



SOWK 3312-P02: Social Welfare Policy Analysis Spring 2024

Instructor: Tamika Baldwin-Clark, Ph.D., LCSW-S, LCDC (she/her/hers/ella)
Section # and CRN: 23558; (CRN) P02
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Student Success (Office) Hours: MWF: 10-11, 12-1, 2-3, or virtual via [Calendly](#)

GroupMe (Available 9am – 9pm, M-F): https://groupme.com/join_group/98225234/QSYf2Cex

Mode of Instruction: Face-to-Face

Course Location: W. R. Banks Building, Room # 205
Class Days & Times: MWF at 11:00AM - 11:50AM.

Catalog Description: Study of the history, philosophy, structure and function of social welfare services; examination of policy-making processes and models, and effects of legislation on social work practice. Utilizes interdisciplinary approach including social, political, legal, economic and administrative.

Prerequisites: [SOWK 3311](#) or SOWK 3113.
Co-requisites: None.

Required Text: Barusch, A. S. (2018). *Foundations of social policy: Social justice in human perspective* (6th ed.). Boston, MA: Cengage Learning.

Recommended Website and Texts: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

American Psychological Association. (2020). *Publication manual of the American Psychological Association 2020: The official guide to APA style* (7th ed.). American Psychological Association.

Various readings and videos posted on eCourses and on Optum Health Education

Course Objectives: This course contributes to the Self-Awareness, Global Awareness, and Cultural Knowledge goals of the [B-GLOBAL](#) Program.

	Upon successful completion of this course, students will be	Student Learning	Core Curriculum Objective
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	able to:	Outcome # Alignment	Alignment
1	Describe the profession of social work and its fields of practice within the U.S. and around the world.	Domestic and International	Global Awareness
2	Define the ethics of the social work profession in the U.S., while discussing how their own values align with and/or are in conflict with them.	Domestic and International	Self-Awareness
3	Apply the ethics of social work to societal problems.	Domestic and International	Critical Thinking
4	Explain the history of the social work profession in the U.S. and in other countries.	Domestic and International	Global Awareness
5	Identify the causes of social problems globally.	Domestic and International	Global Awareness
6	Analyze major social welfare responses to social problems in the U.S. and other countries.	Domestic and International	Global Awareness
7	Differentiate between traditional, conservative, and liberal approaches to social problems.	Domestic and International	Critical Thinking
8	Examine the impact of major social welfare policies and programs on disadvantaged populations from within and outside of the U.S.	Domestic and International	Cultural Knowledge
9	Assess the role of social work in striving to establish and maintain social and economic justice across the globe.	Domestic and International	Critical Thinking

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement	Value (in points)	Total (value of grade)
1.) Group Chapter/Court Case Presentation	25	25%
2.) Mid-Term Examination	14	14%
3.) Attendance	11	11%
4.) Code of Ethics Project	10	10%
5.) Social Service Agency Tour Response	10	10%

6.) Chapter Group Teachback	10	10%
7.) Introduction & Goals Presentation	5	5%
8.) Closing & Achievements Presentation	5	5%
9.) Optum Health Education Certificates	5	5%
10. Syllabus Quiz	4	4%
11. Questionnaire	0.5	0.5%
12. GroupMe Participation	0.5	0.5%
Total		100%

Grading Criteria and Conversion: A=90-100; B=80-89; C=70-79; D=60-69; F=below 60

Grading and Late Work Policies: This instructor uses various grading rubrics to assess assignments, which are attached to each assignment link in eCourses, unless otherwise specified. Therefore, all assignment grades will reflect: (1) how well the student has demonstrated an understanding of and ability to comprehensively integrate course content, (2) the quality of critical analysis, (3) whether or not all specified grading rubric requirements were met, and (4) college-level writing quality. Final papers must be proofread and processed through Grammarly Premium, and the Grammarly Premium score must be included on the bottom of the cover page. **Additionally, all Turnitin scores should be less than 10%. If it is 10% or more without any adequate justification or the appropriate APA citations, then that may result in an automatic zero grade.**

