PSYC 2308 General Psychology
Spring 2024

Instructor:.	Dahl Rollins, Ph.D., Licensed Psychologist, LSSP
Section # and CRN:	PSYC 2308-Z01

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Office Hours:	W/F 4:30pm – 8:30pm
Mode of Instruction:	Asynchronous/virtual

Course Location:	Asynchronous/virtual
Class Days & Times:	Asynchronous/virtual
Catalog Description:	This course surveys the content, theories and methods used by developmental psychologists to study child and adolescent development. Topics covered will include conception, genetics, prenatal development and physical, motor, perceptual and social development from infancy to early adolescence. Theories of social and cognitive development will be covered.

Prerequisites:	PSYC 2301
Co-requisites:	None.

Required Text:	Rathus, S.A.,(2022). Child and Adolescence: Voyages in Development. Cengage: 7th edition

This course requires an online learning platform called *MindTap*. Follow the instructions below to get started.

Register for your MindTap Course
1. 1. Use the course registration link https://student.cengage.com/course-link/MTPNP8B39Z0Z
2. 2. Follow the instructions on screen to create your Cengage account and register for this MindTap course.
3. 3. Begin your temporary access* period.

Need help? Visit the Cengage Start Strong Website (https://startstrong.cengage.com) for step-by-step instructions.

*Temporary Access: You can access your *MindTap* course until 6:00 AM (UTC) on 1/30/2024 for free. At the end of the temporary access period, you will be prompted to purchase access. Your work will be saved and will be available to you again once you've completed your purchase.

The materials required for this class and any others using Cengage products are included in ONE Cengage Unlimited subscription. For $129.99 per semester, you get access to ALL your Cengage online textbooks, and access codes, in one place. Download the free ***Cengage Mobile App*** to get your Cengage Unlimited online textbooks and study tools on your phone. Ask for Cengage Unlimited in the bookstore or visit **cengage.com/unlimited**.

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Understand the cognitive, social, emotional, and biological changes that occur during childhood.	1	Communication Critical Thinking
2	Understand how research is conducted with infants and children.	1	Critical Thinking
3	Be able to identify the major theories of child psychology and apply them to the changes that occur during childhood.	1	Communication Critical Thinking
4	Be able to apply knowledge of development to real world issues.	1	Critical Thinking Social Responsibility
5	Be able to critically analyze and discuss current research in child psychology.	1	Communication Critical Thinking

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
Exam 1	100	16.67%
Exam 2	100	16.67%
Exam 3	100	16.67%
MindTap chapter assignments 10 at 20pts	200	16.67%
Discussion Posts (5 at 10pts each)	50	16.67%
Child Psychology Paper	100	16.67%
Total:	650	**100 %**

Grading Criteria and Conversion:

A = 100 – 90pts; 650-586

B = 89 – 80pts; 585-522

C = 79 – 70pts; 521-458

D = 69 – 60pts; 457-394

F = 59 pts or below; 393 or below

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
Three Examinations (3)	Each examination will have approximately 20-30 questions (more if cumulative). The questions will be a mixture of multiple choice, true/ false, short answer, matching and/or short essay items. Please make every attempt to complete exams on time. There will be no make-ups except in cases of a documented emergency (see Student Handbook). Expect such tests to be more challenging than regularly scheduled exams.
Chapter Reading Assignments (MindTap)	Cengage's MindTap activities for each chapter will consist only of the Mastery and Review Chapter Quiz for select chapters within 1-16. Other activities will not be included in the grading. There will be 10 sections to complete at 20 points each. You will access MindTap for the activities listed for a grade.
Discussion posts (5)	There are discussion forums in some weeks of the course. Class discussions are a vital part of this course. They allow us to engage in a rich, meaningful dialogue about the topics we cover and provide the opportunity to understand others' perspectives while better understanding (and questioning) our own. Discussions also allow us to incorporate current topics, personal experiences, and material from other courses into the fabric of the course. On Thursdays (or before), you will be required to leave comments and class members will be able to respond to one another to create an ongoing discussion thread. You will receive points for your own post as well as your comments on classmates' posts. **Your initial post is Due by 11:59pm on Thursdays.** You may continue to comment/discuss throughout the week.

In order to make the most out of each class's discussion, it is imperative you read the material for each week before class so that you may bring any questions or ideas you have to class for discussion. We will be covering several sensitive topics, so please be reminded that discussions should remain respectful and should not be intended to

bring about harm to another person.

Posts/responses need to be well-written with at least 5-7 sentences, reflecting your course learning. A score of 10 = well-written, applies course knowledge, demonstrates depth of thought; 7 = adequately written (few errors), demonstrates some basic course knowledge, fair level of thought; 5-0points = no response or no functional response. **For credit, you must post your original response.**

Child Psychology Paper   Child Psychology Investigation Paper- A focus of this course is on questioning common development theories and parenting tips or advice. Some of the most popular ideas about parenting or about how children develop have little to no research validity, while others are well documented to be true and very helpful to parents and those working with children. For this paper students will investigate 1-2 questions of your choice in an attempt to answer these questions with a "yes" or "no."

Papers must contain recent, relevant, empirical research that is critiqued and cited in the most current APA format. At least 3 references in this paper need to be peer-reviewed journal articles. The research paper should be a minimum of 3-5 pages (not including title page, abstract, and reference page). Further explanation of expectations will be posted and a grading rubric will be posted by 2/15
• This paper is due to the instructor April 12. Students may turn in papers prior to the due date. Papers will not be accepted after the due date. Exceptions will only be made in extenuating circumstances and at the discretion of the instructor.

