SOWK 5351 - SW PRACTICUM & SEMINAR II-Z01

Instructor:	Dr. Beverly A Spears
Department:	Department of Social Work
College:	College of Arts & Sciences
Section# and CRN:	2420-2355
Office Location:	Zoom
Office Phone/Fax:	936-261-1647
Email Address:	baspears@pvamu.edu
Office Hours:	Tuesday and Wednesday 4:00 PM to 7:00 PM via Zoom or by Appointments
Virtual Office Hours:	Zoom: https://calendly.com/baspears/30min
Mode of Instruction:	Online
Course Location(s):	Online
Class Days & Times:	Online Instruction
Prerequisites:	SOWK 5308
Co-requisites:	

I.   **M.S.W. Program Mission**

II.   The mission statement of the Prairie View A&M University Master of Social Work (M.S.W.) Program is prepare a cadre of diverse, competent leaders in social work that integrate ethics, human behavior, social work practice, policy, and advanced practice knowledge and skills to serve as change agents in the areas of behavioral health and medical social work an emphasis on Africentric theory and interventions.

III.   **M.S.W. Program Goals**

The goals of the M.S.W. Program are:

Students will demonstrate generalist knowledge, values, skills, and cognitive affective processing with systems of any size.

Students demonstrate advance social work competencies within behavioral health and medical social work.

Students are able to integrate Africentric theories and practices as a framework to understand and intervene with client populations in behavioral health and medical social work.

IV. **Required Textbook**
Summers, N. (2016). Fundamentals of Case Management Practice: Skills for theHuman Services (5th Ed), Cengage
Recommended Text:
Morrison, James (2014). DSM-V Made Easy: The Clinician's Guide to Diagnosis. NY: The Guilford Press.

National Association of Social Work. (2018). Code of Ethics. Washington, DC
https://socialwork.sdsu.edu/wp-content/uploads/2011/09/NASW-Code-of-Ethics2017.pdf

Publication Manual of the American Psychological Association (APA). (2019).(7th ed.). American Psychological Association

Additional readings may be required from Academic Journals, videos, books, and agency or academic reports. Materials are available with reservation through:
https://www.libraries.pvamu.edu/course_reserves

Additional Course Materials:
- MSW Field Manual
- MSW Handbook.

Visit the PVAMU MSW Program Website at:
https://www.pvamu.edu/bcas/departments/social-work/graduate/

Guidelines for Social Work Safety In the Workplace.
https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0%3D&portalid=0

V. **Prerequisites:** **SOWK 5300; 5205; 5215; 5301; 5308**
Co-quisites: SOWK 5302; 5207; 5206; 6303

VI. **Course Description**

This foundation practicum first course facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency

in all nine CSWE areas of social work practice competency. In this internship students will gain a generalist perspective of social work practice and prepare to move into an advanced area of practice concentration. This course prepares students to apply practice theories, models, and ethical principles in a specific agency setting. Emphasis is placed on promoting competence through strength-based, culturally competent, generalist practice

.

VII. Course Rationale

This course continues the foundation (Practicum I) field experience.

Core Competencies and Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
Use technology ethically and appropriately to facilitate practice outcomes; and
Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Use practice experience and theory to inform scientific inquiry and research;
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
Use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice

Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
Assess how social welfare and economic policies impact the delivery of and access to social services;
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and

constituencies;
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Select and use appropriate methods for evaluation of outcomes;
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Competency 10: PVAMU School Competency: Demonstrate knowledge and competence in Africentric social work practice with Individuals, Families, Groups, Organization, and Communities

Identify and describe Africentric theory and components of Afrocentric interventions; and
Apply and demonstrate an understanding of evidence based Africentric interventions in the medical and behavioral health care settings at the micro, mezzo, and macro levels

Student Learning Outcomes

By the end of the course, the student will demonstrate the ability to:

1. Demonstrate ethical and professional behavior.

2. Engage diversity and difference in practice.

3. Advance human rights and social, economic, and environmental justice.

4. Engage in practice-informed research and research-informed practice.

5. Engage in policy practice.

6. Engage with individuals, families, groups, organizations, and communities.

7. Assess individuals, families, groups, organizations, and communities.

8. Intervene with individuals, families, groups, organizations, and communities.

9. Evaluate practice with individuals, families, groups, organizations, and communities.

Methods of Instruction

Methods will be individualized by the agency-based Field Instructor to each agency setting by the Faculty Liaison in the Integrative Seminar.

