CPSY 7163 Professional Issues
Spring 2024

General Course Information

Information Item	Information
Instructor:	Stacie Craft DeFreitas, Ph.D., LSSP and Rahsheda Perine, Ph.D.
Section # and CRN:	P01, 23899
Office Location:	Don K. Clark Bldg., DeFreitas: Room 256; Perine: Psychology Clinic
Office Phone:	DeFreitas: 936-261-5223 Perine: 936- 261-5263
Email Address:	scdefreitas@pvamu.edu rdperine@pvamu.edu
Office Hours:	DeFreitas: In person or Zoom: Wednesdays 9 AM to 12 PM and by appointment Perine: In person or Zoom: Thursdays 9 AM to 12 PM and by appointment
Mode of Instruction:	Face to Face
Course Location:	Don K. Clark Bldg., Room 218
Class Days & Times:	Every other Tuesday 4:00 PM to 5:40 PM
Catalog Description:	This course is a proseminar series aimed at exposing students to historical, current, and emerging research and professional issues in clinical psychology.
Prerequisites:	None
Co-requisites:	None
Required Text(s):	All readings will be provided on Canvas or via email.
Recommended Text(s):	None

General Course Information Table

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:	Program Learning Outcome Alignment with APA
1. Apply course knowledge to the practice of clinical psychology including research, teaching, and applied work.	Professional Values, Attitudes and Behavior
2. Communicate their knowledge of the profession of psychology and ask questions to elicit understanding.	Communication and Interpersonal Skills
3. Demonstrate advanced knowledge of developmental trauma and its application to assessment, diagnosis and treatment	Developmental Aspects of Behavior

Student Learning Outcomes Table

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1. Attendance	100	15%
2. Participation	100	45%
3. Course Presentation	100	25%
4.Reflection Paper	100	15%
Total:		**100%**

Course Grade Requirement Table

Grading Criteria and Conversion:
A = 100-90%
B = 89-80%
C = 79-70%
D = 69-60%
F = 59% and below

A grade of less than a B does not constitute satisfactory progress and jeopardizes one's status in the program.

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
1. Attendance	Students are expected to attend each class session in person. One session per semester may be missed without penalty if the student provides a 2-page summary and reflection on the topic covered during the session due before the next class session. They may ask the presenter for their presentation.
2. Participation	Students are expected to do all readings before the class session, engage with the speaker by asking questions and making comments, and contribute to the intellectual environment in the course. Participation will be graded based upon your contribution. To assess class participation I ask myself the following types of questions: "Is the student exploring actively, or merely sharing old ideas?" "Can the student move beyond sharing their experiences and grapple with new ways of looking at those experiences?" "Can I tell that the student has read and thought about course material?" "Are the student's comments helpful to others?" "Is the student respecting what others are contributing?"
3. Course Presentation	The goal of this assignment is to provide doctoral students with an opportunity to present their own research or a relevant topic to their peers. Through this presentation, students will enhance their skills in effective communication, visual representation, and engagement with their audience. Choose a research topic relevant to clinical psychology or a subject that would be of interest and benefit to fellow psychology professionals. Obtain approval for the chosen topic from the instructor prior to beginning to work on it. Your presentation should be 15 minutes long and include an interactive element as well as a visual presentation. The deadline for submitting slides is April 9th. Presentations are scheduled for April 2nd and April 16th. Students will have the opportunity to sign up for a presentation date on a first-come, first-served basis.
4. Reflection paper	Part of being an active learner is reflecting on what you are learning. A great way to do that is through short reaction papers, in which you use what you are reading and discussing in the course. In this reaction paper you can integrate the readings with (a) class discussions, (b) something that you read in the newspaper or in popular media, (c) something that you study in another course or your own research, or (d) something that happened to you. You can further explore a topic that was examined. You can present two arguments on different sides of an issue. In any case, it should be obvious from your reaction paper that you've been to class, done the reading, and thought about current events related to professional behavior among psychologists. The reaction paper should be 2 to 3 pages, typed (12-point font), double-spaced. Please ask Dr. DeFreitas or Dr. Perine if you are unsure about your paper topic. Your Reflection paper should be

	submitted the week after the class session you are writing about. April 2nd is the last date to submit a reflection paper.

Course Procedures or Additional Instructor Policies

Course Diversity and Inclusion Statement: The material is intended to encourage critical thinking and discussion as we examine new ideas and concepts from varying frameworks. To do this effectively I, as the instructor, will do my best to foster an environment in which each class member is able to hear and respect each other. In turn, it is vital that each class member show respect for all worldviews and diverse experiences expressed in class. It is my intent that students from diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity in gender, sexuality, disability, age, socioeconomic status, religion/spirituality, worldviews, ethnicity, race, and culture. Please let me know ways to improve the effectiveness of the delivery or content of this course for you personally or for other students or student groups

Late work: Generally, late work is not accepted. You are granted one late pass for the semester in which you can submit an assignment up to 24 hours late with no penalty and no need for explanation. Just type out LATE PASS in the assignment comments or subject line when you submit. In the case of a true emergency (i. e, you had an emergency appendectomy), you should contact me as soon as is reasonably possible (see Life Emergencies below). If you know that you will have difficulty submitting an assignment on time, please contact me before the date. You will not be allowed to make up work if you contact me after the assignment was due in the case of non-emergency issues and you are not using your late pass. If you are having trouble submitting something on Canvas, email it to me (scdefreitas@pvamu.edu), otherwise, your late submission will not be accepted. Also, contact IT. Technical difficulties are not generally accepted as an excuse for late work. Make sure you submit your work early and always have a back-up plan.

