CPSY 7375
SYSTEMS OF PSYCHOTHERAPY

Summer 2022

Instructor: Dr. Dahl Rollins
Section # and CRN: Y01 CPSY 7375 Systems of Psychotherapy
Office Location: Don Clark Room 244
Office Phone: 936-261-5228
Email Address: darollins@pvamu.edu
Office Hours: M-Th 6:50-7:30pm; other times by appointment;
Mode of Instruction: Hybrid

Course Location: Don Clark rm
Class Days & Times: M

Catalog Description: CPSY 7375 Systems of Psychotherapy
This course will include contemporary approaches in clinical psychology and a comprehensive treatment of the historical antecedents of selected theories and systems of psychology. It will also explore the theory, research, and practice of major systems of psychotherapy including humanistic psychodynamic, behavioral cognitive, and family systems approach. The underlying assumptions about human nature and knowledge that form the foundation of these theories will also be examined with special consideration given to cultural issues throughout the course.

Prerequisites: N/A
Co-requisites: N/A


Student Learning Outcomes:

<table>
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<tr>
<th>Upon successful completion of this course, students will be able to:</th>
<th>Program Learning Outcome # Alignment</th>
<th>Core Curriculum Outcome Alignment</th>
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<tbody>
<tr>
<td>1 Define the concepts, utilization and logistics connected to psychotherapy</td>
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<td>2 Choose and construct identified cases with psychological concerns</td>
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<td>3 Develop clinical and diagnostic impressions of the cases with psychological concerns</td>
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<tr>
<td>4 Identify the theory or theories of the behavior and how, what, and why is it</td>
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related to the cases with psychological concerns

5 Apply the theory and principles as evidenced based psychotherapeutic approaches to cases with psychological concerns

6 Illustrate ethical considerations associated with cases and psychotherapy

Major Course Requirements

Method of Determining Final Course Grade

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Total</th>
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<tbody>
<tr>
<td>1) Written assignment 1</td>
<td>100</td>
<td>20%</td>
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<tr>
<td>2) Written assignment 2</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>3) Final Exam Psychotherapy Paper</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>4) Discussion Boards (5 at 10points each week)</td>
<td>50</td>
<td>20%</td>
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<tr>
<td>5) Learning Circles (9 at 5.5 points each week)</td>
<td>50</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>400</strong></td>
<td><strong>100%</strong></td>
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</tbody>
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Grading Criteria and Conversion:
A = 100 – 90pts; 360-400
B = 89 – 80pts; 320-359
C = 79 – 70pts; 280-319
D = 69 – 60pts; 240-279
F = 59 pts or below 239

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

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement
Written Activities (2)
Choose 2 of the following for your Assignments 1 & 2

Description
Completion of the following papers; This counts for 20% of the final grade.

Given different interests and learning styles, there are several options (described in the following pages). Please note that all papers should be between 2-5 pages in length, not including the title and reference pages (12 pt. font with 1” margins), should include at least 3 references, and must be written in APA style. Topics not on the syllabus may also be acceptable but must be approved in advance by the instructor. Specific grading criteria for each of the options below may be found on the course website. The instructor is available for consultation regarding all aspects of the assignment.

CHOICES:
1. Read original sources on one (or more) of the following topics and write a paper discussing the theoretical assumptions and specific techniques associated with the theory or theories. If appropriate, explain how the therapeutic model is used to treat a special population (e.g., autistic children).
   - Art Therapy
   - Play Therapy
   - Tele-Health
   - Nonviolent Communication (NVC)
   - Drama Therapy
   - Psychodrama
   - Writing Therapy
   - Logotherapy
   - Music Therapy
   - Collaborative Therapy
   - Dance Therapy
   - Personal Construct Therapy
   - Schema-focused CBT
2. Review the research on some key aspect of therapy or changes in service delivery.
Therapeutic alliance or rapport
Self-disclosure
Termination
Short-term therapy
Racial issues in therapy (e.g., building rapport across racial lines, racial identity)
Cultural issues in therapy (e.g., “loss of face” for Asian clients, traditional healing beliefs)
Emotional intelligence in therapy
Transference and countertransference in psychoanalytic approaches to therapy
Prescription privileges for psychologists
School-based interventions
Ethical issues in psychotherapy (e.g., dual relationships, confidentiality)
Psychotherapy with a specific population (e.g., elderly, people of color, LGBT, men, people with disabilities)
Benefits of group therapy vs. individual psychotherapy
Use of manualized treatment

3. Design a treatment strategy for a specific client problem. Describe how you would approach and treat the client; justify your choices with support from research treatment outcome studies.
Intervention planning for panic attacks
Treatment of war-caused PTSD
Interventions for Postpartum depression
Behavioral treatment of OCD
Bereavement/death-therapy with children, adolescents
Treatment for substance abuse

4. Do a case study of one character in a novel or movie. Analyze the character’s personality and behavior from at least one theoretical perspective. Cover how the perspective would conceptualize the etiology of the problem, how it is perpetuated, and how it would be treated. (You may choose your own novel or movie.)