I. Criteria for Grading

Students will be evaluated on the following assignments:

Criteria for Grading	Due Date	Percentage of Final Grade
Six (6) Process recordings		20%
Field Process: Virtual Attendance & Participation in field Seminars (3)		20%
Case Presentation (Video)		20%
Journal: Assess Individuals, Families, Groups, Organizations, and Communities		20%
Case Presentation Feedback: Discussion		10%
Ending Evaluation		10%
ePortfolio		Pass/Fail
Total		**100%**

Grading scale:
90-100   A
80-89   B
70-79   C
60-69   D
Below 60   F

Examples of behaviors that may result in a grade of "C" include:

- A pattern of unprofessional/unethical behavior including excessive absences, not informing appropriate agency personnel of absences, inadequate communication with supervisors about clinical work (including non-completion of process recordings as required), lateness with paperwork, inadequate documentation, etc..
- Insufficient progress toward learning goals

- Consistently problematic communication and interpersonal skills that negatively affect clinical workand/or relationships with other students, faculty, and staff
- Consistent inability to make use of supervision, including repeated difficulty in followingsupervisory directions and failure to seek supervisory guidance when necessary
- Non-adherence to the NASW Code of Ethics in regards to confidentiality, boundaries, andappropriate workplace behavior (to name a few).
- Inability to demonstrate compassion, empathy, integrity, and respect for others.
- A pattern of incomplete and/or late assignments or assignments that are of poor quality.
- Insufficient field education hours.

Absences from Integrative Seminar meetings

IV. **Detailed Description of Major Assignments:**

Assignment Title or Grade Requirement	Description

Process Recordings	Process recordings are utilized for educational supervision with the Field Supervisor and the Faculty Liaison. A minimum of **four process** recordings will be due each semester. The format and written guidelines for process recordings and due dates will be provided. Completion of process recordings in a thorough and timely fashion contributes to the final field grade for this course. Learning derived from process recordings includes: increased self- awareness; application of critical thinking skills, and opportunities to assess progress and areas for growth. Students should use the three column verbatimprocess recording format. The form can be adapted for use with individuals, families and groups. Students can choose to use the Larger Systems process recording template for work with organizations and communities.
	Each recording includes a reflection on one or more of the following: social identity, policy, research or ethics. Specifically, students reflect on one of thefollowing prompts. Over the course of the semester, each prompt should be addressed at least once.
	1. How do aspects of your client's social identity impact your work with thisclient?
	2. How might social policies impact your client? What barriers are impactingyour client at the community level? How do they affect your work with the client?
	3. What question do you have about this client or context that research mighthelp you to better intervene or advocate?
	4. What ethical dilemmas have arisen in this practice situation and whatquestions do you have?
	Field Supervisors are expected to give written feedback for each recording.Minimum length per recording: four pages.
	The assignments are explicit in their focus on helping students develop a solidself-reflective and reflective practice. They enable student to look deeply and specifically at individual client interaction by writing a verbatim recording of what was said and observed during the interaction.
Virtual Attendance &Participation in FieldSeminars: Agency Presentation	Students will attend three (3) virtual seminars. Students' Field Supervisors will be invited to present their agency work, population served, funding, advocacy, and policies during the seminars. Students will discuss their fieldpracticum experiences and preparation for Advance Clinical Field Practice.

