College of Social Sciences Arts and Humanities

Social Work

RESEARCH METH S W P

SOW 4403 301

SPR 2026

SOW 4403: Research I: Research Methods in Social Work Practice

Credit Hours: 3

Mondays: 9am-11:30am | Journalism - SJGC 2074

Instructor Information

Name: Jacquelyn McMillan
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Additional Instructor Information

Phone: 850-706-0197

Office Location: Journalism - 2027
Office Hours: Office Hours: Mondays: 3PM-5PM; Tuesdays: 11AM-3PM; Wednesdays: (No set office hours); Thursdays/Fridays: [times may vary-see "Bookings" to schedule an appointment.

Course Modality

In Person/Traditional

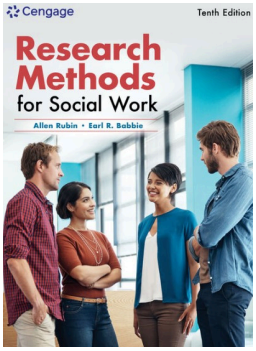
Course Description

Research Methods in Social Work (3) Instruction in scientific methods of basic research as a problem-solving prcess, including definitions of problems, interventions and outcomes in measurable terms. Also formulation and testing of hypotheses.

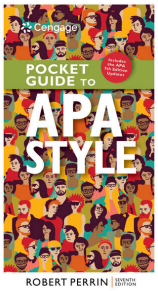
Prerequisites and Corequisites

Course Prerequisites: SOW 4403 Pre-requisite Group

Textbooks and Instructional Materials



Title: Research Methods for Social Work
ISBN: 978-0-357-76470-1
Authors: Allen Rubin, Earl R. Babbie
Publisher: Cengage
Publication Date: 2025
Edition: 10th



Title: APA: Pocket Guide to APA style
ISBN: 978-1-4338-3216-1
Publisher: American Psychological Association
Publication Date: 2020
Edition: 7th

Discipline-Specific Accreditation Requirements

CSWE CORE COMPETENCIES AND PRACTICE BEHAVIORS

The following is a list of the core competencies and practice behaviors established by the Council of Social Work Education (CSWE) in the 2022 Educational Policy and Accreditation Standards. Specific competencies and practice behaviors for this course are identified by assignment below.

Competency 1: Demonstrate Ethical and Professional Behavior a. makes ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context. b. demonstrates professional behavior; appearance; and oral, written, and electronic communication. c. use technology ethically and appropriately to facilitate practice outcomes; and d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice a. advocate for human rights at the individual, family, group, organizational, and community system levels. b. engages in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice a. demonstrates anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and b. demonstrates cultural humility by applying critical reflection, self-awareness, and self regulation to manage

the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice a. applies research findings to inform and improve practice, policy, and programs; and b. identifies ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and b. applies critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities a. applies knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities a. applies theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities a. engages with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and b. incorporates culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities a. selects and use culturally responsive methods for evaluation of outcomes; and b. critically analyzes outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Course Goals/Course Objectives

- Upon successful completion of this course, undergraduate social work students will be able to: Synthesize the relationship between research theory and evidence-based practice through experiential research activities and assessments. Demonstrate an understanding of quantitative and qualitative methodologies by using research strategies through these methodologies for a simulated research project. Construct a research proposal to address or resolve a specific research question or problem by collecting, interpreting, and critiquing data. Evaluate methodology throughout the research project that illustrates student understanding of the relationship between research and practice, policy, and human behavior; and Communicate research findings using critical thinking skills to formulate a summary of results, conclusions, and implications for social work practice and policy.

- By the end of this course, students will be able to: Analytical Reasoning • Identify and justify the selection of appropriate statistical analyses based on research questions, data types, and study design. • Compare and contrast different types of statistical tests used in social work research, including descriptive, inferential, and multivariate methods. Communication of Findings • Translate data, results, and/or statistical findings into clear, accessible language for diverse audiences including clients, stakeholders, and interdisciplinary teams. • Create

visual representations (e.g., charts, graphs, tables) to support the communication of quantitative data in written and oral formats. Research Literacy • Critically appraise peer-reviewed research articles for methodological rigor, relevance, and applicability to social work practice. • Demonstrate ethical and culturally responsive engagement with research evidence, including awareness of bias, limitations, and generalizability.

