

# SYLLABUS



## ECED 4113 Instructional Strategies Summer 2019

**Instructor:** Beverly Roberts  
**Section # and CRN 32738:** ECED 4113 P01  
**Office Location:** Delco #232  
**Phone:** 936-261-3407  
**Email Address**  
baroberts@pvamu.edu  
**Office Hours:** MTWTR: 10:00 a.m. – 12:00 p.m.:  
2:00 p.m. – 2:45p.m 2:45 p.m.

**Mode of Instruction:** Face to Face  
**Course Location:** Delco 329  
**Class Days & Times:** MTWTH 3:00 pm to 5:40 pm

**Catalog description:** A survey of programs for young children to include criteria for the selection and evaluation of the physical environmental needs of children; emphasis will be placed on legislation and public policy as it affects the school, children and their families

**Prerequisites:** ECED 3003 through ECED 4013 and HUSC 3373 or permission of ECED

**Required Texts:**  
Borich, D. Gary, Blanchfield, Cathy (2014). **Effective Teaching Methods: Research-Based Practice (8th edition).** Upper Saddle River, NJ ISBN-10: 0-13-284994-1

**Other Resources:** Texas Teacher Standards, InTASC Standards and International Society of Technology in Education Standards (ISTE), Content Standards, Early Childhood: Prekindergarten-Grade 3, , Science of Teaching Reading Standards, Early Childhood: Prekindergarten-Grade 3 and Pedagogy and Professional Responsibilities standards, Early Childhood: Prekindergarten-Grade 3

### Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Proficiently use oral and verbal expressions.	Part I: Foundations	Domain I
2	Apply critical thinking skills to daily assignments in the field of their profession.	Part I: Foundations	Domain III
3	Show an awareness of diverse cultures, within their fields of concentration.	Part II: Models and Approaches	Domain II

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4	Utilize current technology concepts.	Part III: Beginning the Journey	Domain I
5	Recognize and differentiate instructional strategies for P-12 environment.	Part II: Models and Approaches	Domain III

**This course covers the following TExES PPR Domains:**

**Domain I** – Designing instruction and planning to promote student learning;

**Domain II** – Creating a positive, productive classroom environment;

**Domain III** – Implementing effective, responsive instruction and assessment;

The course is aligned with **InTASC Standards, Texas Teacher Standards and International Society of Technology in Education Standards (ISTE) Content Standards, Early Childhood: Prekindergarten-Grade 3, Science of Teaching Reading Standards, Early Childhood: Prekindergarten-Grade 3 and Pedagogy and Professional Responsibilities standards, Early Childhood: Prekindergarten-Grade 3**

Teacher-candidates will be trained and evaluated in their understanding of and their actions to make every effort to insure that each student has equitable access to an exemplary education.

## Major Course Requirements

### Method of Determining Final Course Grade

### Course Requirements & Evaluation Methods

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

**Class Participation, Attendance, Professionalism, and Dispositions-** required class participation, daily attendance (includes absences and tardy arrivals), business casual attire for all classes, and student disposition.

**Chapter assignments** – written assignments designed to supplement and reinforce course material and discussion forms to enhance key concepts.

**Projects** – Group and individual assignments designed to measure ability to apply presented course material

**Exams** – written tests designed to measure knowledge of presented course material.

**Professional Portfolio-** maintains a portable professional filing system of documents and course recourses.

**Certify Teacher, Content Practice Session, EC-6 Representative and Khan Academy Weekly Reflection**

**Journal-** Reflection of weekly course lecture

### Grading Criteria and Conversion:

A	90-100% of total points
B	80-90% of total points
C	70-79% of total points
D	60-69% of total points
F	50-59% of total points

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## Detailed Description of Major Assignments:

Method of Determining Final Course Grade

Course Grade Requirement

### Value Total

1) Attendance/Participation/Observations/ Professionalism	10
2) Homework/Classwork	15
3) Tests/Quizzes/Journals/Assessments	15
4) Individual Presentations- Using all Teaching Standards	30
5) Mid-Term	15
6) Final Exam	15

Total: 100

Assessment	Description
<b>Participation</b>	In order to earn points for <i>participation</i> for the class meeting students must be present for the entire class. Even if the absence is an excused absence, these points cannot be made up. If you are not here you are not here. The participation activities will be a variety of small tasks to be completed in class and/or some may require some out-of-class time preparation
<b>Professionalism</b>	In order to earn points for <i>professionalism</i> for the class meeting students must be present for the entire class. Even if the absence is an excused absence, these points cannot be made up. The students will be required to report to class in “Professional dress attire”. Guest speakers - automatically requires “Professional dress day” attire (which may not be on the syllabus).
<b>Tests</b>	Covering assigned textbook, outside reading, TExES Domains and Competencies
<b>Mid-term Exam</b>	Midterm examination designed to measure knowledge of presented course material including teaching standards and strategies for teaching.
<b>Lesson Plan Project Using Strategies for Teaching (see attached rubric)</b>	Each student will present a 5-E Model lesson that include all teaching standards. Animation, video and sound may also be included. Presentations are to be 20-25 minutes in length. Assessment will be completed using the Presentation Evaluation Rubric.
<b>Maintain copies of Standards</b>	Each student will be required to download and print copies of requested documentation by the instructor (TEKS objectives, InTASC Standards, ISTE, etc.).
<b>Final Examination</b>	Final examination designed to measure knowledge of presented course material including teaching standards and strategies for teaching

