



## SYLLABUS

### **SOWK 6602 - SW PRACTICUM & SEMINAR IV**

**Instructor:**

*Darron Garner, PhD, LCSW-S*

**Section # and CRN:** SOWK6602Z01-2420-24773

**Office Location:** Online

**Office Phone:** 713-305-0892

**Email Address:** [ddgarner@pvamu.edu](mailto:ddgarner@pvamu.edu)

**Office Hours:** Monday from 2:00 PM to 5:00 PM and Thursday from 2:00 PM to 5:00 PM and by Appointment

**Mode of Instruction:** Online

**Course Location:** Online

**Class Days & Times:** Thursday from 6:30pm to 8:00 PM

**Catalog Description:**

Building on Field Instruction I, II, and III, this 6-credit hour course is a supervised practicum within an organization that provides clinical social work services, including 250 clock hours of internship.

**Prerequisites:** SOWK 5308 - SW Practicum & Seminar I, SOWK 5351, SOWK - SW Practicum & Seminar II, and 6601-SW Practicum & Seminar III.

**Co-requisites:** None

**Required Text(s):**

- Course Readings Packet
- MSSW Graduate Guide to Field
- MSSW Handbook
- NASW Code of Ethics
- Texas Social Worker Code of Conduct

Recommended Text(s):

NASW Standards for Social Work Education available at  
Other readings and resources as assigned by agency Field  
Instructor and/or Faculty Liaison.

**Student Learning Outcomes:**

---

	<b>Upon successful completion of this course, students will be able to:</b>	<b>Program Learning Outcome # Alignment</b>	<b>Core Curriculum Outcome Alignment</b>
<b>1</b>	Explain how to apply ethical decision-making skills to issues specific to clinical social work.		
<b>2</b>	Describe how to engage in efforts to safeguard against personal biases as they affect the working relationship in the service of the clients' well-being.		
<b>3</b>	Describe how to utilize needs, values, and strengths in applying appropriate interventions for diverse client systems		
<b>4</b>	Explain how to utilize practitioner/client differences from a strength's perspective.		
<b>5</b>	Explain how to advocate at multiple levels for mental health parity and elimination of health disparities for diverse populations.		
<b>6</b>	Explain how to utilize research methodology to evaluate clinical practice effectiveness and/or outcome and apply empirically supported evidence for practice		

*Table 1 Major Course Requirements*

**Method of Determining Final Course Grade**

**Field Internship.** Students must meet the same field requirements regardless of agency placement or assigned seminar. To meet these requirements, students are provided with a set of educational

experiences under the supervision of the Field Instructor. The expected minimum field assignments include:

Students must work directly with the client populations served by their agencies. It is expected that each student will carry a “learner’s” load of 4 to 6 cases throughout the semester. Students are expected to participate in engagement, assessment, and intervention phases of the helping process. Students must have opportunities to work with diverse clients, including women, ethnic minorities, LGBTQ, or other specialized populations. Agency and academic documentation is required, including: process recordings, case assessments, field journals, ongoing case/group recordings, and administrative reports. Any documentation required by the agency must be completed.

Students must have an opportunity to co-plan and co-facilitate one or more groups within their agency settings. The identification of this assignment is done in conjunction with the Field Instructor and Faculty Liaison in order to ensure that the type of group is consistent with the level of intervention skills of an emerging practitioner.

During the course of the two semesters at the agency, students will complete a macro project in community, administration, or leadership. Typically, the macro project is in response to an agency need and fosters skill and experience for the emerging professional. The Faculty Liaison will provide instruction for the evidence of completion.

Students should be encouraged to:

- Participate in staff meetings.
- Attend board meetings during the semester.
- Participate in community events and/or inter-organizational meetings; and/or
- Present a case in a staffing forum used by the agency.

**Hours:** A minimum of 250 hours of field work is required, including time spent in Integrative Seminars. Students will schedule their hours with the Field Instructor 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 from the 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 instructor and reported to the Faculty Liaison.