All assignments are to be turned in online and are due by the due date listed on eCourses. Students will receive grades and/or feedback on assignments within one week of submission, unless otherwise noted via email, announcements, and/or the GroupMe app. **If after (not before) reviewing the grading rubric** (attached to each presentation, project, or written assignment) you still have questions or concerns about your grade, feedback, or how to improve, please feel free to inbox or email me at tcaldwin-clark@pvamu.edu or schedule a student success (office) hours appointment, via [Calendly](#), within one week (7 days) of the date that your graded assignment was posted. This same policy also goes for final grade inquiries and appeals. Given the aforementioned policy, I will no longer go back and forth with students, via email or text, about grades. I will respond once, via email or text. If after my response, clarification is still needed, then students are free to schedule a student success (office) hours appointment within that same time frame. During that appointment, students are to come prepared and on time, with the following:

- ✚ A meeting agenda;
- ✚ The assignment in question, pulled up;
- ✚ A copy of the grading rubric, pulled up, that the instructor filled out; and
- ✚ A copy of the grading rubric, pulled up, that the student filled out on her/his/their own, in order to go over any discrepancies in scoring.

The best practice is to turn in your assignments early (especially to account for technical difficulties and/or life happenings) or at the very least, on time. However, there is a built-in extension for all assignments, which is the Friday (by 02:00pm) **following** the Monday (by 11:59pm) deadline. After that, late work (outside of quizzes and exams) will only be accepted during one of two make-up weeks (one make-up week before mid-terms and another make-up week at the end of the semester), for up to half credit of each assignment's total points. **Make-up week assignments will not have built-in extensions.**

Revisions:

If you submitted an assignment by the original due date, but your submission fell somewhat short of the expectations listed in the grading rubric, then you may be allowed to do revisions. If that is the case, then I may provide feedback for moving forward. Please be sure to complete all the suggested edits the first time around. I will no longer offer multiple chances to complete revisions. If revisions are halfway completed or not completed at all, then your original grade will remain, as is. In order to submit revisions, I will now require a cover letter, in which you include my suggestions for improvement and responses to my suggestions (ie how you improved that particular area), in addition to actually implementing the suggestions into your assignment. You will be required to wait at least one full day (24 hours) before re-submitting on eCourses. This is to allow you time to review my suggestions and your edits and to make sure you are submitting your best work, as you will only have one additional chance.

Keys for Student Success – Being Solutions-Focused



You will need to be diligent, resilient, and have initiative when it comes to solving any technical issues you are having. That means, consulting the helpdesk, 24-hr support, your uncle the computer guy, “Google’ing it”...do not simply “quit” when you encounter a roadblock. Try to solve the problem.



If there is something going on in your personal life that is affecting your performance in class, please make an appointment to speak with me so we can make a plan to help you.



What you put in is what you get out. Consider your time management, motivation, discipline, and effort. Stay actively engaged in the course.

***Also, if you have to ask, “Do we/I gotta/got/have to...” for an assignment, then chances are you do/should.**

Detailed Description of Major Assignments: (Please consult the calendar below for all due dates and note that due dates for assignments may be subject to change, based on the needs of the class.)