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## Instructional Strategies Evaluation Rubric

Name: \_\_\_\_\_

Subject/Grade Level/TEKS: \_\_\_\_\_

Evaluator: \_\_\_\_\_

<b>Evaluation Criteria</b>	<b>Emerging</b>	<b>Commendable</b>	<b>Outstanding</b>	<b>Total Points</b>
	<b>1-4 point</b>	<b>5-11 points</b>	<b>12-15 points</b>	
1. Demonstrated how technology and teaching strategies are used to accommodate student(s) learning environment	<ul style="list-style-type: none"> <li>No or limited evidence of how technology and teaching strategies are used to accommodate student (s) learning environment;</li> <li>Fails to describe mutual support for student(s)</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of moderate use of technology and teaching strategies used to accommodate student (s) learning environment;</li> <li>Adequately describes/demonstrates mutual support for student(s)</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of several teaching strategies and technology used to accommodate student (s) learning environment;</li> <li>Clearly describes/demonstrates mutual support for student(s)</li> </ul>	15/
2. Presented a 5-E Model lesson that include teaching standards  Demonstrated knowledge of several teaching standards	<ul style="list-style-type: none"> <li>Few teaching standards are connected to identifiable, observable, and measurable teaching behaviors based on evidence-based practices.</li> <li>Little or no attention is given to standards and teaching behaviors related to culturally responsive teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching standards are connected and described with some elaboration and details; most goals are clearly stated without ambiguous or convoluted language based on evidence-based practices.</li> <li>Moderate attention is given to standards and teaching behaviors related to culturally responsive teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching standards goals are clearly articulated without ambiguous or convoluted language; elaborative, detailed descriptions are provided that significantly enhance understanding based on evidence-based practices.</li> <li>Significant/heavy attention is given to standards and teaching behaviors related to culturally responsive teaching.</li> </ul>	15/
	Comments:	Comments:	Comments	30/

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## Course Procedures or Additional Instructor Policies

### Attendance:

**Attendance and punctuality are required.** Candidates are expected to notify the instructor if they are unable to attend class, will arrive late, or depart early. **Please note that only absences defined by the university as excused will be considered excused absences.** Students arriving to class more than 1 minute after the scheduled class beginning time will be considered a late arrival. Leaving class before dismissal by the instructor is considered an early departure. **Two late arrivals, two early departures, or one of each will count as one absence.** An attendance roster will be available at the beginning of each class. Any candidate who does not sign the roster will be considered absent. Candidates arriving to class late are required to see the instructor after class to sign the roster. **Please note that it is the sole responsibility of the candidate to sign the roster. There will be no exceptions made.** Please note that attendance is defined as present **and** participating in class discussions and activities. Candidates will receive no penalty for the first five absences; 5 points will be deducted from the final grade for each subsequent absence. **Food and drinks are prohibited in class.**

### Class Participation Policy

- Students are expected to come to class prepared, having read required reading assignments.
- Students will be expected to participate and contribute to the overall success of group activities, discussions, and/or class presentations both online and in class.
- Consistency and quality in small-whole group activities as well as consistency and quality of interactions with your peers, mentor teachers, and the course instructor will be considered in determining student's professionalism.
- The effort you make and the quality of the preparation you make is part of professionalism.
- Students will be required to sign a professionalism statement and a statement verifying that the course syllabus was read and understood.
- All concepts and assignments will be explained as thoroughly as possible in class. Written directions and rubrics will be provided for all assignments. However, it is possible that even with class instruction, written directions, and evaluative rubrics, questions may still arise or expectations may be unclear. If students do not understand assignment directions or any other aspect of the course, it is expected that students will personally and individually contact the course instructor immediately and get clarification of expectations. This may mean setting up an appointment to meet with the course instructor outside of the class period of clarification is unable to be achieved via email or telephone conversation. Discussing assignments with classmates may not provide students with accurate information.
- If the course instructor requests that a student make an appointment with her to discuss classroom issues, this is a requirement. Failure to discuss issues at the course instructor's request will be considered unprofessional. The student will not earn professionalism points for any future classes until the conversation has occurred.