<b>Course Grade Requirement</b>	<b>Value</b>	<b>Total</b>
<p><b>Assignment 1. Weekly Attendance:</b>  <b>Attendance:</b> Attendance and punctuality in field demonstrate professional accountability. If, due to illness or emergency, a student is unable to report to field or will be late, the appropriate agency personnel must be informed as early as possible. The Field Instructor 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 250 hours per semester. One field hour is accrued for each week of attendance at the Integrative Field Seminar.</p>	10 pts.	10%
<p><b>Learning Contract:</b>  A written learning contract is to be developed by the student, approved by the Field Instructor, and the Faculty Liaison by the end of the second week in placement. In general, this document should serve as a guide for (1) development of field assignments; (2) 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 contract are recommended.</p>	10 pts	10%
<p><b>Process Recording:</b>  Process recordings are utilized for educational supervision with the Field Instructor and the Faculty Liaison. A minimum of six process recordings will be due over the course of the two semesters of Field I and Field II. The format and written guidelines for process recordings and due dates will be provided by the Faculty Liaison. Completion of process recordings in a thorough and timely fashion contributes to the final field grade for this course.</p>	20 pts	20%
<p><b>Journals</b>  Weekly field journals provide the student an opportunity to process and integrate field experiences. The field journal should demonstrate the student's growth and progress as a practitioner. Completion of journals in a thorough and timely fashion contributes to the final field grade for this course. The field journals are a learning tool to be shared only with the Faculty Liaison. As such, students identify an issue or need at their field experience site, determine their capstone focus and hone their research goals with the help of faculty</p>	20 pts	20%

advisers. Begin researching the topic while examining conceptual understanding of a specific evidence-based treatment and analyzing how it was applied to a specific case during practicum and suggesting potential so		
<b>Integrative Capstone Presentation:</b> Each student will present a comprehensive case assessment of a client selected from the field practice leading to the Capstone project. If the capstone presentations cover research data, use visual aids, such as PowerPoint, to illustrate measurable statistics. During the presentation, students describe their internship role, analyze the communities this internship served, and reflect on the potential solutions to problems they encountered.	20 pts	20%
<b>Evaluations:</b> <b>Time Sheets:</b> Students are responsible for keeping a time sheet documenting hour logged in field. Time sheets should be completed and reviewed by the Field Instructor and available for review during the on-site visits by the Faculty Liaison. A minimum of 250 hours of field work is required, including time spent in Integrative Seminars.  <b>Final Evaluation:</b> The final evaluation process involves both student self-reflection and completion of the evaluation instrument by the Field Instructor.	20 pts	20%
Total		<b>100%</b>

### **PAPER Requirements**

1. This assignment **MUST** be typed using APA style.
2. Please use headers and subtopics.
3. This paper **MUST** be typed with double-space, one-inch margin & 12 font size, Times New Roman.
4. Proofread your paper before processing your paper through Grammarly Premium and include the Grammarly Premium score with your paper submission.
5. A minimum of 18 references **MUST** be included at the end of the paper.
6. Final papers must be proofread and processed through Grammarly-Premium, and a printout of the **Grammarly-Premium plagiarism score must be included on the bottom of the cover page.**

**Individual Supervision with the Field Instructor:** Educational supervision is a collaborative relationship between the Field Instructor and the intern that facilitates 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 in graduate 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 Instructor is required.

**Integrative Seminar:** Integrative Field Seminar is designed to provide students with an opportunity to integrate classroom theory to current field and professional experience. The 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 are not 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 documenting hour logged in field. Time sheets should be completed and reviewed by the Field Instructor and available for review during the on-site visits by the Faculty Liaison.

**Final Evaluation:** The final evaluation process involves both student self-reflection and completion of the evaluation instrument by the Field Instructor.

### **Grading Criteria and Conversion:**

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

Criteria for Grading	Percentage of Final Grade
Attendance	10%
Learning Contract	10%
Process Recording	20%
Journals	20%
Case Presentation	20%
Evaluations	20%
Total	<b>100%</b>

### 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.

Table 2 I. Course Units and Readings

Week/Dates	Lecture Topics/Readings/Assignments
<b>Week 1</b>	<p><b>Lecture Topics:</b> Introduction, Syllabus Review. Orientation to Clinical Agency</p> <p><b>READINGS:</b> Course Packet Readings-Week 1</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. View lecture videos</li> <li>2. Review the Process Recording and the Learning Contract</li> <li>3. Review the Weekly field journals</li> <li>4. Divide into groups and discuss the Capstone Project</li> <li>5. Select a research article from a social work journal related to the Capstone topic Project.</li> <li>6. <b>Initiate the Learning Contract</b></li> </ol>
<b>Week 2</b>	<p><b>Lecture Topics:</b> Learning Social Work roles</p> <p><b>READINGS:</b> Course Packet Readings-Week 2</p>

