

**SOWK 5207-Z02: Diversity, Oppression, and Inclusion
Spring 2024**

Course Information	Description
Instructor:	Tamika Baldwin-Clark, PhD, LCSW-S, LCDC (I go by Dr. Clark 😊.)
Section # and CRN:	Z02; 25580
Office Location:	W. R. Banks, Suite # 219
Office Phone:	(936) 261-3223
Email Address:	tcbaldwin-clark@pvamu.edu
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/98911168/fQSqMpxU
Mode of Instruction:	Online
Course Location:	Online
Class Days & Times:	TBA (Online)
Catalog Description:	This course examines various aspects of diversity (e.g., race ethnicity, culture, socioeconomic status, gender, sexual orientation, disability, and religion) across life course development with particular emphasis on the impact of oppression and discrimination by society on people of culturally diverse backgrounds and orientation. The history, demographics, and culture of various oppressed groups are examined, including their experiences in organizations and small groups. Special attention is given to the experiences of African Americans and African-descent populations.
Prerequisites:	None.
Co-requisites:	None.
Required Text(s):	Diller, J. V. (2019). <i>Cultural diversity: A primer for the human services</i> (6th ed.). Cengage.
Recommended Website and Text(s):	<ul style="list-style-type: none">✚ Purdue Owl✚ American Psychological Association. (2020). <i>Publication manual of the American Psychological Association 2020: The official guide to APA style</i> (7th ed.). American Psychological Association.✚ Various readings and videos posted on eCourses and on Optum Health Education

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Demonstrate familiarity with the history and cultural heritage of oppressed groups in American society, including women and culturally diverse population, particularly those prevalent in the southern region of the United States.		
2	Demonstrate familiarity with global cultures, with a particular emphasis on the diversity of cultures found on the continent of Africa.		
3	Describe variations in development and functioning that arise from cultural processes, ethnicity and race, gender, socioeconomic status, sexual orientation, disability, religion, and urban/suburban difference.		
4	Compare and contrast diverse social environments, physical settings, and community contexts that support or impede individual development and family functioning.		
5	Analyze and apply knowledge of cultural diversity to human development, personal and professional behavior, policy-practice, and research in a manner that empowers and reflects professional values and ethics.		
6	Demonstrate the skill and knowledge required to promote political, economic, and social justice with oppressed groups including children, youth, and family in urban communities; and		
7	Integrate knowledge from human behavior and the social environment, practice, policy, and field instruction for comprehensive application to special issues of population at risk in organizational settings.		

Major Course Requirements

Method of Determining Final Course Grade

Item	Course Grade Requirement	Value	Total
1.)	Ethnographic Family Paper	15	15%
2.)	Mid-Term Exam	15	15%
3.)	Final Exam	10	10%
4.)	Group Presentation	10	10%
5.)	Personal Workplan	10	10%
6.)	Quizzes	10	10%
7.)	Discussion Posts	10	10%
8.)	Optum Health Education Certificates	5	5%
9.)	Introduction & Goals Presentation	5	5%
10.)	Closing & Achievements Presentation	5	5%
11.)	Syllabus Quiz	4	4%
12.)	Questionnaire	0.5	0.5%
13.)	GroupMe Participation	0.5	0.5%
Total:		100	100%

Grading Criteria and Conversion:

A = 90% – 100%

B = 80% – 89%

C = 70% – 79%

D = 60% – 69%

F = Below 60%

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
Ethnographic Family Paper (15% of final course grade)	<p>Each student will write a case report with her/his/their family of origin as the focus. Students may use family artifacts, documents, photo albums, observations, and interviews to conduct research for this assignment.</p> <p>Things to Include:</p> <ul style="list-style-type: none"> • Relevant literature (within last 10 years) related to family's culture(s), ethnicity(ies), and development • Various concepts and objectives from the textbook • Crises/challenges and typical coping and adaptation styles • Any cultural pride or shame issues • Migration patterns, organizational structure, child-rearing practices, religious or spiritual beliefs, eating habits, secrets, rituals, deviance, attitudes toward illness and death, help-seeking behavior, attitudes toward other cultures, gender roles • How your cultural identity may influence your work as a social worker <p>For further details, please review the instructions and grading rubric on eCourses.</p>
Mid-Term Examination (15% of final course grade) & Final Examination (10% of final course grade)	<p>There will be two, online examinations, which will include topics covered from the textbook. Each exam will consist of multiple-choice and True/False questions. Access to the exam will be available for submission beginning one week before the due date. Please do not wait until the last day to submit, as no makeup examinations will be allowed except under documented emergencies (See Student Handbook).</p> <p>For further details, please review the instructions on eCourses.</p>
Group Presentation (10% of final course grade)	<p>Students will be assigned to small groups to act as co-instructors, to present on a social work course syllabus that they create, on one of the oppressed/at-risk populations or ethnic groups listed in the textbook, from Chapters 11-19. The course syllabus should</p>

