

SYLLABUS



SOWK 4315 Social Work Research II, P01 Spring 2024

Instructor: Dr. Marcus Benoit, PhD, MSW

Section # and CRN: SOWK 4315 P01

Office Location: W.R. Banks Building, Suite 231

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Office Hours: Tue & Thur. (10:00-11:00am & & 3:00-5:00pm) In person or Virtual
Fri (10:00-3:00pm) Virtual

Mode of Instruction: Face to Face

Course Location: W. R. Banks Building Rm

Class Days & Times: Tuesday & Thursday 11:00a-12:20p

Catalog Description: Social Work Research II

Advanced quantitative and qualitative methods of inquiry, research designs, and analysis of ethical and human diversity issues in social work research. Knowledge and skills in using advanced computer research applications in social work.

Prerequisites: SOWK 4143. Restricted to Social Work majors and others by special permission

Co-requisites: None

Required Text(s):

- Yegidis, B. L., Weinbach, R. W., Myers, L.L. (2012). *Research Methods for Social Workers*, 7/E Boston, MA: Pearson. ISBN: 978-0-205-82011-5
- Grinnell, R. M., & Unrau, Y.A (2010). *Social Work Research and Evaluation: Quantitative & Qualitative Approaches (7th ed.) IL: Oxford University Press.*

Recommended Text(s):

- *Publication Manual of the American Psychological Association (APA) (2010) (6th Ed.)*. Washington, D.C.: American Psychological Association.

Student Learning Outcomes:

| | Upon successful completion of this course, students will be able to: | Program Learning Outcome # Alignment | Core Curriculum Outcome Alignment |
|----------|---|---|--|
| 1 | Evaluate social research studies and apply these findings to generalist practice with diverse population | (E.P. 2.1.2) (E.P. 2.1.3); (E.P. 2.1.4); (E.P. 2.1.5); (E.P. 2.1.6); (E.P. 2.1.7); (E.P. 2.1.8); (E.P. 2.1.9); (E.P. 2.1.10a); (E. P. 2 .1. 10b); (E. P. 2. 1. 10c); (E. P. 2. 1. 10d) | |
| 2 | Apply the research process including methodology and ethical issues to evaluate own practice interventions and other relevant systems in order to add to the professional social work student knowledge base. | (E.P.2.1.1); (E.P.2.1.3) (E.P.2.1.4); (E.P.2.1.10a); (E. P. 2. 1. 10b); (E. P. 2. 1. 10c); (E. P. 2. 1. 10d) | |
| 3 | Distinguish between qualitative and quantitative approaches. | (E.P. 2.1.1); (E.P. 2.1.3); (E.P. 2.1.9); (E.P. 2.1.10a); (E. P. 2 .1 .10b); (E. P. 2 .1. 10c); (E. P .2 .1. 10d) | |
| 4 | Have the basic understanding of how to collect your own data and how to analyze both qualitative and quantitative data using computer-based skills. | (E.P. 2.1.1); (E.P. 2.1.2); (E.P. 2.1.5); (E.P. 2.1.7); (E.P. 2.1.10a); (E. P. 2. 1. 10b); (E.P. 2 .1. 10c); (E. P .2 .1 .10d) | |

| | | | |
|----------|---|---|--|
| 5 | Have the basic skills to assemble a comprehensive research proposal | (E.P. 2.1.3); (E.P. 2.1.4); (E.P. 2.1.5); (E.P. 2.1.7); (E.P. 2.1.10a); (E.P. 2.1.10(b)–(d)) | |
|----------|---|---|--|

Major Course Requirements

Method of Determining Final Course Grade

| <u>Instrument</u> | <u>Value</u> | <u>Total</u> |
|----------------------------|--------------|--------------|
| Exam # 1 | 15 Points | 15% |
| Exam # 2 | 15 Points | 15% |
| Exam # 3 | 15 Points | 15% |
| Exam # 4 | 15 Points | 15% |
| Research proposal draft #1 | 15 Points | 15% |

| | | |
|---------------------------------|-------------------|-------------|
| Final Research Proposal | 15 Points | 15% |
| Class Participation/ Discussion | 10 Points | 10% |
| Total: | 100 Points | 100% |

Grading Criteria and Conversion:

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = Below 60

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.

Course Requirements Due Date

Exam # 1 Date: 02/12/2024

Exam # 2 Date: 03/11/2024 -9

Exam # 3 Date: 04/15/2024 - 14

Exam # 4 Date: TBD

Research Proposal draft #1 Date: 02/26/2024

Final Research Proposal Date: 04/5/2024

Detailed Description of Major Assignments:

Assignment Title or Grade

Requirement Description

Examinations there will be **four** examinations which will include materials covered from textbook, lectures, and readings. Examinations are multiple choice questions and/or short answer questions.

