CPSY 7380 Psychological Assessment I
Spring 2024

General Course Information

Information Item	Information
Instructor:	Stacie Craft DeFreitas, Ph.D., LSSP
Section # and CRN:	P01, 24916
Office Location:	Don K. Clark Bldg., Room 256
Office Phone:	936-261-5223
Email Address:	scdefreitas@pvamu.edu
Office Hours:	In person: Tuesdays 9 AM to 12 PM, and by appointment
Mode of Instruction:	Face to Face
Course Location:	Don K. Clark Bldg., Room 362
Class Days & Times:	Wednesday 1 PM to 3:50 PM
Catalog Description:	This course begins the process of developing competence in psychological assessment, thereby providing a foundation for future clinical coursework, practica, and supervised work experiences. The course covers basic assessment of cognitive functioning; selected measures of psychosocial and emotional functioning; ethical, cultural, and clinical issues associated with psychological assessment; case formulation and integrative report writing; and the principles of psychological measurement (including reliability, validity, norms and standard scores).
Prerequisites:	None
Co-requisites:	None
Required Text(s):	None
	Readings as noted on the Semester Calendar below and in Canvas.
Recommended Text(s):	None

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment
1	Apply knowledge of assessment and psychological constructs to the cognitive evaluation of individuals	Critical Thinking
2	Demonstrate the ability to write cognitive assessment reports and communicate findings verbally	Communication
3	Utilize individual difference criteria when engaging in assessment so that assessments accurately reflect the experience and needs of those assessed	Social Responsibility
4	Understand how reliability, validity, norms and standard scores apply to assessment	Empirical/Quantitative Skills

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1) Participation and Attendance	100	10%
2) Clinical Interview and Write Up	100	10%
3) WISC V Administration	100	15%
4) WPPSI-Protocol Write Up	100	10%
5) Assessment journal (4 entries)	100	10%
6) Cognitive Assessment Report	100	15%
7) Integrated Testing Assessment	100	10%
8) Final Exam	100	20%
Total:		**100%**

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.

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-non attendance) 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.

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
Participation and Attendance	Class will primarily be discussion and activity-based. **Students are expected to do all readings before the class session, engage with the class by asking questions and participating in active discussion, and contribute to the intellectual environment in the course.** Participation will be graded based upon 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 I, the presenter, and other students are contributing?" "Is the student participating in a variety of ways?"
Clinical Interview and Write Up	Students will conduct a semi-structured clinical interview using questions that they have developed. The interview should examine the participant's family of origin and history growing up. Students must submit their interview questions and a summary of the interview along with a self-reflection on the interview process. The summary should be at least 2 pages and the self-reflection should be at least 1 page. A recording of the interview is not needed. Students should interview a PV undergraduate student or another adult that they do not know well. This can be arranged with the help of the instructor. Due on 2/21/24.
WISC V Administration and scoring	Each student is required to video-record or demonstrate live one administration of the WISC-V. Each student will complete a self-evaluation using the chart provided. The self-evaluation must include a summary of performance on each subtest and overall

	strengths and weaknesses. The student will also submit completed scoring of the assessment with a brief reflection on the experience of scoring the protocol. Students may assess a child that they know or work with the instructor to find a child to assess. This should be arranged well before the due date. Due on 4/3/24.
WPPSI-Protocol Write Up	The student will be provided a completed WPPSI Protocol, which they must score and then provide a written summary report based upon the assessment. The Write up should include recommendations based upon the findings and should be 2 to 3 pages. Due on 4/17/24
Assessment Journal	You will submit four 1 to 2-page journal entries in which you catalog your assessment journey. You should record your concerns, critiques, analysis, and reflection on the assessment process, specific measures, and your growth as assessment personnel. The journal entries are due on the last weekday of each month (January, February, March, and April)
Cognitive Assessment Report	The student will be provided a completed cognitive protocol, behavioral observation, and history from which they should provide a written report. The report should be 5 to 7 pages and include recommendations. Due on 5/1/24.
Integrated Testing Assessment	Students will complete computerized assessment from Integrated Testing with Triad between April 30, 2024 and May 8, 2024. You will receive an email from Triad near the end of the semester, so check your Junk mail if you do not receive anything from them by May 3rd. You can watch the video tutorial to get more familiar with the platform. You will use your school email address to log in at https://app.hellotriad.com/it/student/login. Your password will be sent to you via separate email in May. For the best experience, you should take the assessments on a desktop or laptop, if possible. Your assessment will focus on an EPPP competency relevant to this course. All questions are in the single answer multiple choice format. You'll have 30-45 mins to complete each assessment. This testing will assist the Clinical adolescent psychology doctoral program in conducting program assessment and seeking APA accreditation. Do not use outside sources to complete the assessment and take it seriously as we plan to use this information to make changes to the program if needed. This assessment counts as 10 percent of your final grade. You should submit a screenshot of your completion page to Canvas.
Final Exam	Students must complete a Final Exam composed of 6 out of 8 offered essay questions. The Final Exam is take home and open book. Peer reviewed sources and the course text may be used. You will have at least 2 days to complete the Final exam.

