Course Information
Instructor: Dr. Beverly A. Miller, PhD
Section PO and CRN: 4301/P01
Office Location: Delco Bldg. # 314
Office Phone: 936-261-3606
Email Address: bamiller@pvamu.edu
Office Hours: Virtual as requested
Mode of Instruction: Virtual
Course Location: Synchronous, Tuesday: 5:00-6:00pm

Catalog Description:
3 semester hours. Instruction and practice using various teaching strategies and management techniques for the secondary classroom. The course requires field-based experiences.

Course Objectives Students will explore teaching strategies and pedagogy that incorporate science content and integrated mathematics in the K-12 classroom.

Required Text(s): Texas Preparation Manual Core Subjects EC-6 (391); PDF materials are provided.

Materials needed: notecards (100 pack); glue stick, markers/crayons, scissors, various household items per week.

Contacting Instructor: The best way to contact me is by email and Not through Ecourses. Use: bamiller@pvamu.edu.
## Course Learning Objectives:

<table>
<thead>
<tr>
<th>W</th>
<th>Program Outcomes</th>
<th>Learning Objectives</th>
<th>Activities</th>
<th>Assessment &amp; Rubrics</th>
</tr>
</thead>
</table>
| 1 | Competency 1, 11 | Understanding of managing learning activities, tools, materials and equipment. Understanding structure and function of living things | 1. Plant/Animal Cell model 2. Lab Safety equipment sheet practice | a. Plant/animal cell model:  
b. Lab safety worksheet  
c. Quizzes 1: Life Science  
*a, b, c meets Competency 1, 11 |
b. Quiz 2: Classification system and all topics  
*a meets competency 11 |
| 3 | Competency 8 Physical Science-P. 7-22 Chemistry/Matter | Understanding of physical and chemical properties of and changes in matter | 1. Reading Periodic table/Bohr model | 1. Bohr Model  
2. Quiz 3: Chemistry and all topics  
*1, 2, 3, meets competency 8 |
| 4 | Competency 7, 9 Physical Science-P. 23-62 | Understanding of forces and motion and their relationships Understanding of energy and interactions between matter and energy | 1. Newton’s Laws  
2. Electricity/insulators/conductor  
3. simple machines | a. Electricity circuits video submission  
b. insulators/Conductors test video  
c. Quiz 4: Newton’s laws, all topics  
*a, b, c, meets competencies 7, 9 |
| 5 | Competency 16, 17 Earth & Space-p. 5-62 | Understands the cycles in Earth’s systems Understanding of the role of energy in weather and climate | 1. Fossil model imprint-p. 27  
2. Fossil model imprint-p. 27  
3. Moon phases Cookie activity-p.58  
4. Quiz 5: Earth and weather  
**1, 2, 3, 4, meets competencies 16 & 17 |
Major Course Requirements

Texas Commissioner’s Rules Concerning Educator Standards
The following are descriptions of the Texas Educator Standards that are pertinent to this course:

**Standard 2-Knowledge of Students and Student Learning:** Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student’s educational and developmental backgrounds and focusing on each student’s needs.

**Core Curriculum Student Outcomes**

The following are descriptions of the Core Curriculum Student Outcomes that are pertinent to this course:

**Communication.** To include effective development, interpretation and expression of ideas through written, oral, and visual communication.

**Critical Thinking.** To include creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.

**Empirical and Quantitative Skills.** To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

**Council for the Accreditation of Educator Preparation (CAEP) Standards that are pertinent to this course:**

**Standard #1.1 Candidate Knowledge, Skills, and Professional Dispositions.** Candidates demonstrate an understanding of the ten (10) InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning, content, instructional practice, and professional responsibility.

**Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards that are pertinent to this course:**

**Standard 1-Learner Development.** The teacher understands how learners grow and develop, recognizing that the patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**International Society for Technology in Education (ISTE) Standards that are pertinent to this course:**

**Standard 1-Learner:** To be effective educators, each teacher must also know how to be a learner.
That means teachers have to learn from and with others in their field to utilize the full potential of technology in the classroom.

It also means setting professional goals, pursuing interests in learning networks, and staying up-to-date with research in education.

As learning sciences advance, teachers must advance as well. That way, students constantly get the best education possible for them, and teachers can rest assured knowing they’re preparing their students for a highly-advanced world.

**Standard 2-Leader:** Teachers are leaders, and nowhere is this more appropriate than in the classroom.

To be ISTE compliant, teachers must continually search for opportunities to improve themselves and their classrooms.