Final Exam
Psychotherapy Paper

There will be a psychotherapy behavioral change paper and presentation for course. This assignment will be used to assess the student’s ability to use abstract reasoning and thinking process as it pertains to psychotherapy. Students will be presented with an individual case that involves psychological concerns. From the case the student is to produce a paper that illustrates conceptualization of problem, inclusion of the theory of behavior, diagnostic impressions, application of theory to psychotherapeutic approaches and treatment and ethical considerations associated with the case. Oral and visual presentation based upon this paper should be made, so that other students may also share in the experience. This will count for your final exam.

Format your paper consistent with APA guidelines; double spaced, 11-12 font size, font preference is Times New Roman, Arial, or Calibri; A rubric will be provided regarding grading of written assignment

Prepare to lead discussion topic in class regarding your case

Before the final copy is submitted the paper must be run in the Turnitin plagiarism detection program. After a successful run, as determined by the instructor, you may submit the final copy to Assignments on eCourses

Late submissions are not permitted and frankly reflect poorly on you as a professional.
Learning Circles and Discussion Questions Notebook

In class participation will include 5.55 points per week for attendance, participation, and contribution to discussions and in class activities. Regular attendance and quality contributions to classroom discussions are important in a doctoral program and worth 20% of the final grade.

Learning Circles are a cooperative teaching and learning method in which students engage in open dialogue and careful listening. Students in learning circles work to challenge and develop each other’s critical thinking skills. You will participate in different learning circles as either a discussant leader or a participatory member throughout the semester. Requirements for lead discussants and participatory members are described below. Learning circles will take place during class and you may be randomly assigned to different groups. Learning circle discussions will be based on activities and reflections, as well as reading discussion questions so that students may think critically about the connections among assigned readings, activities, and field or personal experiences. After each learning circle, large discussions will take place. Discussant leaders will be responsible for disseminating the groups’ perspective about a particular topic. As a discussant leader, you will be responsible for providing/sharing your group’s answers to the assigned questions for that particular day. Each student will be assigned a scheduled date(s) to serve as the discussant leader during the first week of class. I want students to play an active role in this course, so I am encouraging you to make additional thoughtful contributions to class discussions. Group participation will be factored into your course grade.

Each student will be given a notebook to record his/her responses to (1.) assigned reading and discussion questions; (2). experiential activities and reflections, (3). learning circle activities. You will also use this notebook when serving as the discussant leader.

After each class, you will record your reflections on the class. These reflections should include:
1. What are your thoughts or feelings about the class?
2. Was there anything that you wanted to share that you were uncomfortable sharing in class?
3. Were there any issues that you wanted to explore that we didn’t?
4. How was this class connected to your readings, personal development of professional competencies, and/or field or personal experiences?
You will turn in your notebook at the end of the semester. You may write or type your information in your notebook.

Discussion Questions

Worth 20% of the final grade. There are discussion forums that will occur twice for a grade. Class discussions are a vital part of this course. They allow us to engage in a rich, meaningful dialogue about the topics we cover and provide the opportunity to understand others’ perspectives while better understanding (and questioning) our own. Discussions also allow us to incorporate current topics, personal experiences, and material from other courses into the fabric of the course. We will be using an online blog for this course to facilitate cultural exchange. On Thursdays (or before), you will be required to leave comments and class members will be able to respond to one another to create an ongoing discussion thread. You will receive points for your own post as well as your comments on classmates’ posts. Your initial post is Due by 11:59pm on Thursdays. You may continue to comment/discuss throughout the week.

In order to make the most out of each class’s discussion, it is imperative you read the material for each week before class so that you may bring any questions or ideas you have to class for discussion. We will be covering several sensitive topics, so please be reminded that discussions should remain respectful and should not be intended to bring about harm to another person.