Course Procedures or Additional Instructor Policies

Taskstream

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

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
Week One: 1/17 **Description**	Introduction to assessment
Readings:	Geva, E., & Wiener, J. (2015). Chapter 6. Assessment of intelligence. In *Psychological Assessment of Culturally and Linguistically Diverse Children and Adolescents: A Practitioner's Guide*. Springer Publishing Company.
	Mayer, J. D. (2016). Chapter 12. The elements of better testing. In *The Elements of Mental Tests, Second Edition*. Momentum Press.
	Sayegh, P., Vivian, D., Heller, M. B., Kirk, S., & Kelly, K. (2023). Racial, cultural, and social injustice in psychological assessment: A brief review, call to action, and resources to help reduce inequities and harm. Training and Education in Professional Psychology, 17(4), 366–374. https://doi-org.pvamu.idm.oclc.org/10.1037/tep0000451.supp (Supplemental)
Week Two: 1/24 **Description**	The Process and Context of assessment
Readings:	Farmer, R. L., McGill, R. J., Dombrowski, S. C., McClain, M. B., Harris, B., Lockwood, A. B., Powell, S. L., Pynn, C., Smith-Kellen, S., Loethen, E., Benson, N. F., & Stinnett, T. A. (2020). Teleassessment with children and adolescents during the coronavirus (COVID-19) pandemic and beyond: Practice and policy implications. Professional Psychology: Research and Practice, 51(5), 477–487. https://doi-org.pvamu.idm.oclc.org/10.1037/pro0000349.supp (Supplemental)
	Groth-Marnat, G. & Wright, A. J. (2016). Chapter 2. Context of clinical assessment. In *Handbook of Psychological Assessment: Sixth edition*. Wiley.
	Lichtenstein, R. & Bruce Ecker. (2019). Chapter 3. Assessment fundamentals. In *High-Impact Assessment Reports for Children and Adolescents: A Consumer-Responsive Approach*. The Guilford Press.
Week Three: 1/31 **Description**	Ethical, Legal and Professional Issues
Readings:	Reynolds, C.R., Altmann, R.A., Allen, D.N. (2021). The Problem of Bias in Psychological Assessment. In: Mastering Modern Psychological Testing. Springer, Cham. https://doi-org.pvamu.idm.oclc.org/10.1007/978-3-030-59455-8_15
	Romney, L. (2019). A landmark lawsuit aimed to fix special ed for California's Black students. It didn't. *KQED.* https://www.kqed.org/news/11781032/a-landmark-lawsuit-aimed-to-fix-special-ed-for-californias-black-students-it-didnt
	Thaler, N. S., Thames, A. D., Cagigas, X. E., & Norman, M. A. (2015). IQ testing and the African American client. In L. T. Benuto & B. D. Leany (Eds.), Guide to psychological assessment with African Americans (pp. 63–77). Springer Science + Business Media. https://doi.org/10.1007/978-1-4939-1004-5_5
Week Four: 2/7 **Description**	A Primer on Stats and Psychometrics and Role of the Evaluator in the Assessment Process
Readings:	Cooper, C. (2019). Chapter 7. Validity. In *Psychological Testing: Theory and Practice*. Routledge.
	Cooper, C. (2019). Chapter 14. Problems with test scores. In *Psychological Testing: Theory and Practice*. Routledge.