Student Learning Outcomes

- Students will have the ability to identify steps in the social work research process, describe major theories that apply to research hypotheses, collect, and analyze primary and/secondary data, and disseminate research findings in verbal and written form upon completion of their research project.

- By the end of this course, students will be able to: Integrate Core Concepts: Students will synthesize foundational knowledge of research ethics, design, and analysis to develop a comprehensive research proposal that reflects culturally responsive and trauma-informed social work practice. Design and Implement Research Projects: Students will independently design and execute a small-scale research study from conceptualization through data collection and analysis, demonstrating proficiency in both qualitative and quantitative methodologies. Conduct Systematic Literature Reviews: Students will critically evaluate and synthesize peer-reviewed literature to identify gaps in knowledge, formulate research questions, and justify methodological choices within the context of social work practice. Apply Research Terminology and Processes: Students will accurately use research terminology and demonstrate understanding of methodological processes—including sampling, measurement, and data interpretation—through written assignments and oral presentations.

Course Outline/Topics Covered

This is a course outline based on the required textbook chapters. For SOW 4403: Research Methods, some chapters may be emphasized more or less throughout the semester. A tentative schedule for the course will be available in Canvas. The instructor may change it without prior notice. Refer to the course calendar for specific meeting dates and times. Activity and assignment details will be explained in detail within each week's corresponding learning module. If you have any questions, please contact your instructor.

Part 1. An introduction to scientific inquiry in Social Work.Chapter 1. Why Study Research? (1, 4, 9)Chapter 2. Evidence-informed practice (1, 3, 4, 5, 9) Chapter 3 . factors influencing the research process (2, 3, 4) Chapter 4 . quantitative, qualitative, and mixed methods of inquiry (4, 9)

Part 2. The ethical , political, and cultural context of social work research Chapter 5. The ethics and politics of social work research. (1, 3, 4, 9)Chapter 6. Culturally competent research.(2, 3, 4, 9)

Part 3. Problem, formulation, and measurement. Chapter 7. Problem formulation(1, 4, 9)Chapter 8. Conceptualization in quantitative and qualitative inquiry (4, 7)Chapter 9. Measurement (4, 7)Chapter 10. constructing measurement instruments(3, 4, 7)

Part 4. Designs for evaluating programs and practice. Chapter 11 castle influences and experimental designs(1, 4, 9)Chapter 12 experimental design(4, 9)Chapter 13 single case evaluation designs(4, 9)

Part 5. Methods for collecting and analyzing quantitative and qualitative data. Chapter 14 sampling(4, 9)Chapter 15 survey research(4, 9)Chapter 16 secondary analysis and existing statistics(4, 9)Chapter 17 content analysis and historical analysis(4, 9)

Part 6. Qualitative research methods. Chapter 18 qualitative research general principles(2, 4)chapter 19 qualitative research specific methods(2, 4)chapter 20 qualitative data analysis(4, 9)

Part 7. Analysis of quantitative data. Chapter 21 descriptive data analysis(4, 9)chapter 22 Inferential dataanalysis chapter 23 meta-analysis(4, 9)

Part 8. Program evaluation and writing research proposals and reports. Chapter 24 program evaluation(4, 9) Chapter 25 writing research proposals and reports(4, 9), Appendix A. Statistics for estimating sampling error for SOW 4414 measurements

Grading Scale

Grading Scale

Grade	Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% and Below

Course Grading Distribution Scale

A. 450-500

B: 400-449

C: 350-399

D: 300-349

F: Below 300

Course Assessment/Evaluation Methods (Examinations, Quizzes, Case Studies, Papers, Etc.)

Course Assessment/Evaluation Methods (All Graded Assignments & Examinations) Grades will be determined based on the following:

Assignment Dates Due Point Score

InterProfessional Experience (IPE) x2	1/28/26 & 2/25/26	Professional Development-Extra Credit

Exam I: Chapters 1 thru 13		100
Exam II		100
Citi/IRB Modules		40 (extra points for all 100s)
Article Reviews		60
Project Proposal: Part I		25
Project Proposal: Part II (Final)		75
Poster Presentation		100
Note(s): 1. Benchmark/Student Learning Outcome: Students (80%) must obtain an 80% or higher on the project proposal for SOW 4403 in alignment with Competency 4 (EPAS, 2022). 2. Rubric and further instructions for project proposals/poster presentations are included in Canvas-"Pages" link.		
Class Climate Survey: Professional Development Points (Extra Credit) full class participation = +5 entire class		
Class Total Score:		500

Spring Break: **March 16 – 20, 2026**| Last Day of Classes: **May 1, 2026|** Submit Final Grades before 5 p.m.: **May 4, 2026**

Extra Credit for obtaining help with written proposals (with proof) from Library or Writing Resource Center.