Posts/responses need to be well-written with at least 3-5 sentences, reflecting your course learning. A score of 10 = well-written, applies course knowledge,
demonstrates depth of thought; 7 = adequately written (few errors), demonstrates some basic course knowledge, fair level of thought; 3 = no response or no functional response.

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 considered 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 eCourses.

NOTE: Syllabi subject to change with advance notice.

Late assignments are discouraged and may result in a grade penalty.

Extra Credit: There are no extra credit assignments.

Incompletes are rarely given. Please see the university handbook for the university policy on the assignment of “incomplete” grades. NOTE: Students who have a failing average in a course cannot receive an incomplete grade.

Academic misconduct: (e.g. plagiarism, cheating) [see Student Handbook] will not be tolerated!!! Anyone caught engaging in any such activities – FAILS the course!!! Having an electronic device on during a closed book examination will result in an assumption of cheating and an “F” in the course. The department demands persons of impeccable integrity.

* If you encounter problems in meeting any of these requirements, do not hesitate to contact me.
This is a fully online course. To succeed and gain the most benefit in an online class, you must be very organized, motivated and time oriented. You will need to purchase the required textbook by the first day of the course. Other course materials are available via Canvas (eCourses). Regular internet access is essential for successful completion of the course.
The typical class structure will include:
- Readings
- PowerPoint Slides
- Online discussions
- Short Videos
- Exams and Assignments

This is a hybrid online course and there will be some pre-planned face-to-face class meetings. There will be synchronous assignments - which means there are still due dates and work must be submitted on time. You may not save up your assignments to complete in the last weeks or days of the semester. One critical part of this class is regular interaction with other students and with your instructor.

Course Communication
I will be communicating with you regarding grades and assignments. If you need to reach me, the best method is via email. Generally, I will reply to emails within 24 hours and will provide feedback on assignments within 72 hours.

Announcements will be posted to this course whenever necessary. If there is any other information, I think is important I will send it to your email address that is provided to me. It is your responsibility to ensure that your email account works properly in order to receive email.
All course deadlines are listed in Central Time Zone and eCourses will record all deadlines in this time zone.
Submission of Assignments:
Written assignments should be typed, double-spaced and in APA format per the 7th edition of the manual. Assignments are due as indicated. They may be required to also be submitted electronically into an electronic program – to be announced. Late penalty = 3% points off the final grade.
Formatting Documents:
Microsoft Word is the standard word processing tool used at PVAMU. If you are using 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.

**Semester Calendar**

**Week One:**
- **Topic Description:** June 6: The Counselor: Person and Professional
- **Readings:** Chapter: 2
- **Assignment (s):** Complete the Class Ice Breaker

**Week Two:**
- **Topic Description:** June 13: Ethical Issues in Counseling Practice
- **Readings:** Chapter: 3
- **Assignment (s):** Discussion #1 due by June 16 at 11:59pm

**Week Three:**
- **Topic Description:** June 20: Behavior Therapy
- **Readings:** Chapter: 9
- **Assignment (s):** Discussion #2 due by June 23 at 11:59pm

**Week Four:**
- **Topic Description:** June 27: Cognitive Behavior Therapy
- **Readings:** Chapter: 10
- **Assignment (s):** Written Assignment #1 Due June 30 by 11:59pm

**Week Five:**
- **Topic Description:** July 4: Family Systems Therapy (No F2F class)
- **Readings:** Chapter: 14
- **Assignment (s):** Discussion #3 due by July 7 at 11:59pm

**Week Six:**
- **Topic Description:** July 11: Person Centered Therapy
- **Readings:** Chapter: 7

**Week Seven:**
- **Topic Description:** July 18: Gestalt Therapy
- **Readings:** Chapter: 8
- **Assignment (s):** Written Assignment #2 Due July 21 by 11:59pm

**Week Eight:**
- **Topic Description:** July 25: Feminist Therapy
- **Readings:** Chapter: 12
- **Assignment (s):** Discussion #4 due by July 28 at 11:59pm

**Week Nine:**
- **Topic Description:** Aug 1: Post Modern Approaches
- **Readings:** Chapter 13
- **Assignment (s):** Discussion #5 due by Aug 4 at 11:59pm

**Week Ten:**
- **Topic Description:** August 8 (last class day)
  - Telehealth; Office and Admin practice
- **Readings:**
- **Assignment (s):**
  - **FINAL EXAMINATION Psychotherapy Paper Due by August 8**

A successful Turnitin run of the proposal. If corrections are necessary, these should be done before due date

**Electronic submissions [upload into Taskstream]) by August 2.**
Afterword: I have prioritized the material to help well-intentioned, hard-working students learn the most important facts, ideas, and concepts that they can reasonably master in the time available. Wherever possible I have selected the material that has the most important applications in your future life outside of college. I hope you want to learn as much as you can in the time you have available and will do my best to work with you toward this goal.

