



SOWK 2361, Introduction to the Field of Social Work Spring 2024

General Course Information

Instructor: Professor Paisley Small
Section # and CRN: Intro Soc Work - 25569 - SOWK 2361 – P01

Office Location: W.R. Banks Bldg. Suite 242
Office Phone: (936) 261-1673
Email Address: ppsmall@pvamu.edu
Office Hours: By Appt or Via Zoom M-W 11:00-11:50

Mode of Instruction: **In Person -Face to Face**

Course Location: **Face to Face Hobart Taylor 2B221**

Class Days & Times: MWF 9:00-9:50

Catalog Description: Introduction to the profession of social work and the institution of social welfare. Include overviews of social welfare history; the range of contemporary services and agencies, and professional values, ethics, licensing and associates. Generalist social work model presented. Involves agency experience. Required for social work major and minor.

Prerequisites: No prerequisites

Co-requisites: No co-requisites

Required Text(s): Zastrow, Charles (2023). Introduction to Social Work and Social Welfare: Empowering People (Ed.13th) Boston, MA: Cengage Learning.
[Empowerment Series: Introduction to Social Work and Social Welfare: Empowering People, 13th Edition - 9780357623398 - Cengage](#)

Publication Manual of the American Psychological Association (APA) (2020) (7th Ed.). Washington, D.C.: American Psychological Association.

Recommended Text(s):

Mandatory Degree Plan Discussion: [BSW Degree Plan \(pvamu.edu\)](#)

General Course Information Table

Student Learning Outcomes:

CSWE 2015 EPAS and Competencies

<http://www.cswe.org/Accreditation/EPASRevision.aspx>

	Upon successful completion of this course, students able to:	Social Work Competencies CSWE (2015)	Educational Policy will be (2015)
1	Demonstrate and apply the knowledge, values, and skills of the social work profession.	Competencies 7 & 8	EP 1.0, 2.0
2	Demonstrate and apply social work ethical professional practice.	Competencies 1 & 8	EP principles to guide 1.0, 2.0
3	Demonstrate and apply knowledge about diversity and differences in practice.	Competency 2	EP engage in 2.0, 3.0
4	Explain the history of the social work profession and the American social welfare system.	EP	1.0
5	Explain the various contexts and settings in which social workers practice, including the roles and functions that they perform, and respond to contexts that shape practice; and how qualitative and quantitative research impacts practice.	Competencies 4, 5, 6, 7, 8 & 9	EP 2.0
6	Identify some of the social, economic, and political forces that have shaped the evolution of social welfare history,	Competencies 3 & 5	EP that have shaped 1.0 policies, and services in the U.S.
7	Analyze the important ideologies, values, and ethical the NASW Code of Ethics that	Competency 1	EP decision-making process in
8	have helped to shape social welfare and social work and that demonstrate knowledge of how diversity variables, such as ethnicity, gender, age, and sexual orientation	Competency 2	EP continue to guide the profession. as race and 2.0, 3.0 affect the
9	helping relationship, especially with populations at risk. Describe and analyze major issues and trends in various practice, such as child welfare, and domestic violence.	Competencies 3, 4, 5 & 9	EP areas of social work gerontology, substance dependence,
10	Critically analyze how social services enhance the well-being of people, promote social and advance human rights.	Competencies 3, 4, 6, 7, 8 & 9	EP individual and social 2.0 and economic justice, and
11	Develop an identification as a professional social worker s and conduct oneself accordingly.	Competencie 1, 2, & 6	_____
12	Assess one's strengths and weaknesses as a potential professional social worker.	Competencies 1 & 6	_____

Major Course Requirements

Method of Determining Final Course Grade		
Course Grade Requirement	Value	Due
1) Exam #1	100	02/09/2024
2) Pioneers in Social Work Paper	100	02/23/2024
3) Introduction Video/Paper	50	January 29 th -31 st February 5 th -7 th Paper Portion 01/31/2024
4) Exam #2 – Midterm Exam	100	03/04/2024
5) Monitoring Current Trends	25	Mar. 1 st , 22 nd , April 5 th , 12 th , 19 th
6) Social Work Discussions	25	Feb. 2 nd , 9 th , 16 th , 23 rd
7) Group Presentation	50	April 8th, 10th, 15th, 17 th
8) Final Exam – Comprehensive	100	04/26/2024
9) Social Work Interview	100	03/22/2024
	Total	650pts