Life Emergencies: Life happens. In the case of an unexpected life emergency, please contact me as soon as possible. In order to submit late work with no penalty, you will be asked to provide documentation of any emergencies. Unfortunately, I must ask for documentation as this has been abused in the past. I appreciate your understanding.

A Note on writing: No use of quotes. You should not use quotes in any assignment submitted in this class. There are two reasons for this. First of all, I am interested in your writing and what you know. When you quote I see neither your writing skills nor do I know that you understand the quote. Second, psychologists in general rarely quote when writing papers so it is best to stay within the standards of the discipline. Grading of writing. I plan to correct grammar in the first paragraph and in particularly problematic areas to support the improvement of your writing. I will also include resources that you can use, I recommend that you proofread out loud, ideally at least the next day after writing, to catch writing errors. Pay special attention to organization, using academic tone, and clarity (can a reader easily understand your writing).

AI Technology Policy: Intellectual honesty is vital to an academic community and for fair evaluation of your work. All work submitted in this course must be your own, completed in accordance with the University's academic regulations. Use of AI tools, including ChatGPT, is permitted in this course, but not encouraged. However, you should only use AI tools to help brainstorm assignments or projects or to revise existing work you have written. It is your responsibility to make all submitted work your own, maintain academic integrity, and avoid any type of plagiarism. Further, if you use AI technology, this must be directly cited in your assignment. Be aware that the accuracy or quality of AI generated content may not meet the standards of this course, even if you only incorporate such content partially and after substantial paraphrasing, modification and/or editing. Also keep in mind that AI generated content may not provide appropriate or clear attribution to the author(s) of the original sources, while most written assignments in this course require you to find and incorporate highly relevant peer-reviewed scholarly publications following guidelines in the latest publication manual of the APA. Lastly, as your instructor, I reserve the right to use plagiarism checking tools in evaluating your work, including those screening for AI-generated content, and impose consequences accordingly. If you use AI generated material and do not cite it, this is cause for an academic honesty violation and possibly a 0 for the assignment.

Sample AI citing: ChatGPT (Date used). I used ChatGPT to help me to develop a paper topic related to ethics and ethnicity. It produced eight different topics. I chose and modified one for my Final Paper assignment. Website.

To be safe, you may also attach what was produced by the AI software to your assignment. If you are unsure about how to cite your AI use, please contact Dr. DeFreitas with questions. For now, I believe the safest option is to not use AI technology, but if you do use it, properly indicate how you used the tool.

Semester Calendar

Week	Description
Session One: **1/23/24** **Topic Description**	**Trauma-lifespan development and neurodevelopment-Dr. Bridgett Tate (PVAMU Alumnus)-via [Zoom](#)** **Course Invite** https://classroom.google.com/c/NjQ2OTk2MTI0OTg4?cjc=avxvzat Access Code (if needed): avxvzat *Note that all course readings for Dr. Tate are posted in her Google classroom which is accessed by the link above*
Readings:	Perry et al. 2018 Lender & Mandley 2020 "A New Family Narrative"
Session Two: 2/6/24 **Topic Description**	**Developmental Trauma: Assessment, diagnostics, and treatment planning-Dr. Bridgett Tate- via [Zoom](#)**
Readings:	**Diagnostics:** Spinazzola et. al. 2021 "Developmental Trauma and Comorbidities" **Treatment :** Kliethermes, Schacht, Drewry 2014 "Complex Trauma Treatment Considerations" **Assessmen**t (Review the Following Assessment Tools) Brain Map Topic Prompts Universal Needs Assessment APA DSM5 Cultural Formulation Interview Review Sample Case Sheet for discussion *Bring DSM-5-TR
Session Three: **2/20/24** **Topic Description**	**Topic modeling-Dr. Anne Lippert**
Readings:	Atkins DC, Rubin TN, Steyvers M, Doeden MA, Baucom BR, Christensen A, Atkins, D. C., Rubin, T. N., Steyvers, M., Doeden, M. A., Baucom, B. R., & Christensen, A. (2012). Topic models: a novel method for modeling couple and family text data. Journal of Family Psychology, 26(5), 816–827. https://doi-org.pvamu.idm.oclc.org/10.1037/a0029607
Session Four: **3/5/24** **Topic Description**	**Psychology of Relationships: Why they are essential to humans. Discussion of modern ways that they function and methods to improve relationships-Dr. David Manning**
Readings:	TBD
Session Five: **3/18/24** **Topic Description**	**Intergenerational Trauma -Dr. Phil Rosier**
Readings:	TBD
Session Six: 4/2/24 **Topic Description**	**Student Presentations-in person**
Readings:	None
Session Seven: **4/16/24** **Topic Description**	**Student Presentations-in person**
Readings:	None

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. <u>Cheating</u>: 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. <u>Plagiarism</u>: 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. <u>Collusion</u>: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;

4. <u>Conspiracy</u>: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and

5. <u>Multiple Submission</u>: 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.

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.