlantic Campaign & Pacific Campaign Part One
29 FEB	11	World War II: Pacific Campaign – Part Two
05 MAR	12	World War II: Pacific Campaign – Part Three
07 MAR		Study Day (NO CLASS)
12 MAR		Spring Break (NO CLASS)
14 MAR		Spring Break (NO CLASS)
19 MAR	13	The Early Cold War and the Strategy of Containment
21 MAR	14	U.S Navy in Vietnam and the Naval Retrenchment
26 MAR	15	Collapse of the Soviet Union & The Gulf War
28 MAR	16	Modern Naval Challenges: Russian Federation Navy & An Analysis of the Ukraine Conflict
02 APR	17	Modern Naval Challenges: China & The People’s Liberation Army Navy
04 APR	18	Modern Naval Challenges: The Islamic Republic of Iran
09 APR		FINAL REVIEW
11 APR		Study Day (NO CLASS)

16 APR		FINAL EXAM
18 APR		Flex Day (NO PLANNED CLASS)
23 APR		Flex Day (NO PLANNED CLASS)
25 APR		Flex Day (NO PLANNED CLASS)

Semester Weekly schedule (Subject to Change)	
Week One:	Lesson 1
Lectures:	T – 16 Jan: Inclement Weather – No Class R – 18 Jan: Course Introduction and Expectations & Intro to Competing Naval Strategies in the American Revolution
Reading(s):	T – None R – Academic Integrity Module
Week Two:	Lessons 2 & 3, Homework 1 & 2
Lectures:	T – 23 Jan: Competing Naval Strategies in the American Revolution (Cont.), American Revolution Review Video R – 25 Jan: U.S. Navy in the Napoleonic Era, 1783-1815 (Barbary & War of 1812)
Reading(s):	T – P&W Ch. 1, ASW Ch. 2, & HA pg. 3-20 (HW 1 DUE) R – P&W Ch. 2 & Skim Ch. 3, ASW Skim Ch. 3 & Read Ch. 4, & HA read pg. 26-33 (skim pg. 23-25 & 34-55) (HW 2 DUE)
Week Three:	Lessons 4 & 5, Homework 3 & 4
Lectures:	T – 30 Jan: Early American Power Projection, 1815-1860 R – 01 Feb: Two American Navies of the Civil War, 1861-1865
Reading(s):	T – P&W Ch. 4 & 5, ASW Ch. 5, HA pg. 57-75 (HW 3 DUE) R – P&W Skim Ch. 6 & 7, ASW Ch. 7 & 8, HA pg. 77-102 (HW 4 DUE)
Week Four:	Lessons 6 & 7, Homework 5 & 6
Lectures:	T – 06 Feb: 19 th Century Developments in Naval Technology & Early Developments of Naval Strategy, 1865-1898 R – 08 Feb: 20 th Century Imperialism & the Road to World Wars, 1898-1914
Reading(s):	T – P&W Skim Ch. 8 & 9, ASW 6 & 9, HA pg. 105-109 (HW 5 DUE) R – P&W Skim Ch. 10, ASW Ch. 10, HA pg. 110-111, 114-115, 119-125 (HW 6 DUE)
Week Five:	Lesson 8 & 9, Homework 7 & 8, Midterm Review
Lectures:	T – 13 Feb: World War I, 1914-1918 & WW1 Review Video

	R – 15 Feb: The Interwar Years, 1919-1941 & Midterm Review
Reading(s):	T – **RESEARCH PAPER TOPICS DUE ** P&W Ch. 11, ASW Ch. 12, HA pg. 125-133 (HW 7 DUE)
	R – P&W Ch. 12, ASW Ch. 13, HA pg. 132-135 (HW 8 DUE)
Week Six:	MIDTERM EXAM
Lectures:	T – 20 Feb: Study Day (No Class) R – 22 Feb: Midterm Exam
Reading(s):	T – None R – None
Week Seven:	Lesson 10 & 11
Lectures:	T – 27 Feb: World War II: Atlantic Campaign & Pacific Campaign R – 29 Feb: World War II: Pacific Campaign, 1941-1945 – Part Two
Reading(s):	T – ASW Ch. 14, P&W Ch. 13, HA pg. 137-141, 156-161, & 172-176, & Navy Leader Development Framework, “The Charge of Command” pg. 1 (provided by LT Brogdon) R – P&W Ch. 13, ASW Ch. 15-17, & HA pg. 142-155, 162-171, & 176-189
Week Eight:	Lesson 12 & FIRST DRAFT DUE
Lectures:	T – 05 Mar: World War II: Pacific Campaign, 1941-1945 – Part Three & WW2 Review video R – 07 Mar: Study Day (No class)
Reading(s):	T - None R – ***FIRST DRAFT RESEARCH PAPER DUE***
Week Nine:	Spring Break
Lectures:	T – 12 Mar: No Class R – 14 Mar: No Class
Reading(s):	T - None R - None
Week Ten:	Lessons 13 & 14, Homework 9 & 10
Lectures:	T – 19 Mar: The Early Cold War, 1945-1953 & Naval Actions in the Strategy of Containment, 1953-1964 R – 21 Mar: U.S. Navy in Vietnam and Limited War, 1964-1975 & Naval Retrenchment & Buildup, 1974-1980
Reading(s):	T - P&W Ch. 14, 15, 16, ASW Ch. 18, 19, 20, HA pg. 191-215, (HW 9 DUE) R - P&W Ch. 17, ASW Ch. 21, & HA pg. 217-225 (HW 10 DUE)