Canvas List of Assignments and Grades

Due Date	Assignment Name	Assignment Type	Points
	Research Topics	Discussion	0
1/12/26	Registration: Citiprogram/IRB Modules - Certificate and Completion Record	Assignment	0
1/12/26	Topic Selection - Class Activity/Discussion Board	Assignment	0
1/26/26	Article Review 1	Assignment	15
2/2/26	Article Review: Article 1	Assignment	15

Due Date	Assignment Name	Assignment Type	Points
2/23/26	Citiprogram/IRB Modules - Certificate and Completion Record Copy	Assignment	40

University Grading Policies and Procedures

The University supports its grading system which is based upon the integrity of a grade earned in a course. The FAMU full BOT 4.101 grading policy and withdrawal can be viewed here. (http://catalog.famu.edu/content.php?catoid=8&navoid=571#grading-policy)

The University grievance policy is outlined in regulation 4.100. (https://www.famu.edu/about-famu/leadership/division-of-legal-affairs/office-of-the-general-counsel/university_regulations/pdf/Regulation 4.100 Academic Grievances.pdf)

Class Attendance

Students are expected to make the most of the educational opportunities available by regularly attending classes and laboratory periods. The university reserves the right to address individual cases of non-attendance. A student will be permitted one unexcused absence per credit hour of the course he or she is attending. A student exceeding the number of unexcused absences may be assigned the grade of “F.” Class attendance regulations apply to all students. Students are responsible for all assignments, quizzes, and examinations at the time they are due and may not use their absence from class as a plea for extensions of time to complete assignments or for permission to take make-up examinations or quizzes. Absence from class for cause: (a) participation in recognized university activities, (b) personal illness, or (c) an emergency beyond the student control must be properly documented.

Academic units may also have attendance policies specific to their majors. Please refer to your college/school specific attendance policy for your respective major.

Tips for Success

Mindset for Success

- Stay connected to your “why”: Remind yourself of your deeper purpose—whether it’s empowerment, growth, or community impact.
- Practice self-compassion: Progress isn’t linear. Be kind to yourself when things don’t go perfectly.
- Visualize success: Picture yourself thriving—organized, focused, and fulfilled. Let that image guide your actions.

💡 Tips for Avoiding Procrastination

- Break tasks into smaller steps: Big goals can feel overwhelming. Divide them into bite-sized actions to make progress feel achievable.
- Use the 5-minute rule: Commit to working on something for just 5 minutes. Often, starting is the hardest part.
- Set clear deadlines: Even for self-imposed tasks, having a timeline creates urgency and accountability.

- Eliminate distractions: Silence notifications, tidy your workspace, and set boundaries with your time.
- Reward yourself: Celebrate small wins with something enjoyable—like a walk, a treat, or a moment of self-care.

📋 Tips for Staying Organized

- Use a planner or digital calendar: Schedule tasks, deadlines, and reminders to keep everything visible and manageable.
- Create a daily to-do list: Prioritize 3–5 key tasks each day. Keep it realistic and focused.
- Declutter regularly: A clean space supports a clear mind. Organize your physical and digital environments weekly.
- Batch similar tasks: Grouping tasks (like emails or errands) saves time and mental energy.
- Review and reflect weekly: Take time to assess what worked, what didn't, and adjust your plan accordingly.

🧠 Professional Practice Tips

- Know Your Scope: Understand the boundaries of your licensure and training. Refer clients when needed, and never hesitate to consult with supervisors or colleagues.
- Documentation Is Your Shield: Keep clear, timely, and objective records. They're not just for compliance—they protect you and support continuity of care.
- Stay Trauma-Informed: Whether you're in clinical, policy, or community work, understanding trauma responses helps you engage clients with empathy and effectiveness.
- Use Supervision Strategically: Don't just show up—come prepared with cases, ethical dilemmas, or personal challenges. It's your space to grow.