### Professional Conduct and Dress Code:

To ensure that each candidate is abreast of professionalism in its entirety, "Professional days" will be implemented into this course and calculated as a major grade. A description of what is required will be described and requested by the course instructor. Female candidates please note that all pants, skirts, or dresses must be no shorter than knee length. Male candidates must wear long trousers, shoes that enclose the entire foot, and dress socks. A long or short-sleeved collared shirt must be worn with a tie. Do not wear shorts, jeans, athletic wear, t-shirts with any

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writing, cargo pants, halter-tops, or tank tops. Midriffs must not be exposed. Undergarments must be concealed at all times. Shoes should be comfortable, but flip-flops and athletic shoes are prohibited. Earrings and other jewelry should be kept at a minimum. **All tattoos, body art, and/or body piercing(s) must be covered. If the instructor at any time deems a candidate's attire inappropriate, the candidate will be sent home and marked absent.**

## **Late Work Policy**

All assignments, including assignments submitted electronically, are due on the date indicated in the course calendar **at the beginning of class**. Late assignments will not be accepted. **Please note that incomplete work will under no circumstance be accepted and that such work will automatically receive a failing grade.**

## **Submitting Assignments using eCourse**

Unless otherwise noted all assignments are to be submitted using the "Assignment Tool" within eCourse, candidates must also provide a hard copy of the assignment to the instructor. If a candidate does not provide hard copy of the assignment ten points will be deducted.

**Assignments not submitted through any other medium will not be graded (do not e-mail your work to my university account).** The assignment tool can be accessed using the "Assignments" link on the Course Menu.

Please refer to the course calendar for assignment due dates. **Candidates must upload and submit assignments before the due date and time in order to receive a grade.** Your document(s) must be formatted as follows:

- A. Font - 12 pt. Times New Roman.
- B. Double Spaced
- C. Left Justified Only
- D. All margins are to be one inch
- E. Assignments must include a header with the candidate's name and assignment name and page number on each page of the document. Most word processing programs allow you to insert headers and page numbers.

**Any written assignment that does not adhere to any of the aforementioned criteria will receive a ten-point reduction in the assignment final grade. Documents that are single-spaced will not be graded and will automatically receive a failing grade.**

Written Assignments must be submitted as a **Microsoft Word** document. This is the only format the instructor can access. **Assignments submitted in any other format will not be graded.** Please note, it is the sole responsibility of the candidate to ensure the Microsoft Word document has been attached to his/her submission. The instructor will not assume the responsibility of checking to ensure candidates have attached documents to their submissions before the assignment due date. **If a candidate neglects to attach the proper document when submitting the written assignment said candidate will receive a zero for that assignment. Late attachments will not be accepted.**

**Please plan accordingly to allow sufficient time to submit your work as acts of nature, power outages, computer viruses, computer malfunctions, and etc. will not be considered acceptable excuses for work being submitted late. Late assignments will not be graded.**

## **Electronic Communications**

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**If you wish to ask a question that will take more than two minutes for the instructor to formulate an answer, e-mail is not the appropriate form of communication.** You will be advised to schedule an appointment during office hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the week (Monday through Friday). **I will respond to email messages during the week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.**

E-mail communications are electronic forms of letters. Therefore, your communications must have a greeting and a closing. E-mail communications without these components may not be answered.

## **Standing in Class**

If at any time you desire to know where you stand in terms of a grade please reference your graded work and the evaluation weighting section of the course syllabus. If you need additional assistance, make an appointment to see the instructor during office hours and bring your grade calculations with you. **Please note: the instructor is not required to inform you if you are in danger of failing the course and/or advising you to withdraw from the course. This is the sole responsibility of the candidate.**

## **University Rules and Procedures**

### **Disability statement (See Student Handbook):**

Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

### **Academic misconduct (See Student Handbook):**

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 Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

### **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 mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

### **Nonacademic misconduct (See Student Handbook)**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the

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rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Dean of Students under nonacademic procedures will adjudicate such incidents.

## **Sexual misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

## **Attendance Policy:**

**Class is scheduled to begin at 3:00 pm; you are given a 5-minute grace period after the scheduled time to enter class. Unless it is an emergency (document required) and or permission was given by your Professor.**

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. 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.

PLEASE READ AND BECOME FAMILIAR with the UNIVERSITY ATTENDANCE POLICY, INCLUDING THE FOLLOWING:

EXCUSED ABSENCES – Absences due to illness, attendance at university approved activities, and family or other emergencies constitute EXCUSED ABSENCES and must be supported by documentation presented to the instructor prior to or immediately up the student's return to class. Students are responsible for all oral and written examinations as well as all assignments (projects, papers, reports) whether absence is Excused or Unexcused.