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.

NOTE: Syllabi subject to change with advance notice.

Late assignments are discouraged and may result in a grade penalty.

Extra Credit: There are **no** extra credit assignments.

Incompletes are rarely given. Please see the university handbook for the university policy on the assignment of "incomplete" grades. NOTE: Students who have a failing average in a course cannot receive an incomplete grade.

Academic misconduct: (e.g. plagiarism, cheating) [see Student Handbook] will not be tolerated!!! Anyone caught engaging in any such activities – FAILS the course!!! Having an electronic device on during a closed book examination will result in an assumption of cheating and an "F" in the course. The department demands persons of impeccable integrity.

* **If you encounter problems in meeting any of these requirements, do not hesitate to contact me.**

This is a face to face course with online content for assignments and tests. To succeed and gain the most benefit in an online class, you must be very organized, motived and time oriented. You will need to purchase the required textbook by the first day of the course. Other course materials are available via Canvas (eCourses). Regular internet access is essential for successful completion of the course.

The typical class structure will include:

- Readings
- PowerPoint Slides
- Online discussions
- Short Videos

- Exams and Assignments

Course Communication

I will be communicating with you regarding grades and assignments. If you need to reach me, the best method is via email. Generally, I will reply to emails within 24 hours and will provide feedback on assignments within 72 hours.

Announcements will be posted to this course whenever necessary. If there is any other information, I think is important I will send it to your email address that is provided to me. It is your responsibility to ensure that your email account works properly in order to receive email.

All course deadlines are listed in Central Time Zone and eCourses will record all deadlines in this time zone.

Submission of Assignments:
Written assignments should be typed, double-spaced and in APA format per the 6th edition of the manual. Assignments are due as indicated. They may be required to also be submitted electronically into an electronic program – to be announced. Late penalty = 3% points off the final grade.
Formatting Documents:
Microsoft Word is the standard word processing tool used at PVAMU. If you are using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Semester Calendar

Week One: Jan 16 – Jan 21   Course Introduction and Overview
Topic Description

Review "Welcome" section
Read syllabus
Jan 21: Complete Introduction forum post which includes introducing yourself. (Introduction Discussion)

Readings: Chapter 1

Week Two: Jan 22 – Jan 28   Heredity and Conception
Topic Description   Prenatal Development

Readings: Chapter 2 and 3

Week Three: Jan 29 - Feb 4   Birth and the Newborn baby
Topic Description

Complete Mind Tap activities

Readings: Chapter 4

Complete Discussion 1 Forum
        posts **due by Thursday**

Week Four: Feb 5 - 11   Infancy: Physical and Infancy: Cognitive
Topic Description

Complete Mind Tap activities

Readings: Chapter 5 and 6

Exam 1: Available on Canvas

Week Five: Feb 12 - 18   Infancy: Social /Emotional
Topic Description

Complete Mind Tap activities

Readings: Chapter 7

Complete Discussion 2 Forum
        posts **due by Thursday**

Week Six: Feb 19 - 25   Early Childhood: Physical
Topic Description

Complete Mind Tap activities

Readings: Chapter 8

Week Seven: Feb 26 – Mar 3   Early Childhood: Cognitive
Topic Description

Complete Mind Tap activities

Readings: Chapter 9

Complete Discussion 3 Forum
        posts **due by Thursday**

Week Eight: Mar 4 - 10   Early Childhood: Social/Emotional

Topic Description

Complete Mind Tap activities

Readings: Chapter 10

Week Nine: Mar 11 - 17   **SPRING BREAK**
Topic Description

Readings:

Week Ten: Mar 18 - 24   Middle Childhood: Physical
Topic Description

Exam 2: Available on Canvas

Readings: Chapter 11

Complete Discussion 4 Forum
    posts **due by Thursday**

Week Eleven: Mar 25 – 31   Middle Childhood: Cognitive
Topic Description

Complete Mind Tap activities

Readings: Chapter 12

Week Twelve: Apr 1 - 7   Middle Childhood: Social/Emotional
Topic Description

Complete Mind Tap activities

Readings: Chapter 13

Week Thirteen: Apr 8 - 14   Adolescence: Physical
Topic Description

Child Psychology Paper DUE April 12

Readings: Chapter 14

Week Fourteen: Apr 15 - 21 Adolescence: Cognitive
Topic Description

Complete Mind Tap activities

Readings: Chapter 15

Week Fifteen: Apr 22 - 28   Adolescence: Social/Emotional
Topic Description

Complete Mind Tap activities

Readings: Chapter 16

Complete Discussion 5 Forum
    posts **due by Thursday**

Week Sixteen: April 29/30   **Final Exam Week – Monday/ Tuesday**
Topic Description

Final Examination 3: Tuesday, April 30.

Readings: **Review notes and chapters**   *If there is a time conflict, please
let the instructor know as soon as
possible, the week before the
test.*

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 emails
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software

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

Video Conferencing Etiquette
When using Zoom, WebEx or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using

high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during session. Before class session begins, test audio, video and lighting to alleviate technology issues.

Technical Support
Students should go to the [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services (CIITS) at 936-261-3283 or email [ciits@pvamu.edu](#).

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

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.