Students will be given the opportunity to take a make-up examination only if prior approval has been obtained from the instructor for an absence due to compelling reasons. Students who fail to take the examination on the scheduled date without prior permission will receive a grade of “zero” for the examination.

Assignment Papers Sample Research Proposal:

The student must turn in a comprehensive research proposal at the end of the quarter that will expand on the students’ basic knowledge of proposal writing acquired in research I. In addition to including the introduction, literature review, research questions and / or hypotheses / objectives of the proposed study or project this sample research proposal will place a particular focus on the theoretical framework and the methodology- data collection, data analysis and interpretation of the findings. The research problem will be specified by the instructor.

Separate due dates will be established by the instructor for each part of your proposal.

Research proposal draft #1:

Will cover the title, the introduction (and its respective subtopics), the literature review (and its respective subtopics) and the research questions / hypotheses or objectives.

Research proposal draft #2:

Will cover the methodology (and its respective subtopics), the bibliography and the appendices.

Final proposal:

Must include critical discussions of how race, gender multicultural biases, economic and social injustices relate to your research topic.

(12-15 pages)

What is a research proposal?

A research proposal is essentially an outline of your ideas about a topic you want to learn more about through empirical investigation.

A research proposal outlines your goals, reflects, the knowledge you already have and the types of data you will acquire during your research.

Composing a research proposal.

Most research proposal comprises the following components:

- The title
- The introduction
- A review of the relevant literature
- Your research questions or hypotheses or objectives
- The significance of the proposed study or project
- The methodology you have chosen
- A bibliography

Written assignments are due at the beginning of class on due dates. Late assignments will be penalized three (3) points per calendar day (including weekends) that they are late and include 3 points for assignments that are completed after class begins. All written assignments must be typed, using the APA writing format, unless otherwise directed by instructor.

Course Procedures or Additional Instructor Policies 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.

This course is conducted through a variety of teaching methods including lecture, class discussions and small group exercises. Classroom sessions are conducted in an interactive lecture form. This professor presents the course materials in a straightforward and factual format, and uses a "hear it, see it, read it, write it" teaching methodology that has been scientifically proven to make it easier for student learners to understand and retain the information presented. In addition, technology infusion is used and includes audio-visual materials, power point and other computer applications. Students are required to be active in the learning process through class participation, asking questions, and contributing comments for discussions. Each student is expected to read all assigned material prior to class and fully participate in class discussions and activities.

Class Attendance

The attendance policy printed in the Prairie View A&M University Undergraduate Catalogue will be followed. When a student is unable to attend class, it is the student's responsibility to inform the professor in advance, whenever possible. It is the student's responsibility to obtain the notes, handouts, or other material for the missed class. Students remain responsible for all assignments due during the missed class. An absence does not excuse the student from any work or due dates.

Attendance will be taken at the beginning of each class; either through a sign-in form or a roll call and students not present at that time will be marked absent. Students who come in late are required to inform the Instructor, immediately following that class period in order to be counted late rather than absent. Once in attendance, students should not leave class without the instructor's permission. It is a violation of dishonesty for any student to sign-in another student in the attendance form.

Class attendance is mandated for all Prairie View A&M University students. Students are responsible for attending classes on time and adhering to the University's Class Attendance Policy. The Attendance Policy is printed in the Prairie View A&M University Undergraduate Catalog and shall be enforced. Excessive absences will result in lowered grades. **Excessive absenteeism, whether excused or unexcused, may result in a course grade being reduced or an assignment grade of "F".**

Attendance Table, based on 20 percent attendance and class participation

| Four Times A Week Class | |
|-----------------------------------|---|
| Present for all but two class | 20 points |
| Present for all but three classes | 15 points |
| Present for all but four classes | 8 points |
| Present for all but five classes | 0 points |
| Present for all but six classes | -2 points |
| Missing more than six classes | Another 10 points will be deducted for each additional class missed |

Being Late – Being LATE is UNACCEPTABLE! Period . . .

Grades of (C) signify work that is marginal in nature. That is, the scholarly products or professional performances meet many but not all of the expected criteria. Grades of (D) reflect work that is unsatisfactory. That is, the products or performances do not meet several, many, or most of the criteria. It means, also, that the work fails to approach the standards of quality, expected of a future BSW-level professional.

Semester Calendar

Week One: Introductions: Discussion of syllabus

Review of course expectations, assignments, and grading system.
Review learning from SOWK 4143.
Elements of good writing and tips on how to be successful in this course.

Chapter (s): Chapter 5 in Yegidis text.

Assignment (s): Find, read and bring to class a professional journal, etc. related to the topic of discussion. Lecture and discussion, class activity.

