NURS 4301 Introduction to the Research Process
Spring 2024 M02

Course Information	Information
Instructor:	Mona Hassan, PhD, RN
Section # and CRN:	M02 CRN# 24333
Office Location:	College of Nursing Office #1074
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Office Hours:	Office Hours: Mondays, 8:00 am. – 12:00 pm. Wednesdays 8:00 to 12:00 pm (by appointment)
Mode of Instruction:	Face-to-Face
Course Location:	College of Nursing #1104
Class Days & Times:	Fridays 8:30 am – 11:20am.
Catalog Description:	**NURS 4301 Introduction to the Research Process: 3 semester hours**. This course discusses basic research methodology and its application to the practice of nursing
Prerequisites:	Complete Semester II; Psychology 2613; Speech 1003; Nursing 3174; and Nursing 3003
Co-requisites:	None
Required Text(s):	Fain, J. A. (2021). Reading, understanding, and applying nursing research. 6th ed. FA Davis. ISBN: 978-1719641821 Publication Manual of the American Psychological Association (2020). 7th ed. Washington, DC ISBN: 978-1433832161
Recommended Text(s):	**Nursing Research-Methods and Critical Appraisal for Evidence-Based Practice (10th. Edition).** ISBN: 9780323762915 Authors: LoBiondo-Wood, G. & Haber, J. (2022). **Statistics for Nursing Research (3rd Edition).** ISBN: 9780323654111 Author: Grove, S. K., & Cipher, D. J. (2020).

Course Learning Objectives

Baccalaureate Program Objectives (Outcomes):

	Upon successful completion of this course, students will be able to:	Program Learning Outcome# Alignment	Core Curriculum Outcome Alignment
1	Integrate biological, psychological, sociocultural, and spiritualtheories from the humanities and sciences as they relate to teaching/learning in healthcare.	1	POC, COC
2	Utilize the nursing process in a variety of nursing roles and settings to promote, maintain, and restore health for individuals, families,groups, and communities.	2	POC, COC,MOP
3	Integrate critical thinking, problem solving, communication, andleadership skills within a professional nursing practice setting.	3	POC, COC,MOP
4	Apply information and health care technology in the delivery ofinnovative nursing care for diverse populations.	4	POC, COC
5	Collaborate with other health care professionals to design andimplement health teaching to ensure effective care.	5	POC, COC,MOP
6	Incorporate research findings for nursing practice to performevidenced based nursing practice.	6	POC, COC
7	Assume ethical responsibility and accountability for nursing practice,community service, professional growth, and development.	7	POC, MOP,COC

Source: **PVAMU: College of Nursing Undergraduate Student Handbook 2015-2017**

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Describe the steps of the research process.	POPCC, MOP	DECS I-II; AACN I-III, V-IX.
2	Use knowledge related to nursing, the sciences, and humanities to develop a literature review.	POPCC	DEC I-IV; AACN I, VI-VII, & IX.

3	Use critical thinking skills to make decisions to identify researchable problems.	PSA	DEC II-IV; AACN II, V-IX.
4	Use information technology to prepare a research presentation on a health problem that is encountered by clients from diverse populations.	MOP	DEC II & III: AACN I, IV-V; VII-IX.
5	Collaborate with a principal investigator in the implementation of a research project	MOP	DEC II & III: AACN I-II, V-VII, & IX
6	Explain the research role and responsibilities of the nursing profession.	MOHCT	DEC I & III; AACN I-III.
7	Identify legal, ethical, and moral considerations involved in conducting research.	PSA	DEC I& III; AACN III, V-Viii

Guidelines for Instruction:

Texas Board of Nursing (BON) Differentiated Essential Competencies (DECs) Fall 2011:
I. Member of the Profession (MOP)
II. Provider of Patient-Centered Care (POPCC)
III. Patient Safety Advocate (PSA)
IV. Member of the Health Care Team (MOHCT)

American Association of College of Nursing (AACN) Nine Essentials (2008):
Essential I. Liberal Education for Baccalaureate Generalist Nursing Practice
Essential II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
Essential III. Scholarship for Evidence-Based Practice
Essential IV. Information management and Application of Patient Care Technology
Essential V. Health Care Policy, Finance, and Regulatory Environments
Essential VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
Essential VII. Clinical Prevention and Population Health
Essential VIII. Professionalism and Professional Values
Essential IX. Baccalaureate Generalist Nursing Practice

References

American Association of Colleges of Nursing (AACN) The Essentials of Baccalaureate Education for Professional Nursing Practice (2021). Retrieved from **https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf**

Texas Board of Nursing Differentiated Essential Competencies of Graduates of Texas Nursing Programs (Fall 2011). Retrieved from

Major Course Requirements

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

Grading Matrix

Instrument	Value
Research Project	60%
Assignments, Quizzes, Activities	15%
Exam (Midterm and Final)	25%
Total	**100%**