They share a vision for the class with their students, and they actively shape that vision as the class continues.

They play to that vision with technology, encouraging their students to use technology to join in the learning process.

Digital content, educational devices, and cutting-edge learning theory are all crucial to a teacher acting as an ISTE-compliant leader.

Most importantly, these teachers are pacesetters for their colleagues, taking the helm on identifying, evaluating, and adopting new technology to improve students’ learning.

**Standard 3-Citizen:** A good ISTE teacher is also a great citizen.

Chiefly that means teachers regularly inspire students to act responsibly as they participate in the world — especially the digital world.

Part of that requires teachers to help students build and learn empathy, empowering them to put themselves in others’ shoes even online.

That promotes community-building among learners, especially as they become more curious of the digital world and learn digital literacy.

This ISTE standard also requires teachers to teach safe, legal, and ethical use of digital tools. That includes the basics of intellectual property and the rights that go along with it.

Last, teachers help students responsibly manage their personal data to keep it as safe as possible.

Overall, this requirement means teachers act as a role model that demonstrates responsible, intelligent use of digital resources.
Texas Educator Certification Examination Program
Field 293: The Science of Teaching Reading

**DOMAIN I—READING PEDAGOGY** Competency 001 (Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading.

K. Demonstrate understanding of the importance of differentiating classroom instruction to address the assessed needs of all students (e.g., students with limited prior experiences with literacy, students with exceptional needs, English learners, students who are experiencing difficulty, students who are performing above grade level, students who are gifted and talented), including understanding the importance of being proactive in remediating students' identified reading needs and/or gaps in students' prior learning.

**MAJOR COURSE REQUIREMENTS**

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

1. **Weekly Worksheets/ assignments**- These are instructional materials designed to teach the content. Students will be required to reflect on reading through graphic organizers, making notecards or completing content worksheets.
2. **Weekly Activities**- This may include making a model or lab/experiments. These will be hands-on activities that connect the learning.
3. **Weekly Quizzes**– These will assess student knowledge of the content that help the student to determine where emphasis is needed.
4. **Pre- and Post- Exam**- The pre-test will allow the student to access areas of weakness. The Post-test will allow the student to assess their level of learning and where areas of weakness may still exist.
5. **Attendance at synchronous meeting**- the class meets synchronously on Tuesdays, 5:00-6:00pm. Attendance is mandatory. For zoom attendance, cameras are required to be on and participation in question/answers or discussion is expected. **We will have 4 meetings: June 7, June 14, June 21 (TBD), June 28.**

**Method of Determining Final Course Grade**

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th># of Assignments</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Worksheets</td>
<td>11</td>
<td>10 points</td>
<td>110</td>
</tr>
<tr>
<td>2) Activities</td>
<td>7</td>
<td>20</td>
<td>140</td>
</tr>
<tr>
<td>3) Quizzes</td>
<td>5</td>
<td>40</td>
<td>200</td>
</tr>
<tr>
<td>4) Final Exam</td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>5) Attendance- Zoom Meetings</td>
<td>2</td>
<td></td>
<td>50</td>
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<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td><strong>600</strong></td>
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</tbody>
</table>
Grading Criteria and Conversion:
A = 540 - 600 points
B = 480 - 539 points
C = 420 - 479 points
D = 360 - 419 points
F = Less than 360 points

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, including the final exam, and performed below the grade level of a D, a grade of FN (failed-nonattendance) 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, including the final exam, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

**Late Assignments will not be accepted and can only earn 50% of its value. All assignments are due in Ecourses on the Sunday due date by 11:59pm to earn full credit.**

Detailed Description of Major Assignments:

<table>
<thead>
<tr>
<th>Assignment Title or Grade Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Worksheets</td>
<td>Varied, based on weeks’ assignment and comes from the Science Interactive Notebook information and other resources in the modules</td>
</tr>
<tr>
<td>2. Activities</td>
<td>Includes models, labs, construction and experiments</td>
</tr>
<tr>
<td>3. Quizzes</td>
<td>These will assess the learning for the week</td>
</tr>
<tr>
<td>4. Final Exam</td>
<td>This post-test will come from the actually TEA science content exam</td>
</tr>
<tr>
<td>5. Attendance</td>
<td>There are 4 required Zoom sessions. These will be for review and question/answer of the weeks’ content and assignments.</td>
</tr>
<tr>
<td>6. Pre-Test*</td>
<td>The pre-test in week 1 is for students to assess their level of understanding based on the 4 domains of focus.</td>
</tr>
</tbody>
</table>

Course Procedures or Additional Instructor Policies

Attendance Policy for CUIN 4301:
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 an assignment of a grade of “F.” Absences are accumulated beginning with the first day of class.