Academic Learning Compact

Academic Learning Compacts include statements of the core student learning outcomes in the areas of content/ discipline knowledge and skills, communication skills, and critical thinking skills that program graduates will have adequately demonstrated prior to being awarded the baccalaureate degree. ALCs answer three basic questions:

1. What will students learn by the end of their academic programs?
2. Have they learned what they have been taught by their professors?
3. How do we measure these quantities?

Academic Learning Compacts for FAMU's undergraduate programs can be found at https://www.famu.edu/administration/strategic-planning-analysis-and-institutional-effectiveness/university-assessment/academic-learning/current-alcs.php.

College/School Policies and Standards

Students must read the FANG (student handbook) for more information about expected student behaviors, university policies , grievance procedures, etc.

Course and Student Expectations

Appropriate attire—Millenial FAMUan attire (http://www.famu.edu/index.cfm?dressstandard) and Department of Social Work dress standards: dress in business casual attire such as collared shirts with slacks or skirts; hems must reach the fingertips; no cleavage, sagging, see-through clothing, ripped jeans above the knee and clothing with obscenities or offensive language.

Attendance and punctuality—attend class on time and leave at the conclusion; arrive to class early to get settled in; be attentive during presentations; provide prompt notification to professors in case of tardiness or absences.

Respectful demeanor and interactions-- demonstrate respect and deference to professors and staff; conducting oneself in a manner consistent with the values and ethics of NASW and the profession; respect yourself and your peers through listening and thoughtful behaviors.

Professional language and communications—consistently engage in professional oral and written (including electronic) communication skills; use discretion and appropriate professional language in addressing faculty, staff and peers; “filter” language to limit emotional reactivity/content.

Appropriate effort and initiative-- collaborate with advisors and faculty to identify and complete assignments; complete higher priority tasks before secondary tasks; follow through on appointed tasks and activities; display a genuine interest, initiative and engagement in your professional development; demonstrate intellectual and professional curiosity and insightfulness

Accountability and integrity-- be accountable to the department’s practice guidelines and expectations; complete tasks and activities in a professional, high quality and timely manner; maintain professional integrity and honesty in all activities/interactions; represent accurately the tasks completed.

Boundary maintenance and ethical practice-- uphold NASW ethical standards and seek appropriate consultation when in doubt; maintain strict personal-professional boundaries in the real and virtual work environment, especially in relation to social media (e.g. Facebook); restrict the use of electronic devices to professional purposes while in class

Emotional self-regulation-- attend to one’s emotional reactivity and triggers; take responsibility for one’s feelings/behavior and avoid blame; avoid the expression of raw emotions; be personally and professionally centered when engaging with faculty and staff; use appropriate professional language (spoken and written) to filter emotional content; demonstrate a willingness to resolve difficult relationships and modify one’s behavior accordingly; do not expect special consideration or ‘entitlement’

Responsiveness to feedback-- demonstrate non-defensive receptivity to feedback and suggestion; show a willingness to be self-reflective and self-corrective

Adapted from the University of Iowa Social Work Professional Behavior Expectations

Class Recordings

A student may record a class lecture for three specified purposes as outlined in House Bill 233/section 1004.097 (http://www.leg.state.fl.us/STATUTES/index.cfm?App_mode=Display_Statute&URL=1000-1099/1004/Sections/1004.097.html),

Florida Statutes:

1. For the student's own personal educational use;
2. In connection with a complaint to the University where the recording is made; or
3. As evidence in, or in preparation for, a criminal or civil proceeding.

Students may audio or video record a class lecture for a class in which the student is enrolled. A class lecture is defined as an [educational presentation delivered by faculty or guest lecturer] OR [faculty-delivered educational presentation], as part of a Florida A&M University course, intended to inform or teach enrolled students about a particular subject. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.
Students may record at any time during a class lecture, so long as the recording is made for one of the above listed specific purposes.

A recording of a class lecture may not be published without the [written] consent of the lecturer. Publish means share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole of part, any media platform, including but not limited to social media, magazine, newspaper or leaflet.
Students may record a class lecture under the specified purposes listed above without informing the lecturer or receiving consent from the lecturer.