Method of Determining Final Course Grade:

Research Project   Value

- PowerPoint Presentation
  10%
- Poster Presentation
  10%
- Research Proposal
  15%
- CITI certification, Discussions, Literature Review, Peer Evaluation (individual)
  25%

Assignments, Quizzes, Activities

- Class Activities, Article Critique, and Quizzes (individual)
  15%

Exams

- Two exams   25%

Total   **100%**

Grading Criteria, Rounding Clarification, and Conversion:
 A = 90 - 100
 B = 81 – 89
 C = 75 - 80
 D = 65 - 74
 F = 64 and below

The rounding policy of the College of Nursing is as follows:
 1. Exam/ presentations/ class activities/ assignments will be shown in canvas gradebook to the 100th place as applicable by the scoring related to the number of graded items.
 2. The final grade for the course will also be reflected to the 100th place. However, the course letter grade will be based on rounding as described below:

 A = 90 (89.5) – 100
 B = 81 (80.5) – 89
 C = 75(74.5) -- 80
 D = 65(64.5) – 74
 F= below 64.5
 I = Incomplete
 W = Withdrawal

 Rounding clarification:
 A. Grades will be rounded only at the end of the course.
 B. Rounding will be used for the final course grade based on the .5 and above rule.
    Example: an 89. 45 is a B; an 89.50 is an A; a 74.49 is a D; a 74.5 is a C.

If a student has stopped attending the course (i.e. "stopped out") at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams and performed below the grade level of a D, a grade of FN (failed-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, but performed below the grade level of a D, a grade of F will be assigned for the final course grade

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
Discussions (10%)	Participation in the discussion forum
Class Activity (5%)	Participation in class activities
Article critique (5%)	Research Article will be provided by instructor for you to evaluate the quality of the research study
Peer evaluation (5%)	An individual assignment to evaluate and appraise the performance of the group members
Quizzes (5%)	Quizzes cover text chapter readings, PowerPoint slides, class activities, and course assignments
CITI Certificate (5%)	An individual assignment that is to be completed online
Literature Review (5%)	An individual assignment that is to be submitted
PowerPoint Presentation (10%)	Group assignment that is due during the semester. PowerPoint slides should contain a different slide for every section of your proposal.
Poster Presentation (10%)	Group assignment that is due on a specified day (TBA) during the semester.
Written Research Proposal (15%)	Group assignment that is due during and near the end of the semester
Exams (25%)	Exams covers text chapter readings, Power Point slides, class activities, and course assignment.

Course Procedures or Additional Instructor Policies
Grading Contract

What is required for an "A" grade:
• Attendance at the class sessions (see the calendar)
• Participation: Showing up to class having done the reading or prepared any other materials, with notes, comments, and questions ready.
• Contributing (both by listening and sharing your thoughts) to group discussions in a generous and thoughtful way.
• Writing thoughtful and introspective self and course evaluations (mid-semester and end-of-semester).
• Submitting thoughtful, well-written work (see each assignment description for specific expectations).
• Complete all assignments and submit them on time.

What is required for a "B" grade:
• Make sure you read the "A" grade expectations first
• Attendance at most class sessions.
• Participation: at the very least, participate in group discussions and show up having done the reading/prepared the day's materials.
• Writing thoughtful and introspective courses and self-evaluations (mid-semester and end-of-semester).
• Submitting thoughtful, well-written work. But may not be as professional and rigorous as "A" projects. However, they may be less deeply engaged with course material or less rigorously executed than those meeting the "A" standard.
• Attendance at most class sessions.
• Complete and submit all assignments on time, but you may have only one late assignment.

What is required for a "C" grade:
• Make sure you read the requirements for "A" and "B" grades first.
• Attendance at most class sessions.
• Complete most of your courses and self-evaluations.
• Submit the course assignments. However, they may be less deeply engaged with course material or less rigorously executed than those meeting the "B" standard.
• Complete your final project, meeting most of the requirements for this assignment.

Semester Calendar

Week

Week one: F. Course Orientation (Review the syllabus and Course Expectations)
Readings   F. Integrating research , Evidence Base, hypothesis, and research questions
          F. Text Chapters: and the related resources (1-2)
Assignment (s):   S. Individual and group assignments

Week Two:
Topic Description   F: Research Process and EBP
Readings   F. Text Chapters:3-4
Assignment (s):   S. Individual and group assignments

Week Three: F: Theories and conceptual models
Readings   F. Text Chapters:5-6
Assignment (s)   S: Individual and group assignments

Week Four:
Topic Description   F. Sampling and Hypothesis
          F. Text Chapters. 7-8
Readings: S. Individual and group assignments
Assignment (s):

Week Five:
Topic Description   F. Research designs
Readings: F. Chapters: 9-10
Assignment (s):   S. Individual and group assignments