Assignment Title	Description
Group Chapter/Court Case Presentation (25% of final course grade)	Each group will present on a court case and discuss the social welfare policies and programs related to it. For further details, please review the instructions and grading rubric on eCourses.
Mid-Term Examination (14% of final course grade)	There will be one, online examination, which will include topics covered from the textbook (Chapters 5 – 8) and supplemental materials. Exam questions will consist of 40 multiple-choice and True/False questions. Access to the exam will be available for submission beginning two weeks before the due date. Please do not wait until the last day to submit, as no make-up examinations will be allowed except under documented emergencies (See Student Handbook). For further details, please review the instructions on eCourses.
Attendance (11% of final course grade)	Attendance for this course is mandatory, as the mode of instruction is Face-to-Face. As such, attendance will be recorded regularly and a part of your final course grade.
Code of Ethics Project (10% of final course grade)	Students will define ten different ethical standards, relate them to their own values, and illustrate both. For further details, please review the instructions and grading rubric on eCourses.
Social Service Agency Tour (10% of final course grade)	Students will choose a local social service agency and participate in either a virtual or in-person tour, with a social worker, or other employee, then complete a one-page write-up about the agency. For further details, please review the instructions and grading rubric on eCourses.
Group Teachback (10% of final course grade)	Students will be randomly assigned to different groups to cover the first 4 chapters of the textbook, which were discussed last semester. Each group will have 15-20 minutes to present on the most salient elements of their assigned chapter, making the teachback as interactive and creative as possible. For further details, please review the instructions and grading rubric on eCourses.
Introduction & Goals Presentation (5% of final course grade)	For your Introduction and Goals Presentation, please upload a short (2 - 3 minutes) video recording, with audio, of you, discussing the following: 1.) your name, where you grew up, and your educational background, 2.) your goals for this class and your profession as a social worker or other related professional, 3.) why you think it is important to learn how to analyze policies in the U.S. and globally, and 4.) if you could travel to anywhere in the world for free, where would you go and why. Must include an actual slide that you go over. For further details, please review the instructions and

grading rubric on eCourses.

**Closing & Achievements
Presentation (5% of final
course grade)**

As a follow-up to your Introduction and Goals Presentation, near the end of the semester, please upload a short (2 - 3 minutes) video recording, with audio, of you, discussing the following: 1.) your name, 2.) what you learned this semester about policy analysis, both domestically and internationally, 3.) if and/or how your goals have changed or been achieved, and 4.) additional, specific topics you would like to further explore, related to improving policies across the globe. **Please revise your original slide from your Introduction and Goals Presentation, to include the elements above.** If you are taking another one of my classes this semester or have taken another one of my classes during a previous semester, please upload a different video for each class, not the same one. **For further details, please review the instructions and grading rubric on eCourses.**

**Optum Health Education
Certificates (5% of final
course grade)**

Throughout the course, there will be professional development days, in which you will have time to continue educating yourself about the field of social work, outside of lectures and the textbook. Please create a free account with Optum Health Education at <https://www.optumhealtheducation.com/>. Once there, complete at least five, free courses, throughout the semester, on any topics of your choosing. Be sure the course is listed as credit for social workers. Then upload your certificates (1 point for each certificate uploaded) by the end of the semester. **If you are taking my SOWK 3316 class this semester or have previously taken it, please complete courses outside of the older adults' section for this class.**

**Syllabus Quiz
(4% of final course grade)**

The online Syllabus Quiz will be on the information contained in this syllabus. Access to the quiz will be available for submission beginning on the first day of the semester and will close by the end of the second week of the semester. Please do not wait until the last day to submit, as no make-up quizzes will be allowed except under documented emergencies (See Student Handbook). **For further details, please review the instructions on eCourses.**

**Questionnaire (0.5% of final
course grade)**

This questionnaire should be completed by the end of the first week of class for me to gain a better idea of your knowledge about the course content and your specific needs for the semester.

**GroupMe Participation
(0.5% of final course grade)**

Please join the GroupMe for our course, as I post updates to assignments, announcements, and answer questions about the course here:

https://groupme.com/join_group/98225234/QSYf2Cex

Additionally, in the rare and unfortunate event that class needs to be rescheduled, postponed, or cancelled, I will first inform students via GroupMe, then send an announcement or inbox message via eCourses.