Week Eleven:	Lessons 15 & 16, Final Draft Research Paper Due
Lectures:	T – 26 Mar: Soviet Collapse, 1974-1991 & The Gulf War R – 28 Mar: Modern Naval Challenges: Russian Federation Navy
Reading(s):	T – ***FINAL DRAFT RESEARCH PAPER DUE*** R – ASW pg. 323-333, ONI: The Russian Navy, A Cooperative Strategy for 21 st Century Seapower (Provided by LT Brogdon)
Week Twelve:	Lessons 17 & 18
Lectures:	T – 02 Apr: Modern Naval Challenges: China & The People’s Liberation Army Navy, PLA(N). R – 04 Apr: The Islamic Republic of Iran - A Tale of Two Navies
Reading(s):	T – P&W pg. 289-293, ASW pg. 343-354, Navy Maritime Strategy & A Design for Maintaining Maritime Superiority, ONI: China & The People’s Liberation Army Navy, PLA(N) (Provided by LT Brogdon) R – ASW pg. 343-354, ONI: Iranian Naval Forces (Provided by LT Brogdon)
Week Thirteen:	Final Review & Study Day
Topic Description	
Lectures:	T – 09 Apr: Final Review R – 11 Apr: Study Day (No class)
Reading(s):	T – None R – None
Week Fourteen:	
Lectures:	T – 16 Apr: ***FINAL EXAM*** R – 18 Apr: Flex Day (no planned class)
Week Fifteen:	
Lectures:	T – 23 Apr: Flex Day (no planned class) R – 25 Apr: Flex Day (no planned class)

Student Support and Success

John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Phone: 936-261-1500; Website: [J. B. Coleman Library](#).

Academic Advising Services

Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect

academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when the student is unsure of the best resource for their needs. Some students are supported by faculty advisors in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. You can find your advisor's location by academic major at the [Academic Advising Website](#), Phone: 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 is offered face-to-face in the [UTC, in virtual face-to-face sessions](#), and through [online sessions at PVPlace](#). Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; Website: [University Tutoring Center](#).

The Writing Center

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

Academic Early Alert

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

Student Counseling Services

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

Office of Testing Services

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

Office of Diagnostic Testing and Disability Services

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of

request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hardware and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: [Disability Services](#).

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assisted and 2-way video course delivery. For more details and contact information, visit: [CIITS Student Webpage](#); Phone: 936-261-3283.

Veteran Affairs

Veteran Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Website: [Veteran Affairs](#).

Office for Student Engagement

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

Career Services

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

University Rules and Procedures

Academic Misconduct (See Student Planner)

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Planner, especially the section on academic misconduct (see *University Administrative Guidelines on Academic Integrity*). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the PVAMU Undergraduate Catalog, Graduate Catalog, and the Student Planner, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed or to have attempted to commit the following academic misconduct may also be subject to disciplinary review and action as outlined in the PVAMU Student Planner.

Forms of Academic Dishonesty:

1. **Cheating:** Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher.
2. **Plagiarism:** Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the Internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to

acknowledge the use of another's words with quotation marks.

3. **Multiple Submission:** Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.
4. **Conspiracy:** Agreeing with one or more persons to commit an act of academic/scholastic dishonesty.
5. **Fabrication of Information/Forgery:** Use or submission of contrived, invented, forged, or altered information in any assignment, laboratory exercise, or test; tampering with or production of a counterfeit document, particularly documents which make up the student's academic record. Examples: making up a source or citing nonexistent publication or article; representing made up data as real for an experiment in a science laboratory class; forging a change of grade or student withdrawal record; falsifying any document related to a student academic exercise.

Nonacademic Misconduct (See Student Planner)

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

Sexual Misconduct

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

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Disability Services or the Dean of Students' Office for additional information and to request accommodations. More information can be found at this [webpage](#).

Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity in its programs and activities. The University is committed to supporting students and complying with the Texas A&M University System 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 936-261-1744 or 1792.

Class Attendance Policy (See Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic

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

Student Academic Appeals Process

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

Technical Considerations

Minimum Recommended Hardware and Software:

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

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

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

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

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

Netiquette (online etiquette):

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

Video Conferencing Etiquette

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

Technical Support

Students should visit <https://www.pvamu.edu/its/student-services/> for technical support, tutorials, and FAQ for the wide array of technology services provided by the university. The helpdesk can be accessed via <https://www.pvamu.edu/its/support-services/helpdesk/>. Students should go to the [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services (CIITS) at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

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

Discussion Requirement

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

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

COVID-19 Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the COVID-19 pandemic, Prairie View A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- **Self-monitoring** - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.
- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain.
- **Physical Distancing** - Physical distancing must be maintained between students, instructors, and others in course and course-related activities.
- **Classroom Ingress/Egress** - Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Students should leave classrooms promptly after course activities have concluded, should not congregate in hallways and should maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- **Face-to-face Class** - To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office for Student Conduct for adjudication. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- **COVID-19 Guidelines for Student Conduct Adjudication** - The mandatory COVID-19 Training/Certification taken by all students serves as the 1st Warning for violation of COVID-19 Guidelines.

- 1st incident: upon review of Incident Report and finding of responsibility — Conduct Probation
- 2nd incident: upon review of Incident Report and finding of responsibility — Suspension
- Consult the Code of Student Conduct in the Student Planner or [Student Conduct website](#) for additional information on Conduct Probation and Suspension.

Personal Illness and Quarantine - Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.