Week Six :
Topic Description   Revision and Chapter 12
 Readings   S. Individual and group assignments
 Assignment (s):

Week Seven:
Topic   F. Midterm exam
Description   F. Individual Group Meetings
Assignment (s):   S. Individual and team assignments

Week Eight:
Topic
description
Readings**:**   F. Data analysis and instruments

F. Text Chapters 11-12

Assignment (s):   S. Individual and team assignments

Week Nine: F. No Class
Assignments   S. Individual group assignments

Week Ten: F. Findings and Research critique
Readings   F. Text Chapters 13, 14, 15
Assignment (s)   S. Individual and group assignments

Week Eleven: F. Project presentations
Assignments (s)   S. Individual and group assignments

Week Twelve: No Class
Assignment (s)   S. Individual and group assignments

Week Thirteen   Practice on Poster Presentations
                       S. Individual and group assignments

Week Fourteen   M. Poster Day
                       S. Individual and group assignments

Week Fifteen   F. Revision
                       S. Individual and group assignments

Week Sixteen   F. Poster Day and Final Exam

Schedule Subject to Change

<div align="center">**Course Procedures or Additional Instructor Policies**</div>

Communication

>All course emails must be sent through Canvas (no exceptions). The email will be responded to 24 hours after receipt Monday – Friday and 48 hours (Saturday – Sunday). For the team project/assignment, keep in mind that any email sent after 5 pm will be responded to on the next business day. When sending emails regarding group work, please include all group members. This will prevent multiple duplicate emails. Please do not send multiple emails; this will delay response time..

Submission of Assignments

Students must complete all classroom assignments and meet all deadlines as scheduled. No make-up assignments will be given for quizzes or daily classroom activities missed. Permission to submit past due assignments must be obtained from the instructor within one week of the original due date. **Late assignments will receive a 10 point deduction per day and will be accepted up to 2 days past the due date (maximum 20 points deduction). Any assignment received after 2 days, will receive a grade of zero "0".** *Unexcused absences for assignments and quizzes will result in a grade of "0".*

Exam Policy

Exams should be taken as scheduled. CON Missed Exam policy. Should an exam be missed for a *University Excused Absence*:

- Students should notify faculty of absence prior to the scheduled exam date and time.
- Notification in itself does not indicate acceptance of the excuse; the excuse must be one as described in the University Handbook with qualifying documentation.
- The College of Nursing will have a designated date during the week of final exams for missed exams. *The designated date during the final exam week.*
- If more than one course exam is missed during the semester, all exams will be administered on the designated missed exam date.
- If the *final exam* is missed for a University Excused Absence, the exam will be administered on a date/time mutually agreed upon between the faculty and student.
- There is no make-up for unexcused absences. Unexcused missed absences will result in a grade of "0".

Pregnancy

Students who are pregnant or planning to become pregnant, must submit immediate notification of pregnancy bycompleting the "Pregnancy Disclosure" form located at the College of Nursing in Office 1158 or Office 1214.

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

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

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
The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the

course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the OTS – Proctoring Service website. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Testing Website

Office of Diagnostic Testing and Disability Services
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Disability Services Website

Center for Instructional Innovation and Technology Services (CIITS)
Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit CIITS Student Website. Phone: 936-261-3283 or email: ciits@pvamu.edu.

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

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

Center for Careers & Professional Development

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

University Rules and Procedures

Academic Misconduct

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the Academic Integrity webpage. Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

1. Cheating: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;

2. Plagiarism: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or

paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;

3. <u>Collusion</u>: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;

4. <u>Conspiracy</u>: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and

5. <u>Multiple Submission</u>: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

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

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

Sexual Misconduct
Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like

assistance or have questions, they may contact the Title IX Coordinator, Dr. Zakiya Brown, at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at Title XI Website, including confidential resources available on campus.

Protections and Accommodations for Pregnant and Parenting Students
The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at titleixteam@pvamu.edu. Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

Non-Discrimination Statement
Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109, or by phone at 936-261-1744 or 1792.

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

Makeup Work for Legitimate Absences
Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is **excused**, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-

sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

Absence Verification Process
All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation, for review and verification. Please use the [Online Reporting Forms](#) to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: deanofstudents@pvamu.edu or phone: (936) 261-3550 or Office for Student Conduct via email: studentconduct@pvamu.edu or phone: (936) 261-3524.

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

Technical Considerations
Minimum **Recommended Hardware and Software:**
- Intel PC or laptop with Windows 10 or later version; Mac with OS Catalina
- Smartphone or iPad/tablet with wi-fi*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

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

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

Participants should have a basic proficiency of the following computer skills:
- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)

- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software (Zoom)

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

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

Technical Support
Students should go to [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.
Communication Expectations and Standards
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

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

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

COVID-19 Campus Safety Measures

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

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