Additional Instructor Policies

Letters of Recommendation: To request a letter of recommendation, from me, for admission into a graduate school program, an extra-curricular activity, or for a scholarship application, you must: 1.) attend classes regularly, 2.) attend classes on time, 3.) submit all assignments on time, and 4.) maintain at least a B average in my course. Additionally, you must have successfully completed one of my courses during a previous semester. If you have not taken any of my courses before, then you may only request a letter after having been a student in one of my courses for an entire semester. If, and only if, the above applies to you, then please follow the instructions below:

- 1.) Attach, to your request email, a draft of the letter (including the name, date, and/or address of the recipient or organization) that you would like me to submit, with the necessary elements about yourself, so that I may tweak it, put it on letterhead, then sign.
- 2.) Include, in the first paragraph of the drafted letter, the name of the course(s) that you have taken with me and the semester(s) you were in my course(s).
- 3.) Include your resume and/or CV, including your list of accomplishments.
- 4.) Provide enough time (at least two full weeks) for me to put everything together and return to you for revisions, if necessary.
- 5.) Once approved, I will submit to the required recipient/organization, if necessary.
- 6.) Please check your email consistently for any questions I may have about writing the letter.

Policy on Plagiarism and Academic Dishonesty: Plagiarism is a serious academic crime and the university has a strict, rigorous enforcement policy for students who commit plagiarism. In general, plagiarism is using another person's words, statistics, and/or ideas as if they were your own. Plagiarism, which is formally defined in the University Rules and Procedures section of this syllabus, can come in many forms, such as directly quoting a source without quotation marks, taking another student's work, directly quoting a source without giving a reference citation, paraphrasing a source without giving a reference citation and so forth. It is incumbent on students to seek help from the instructor or other university resources to avoid even the appearance of plagiarism in their work. If in doubt, cite the source! Any student caught committing ANY type of plagiarism in a social work course will receive one or more of the following punishments, depending on the severity of the offense and in accordance with the Student Code of Conduct:

- 1.) Grade Penalty (a zero for the assignment or for the course) in addition to cancellation of any extra credit points,
- 2.) Letter of Reprimand,
- 3.) Probation,
- 4.) Suspension,
- 5.) Dismissal from Academic Program, and/or
- 6.) Expulsion from the University.

Students must consult the University's Code of Conduct for other forms of academic dishonesty and punishments. **For the purposes of this class, the first instance of academic dishonesty will result in a zero for the assignment. The second instance of academic dishonesty will result in a zero for the course and potential student conduct sanctions.** In all cases, a second reader will review the alleged plagiarism and a meeting will be called with the student before any sanctions will be issued or referrals made to Student Conduct.

ChatGPT: Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. You may not engage in unauthorized collaboration or make use of ChatGPT or other AI composition software. Using these tools without my permission puts your academic integrity at risk. **Therefore, if it is detected that ChatGPT was used on any assignment in this course (including group assignments), for any aspect of the assignment, then that will result in an automatic zero grade.**

Electronic Communication Policy: Notes and other course materials are posted on eCourses, which is available at <http://ecourses.pvamu.edu>. You are expected to use this website as a resource for the class. Additionally, I **highly suggest** that you sign up for our GroupMe (https://groupme.com/join_group/98225234/QSYf2Cex) by the end of the

first week of the semester, as sometimes it may be more convenient to send class updates on there. The University also maintains an email account for you. For security purposes, **I will not respond to emails sent to me from addresses that do not come from your official PVAMU email address. I expect you to check your Prairie View A&M email account at least once a day.** Please complete the Email Etiquette Acknowledgement Statement by the end of the first week of the semester. If you have problems accessing your account, call (936) 261-2525. Not having access to your Panther Email is not an excuse for missing important information. You can expect a response from me between **24 and 48 hours** during the business week and on the next business day following the weekend (which begins on Friday at 5pm) and holidays. Additionally, please do not only tell me something important in-person, especially if it comes to you needing to be excused from something. Please follow-up with an email. Given that I have 100+ students, I do not want leave anything to my memory.