Course Grade Requirement Table Grading

Criteria and Conversion:

Grading Criteria and Conversion:

A = 100-90

B = 89- 80

C = 79-70

D = 69-60

F = 59-below

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 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, 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	Description
Examinations	There will be three examinations which will include material covered from the textbook, lectures, and readings. Examinations are multiple choice questions and/or short answer questions. All exams will be online.

Pioneers in Social Work	<p>Format: Double-Spaced</p> <p>1) Identify three social work pioneers who have made a major contribution to the field of social work. Your choices must be approved by the professor.</p> <p>2) For each pioneer write one page sharing their accomplishments and contributions to social justice and social work. The total paper shall be 3 full written pages, not including cover page and reference page. Your paper must be written in APA Writing Style.</p>
Introduction Video/Paper	<p>Please write a 1–2-page paper to introduce yourself. (15 points). Tell me about YOU. What is your major? What are your personal and career goals? What are you most looking forward to learning in this class? What is one interesting fact about you? Feel free to include any other information that will help me get to know you. Your grade will be based on your writing, not content.</p>
Monitoring Current Trends	<p>1) Find 3 online newspaper articles that were written in the past two weeks months about a current event, social problem, or social work/social welfare program.</p> <p>2) This current event must be a factual news article, not an op-ed piece or an editorial. Students will receive the Monitoring Current Trends instructions and template to help start this assignment.</p>
Social Work Discussions	<p>Four Discussion Questions will be posted on Canvas. Students are to answer the question and then respond to one other classmates posting, agreeing or disagreeing on their response. Please support your answer and response to your classmates answer. Also be respectful to your classmate and their response.</p>
Group Presentations	<p>The professor will assign groups for the group presentation after the final withdraw date . Groups will choose a chapter and then create a PowerPoint presentation. Presentations will be done either via zoom/in person.</p>
Social Work Interviews	<p>Students will conduct a face-to-face interview with a social work practitioner who has either a BSW or MSW degree. The social worker can be a private practitioner or can be employed in any human service agency or hospital. Prior to the interview, students are to make a list of questions they plan to ask. These questions are to include (a) practitioner's educational and practice background; (b) description of his/her current position/duties; (c) how he/she became interested in social work; (d) what the social worker finds most exciting and frustrating about her/his work; and (e) what advice the social worker would give to an individual considering the</p>

field of social work. The student should create three carefully thought-out additional questions as well. A 3–5-page report of the completed interview, in narrative form, will be required. Do not submit a transcript of the interview, but rather a discussion of it along with your impressions. Proper spelling and grammar weigh heavily into the grade..

Introduction to Social Work- Spring 2024				
Date	Canvas	Class Topic	Readings/Assignments Due	Due
Week 1	Module 1	Classroom Orientation and Set-Up of synchronous Class	Syllabus Quiz Download Canvas Purchase Book Purchase MindTap Download Grammarly	
Week 2	Module 2	Social Welfare: Its Business, History, and Future Social Work as a Profession and a Career	Read Chapter 1 - Zastrow Discussion 1	
Week 3	Module 3	Social Work as a Profession and a Career	Chapter 2 Discussion 2	
Week 4	Module 4	Generalist Social Work Practice Poverty and Public Welfare	Read Chapter 3 Read Chapter 4 Exam 1	
Week 5	Module 5	Emotional/Behavioral Problems and Counseling.	Read Chapter 5 Read Chapter 6	