Academic and Student Support Services (Help Outside of Class)

- Academic Advising - https://www.famu.edu/students/student-resources/academic-support/academic-advising/index.php
- Continuing Education - https://www.famu.edu/academics/continuing-education-and-professional-development/index.php
- Counseling and Psychological Services - https://www.famu.edu/students/student-resources/health-and-wellbeing/counseling-services/individual-counseling.php
- Course Catalog - http://catalog.famu.edu/
- Course Syllabi Listing - https://syllabi.famu.edu/
- Excess Credit Hours - https://www.famu.edu/academics/registrars-office/registration/excess-credit-hours.php
- Financial Aid - https://www.famu.edu/students/office-of-financial-aid/
- Graduate Programs - https://graduateschool.famu.edu/about-graduate-academics.php
- Graduate Studies - https://graduateschool.famu.edu/index.php
- Honors Program - https://www.famu.edu/academics/undergraduate-academics/honors-program/index.php
- Libraries - https://library.famu.edu/
- List of Majors - https://www.famu.edu/academics/undergraduate-academics/index.php
- Registrar's Office - https://www.famu.edu/academics/registrars-office/index.php
- Registration Requirements & Procedures - https://www.famu.edu/academics/registrars-office/registration/registration-requirements-and-procedures.php
- Schedule of Classes - https://irattlercs-ext.famu.edu/psp/famremote/EMPLOYEE/SA/c/FAM_REMOTE_SELECTS.CLASS_SEARCH.GBL?tab=FAM_REMOTE

- Student Affairs - https://www.famu.edu/administration/division-of-student-affairs/index.php
- Study Abroad - http://www.famu.edu/students/international-education-and-development/index.php
- Technical Support (ITS) - https://www.famu.edu/administration/campus-services/information-technology-services/
- Transfer Students - https://www.famu.edu/academics/transfer-student-services/index.php
- Undergraduate Programs - https://www.famu.edu/academics/undergraduate-academics/
- Undergraduate Student Success Center - https://www.famu.edu/academics/undergraduate-academics/undergraduate-student-success-center/index.php
- Writing Across the Curriculum - https://www.famu.edu/administration/sacs/quality-enhancement-plan/wac-resources.php
- Writing Resource Center - https://www.famu.edu/students/student-resources/writing-resource-center/index.php
- For additional resources view the FAMU Student Life Page. (https://www.famu.edu/students/index.php)

University Mission, Vision, and Values

Mission

Florida Agricultural and Mechanical University (FAMU) is an 1890 land grant, doctoral/research institution devoted to student success at the undergraduate, graduate, doctoral and professional levels. FAMU enhances the lives of its constituents and empowers communities through innovative teaching, research, scholarship, partnerships, and public service. The University continues its rich legacy and historic mission of educating African Americans and embraces all dimensions of diversity.

Vision

Florida Agricultural and Mechanical University (FAMU) will be recognized as a leading national public university that is internationally renowned for its competitive graduates, transformative research, and innovation.

Values

Florida Agricultural and Mechanical University is committed to the values of accountability, inclusion, innovation, and integrity. The University also values and endorses the Board of Governors' Statement of Free Expression and expects open-minded and tolerant civil discourse to take place throughout the campus community. These values represent the tenets that guide our actions, enable us to sustain our historical mission, and realize our strategic plan.

Academic Honor Policy Statement

Florida A&M University is committed to academic honesty and its core values, which include scholarship, excellence, accountability, integrity, fairness, respect, and ethics. These core values are integrated into this academic honesty policy. The academic honesty policy shall be adhered to by all Florida A&M University students and applies to all academic work, both inside and outside of class. Being unaware of the Academic Honesty Policy is not a defense for violations of academic honesty. Additional detail on FAMU Academic Dishonesty Violations are provided in University Regulation 2.012 (8)(a). If you have any questions, please see your Academic Advisor. (https://www.famu.edu/administration/division-of-student-affairs/office-of-student-conduct-and-conflict-resolution/documents/Regulation 2.012_Student Code of Conduct 12082021.pdf)