Make-up Quiz & Examination Policy: You will only be allowed to make up a **quiz or exam** if you have a valid excuse. Valid excuses include *documented* illness, school or business trips, or family crises. Without proper documentation, there will be no make-up quizzes or exams. **If granted a make-up, you have a period of seven calendar days to schedule your make-up quiz or exam. After that point, the grade becomes a zero.** Please provide written documentation for why you need to make up a quiz or exam from a university official, doctor, police officer, parent, guardian or coach. Student athletes must notify me **BEFORE** they attend an event to represent the school and **MUST** be proactive in getting their quizzes or exams completed. Make up quizzes and exams may be an essay/short answer test or a modified version of the original quiz or exam. **Any assigned extra credit cannot be made up.**

Grade Groveling Policy: Students concerned about their grades should endeavor to attend all class sessions and complete all work to the best of their ability. Students **earn** high grades, based on demonstrating mastery of the subject matter and not based on what they want or need for their overall GPA. Therefore, no grade groveling will be entertained and no “do-overs” allowed.

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 may hinder a student’s overall success in the class. I will no longer excuse absences without official documentation through the university. To receive a university-excused absence, please go here: <https://cm.maxient.com/reporting.php?PrairieViewAMUniv>

Semester Calendar: Assignments must be submitted via eCourses. Please see the [Official Calendar](#) for any University changes.

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| Week One: (1/15-1/21) | Syllabus Review; Introductory Activities |
| Readings: | Selected materials on eCourses; Optum Health Education courses |
| Assignment(s): | Begin Optum Health Education trainings. |
| Week Two: (1/22-1/28) | More Getting to Know You Activities |
| Readings: | Selected materials on eCourses; Optum Health Education courses |
| Assignment(s): | Form groups and select chapter and date for Group Teachbacks, submit Syllabus Quiz and Questionnaire, and join GroupMe by 01/22. |
| Week Three: (1/29-2/4) | Review Chapters 1 – 4; Group Teachbacks; Library Instruction |
| Readings: | Selected materials on eCourses; Optum Health Education courses |
| Assignment (s): | Submit Introduction & Goals Presentation and Social Service Agency Selection for Tour by 01/29. |

Week Four: (2/5-2/11)	Poverty and Inequality; Group Teachbacks
Readings:	Chapter 5; selected materials on eCourses; Optum Health Education courses
Assignment (s):	
Week Five: (2/12-2/18)	Health; Group Teachbacks
Readings:	Chapter 6; selected materials on eCourses; Optum Health Education courses
Assignment (s):	
Week Six: (2/19-2/25)	Mental Health
Readings:	Chapter 7; selected materials on eCourses; Optum Health Education courses
Assignment (s):	Submit Code of Ethics Project and form groups and select chapter, date, and court case by 02/19.
Week Seven: (2/26-3/3)	Disability
Readings:	Chapter 8; selected materials on eCourses; Optum Health Education courses
Assignment (s):	
Week Eight: (3/4-3/10)	Review, Mid-Term, and Make-Up Week; Guest Speaker (3/6)
Readings:	Chapters 5 - 8
Assignment (s):	Submit mid-term examination by the end of the week.
Week Nine: (3/11-3/17)	Spring Break
Readings:	Spring Break!
Assignment (s):	Spring Break!
Week Ten: (3/18-3/24)	Crime and Criminal Justice; Looking Ahead
Readings:	Chapter 9; selected materials on eCourses; Optum Health Education courses
Assignment (s):	Begin Group Chapter and Court Case Presentations.
Week Eleven: (3/25-3/31)	People of Color; Group Chapter and Court Case Presentations
Readings:	Chapter 10; selected materials on eCourses; Optum Health Education courses

Assignment (s):	Finish Group Chapter and Court Case Presentations.
Week Twelve: (4/1-4/7)	Gay, Lesbian, Bisexual, and Trans Individuals; Guest Speaker (4/5)
Readings:	Chapter 11; selected materials on eCourses; Optum Health Education courses; class observation
Assignment (s):	
Week Thirteen: (4/8-4/14)	Children; Optum Health Education Certificates
Readings:	Chapter 12
Assignment (s):	Submit Optum Health Education Certificates by 04/08.
Week Fourteen: (4/15-4/21)	Women
Readings:	Chapter 13
Assignment (s):	Submit Closing & Achievements Presentation by 04/15.
Week Fifteen: (4/22-4/28)	Older Adults; Make-Up Week
Readings:	Chapter 14
Assignment (s):	Submit Social Service Agency Tour Response by 04/22.
Week Sixteen: (4/29-5/5)	Working Americans; Last Class Day and Final Assignment Week
Readings:	Chapter 15
Assignment(s):	

✚ Syllabus Disclaimer:

It is the instructor's right to modify the class schedule when necessary and cover course topics as she feels is necessary to meet the learning outcomes, therefore this syllabus is subject to change.