*Participation in Online meetings are counted as being present or absent on those days. On days that an online activity is scheduled, you must successfully complete all the activities during the timeframe specified on the schedule to be counted as present for 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 three (3) excused absences, it is up to the discretion of the professor of record for this course as to whether or not subsequent absences will result in further 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 the professor of record is needed to determine whether or not it would be expedient to continue in this class).

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

**Course Calendar** (*Changes may be made at the discretion of the Instructor*)

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Module Topic</th>
<th>Objectives/Outcomes</th>
<th>Activity</th>
<th>Assignment Due Date Sundays 11:59pm of each week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Life Science 1-P 5-37</td>
<td>Competency 11</td>
<td>1. Plant/Animal Cell model</td>
<td>1. Worksheet-CellsVenn Diagram &amp; diffusion worksheets</td>
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<td>3. Lab safety</td>
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<td></td>
<td>2. Lab Safety and Equipment Review</td>
<td></td>
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<td>4. Plant/Animal Cell Model</td>
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<td></td>
<td></td>
<td>5. Quiz #1</td>
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<td></td>
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<td></td>
<td><em><em>Zoom Mtg</em>-Course Overview</em></td>
<td><strong>6. * Pre- Test</strong></td>
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<td></td>
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<td><strong>June 7</strong> 5-5pm</td>
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<tr>
<td>2</td>
<td>Life Science 2-p. 39-62</td>
<td>Competency 11</td>
<td>*<em>Zoom Mtg</em></td>
<td>1. Worksheet 1: Table</td>
</tr>
<tr>
<td></td>
<td>2. Classification system- P.19-</td>
<td></td>
<td><strong>June 15</strong> 5:00pm</td>
<td>2. Activity 1: Animals PowerPoint</td>
</tr>
<tr>
<td>3</td>
<td>Physical Science-P. 7-22</td>
<td>Competency 8</td>
<td>*<em>Zoom Meeting</em></td>
<td>4. Quiz #2</td>
</tr>
<tr>
<td></td>
<td>Chemistry/Matter</td>
<td></td>
<td><strong>June 21</strong> 5:00pm</td>
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<td></td>
<td><strong>Work on Bohr Model in class</strong></td>
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<tbody>
<tr>
<td></td>
<td><strong>Competency 7, 9</strong></td>
<td><strong>Zoom Meeting</strong></td>
<td><strong>3. Worksheets 2: Simple Machines</strong></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td><strong>Competency 16,17</strong></td>
<td>1. Earth and Space</td>
<td>2. Activity 1: Making Fossil model</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Earth &amp; Space- p. 5-62</td>
<td>2. Fossil model imprint-p. 27</td>
<td><strong>3. Worksheets 2: Rocks, weather, earth</strong></td>
<td><strong>5. Quiz # 5</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Competency 7, 9</strong></td>
<td>3. Moon phases Cookie model</td>
<td><strong>4. Activity 2: Moon Phase Cookie Model</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Final Exam</strong></td>
<td>1. Earth and Space</td>
<td><strong>5. Quiz # 5</strong></td>
<td><strong>Final Exam</strong></td>
</tr>
</tbody>
</table>

**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/](https://www.pvamu.edu/library/); Phone: 936-261-1500

**Academic Advising Services**
Academic Advising Services offers students a variety of services that contribute 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](http://www.pvamu.edu/advising). Phone: 936-261-5911

**The University Tutoring Center**
The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring,
and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC, in virtual face-to-face sessions (https://www.pvamu.edu/student-success/sass/university-tutoring-center/), and through online sessions (https://www.pvamu.edu/pvplace/). Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; Website: https://www.pvamu.edu/student-success/sass/university-tutoring-center/

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

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

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

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

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

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

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

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

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

University Rules and Procedures

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

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

Forms of Academic Dishonesty:

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

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

3. Collusion: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. **Conspiracy**: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and

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

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

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

**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 conditions, 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.

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

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

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

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

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

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

**Participants should have a basic proficiency of the following computer skills:**
- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software

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

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

**Technical Support**
Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

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

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

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

COVID-19 Campus Safety Measures
To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, PVAMU has adopted policies and practices to limit virus transmission.

- **Self-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.) are recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource, and support offices, and outdoor spaces where 6 feet of physical distancing is challenging to maintain reliably.

- **Physical Distancing** - Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.

- **Personal Illness and Quarantine** - Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. 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.