		Family Problem and services to Families		
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Week 6	Module 6	Sexual Orientation , Gender Identity,	Read Chapter 7 Discussion 3	
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		Transgender, and Questioning (LGBTQ)		
Week 7	Module 7	Drug Abuse & Drug Treatment Programs	Read Chapter 8 Discussion 4	
Week 8	Module 8	Crime, Juvenile Delinquency, and Correctional Services	Read Chapter 9 Discussion 5 Pioneers in Social Work Paper	
Week 9	Module 9	Problems in Education and School Social Work	Read Chapter 10 Discussion 6 Exam #2 - Mid- Term	

Week 10	Module 10	Work-Related Problems and Social Work in the Workplace	Read Chapter 11 Discussion 7	
Week 11	Module 11	Racism, Ethnocentrism , and Strategies for Advancing Social and Economic Justice	Read Chapter 12 Discussion 8	
Week 12	Module 12	Sexism and Efforts for Achieving Equality Aging and Gerontological Services	Read Chapter 13 & 14 Discussion 9 Monitoring Current Trends	
Week 13	Module 13	Health Problems and Medical Social Services	Read Chapter 15 Discussion 10 Group Presentations (All Week)	
Week 14	Module 14	Physical and Mental Disabilities and Rehabilitation	Read Chapter 16 Discussion 11	
Week 15	Module 15	Course Review	Social Work Interviews	

Week 16	Module 16	Final Exam Period	Final Exam	
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Course Procedures or Additional Instructor Policies

Guest Speakers & Lecturers: Guest speakers may be invited to online discussions to supplement the material.

Taskstream: Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is REQUIRED to be submitted as an “artifact,” an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in Canvas.

Formatting Documents: Microsoft Word is the standard word processing tool used at PVAMU. If you use other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy: Exams should be taken as scheduled. In the event an exam needs to be rescheduled, you should notify your instructor immediately and provide the proper emergency documentation (See Student Handbook).

Class Attendance:

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

Attendance will be taken at the beginning of each class and students not present at that time will be marked absent. Students who come in late are required to inform the instructor immediately following that class period to be counted late rather than absent. Once in attendance, students should not leave class without the instructor’s permission.

Class attendance is mandated for all Prairie View A&M University students. Students are responsible for attending class on time and adhering to the University’s Class Attendance Policy. The Attendance Policy is printed in the Prairie View A&M University Undergraduate Catalogue and shall be enforced. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a course grade being reduced or an assignment grade of “F”. A student is allowed as many unexcused absences per semester as the class meets per week.

Time Class Meets Per Week	Unexcused Absences Allowed
3	3

Class Participation: Students are expected to actively participate positively in the learning process. Participation includes: demonstrating critical thinking, active learning, development, and use of listening and speaking skills needed for career success, and the ability to join a discipline’s conversation. Such participation will include asking questions, active listening, seeking out and valuing the opinion of others, and showing respect for peers and the instructor.

Participation also includes evidence that the student has read the assigned material before class and by

contributing to class discussions and asking questions about the readings and lectures.

Communications, Activity Feedback:

As this is a hybrid/online (zoom assisted) course, email is the preferred method of communication. Please check your PV and Canvas email daily (preferably twice a day). If you are aware of any issues that may affect your ability to check

and/or respond to any of these forums regularly, or to submit assignments by the due date deadlines, please contact me ahead of time. If the preferred methods become unavailable and as an alternative method, please contact me by calling my office number, and leave a message which I will receive via email. If your email requires a reply, you will typically get a response within 24 hours, except for weekends; weekends response time within 48 hours is expected. A zoom conference can be scheduled by appointment.

Cell Phone & Electronics Policy: Electronics can be amazing classroom tools, but if used improperly, they can be a major distraction and take away from a positive learning environment. Please avoid using phones and electronics for non-academic reasons (Facebook, Twitter, Instagram, gaming, texting, etc.). Keep your phone on **silent or vibrate**. In case of an emergency, step outside to use your phone. Please do not abuse this “emergency” policy. If you are observed using your cell phone or electronics for non-academic purposes, you will be asked to leave, and this will result in an absence.

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-tutoringcenter/>), 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: 936261-3564; 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 courserelated 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.

Bibliography

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