Mayer, J. D. (2016). Chapter 10. Reliability and precision of measurement. In The Elements of Mental Tests, Second Edition: Vol. Second edition. Momentum Press.

Week Five: **2/14** **Description**	Clinical Interview and Behavioral Observations
Readings:	Alcantara, C. & Gone, J. P. (2014). Chapter 9: Multicultural issues in the clinical interview and diagnostic process. In F. T. L. Leong (Ed.) APA Handbook of multicultural psychology: Applications and training. APA.

Lichtenberger, E. O., Mather, N., Kaufman, N. L. & Kaufman, A. S. (2004). Chapter Four. Behavioral observations. *Essentials of Assessment Report Writing*. Wiley.

Sharp, K. L., Williams, A. J., Rhyner, K. T., & Ilardi, S. S. (2013). The clinical interview. In K. F. Geisinger, B. A. Bracken, J. F. Carlson, J.-I. C. Hansen, N. R. Kuncel, S. P. Reise, & M. C. Rodriguez (Eds.), *APA handbook of testing and assessment in psychology, Vol. 2. Testing and assessment in clinical and counseling psychology* (pp. 103–117). American Psychological Association. https://doi.org/10.1037/14048-007 On Canvas. |

Week Six: **2/21** **Description**	Achievement and Adaptive Testing: Wechsler scales and Vineland
Readings:	WIAT Manual

Caemmerer, J. M., Maddocks, D. L. S., Keith, T. Z., & Reynolds, M. R. (2018). Effects of cognitive abilities on child and youth academic achievement: Evidence from the WISC-V and WIAT-III. Intelligence. https://doi-org.pvamu.idm.oclc.org/10.1016/j.intell.2018.02.005

Carey, K. T., & Sullivan, J. R. (2021). Vineland Adaptive Behavior Scales–Third Edition. The Twenty-First Mental Measurements Yearbook.

Miller, M. D., & Willse, J. T. (2010). Wechsler Individual Achievement Test--Third Edition. The Eighteenth Mental Measurements Yearbook.

Drefs, M. A. Beran, T. & Fior, M. (2013). Chapter 23. Methods of assessing academic achievement. In Saklofske, D. H., Schwean, V. L & Reynolds. C. R. (Eds.).The Oxford Handbook of Child Psychological Assessment. Oxford University Press.

Kamphaus, R. W. & Walden, E. (2020). Chapter13: Intellectual disability. In Eric A. Youngstrom, Mitchell J. Prinstein, Eric J. Mash, & Russell A. Barkley (Eds.). Assessment of Disorders in Childhood and Adolescence: Vol. Fifth edition. The Guilford Press.

Wechsler Linas, M. Guerrero, G. (2016). Chapter 4: The use of response to intervention in early childhood. In Adrienne Garro (ed.). *Early Childhood Assessment in School and Clinical Child Psychology*. Springer. (Optional, but please skim) |
| Assignment: | **Clinical Interview and Write Up Due** |

Week **Seven: 2/28** **Description**	Cognitive testing and the Wechsler Scales for Intelligence
Readings:	Flanagan, D. P., Alfonso, V. C., Ortiz, S. O. & Dynda, A. M. (2013). Chapter 12. Cognitive assessment: Progress in psychometric theories of intelligence, the structure of cognitive ability tests, and interpretive approaches to cognitive test performance. In D. H. Saklofske, V. L. Schwean, & C. R. Reynolds (Eds.). *The Oxford handbook of child psychological assessment.* Oxford University Press.