Assignment Title or Grade Requirement	Description
	<p>be between 5-8 pages and should include a course description, a listing of books, articles, and movie recommendations, weekly modules, as well as creative assignments for students who take the course. There should also be a reference page at the end of the syllabus.</p> <p>Groups will then upload their complete syllabus, as well as a video of them presenting, as if they are going over their syllabus with their actual students. Syllabus should incorporate pertinent information about selected population that future social workers engaged with this population should be aware of.</p> <p>For further details, please review the instructions and grading rubric on eCourses.</p>
<p>Personal Workplan for Culturally Competent Practice (10% of final course grade)</p>	<p>Students will develop a personal workplan. Below is the format:</p> <p>Self-assessment of cultural competency: Describe the level of cultural competence you had when started the course. What experiences have shaped your views of your own culture and the culture of others? Cite literature (within the last 10 years) and relevant theoretical concepts in your analysis. Include concepts from the textbook's chapters that you found thought-provoking or enlightening.</p> <p>What I learned in this course: Highlight topics you learned that were most meaningful for you. What aspects did you already know? What challenged your preconceptions? What piqued your curiosity and made you want to learn more?</p> <p>What this means for my practice: <u>Type of clients I would like to help:</u> Discuss how what you learned about cultures and families relate to your previous and current work experiences. What groups and cultures do you want to learn more about so that you might provide social work services more effectively? <u>Type of clients I find challenging:</u> Describe any population with which it may be difficult to work, due to one's own background, values, relationships, etc., and discuss your reasons. State whether or not this is something that you feel that you could overcome, what you could do to make it easier for you to work with this population, and how you plan to resolve any ethical issues that may arise.</p> <p>Further exploration: Describe what more you want to learn about other cultures and diverse families. Discuss strategies for raising your awareness of these various groups.</p> <p>Action steps: Explain how you plan to become more culturally competent by listing 3- 5 actions that are reasonable and feasible. How compatible are your planned actions with social work values and ethics?</p> <p>For further details, please review the instructions and grading rubric on eCourses.</p>
<p>Quizzes (10% of final course grade)</p>	<p>Questions will cover each week's readings and will be multiple-choice. Chapters 1-10 quizzes are required for the final grade calculation. Chapters 11-20 quizzes are optional and will not be included in the final grade calculation.</p> <p>For further details, please review the instructions on eCourses.</p>
<p>Discussion Posts (10% of final course grade)</p>	<p>Students are to pick one of multiple prompts from the assigned chapters and post a response to it. The responses should demonstrate that you have read the material and reflect aspects of the readings for which you may be grappling or intrigued.</p> <p>You are expected to raise comments to deepen your own and others' understanding of the readings and content covered. Each original posting must be at least one paragraph (5-6 complete, fully thought-out, error-free sentences). In addition, you must reply to at least two other classmates' threads in at least 3-4 complete, fully thought-out, error-free sentences. In order to receive credit, you must have a total of at least three posts: one, original post and two responses. No partial credit will be given for incomplete posts (i.e., posts that do not meet the minimal sentence requirement or posts that are missing at least two replies). Also, please include the # of the prompts to which you are responding. All written assignment grades will reflect: 1.) how well you demonstrated an understanding of and ability to integrate course content</p>

Assignment Title or Grade Requirement	Description
	comprehensively, 2.) the quality of critical analysis, 3.) whether or not you met all specified requirements, and 4.) graduate-level writing quality. For further details, please review the instructions and grading rubric on eCourses.
Optum Health Education Certificates (5% of final course grade)	To continue educating yourself about social work, outside of the textbook, please create a free account with Optum Health Education . 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. For further details, please review the instructions on eCourses.
Introduction & Goals Presentation (5% of final course grade)/Closing & Achievements 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, using the Studio icon on the discussion board, 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 discuss diversity, oppression, and inclusion, and 4.) if you could be any candy bar, what would you be and why. Must include an actual slide(s) that you go over. For further details, please review the instructions and grading rubric on eCourses. 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, using the Studio icon on the discussion board, discussing the following: 1.) your name, 2.) what you learned this semester about diversity, oppression, and inclusion, 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 diversity, oppression, and inclusion. You may either revise your original slide(s) from your Introduction and Goals Presentation, to include the elements above, or include a completely new slide(s). 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.
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 beginning of the second week of class for me to gain a better idea of your knowledge about the course content and your specific needs for the semester. For further details, please review the instructions on eCourses.
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/98911168/fQsqMpxU

Course Procedures or Additional Instructor Policies

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 tbaldwin-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 do not 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 will not be accepted.**

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 not 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, you must submit 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.

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/98911168/fQSqMpxU) 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.

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.) submit all assignments on time, and 2.) 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.