UNEXCUSED ABSENCES – accumulation of three unexcused absences (for the number of clock hours equivalent to the credit for the course) constitutes excessive absenteeism. The instructor is not required to accept assignments as part of the course requirement when the student's absence is UNEXCUSED.

## Attendance Policy for Early Childhood Education Courses

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. 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.

Attendance is included in the final overall grade. For the purposes of this course, three (3) absences will result in the lowering of the student's grade by one letter, and four (4) absences may constitute an automatic grade of "F" for the course. When the student has reached (3) excused absences, it is up to the discretion of the professor as to whether or not subsequent absences will result in any grade deductions.

Habitual tardies will be counted as absences (The first three tardies will count as an absence, at the point that there is a fourth tardy will indicate that a conference with Beverly Roberts is needed to determine whether or not it would be expedient to continue in this class).

## **Student Academic Appeals Process**



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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 Undergraduate 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 for Online and Web-Assist Courses Minimum**

### **Hardware and Software Requirements:**

**Technical Support:** Students should call the Prairie View A&M University Helpdesk at 9362612525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-328

## **COURTESY AND RESPECT**

### **NO ELECTRONIC DEVICES IN CLASS UNLESS IT IS INSTRUCTOR REQUESTED OR A DOCUMENTED EMERGENCY.**

Devices, including cell phones and laptops, are distracting, and are not to be operated during classes. **NO TEXTING** during class. Cell phones should be turned off and put away. They **SHOULD NOT BE VISIBLE** to the instructor during class.

### **Exam Policy**

**Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).**

### **Taskstream**

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

**Drop/Add/Withdraw:** It is the student's responsibility to make sure you are officially enrolled in this course. If at any point, you decide to drop the class, it is your responsibility to officially drop. Any student who stops attending class and does not officially drop the course will be given an "F" as the semester grade.

**Syllabus subject to change:** While every effort has been made to make the syllabus and attachments as complete as possible, the professor reserves the right to make changes in any assignments, assessments, due dates, content, and/or test dates, or any other element of the course. Events beyond the control of the professor could occur resulting in changes or modifications to any aspect of the course or materials. If any such changes are made, students will be informed as soon as possible. It is the student's responsibility to keep up with any changes to the calendar if there is the need for such changes.

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## CLASS SCHEDULE with ASSIGNMENTS

Date	Learning focus	Activities	Assessment
Week 1	Student Welcome Effective Teacher Standards For Teaching	Introductions, Syllabus review, Instructor Expectations	Syllabus Review Review of Standards
Week 1	Effective Teacher/ Understanding Your Students Standards For Teaching	Class activity	Lesson Plan Structure Course Syllabus
Week 1	The Effects of Specific Abilities on Learning Standards For Teaching	Multiple Intelligence and Learning centers	Interview activity Assignment # 3 TEKS/ TExES Review
Week 1	Classroom Management part 1 Standards For Teaching	Class activity	
Week 2	Unit and Lesson Planning Standards For Teaching	Class activity	
Week 2	Exploring Science and Math in a Child's World Standards For Teaching	Class activity	
Week 2	Social Studies for the Preschool/ Primary Child Standards For Teaching	Class activity	Assignment # 7
Week 2	<b>Midterm Comprehensive of all Material Covered Including Standards For Teaching</b>	Midterm	Midterm
Week 3	Math Presentations Standards For Teaching	Project activity	Teach a lesson
Week 3	ELA-R Presentations Standards For Teaching	Project activity	Teach a lesson
Week 3	Science Presentations Standards For Teaching	Project activity	Teach a lesson
Week 3	Music, Fine Arts, PE Presentations Standards For Teaching	Project activity	Teach a lesson

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Week 4	Social Studies Presentations Standards For Teaching	Project activity	Teach a lesson
Week 4	All project Artifacts due		Final project Assessments
Week 5	Final Exam <b>Comprehensive of All Semester Materials Including Standards For Teaching</b>		

## **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. <https://www.pvamu.edu/library/> Phone: 936-261-1500

### **The Learning Curve (Center for Academic Support)**

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e.

College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The

Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

### **The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)**

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

### **Writing Center**

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

### **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,

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adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936261-3564

## **Testing**

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

## **Office of Diagnostic Testing and 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 of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585 **Veteran Affairs**

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

## **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

## **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: Evans Hall Rm. 217. Phone: 936-261-3570

## **University Rules and Procedures**

### **Disability Statement (Also See Student Handbook):**

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, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

### **Academic Misconduct (See Student Handbook):**

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 Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

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## **Forms of Academic Dishonesty:**

5. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
6. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
7. Fabrication: use of invented information or falsified research.
8. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

## **Nonacademic Misconduct (See Student Handbook)**

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

## **Sexual Misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

## **Title IX Statement**

Prairie View A&M University (PVAMU) 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 sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. 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 Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

## **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.

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## **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 Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.