Thaler, N. S., Thames, A. D., Cagigas, X. E., & Norman, M. A. (2015). IQ testing and the African American client. In L. T. Benuto & B. D. Leany (Eds.), *Guide to psychological assessment with* |

African Americans (pp. 63–77). Springer Science + Business Media. https://doi.org/10.1007/978-1-4939-1004-5_5

Week Eight: 3/6 Description	Wechsler Intelligence Scale for Children-V: Description and Subscales
Readings:	WISC-V manual
	Wright, A. J. (2020). Equivalence of remote, digital administration and traditional, in-person administration of the Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V). Psychological Assessment, 32(9), 809–817. https://doi-org.pvamu.idm.oclc.org/10.1037/pas0000939.supp (Supplemental)

Spring Break 3/11/2024 through 3/15/2024

Week Nine: 3/20 Description	Interpreting the WISC-V
Readings:	WISC-V Manual
Week Ten: 3/27 Description	Wechsler Preschool and Primary Scale of Intelligence-IV: Description and Subtests
Readings:	WPPSI-IV Manual
	Chapters 12 and 13 (p486-508)
Week Eleven: 4/3 Description Readings:	WPPSI-IV: Subtests and Interpreting the WPPSI-IV
Assignment:	**WISC V Administration and Scoring Due**
Week Twelve: 4/10 Description	Test of Non-verbal Intelligence-4
Readings:	TONI-4 Manual
	Evans-McCleon, T. N., & Maddux, C. D. (2014). Test of Nonverbal Intelligence, Fourth Edition. The Nineteenth Mental Measurements Yearbook.
	Mungkhetklang, C., Crewther, S. G., Bavin, E. L., Goharpey N. & Parsons C. (2016). Comparison of measures of ability in adolescents with Intellectual Disability. *Frontiers in Psychology, 7*. https://doi.org/10.3389/fpsyg.2016.00683.
	Ritter, N., Kilinc, E. Navruz, B. & Bae, Y (2011). Test Review: TONI-4. *Journal of Psychoeducational Assessment, 29*(5), 484-488. DOI: 10.1177/0734282911400400.
Assignment: **Week Thirteen: 4/17 Description**	Report Writing
Readings:	Groth-Marnat, G. & Wright, A. J. (2016). Chapter 15. The psychological report. In *Handbook of Psychological Assessment: Vol. Sixth edition*. Wiley.

Huff, C. (2020, March 1). How to write more useful assessment reports. Monitor on Psychology, 51(2). https://www.apa.org/monitor/2020/03/career-write-reports

Elizabeth O. Lichtenberger, Nancy Mather, Nadeen L. Kaufman, & Alan S. Kaufman. (2004). Chapter 8: Recommendation. *Essentials of Assessment Report Writing*. Wiley.

Assignment: **Week Fourteen: 4/24 Description**	Report Writing
Readings:	Lopez, S. J., Snyder, C. R., Rasmussen, H.N., & Cole, B. P. (2019). Striking a vital balance: Developing a complementary focus on human weakness and strength. In M. W. Gallagher & S. J. Lopez. (Eds.). *Positive Psychological Assessment : A Handbook of Models and Measures: Vol. Second edition*. American Psychological Association.
Assignment (s):	**WPPSI-IV Protocol Write Up**
Week Fifteen: Finals	
Assignment s:	**Cognitive Assessment Integrated Report Due** May 1, 2024 **Integrated Testing Assessment Due** April 30, 2024 through May 8, 2024 **Final Exam Due** TBD

Student Support and Success

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

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

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

Writing Center

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

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

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

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

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

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

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

Office for Student Engagement

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

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

University Rules and Procedures

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

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

Forms of Academic Dishonesty:

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

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

3. Collusion: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;

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

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

Nonacademic Misconduct
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's

ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

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

Pregnancy, Pregnancy-related, and Parenting Accommodations
Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related conditions, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Disability Services or the Dean of Students' Office for additional information and to request accommodations.

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

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

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

Technical Considerations

***Minimum* Recommended Hardware and Software:**
- Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra*
- Smartphone or iPad/Tablet with Wi-Fi*
- High-speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers

- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

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

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

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

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

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

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

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

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

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

COVID-19 Campus Safety Measures [NOTE: Delete this section when the COVID-19 pandemic is over]

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

- **Self-monitoring** - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.

- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) are recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource, and support offices, and outdoor spaces where 6 feet of physical distancing is challenging to maintain reliably.

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

- **Personal Illness and Quarantine** - Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.