Journal: Assess Individuals, Families, Groups, Organizations, and Communities	This journal is an opportunity to ensure you have the basics for your practicum in place. Your field liaison will have a better understanding of your practicum site and be able to identify any potential areas to address. **Instructions** This journal is an opportunity to examine assessment strategies at your agency. This relates to your learning contract and practicum evaluation. Competency #7 refers to Assess Individuals, Families, Groups, Organizations, and Communities. • Discuss with practicum supervisor on the assessments and tools used at the agency and journal about them. Did you receive any orientation or training in the field practicum on assessment? • Have you reviewed any files related to other clinicians on assessments? • Have you shadowed any assessments by other clinicians? What did you notice about the clinician during the assessment? What questions did that clinician use for this part of the assessment? • Describe the skills the clinician demonstrated that you would like to emulate and the strategies you might avoid in the future. What are your reactions to the content disclosed in this assessment? References and citations are not required for this assignment. However, please use proper grammar and spelling. The formatting is double-spaced. **Length:** This assignment must be 3 pages (excluding the title and reference page, if applicable).
Case Presentation (Video)	Students will present an indebt case assessment of a client they have worked with at their various field agencies. The presentation will include a psychosocial assessment of the client using Social work theories and frameworks. The Video PowerPoint will include intake, assessment, treatment plan, and termination. Videos of the PowerPoints presentation willbe submitted to the CANVAS for grading.
Case Presentation Feedback: Discussion	Each student will upload the Case Presentation Video/PowerPoint Case to the discussions board, watch two Video/presentations of their peers, discussiontheir observations, and give positive feedback to their peers.

Ending Evaluation	Students will collaborate with their Field Supervisors in developing a formalevaluation of students' behavior and other evaluation.
ePortfolio/Fiel dInternship	**Field Internship**: Students' ePortfolio will included evidences of the following: **Hours**: A minimum of 200 hours of fieldwork is required, including time spent in Integrative Seminars. Students will schedule their hours with the Field Supervisor to meet the needs of the agency and to fulfill the students required 16 to 20 hours per week in field. Time spent commuting to and fromthe agency, as well as non-working lunches may not be counted toward the field hour requirement. Time invested in field-related workshops must be pre-approved by the field supervisor and reported to the Faculty Liaison. **Attendance:** Attendance and punctuality in field demonstrate professional accountability. If, due to illness or emergency, a student is unable to report tofield or will be late, the appropriate agency personnel must be informed as early as possible. The Field Supervisor must be informed of the reason, and the student is responsible for any missed field obligations. Hours absent from field, regardless of the reason, are not counted toward the required 240 hoursper semester. One field hour is accrued for each week of attendance at the Integrative Field Seminar. **Learning Agreement:** In Seminar I A written learning Agreement was developed by students in collaboration with their Field Supervisors during Seminar I. If a student changed Field agency in Spring semester, a new Learning Agreement is required and it is part of the ePortfolio to be submitted. In general, this document should serve as a guide for (1) development of field assignments; (3) further evaluation of a student's performance in field; and (3) his/her readiness for more independent practice.Periodic review and modification(s) of the Agreement are recommended. **Assignments:** Weekly readings from the assigned textbook. Students will incorporate knowledge gained from reading textbook chapters into their fieldpractice and in completing all activities due for grading. **Process Recordings:** Six Process recordings with the field supervisor's signature.