Student Support and Success

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. Phone: 936-261-1500; Website: J. B. Coleman Library.

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 the student is unsure of the best resource for their needs. Some students are supported by faculty advisors 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. You can find your advisor's location by academic major at the Academic Advising Website. 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 is offered face-to-face in the UTC, in virtual face-to-face sessions, and through online sessions at 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: University Tutoring Center.

The Writing Center
The Writing Center provides well-trained peer tutors that 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. Student must register for Grammarly by using their student email address. In addition, students have access to face-to-face as well as virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: The Writing Center; Grammarly Registration.

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 Alert helps 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 PVPlace and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: Academic 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 provides assistance to 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: Student Counseling Services.

Office of Testing Services
Testing Services serves to create opportunities by offering 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: Testing Services.

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 hardware and software, adapted furniture, proctoring of 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: Disability Services.

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-assisted and 2-way video course delivery. For more details and contact information, visit: CIITS Student Webpage; Phone: 936-261-3283.

Veteran Affairs
Veteran 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: Veteran Affairs.

Office for Student Engagement
The Office for Student Engagement delivers comprehensive programs and services designed to meet the 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: Office for Student Engagement.

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: Career Services.

University Rules and Procedures

Academic Misconduct (See Student Planner)
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Planner, especially the section on academic misconduct (see University Administrative Guidelines on Academic Integrity). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the PVAMU Undergraduate Catalog, Graduate Catalog, and the Student Planner, 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 or to have attempted to commit the following academic misconduct may also be subject to disciplinary review and action as outlined in the PVAMU Student Planner.

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. **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.
4. **Conspiracy:** Agreeing with one or more persons to commit an act of academic/scholastic dishonesty.
5. **Fabrication of Information/Forgery:** Use or submission of contrived, invented, forged, or altered information in any assignment, laboratory exercise, or test; tampering with or production of a counterfeit document, particularly documents which make up the student’s academic record. Examples: making up a source or citing nonexistent publication or article; representing made up data as real for an experiment in a science laboratory class; forging a change of grade or student withdrawal record; falsifying any document related to a student academic exercise.

**Nonacademic Misconduct (See Student Planner)**
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, or (2) the ability of students to benefit from the instructional program, or (3) the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Office for Student Conduct 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 the [Title IX Webpage](https://pvamu.edu/title-ix) 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 condition, 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. More information can be found at this [webpage](https://pvamu.edu/title-ix).

**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 936-261-1744 or 1792.

**Class Attendance Policy (See Catalog for Full Attendance Policy)**
Prairie View A&M University requires regular class attendance. Attending all classes supports 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 internet. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in 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 rests 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 Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint. Students can file Academic Complaints and/or Grade Appeals at this [webpage](#).

**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

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

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

**Participants should have a basic proficiency of the following computer skills:**
- Sending and receiving emails
- 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 discussions 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 session. Before class session begins, test audio, video and lighting to alleviate technology issues.

Technical Support
Students should go to the Password Reset Tool 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 (CIITS) 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 take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

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 COVID-19 pandemic, Prairie View A&M University has adopted policies and practices for the Fall 2020 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- **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.) must be properly worn in all non-private spaces including 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 difficult to reliably maintain.

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

- **Classroom Ingress/Egress** - Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Students should leave classrooms promptly after course activities have concluded, should not congregate in hallways and should maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- **Face-to-face Class** - To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office for Student Conduct for adjudication. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

- **COVID-19 Guidelines for Student Conduct Adjudication** - The mandatory COVID-19 Training/Certification taken by all students serves as the 1st Warning for violation of COVID-19 Guidelines.
  - 1st incident: upon review of Incident Report and finding of responsibility — Conduct Probation
  - 2nd incident: upon review of Incident Report and finding of responsibility — Suspension
  - Consult the Code of Student Conduct in the Student Planner or [Student Conduct website](mailto:studentconduct@pvamu.edu) for additional information on Conduct Probation and Suspension.

- **Personal Illness and Quarantine** - Students required to quarantine must 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](mailto:studentconduct@pvamu.edu).