	<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. View lecture videos</li> <li>2. Complete the Learning Contract</li> <li>3. Divide into groups and discuss the Capstone Project</li> <li>4. Select a research article from a social work journal related to the Capstone topic Project.</li> <li>5. <b>Submit the Weekly field journal</b></li> <li>6. <b>Submit the Learning Contract</b></li> </ol>
<b>Week/Dates</b>	<b>Lecture Topics/Readings/Assignments</b>
<b>Week 3</b>	<p><b>Lecture Topics:</b> Medical &amp; Behavioral Health Settings</p> <p><b>READINGS:</b> Course Packet Readings-Week 3</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. View lecture videos</li> <li>2. Divide into groups and discuss the Capstone Project</li> <li>3. Select a research article from a social work journal related to the Capstone topic Project.</li> <li>4. <b>Submit the Weekly field journal</b></li> <li>5. <b>Submit the Process Recording #1</b></li> </ol>
<b>Week/Dates</b>	<b>Lecture Topics/Readings/Assignments</b>
<b>Week 4</b>	<p><b>Lecture Topics:</b> Interdisciplinary Teamwork</p> <p><b>READINGS:</b> Course Packet Readings-Week 4</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. View lecture videos</li> <li>2. Divide into groups and discuss the Capstone Project</li> <li>3. Select a research article from a social work journal related to the Capstone topic Project.</li> <li>4. <b>Submit the Weekly field journal</b></li> </ol>
<b>Week/Dates</b>	<b>Lecture Topics/Readings/Assignments</b>
<b>Week 5</b>	<p><b>Lecture Topics:</b> Planned Change with Client(s)</p> <p><b>READINGS:</b> Course Packet Readings-Week 5</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• View lecture videos</li> <li>• Divide into groups and discuss the Capstone Project</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Submit the Weekly field journal</b></li> <li>• <b>Submit the first Draft of the Capstone Project</b></li> <li>• <b>Submit the Process Recording #2</b></li> </ul>
<b>Week/Dates</b>	<b>Lecture Topics/Readings/Assignments</b>
<b>Week 6</b>	<p><b>Lecture Topics:</b> Evidence-based interventions</p> <p><b>READINGS:</b> Course Packet Readings-Week 6</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• View lecture videos</li> <li>• Divide into groups and discuss the strength and limitations of your field placement</li> <li>• Divide into groups and discuss the draft results of the Capstone Project</li> <li>• <b>Submit the Weekly field journal</b></li> </ul>
<b>Week/Dates</b>	<b>Lecture Topics/Readings/Assignments</b>
<b>Week 7</b>	<p><b>Lecture Topics:</b> Legal &amp; Ethnical Issues</p> <p><b>READINGS:</b> Course Packet Readings-Week 7</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>• View lecture videos</li> <li>• Divide into groups and discuss the strength and limitations of your field placement</li> <li>• Divide into groups and discuss the revisions for the draft #2 of the Capstone Project</li> <li>• <b>Submit the Weekly field journal</b></li> <li>• <b>Submit the Process Recording #3</b></li> </ul>
<b>Week/Dates</b>	<b>Lecture Topics/Readings/Assignments</b>
<b>Week 8</b>	<p><b>Lecture Topics:</b> Advanced Racial/Ethnic/Cultural Competence</p> <p><b>READINGS:</b> Course Packet Readings-Week 8.</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. View lecture videos</li> <li>2. Divide into groups and discuss the strength and limitations of your field</li> </ol>