Additionally, the Student Code of Conduct sets forth the rules, regulations, and expected behavior of students enrolled. Violations of any rules, regulations or behavioral expectations may result in a charge of violating the Student Code of Conduct. It is the student's responsibility to read the Student Code in addition to the Academic Honor Policy. Conduct and comply with these expectations. (https://www.famu.edu/about-famu/leadership/board-of-trustees/pdf-policies/Academic%20Honesty%20Policy%207.27.17.pdf)

Anti-Hazing

Florida Agricultural and Mechanical University ("University") strictly prohibits any student(s), group(s) of students, or student organization(s) affiliated with the University from engaging in any form(s) of hazing activities. Moreover, the University has zero tolerance for violation of any provisions of the Anti-hazing Regulation 2.028. (https://www.famu.edu/students/student-resources/hazing-prevention/pdf/2_028 AntiHazing Approved 071513.pdf) "Zero tolerance" means that given the factual circumstances of the alleged violation, the charged student may be removed from University Housing and receive a penalty up to suspension or expulsion from the University. Educate yourself about hazing and take the pledge to be an advocate for anti-hazing on campus. If you see something, SAY something! To report an emergency or a dangerous situation that is underway, CALL 911 for immediate police response.

FAMU Department of Campus Safety & Security
2400 Wahnish Way POM Bldg. A, Suite 128
Tallahassee, Florida 32307
P: (850) 599-3256
F: (850) 561-2615
E: fampol@famu.edu (mailto:fampol@famu.edu)

Accommodations for Students with Disabilities

The Center for Disability Access & Resources (CeDAR) has an online platform called AIM, allowing students with disabilities to register for services, request accommodations, schedule tests, and receive correspondence electronically. All requests must be made in the AIM portal. Students can access the AIM portal via their iRattler dashboard tiles. New students interested in receiving services will need to complete an application and upload a copy of documentation from a qualified professional through the AIM portal. Questions can be answered by contacting cedar@famu.edu (mailto:cedar@famu.edu) or calling 850-599-3180. You can also visit us at the CASS building, Suite 102, 1735 Wahnish Way, Tallahassee, FL 32307.

Online/Distance Education Statement

The mission of FAMU Online is to increase access to high-quality collegiate courses by utilizing educational technologies and emerging content delivery methods that allow for the development of professional proficiencies, personal growth, and the fostering of interpersonal effectiveness. Florida A&M University (FAMU) offers several Online courses and programs, both on the undergraduate and graduate degree levels. FAMU's online students are governed by the same policies and procedures that are in place to protect the privacy of all students. The University's written policies and procedures that apply are: Family Educational Rights and Privacy Act (FERPA), Access to Student Records, Information Security Policy, and University Code of Conduct. Most of our classes use a Learning Management System (LMS) to provide ready access to course materials, and other student-centric resources. Students are encouraged to check CANVAS frequently for class

updates and announcements. Canvas easily connects instructors with students, and is used to monitor grades, assignments, and share course documents.

Policy Statement on Non-Discrimination

It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Important University Dates

Official FAMU Academic Calendars

Mental Health

Being successful in this course is dependent on many factors, including your personal well-being. As a student you may experience a range of stressors that can cause barriers to learning and impact your overall health. This may include anxiety, high levels of stress, depression, trauma, grief, and strained relationships, to name a few. You are a priority and there are a numerous people at FAMU waiting to assist you in your academic journey, including myself. Please reach out to me if you are experiencing any type of difficulty that may impact your success in this course. In addition, the Office of Counseling Services (OCS) offers FREE, confidential, in-person and virtual counseling for enrolled students. They also partner with BetterMynd, an online 24/7 therapy platform. This is also FREE to enrolled students. To learn more about on Counseling Services or BetterMynd, visit the OCS website or call (850) 599-3145. If you are experiencing a crisis and need to speak with a licensed mental health professional after hours, during holiday breaks, or even at 3 in the morning, you can call OCS' crisis line at (844) 287-6963.

"FAMU Alert" Emergency Notification System

Students, please scan the QR code to download the Everbridge app, sign up, and learn more about FAMU's Emergency Notification System "FAMU ALERT" or visit https://www.famu.edu/alerts. If you have any questions, please email famualert@famu.edu.

https://member.everbridge.net/1864226259861522/ov

Disclaimer

This syllabus is intended to provide student guidance on the type of content and activities that will be covered in this course throughout the semester. It will be followed to the greatest extent possible. However, modifications may be made to supplement and/or enhance student learning.