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.**

Semester Calendar

Week/Dates	Topics/Readings/Assignments
Week 1	Topics: Chapter 1: Introduction Chapter 2: What It Means to Be Culturally Competent <ul style="list-style-type: none"> ✓ Submit Chapters 1 & 2 Quiz ✓ Submit Chapters 1 & 2 Discussion ✓ Submit Introduction & Goals Presentation ✓ Submit Syllabus Quiz ✓ Submit Questionnaire ✓ Sign Up for GroupMe
Week 2	Topics: Chapter 3: Working with Culturally Diverse Clients Chapter 4: Understanding Racism, Prejudice, & White Privilege <ul style="list-style-type: none"> ✓ Submit Chapters 3 & 4 Quiz ✓ Submit Chapters 3 & 4 Discussion
Week 3	Topics: Chapter 5: Understanding Culture & Cultural Differences Chapter 6: Working with Culturally Diverse Parents & Families <ul style="list-style-type: none"> ✓ Submit Chapters 5 & 6 Quiz ✓ Submit Chapters 5 & 6 Discussion
Week 4	Topics: Chapter 7: Culturally Sensitive Treatment with Children Chapter 8: Bias in Service Delivery <ul style="list-style-type: none"> ✓ Submit Chapters 7 & 8 Quiz ✓ Submit Chapters 7 & 8 Discussion ✓ Submit Mid-Term Exam
Week 5	Topics: Chapter 9: Mental Health Issues Chapter 10: Treating Victims of Ethnic Conflict, Genocide, & Mass Violence <ul style="list-style-type: none"> ✓ Submit Chapters 9 & 10 Quiz ✓ Submit Chapters 9 & 10 Discussion ✓ Submit Ethnographic Family Paper

Week 6	<p>Topics: Chapter 11: Working with Latino/a Clients: An Interview with Roberto Almanzan Chapter 12: Working with Native American Clients: An Interview with Jack Lawson Chapter 13: Working with African American Clients: An Interview with Veronique Thompson Chapter 14: Working with Asian American Clients: An Interview with Dan Hocoy Chapter 15: Working with Arab & Muslim American Clients: An Interview with Marwan Dwairy Chapter 16: Working with South Asian American Clients: An Interview with Sumana Kaipa</p> <ul style="list-style-type: none"> ✓ Submit Chapters 11 & 12 Practice Quiz ✓ Submit Chapters 13 & 14 Practice Quiz ✓ Submit Chapters 15 & 16 Practice Quiz ✓ Submit Personal Workplan ✓ Submit Optum Health Education Certificates
Week 7	<p>Topics: Chapter 17: Working with White Ethnic Clients: An Interview with the Author Chapter 18: Working with American Male Clients: An Interview with Jon Davies Chapter 19: Working with Deaf Clients: An Interview with Valentino Vasquez & Johanna Larson Chapter 20: Closing Thoughts</p> <ul style="list-style-type: none"> ✓ Submit Chapters 17 & 18 Practice Quiz ✓ Submit Chapters 19 & 20 Practice Quiz ✓ Submit Closing & Achievements Presentation ✓ Submit Final Exam ✓ Submit Group Presentation
Week 8	<p>Topics: Course Wrap-Up</p>

Syllabus Disclaimer:

It is the instructor's right to modify the class schedule when necessary & 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. [Library Website](#) Phone: 936-261-1500

Academic Advising Services

Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect 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 within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the [advising website](#). Phone: 936-261-5911

The University Tutoring Center

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

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; [Writing Center Website](#), [Grammarly Registration](#)

Panther Navigate

Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for intervention. Panther Navigate helps students by providing a central location to schedule advising appointments, view campus resources, and request assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will log

in to Canvas and click on Student Alerts on the left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; [Panther Navigate Website](#)

Student Counseling Services

The Student Counseling Services 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; [Health & Counseling Center Website](#)

Office of Testing Services

The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the [OTS – Proctoring Service website](#). Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; [Testing Website](#)

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; [Disability Services Website](#)

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 classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit [CIITS Student Website](#). Phone: 936-261-3283 or email: ciits@pvamu.edu.

Veteran Affairs

Veteran Services works with student veterans, current military, and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; [Veteran Affairs Website](#)

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; [Student Engagement Website](#)

Center for Careers & Professional Development

This center supports students through professional development, career readiness, and placement and employment assistance. The center 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 center website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

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.

PVAMU's General Statement on the Use of Generative Artificial Intelligence Tools in the Classroom
Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAI's currently available, this statement includes any and all past, current, and future generations of GAI software. Prairie View A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not substitute the substance of their original work with the results of using such GAI tools. This clearly violates the [University's Administrative Guidelines on Academic Integrity](#) and its underlying academic values.

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 ability 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, Dr. Zakiya Brown, at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at [Title IX Website](#), 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>

Makeup Work for Legitimate Absences

Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is **excused**, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

Absence Verification Process

All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation, for review and verification. Please use the [Online Reporting Forms](#) to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: deanofstudents@pvamu.edu or phone: (936) 261-3550 or Office for Student Conduct via email: studentconduct@pvamu.edu or phone: (936) 261-3524.

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 Catalina
- Smartphone or iPad/tablet with wi-fi*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- 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

* Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work

with Android or Apple tablets and smartphones.

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 (Zoom)

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 [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services 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

In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice.

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.

- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.
- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.
- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.
- All students will have access to [TimelyCare](#), a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at timelycare.com/pvamu.
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.

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.