	<p>placement</p> <ol style="list-style-type: none"> <li>3. Divide into groups and discuss the revisions for draft #2 of the Capstone Project</li> <li>4. <b>Submit the Weekly field journal</b></li> <li>5. <b>Submit draft #2 of the Capstone Project</b></li> </ol>
<b>Week/Dates</b>	<b>Lecture Topics/Readings/Assignments</b>
<b>Week 9</b>	<p><b>Lecture Topics:</b> Integration of clinical skills</p> <p><b>READINGS:</b> Course Packet Readings, Week 9</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. lecture videos</li> <li>2. Divide into groups and discuss the strength and limitations of your field placement</li> <li>3. Divide into groups and discuss the suggested revisions of draft #2 of the Capstone Project</li> <li>4. <b>Submit the Weekly field journal</b></li> <li>5. <b>Submit the Process Recording #4</b></li> </ol>
<b>Week/Dates</b>	<b>Lecture Topics/Readings/Assignments</b>
<b>Week 10</b>	<p><b>Lecture Topics:</b> Enhancing Clinical Skills</p> <p><b>READINGS:</b> Course Packet Readings-Week 10</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. lecture videos</li> <li>2. Divide into groups and discuss the strength and limitations of your field placement</li> <li>3. Divide into groups and discuss the suggested revisions for the Final Version of the Capstone Project</li> <li>4. <b>Submit the Weekly field journal</b></li> </ol>
<b>Week 11</b>	<p><b>Lecture Topics:</b> Advanced Case Presentations</p> <p><b>READINGS:</b> Course Packet Readings-Week 11</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. lecture videos</li> <li>2. Divide into groups and discuss the strength and limitations of your field placement</li> <li>3. Divide into groups and discuss the suggested revisions for the Final Version of</li> </ol>

	<p>the Capstone Project</p> <ol style="list-style-type: none"> <li>4. <b>Submit the Process Recording #5</b></li> <li>5. <b>Submit the Weekly field journal</b></li> <li>6. <b>Submit the Final Version of the Capstone Project</b></li> </ol>
<b>Week 12</b>	<p><b>Lecture Topics:</b> Advanced Case Presentations</p> <p><b>READINGS:</b> Course Packet Readings-Week 12</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. lecture videos</li> <li>2. Divide into groups and discuss the strength and limitations of your field placement</li> <li>3. Divide into groups and discuss the presentation of the Integrative Capstone Project</li> <li>4. <b>Submit the Weekly field journal</b></li> </ol>
<b>Week 13</b>	<p><b>Lecture Topics:</b> Advanced Case Presentations</p> <p><b>READINGS:</b> Course Packet Readings-Week 13</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. lecture videos</li> <li>2. Divide into groups and discuss the strength and limitations of your field placement</li> <li>3. <b>Submit the Weekly field journal</b></li> <li>4. <b>Submit the Process Recording #6</b></li> <li>5. Submit presentation of the Integrative Capstone Project</li> </ol>
<b>Week 14</b>	<p><b>Lecture Topics:</b> Advanced Case Presentations</p> <p><b>READINGS:</b> Course Packet Readings-Week 14</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. lecture videos</li> <li>2. Divide into groups and discuss the strength and limitations of your field placement</li> <li>3. <b>Submit the Weekly field journal</b></li> <li>4. Submit presentation of the Integrative Capstone Project</li> </ol>
<b>Week 15</b>	<p><b>Lecture Topics:</b> Advanced Case Presentations</p> <p><b>READINGS:</b> Course Packet Readings-Week 15</p>

	<p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. lecture videos</li> <li>2. Divide into groups and discuss the strength and limitations of your field placement</li> <li>3. <b>Submit the Weekly field journal</b></li> <li>4. Submit presentation of the Integrative Capstone Project</li> </ol>
<b>Week 16</b>	<p><b>Lecture Topics:</b> Advanced Case Presentations</p> <p><b>READINGS:</b> Course Packet Readings-Week 16</p> <p><b>Assignments:</b></p> <ol style="list-style-type: none"> <li>1. lecture videos</li> <li>2. Divide into groups and discuss the strength and limitations of your field placement</li> <li>3. <b>Submit the Weekly field journal</b></li> <li>4. Submit presentation of the Integrative Capstone Project</li> </ol>

## 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](http://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](mailto: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, 2<sup>nd</sup> 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, 3<sup>rd</sup> Floor, Rm. 305; Phone: 936-261-3627; Email: [aetesting@pvamu.edu](mailto:aetesting@pvamu.edu); Website: [www.pvamu.edu/testing](http://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, 2<sup>nd</sup> 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](mailto: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](mailto:titleixteam@pvamu.edu). More information can be found at [www.pvamu.edu/titleix](http://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](mailto: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.