Week Two: Topic Qualitative Research

Examine commonly accepted types of qualitative research designs with particular focus on the following: The Case Study, Grounded theory, Ethnographic research, Cross-cultural research, Feminist research, Participatory action research, Evaluation criteria for qualitative research

Chapter (s): Chapter 8 in Yegidis text

Assignment (s): Find, read and bring to class a research article on a topic of interest to you from a social work journal. Lecture and discussion, class activity.

Week Three: Topic Measurement Concepts and Issues

Examine epistemological origins, patterns of utilization and guidelines for evidence-based practice including an overview of logic models.

Chapter (s): Chapter 10 in Yegidis text

Assignment (s): Parsons, B. A., Schmitz, Co (1999) *Everything You Wanted to Know About Logic Models But Were Afraid to Ask*. A paper presented at the Annual Meeting of the American Evaluation Association, Orlando, FL, November 1999.

Week Four: Topic Data Collection Instruments

Examine fixed alternative and open-ended items, Composite indexes and scales, Using existing data collection instruments, Revising existing data collection instruments, Constructing new data collection instruments, Use of self-administered instruments validity in instrument design, open and closed ended questions, instrument construction and appearance, as well as evaluating and pre-testing measurement instruments.

Chapter (s): Chapter 12 in Yegidis text

Assignment (s): Find, read and bring to class a research article on a topic of interest to you from a social work journal. Lecture and discussion, class activity.

Week Five: Topic Methods for Acquiring Research Data

Examine Methods for Acquiring Research Data by exploring the following: Secondary data analysis, Oral histories, Systematic observations, and surveys, In-person interviews, Group interviews- Focus groups, Telephone interviews and Electronic communication.

Chapter (s): Chapter 11 in Yegidis text Assignment (s): Lecture and discussion, class activity

Week Six: Topic Selecting a data collection method and data source

Examine data collection methods and data sources in the research process as well as the criteria for selecting a data collection method and implementation and evaluation.

Chapter (s): Assignment (s): Chapter 11 in Yegidis text and **Chapter 19** in Grinnell

Schilling, R. F., El-Bassel, N., Finch, J. B., Roman, R. J. & Hanson, M. (2002). Motivational interviewing to encourage self-help participation following alcohol detoxification. *Research on Social Work Practice* 12(6), pp.711-730.

Week Seven: Topic Participant observation

Chapter (s): Chapter 6 in Grinnell text

Assignment (s): Jorgensen, Danny L. (1989) *Participant Observation: A Methodology for Human Studies*, Newbury Park, CA: Sage Publications.

Week Eight: Topic Analyzing Data

Examine data analysis process with a focus on the following: Response rate, Patterns of response, preparing for data analysis, Qualitative analysis, Quantitative analysis, Uses of statistical analysis, Interpreting and reporting the results.

Chapter (s): Chapter 13 in Yegidis text

Assignment (s): Schilling, R. F., El-Bassel, N., Finch, J. B., Roman, R. J. & Hanson, M. (2002). Motivational interviewing to encourage self-help participation following alcohol detoxification. *Research on Social Work Practice* 12(6), pp.711-730.

Week Nine: Topic Secondary analysis

Examine types of secondary data, locating secondary data sets, steps in secondary analysis as well as their advantages and disadvantages.

Chapter (s): Chapter 11 in Grinnell text

Week Ten: Topic: Utilizing existing statistics

Examine sources of existing statistics, advantages and disadvantages, steps in analyzing existing statistics.

Chapter (s): **Chapter 13** in Grinnell text

Assignment (s): Find, read and bring to class a research article on a topic of interest to you from a social work journal. Lecture and discussion, class activity Research proposal paper is due.

Week Eleven: Topic Content analysis

Examination of characteristics of, steps in, and uses of content analysis in social work research as well as the advantages and disadvantages.

Chapter (s): Chapter 14 in Grinnell text

Week Twelve: Topic Analyzing qualitative data.

Examine the systematic approach of qualitative data analysis through the process of breaking up, separating, or disassembling of research materials into pieces, parts, elements, or units

Chapter (s): Chapter 15 in Grinnell text

Week Thirteen: Topic Disseminating Research Findings

Examining major reasons for conducting research is to contribute to the social work knowledge base and the means to disseminating research with a focus on: Reports and monographs, Internal correspondence and in-service training, Major conferences, Other professional gatherings, Publishing in professional journals.

Chapter (s): Chapter 14 in Yegidis text.

Burnette, Denise (1999). Custodial grandparents in Latino families:

Review for examination Review for examination

Week Sixteen: Final Exam

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/studentsuccess/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 nonstandardized 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, webassist, 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:

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