	Case Presentations: Each group will present a comprehensive case assessment of a client selected from the field practice. These will occurduring the second half of the semester.
	Individual Supervision with the Field Supervisor: Educational supervisionis a collaborative relationship between the Field Supervisor and the intern thatfacilitates the development of professional competence. It is an interactional process in which the primary purpose is to ensure the quality of client care while the supervisee is gaining professional competence. Because performance as an adult, self-directed learner is the work pattern demanded ingraduate field instruction, it is the student's responsibility to explore the balance between the personal and professional, evaluate his or her own work, and accept constructive feedback. A minimum of one hour per week of scheduled educational supervision with the agency-based Field Supervisor is required.
	Integrative Seminar: Integrative Field Seminar is designed to provide students with an opportunity to integrate classroom theory to current field andprofessional experience. Seminar involves peer consultation, challenging personal and professional values, self-exploration and reflection, critical thinking and group building. Since the goal of the Seminar is to apply knowledge, values, and skills to practice, the success of the Seminar depends on each student's full participation and engagement. This includes respectful sharing and listening to the opinions and concerns of others, offering suggestions and ideas in a positive and supportive manner, and being willing to promote group cohesiveness in a learning environment. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision. Discussions with individuals outside of the Seminar context arenot permitted. Violations of Seminar confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.
	Time Sheets: Students are responsible for keeping a time sheet documentinghour logged in field. Time sheets should be completed and reviewed by the Field

WEEK 1:	**Video Lecture: Course Introduction**
Jan 16-20	A Virtual Video Lecture presenting:
	Syllabus and Expectations of Field Seminar II

XI. **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, but for general information, you can visit Taskstream via the link in eCourses.

Classroom Policies:

PVAMU expects perfect attendance.

While unnecessary absences are discouraged, the instructor recognizes that, on occasion, students may have legitimate reasons for being absent from class. Each student has the responsibility to confer with the instructor regarding all absences or intended absences. Students with military reserve duty or other special needs are responsible for notifying the instructor of their special circumstances. University officials expect students to attend all classes. *A note about absences:* In addition to missing an entire class, late arrivals and early departures will contribute to the number of absences. A student may not miss more than 3 classes (excused or unexcused). **If you have more than three (3) absences, you cannot pass this course.**

Class participation/**professionalism**.

Students are responsible for a collaborative learning process in which each student serves as a resource for the learning of others. This course is part of the practice course sequence and designed to help students develop, strengthen, and enhance their practice skills as clinical social workers. Practice classes are conducted and taught in an interactive mode. Therefore, it is necessary and required for students to participate verbally in class discussions and to interact with fellow students through role-playing, group discussions, and the analysis of interventions as

they relate to individuals. 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 prior to class and by contributing to class discussions and asking questions about the readings and lectures. Class participation will be evaluated on the basis of students' engagement in the learning process. This includes attendance and preparation for learning, involvement in-class activities, contributions, online discussions, and role-playing.

Professional conduct and civility in the classroom. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for others' opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

Electronics in the Classroom.   Cell phone use, including calls and texting, is not allowed during class time. Please turn off cell phones and put them away. If you are on-call for your employment, please notify the instructor and place your phone on vibrate. If you are observed working on tasks unrelated to the course on your computer, you will be asked to put your computer away. If you continue to engage in non-class-related work in class, you will be asked to leave the classroom and marked as absent.

Classroom confidentiality. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not

permitted.

Class assignments are required. Students are responsible for completing the assignment according to the descriptions provided. The professor will provide a written and verbal discussion of the assignment expectations. Students who need further assistance with assignments are responsible for attending the professor's office hours for needed assistance. Assignments submitted *after* the due date will be penalized 5 points per day. No assignment will be accepted after the third day beyond the assignment due date. All written assignments are to be in APA format in a WORD document and electronically submitted. of the APA style are in the *Publication Manual of the American Psychological Association*, 6th Edition.

Academic Integrity. All written work should reflect graduate-level use of grammar, spelling and organization of material. Students whose work does not meet graduate-level writing quality will be required to consult with the PVAMU Writing Center. In addition, papers are to be free of plagiarism. Plagiarism is subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University.

XII.**Student Support and Scuccess:**

John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. 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/](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 disabilityfiles 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 referralnetwork 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 deliverymethods to extend programs and services to persons unable to attend college in the traditional manner. The Centerfor 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 AcademicIntegrity 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-inclusiveor exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct(as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

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

1. 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;

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

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

4. 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 subjectto 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 astudent, 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. TheUniversity 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 withsomeone 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

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.