Student Support and Success

John B. Coleman Library

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Website: <https://www.pvamu.edu/library/>; Phone: 936-261-1500

Academic Advising Services

Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major at www.pvamu.edu/advising. Phone: 936-261-5911

The University Tutoring Center

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

Writing Center

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

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 instructor;
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.

Protections and Accommodations for Pregnant and Parenting Students

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

Non-Discrimination Statement

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

Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus. I will no longer excuse absences without official documentation through the university. To receive a university-excused absence, please go here: <https://cm.maxient.com/reporting.php?PrairieViewAMUniv>

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-reporting** – Students who test positive for COVID-19 are required to report their positive test results within 48 hours using the PVAMU Self-Reporting Form. Proof of off-campus and self-administered home test results must be sent to covid-19@pvamu.edu. Proof for self-administered home test is a picture of the test with a photo ID in the same photo.
- ✚ **Self-monitoring** – Students should follow public health guidance to help slow the spread of the virus, including being vaccinated. Students who have a fever or exhibit symptoms of COVID-19 should not participate in face-to-face instruction.
- ✚ **Face Coverings** – Face coverings (KN-95, surgical mask, etc.) are highly 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. Communication with the student’s instructor for remote support will take place by the Office of the Assistant Vice President for Academic Engagement and Success. 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 may qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu and fill out the form here: <https://cm.maxient.com/reporting.php?PrairieViewAMUniv>
- ✦ **Questions** – For answers regarding COVID-19 policies and/or procedures, students should refer to www.pvamu.edu/coronavirus or email covid-19@pvamu.edu.

Additionally:

- ✦ If you contract COVID-19 and need to be out for an extended period of time, I will be as flexible as humanly possible to make sure you are successful in class.
- ✦ If you need help, ask early. I don’t need to know your entire business – just enough to make sure I can help you.
- ✦ Assume I am here to help you. We’re in this together!
- ✦ Incompletes will only be given if you have completed 70% of the class with a grade of C or higher.

FUE (Frequently Used Excuses) & Ways to Avoid Them

FUE 1: “I had/have to work.”

Instructor’s Response:

It is important to learn how to balance your work and class schedules. Planning ahead, creating to-do lists, prioritizing tasks, and informing your manager and/or professor of any potential conflicts in your schedule should help.

FUE 2: “I did/do not know how to do it.”

Instructor’s Response:

There are a variety of resources available to you, as a student. Not only can I, as your professor, offer guidance, but you can also ask trusted classmates/peers, librarians, Google, family, and friends.

FUE 3: “I thought the built-in extension was until 11:59pm on Friday.”

Instructor’s Response:

Please do not wait until the last day of the built-in extension to complete your assignments. Aim to complete them by the original Monday deadline first and foremost. However, if you need additional time to ask for clarification or to make adjustments to previous submissions, then you have until the Friday after the Monday deadline at 2:00pm, without penalty.

FUE 4: “My computer stopped working/broke/deleted my paper/etc.”

Instructor’s Response:

Again, planning ahead and not waiting until the last minute to complete assignments will help in this unfortunate circumstance. Be sure to save multiple times, access library resources if necessary, use a flash drive, save to the cloud and/or your computer, print hard copies, email your assignments to yourself, etc.

FUE 5: “I did not/do not have time because (insert additional excuse here).”

Instructor’s Response:

Once again, planning ahead, being strategic, seeking assistance early, attending student success hours beforehand, and using your time wisely should help in many of these situations.