College of Social Sciences Arts and Humanities
Social Work

MEASURE SOW RESEARCH
SOW 4414 301
SPR 2026

SOW 4414: Measurements in Social Work Research

Credit Hours: 3

Spring 2026

Mondays: Commons/UCC 110| 6pm-8:30pm

Course Prerequisites: SOW 4403: Research Methods in Social Work Practice

[Students must take SOW 4403 before SOW 4414]

Instructor Information

Name: Jacquelyn McMillan
Email: jacquelyn.mcmillan@famu.edu [use Canvas course Inbox for class-related issues or concerns]

Additional Instructor Information

Office Location: Suite 2027 [SJGC - Journalism]
Phone: 850-706-0197
Office Hours: Office Hours: Mondays: 3:00PM-5:00PM; Tuesdays: 10AM-3PM; Wednesdays: 2:00PM-4:00PM; Thursdays/Fridays: [times may vary-see "Bookings"

to schedule an appointment.

Course Modality

In Person/Traditional

Course Description

Measurement in Social Work Practice (3) Provides basic instruction in use of conceptual and quantitative tools for description, analysis and interpretation of data.

Prerequisites and Corequisites

Course Prerequisites: SOW 4414 Pre-requisite Group

Textbooks and Instructional Materials



Title: Research Methods for Social Work
ISBN: ISBN-13: 9780357764701
Authors: Allen Rubin & Earl Babbie
Publisher: Cengage Learning, Inc.
Publication Date: 2025
Edition: 10th
Supplemental Materials
Pocket Guide to APA Style with APA 7e Updates

7th Edition | Copyright 2021 | by Robert Perrin, Cengage

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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

- Social work students will also be able to: Compare and contrast descriptive, inferential, and multivariate statistical tests used in social work research; Interpret software generated statistical outputs (e.g., p values, confidence intervals, effect sizes) with accuracy and clarity; Evaluate the implications of statistical findings for social work practice, policy development, and future research;

- Social work students will be able to communicate research ideas in order to: Translate statistical findings into clear, accessible language tailored to diverse audiences, including clients, stakeholders, and interdisciplinary teams; Create visual representations (e.g., charts, graphs, tables) to effectively communicate quantitative data in written and oral formats;

- Upon completion of this course, social work students will be able to: Identify and justify the selection of appropriate statistical analyses based on research questions, data types, and study design;

- Social work students will gain skills in order to: Critically appraise peer reviewed research articles for methodological rigor, relevance, and applicability to social work practice; and Demonstrate ethical and culturally responsive engagement with research evidence, including identifying bias, limitations, and issues of generalizability.

Student Learning Outcomes

- Upon successful completion of this course, social work students will be able to: Determine the most appropriate type of data analysis for a given research situation by evaluating methodological options; Explain methodological processes, measurement concepts, and data analysis procedures relevant to social science research; Apply evidence informed practice principles to interpret research findings within the problem solving process; Interpret statistical results using foundational quantitative reasoning skills;

- Social work students will be able to: Communicate statistical findings and interpretations clearly to diverse audiences in both verbal and written formats; Critically evaluate research studies to function as competent consumers of research; and Demonstrate research knowledge and skills necessary for effective professional social work practice.

- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities. Students (80% or higher) will attain an 80% or higher on the benchmark assignment for competency 9 [Instrument/Signature Assignment: Article Critique Exam]

Course Outline/Topics Covered

The following outline and list of topics are generated from the student textbook for this course: Empowerment Series: Research Methods for Social Work: by Allen Rubin, Earl R. Babbie | 10th Edition | Copyright 2025. Note: For SOW 4414, a review of research methodology will take place with a focus on moving beyond to measurements, data analysis, and reporting.

Part 1. An Introduction to Scientific Inquiry in Social Work

Part 2. The Ethical, Political, and Cultural Context of Social Work Research

Part 3. Problem Formulation and Measurement

Part 4. Designs for Evaluating Programs and Practice

Part 5. Methods for Collecting and Analyzing Quantitative and Qualitative Data

Part 6. Qualitative Research Methods

Part 7. Analysis of Quantitative Data

Part 8. Program Evaluation and Writing Research Proposals and Reports

Grading Scale

Grading Scale

Grade	Percentage
A	90% - 100%

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

Course Grading Distribution Scale

Note: The scoring below is how students will be graded on written class assignments and examinations. The Canvas system provides a score/percentage based on the work that has been completed NOT on total scores earned for the class. Also, be aware that a zero (0) will be inserted for any work not turned in by the deadline.

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**
Exam I: Chapters 1-13	3/2/26	100

Exam II: Chapters 1-25 Article Critique - Signature Assignment	4/27/26	100
CITI Program - Research Modules	3/9/2026	40
APA Formatted Article Reviews (see Assignment Rubric in Canvas)	2/16; 2/23	30
Project Rough Draft - all but data	2/27/26	30
Final Project (Single Subject Designs)	4/6/2026	100
Poster Presentation/Digital	4/13/2026	100
Extra Credit:		
Class Climate Survey	Professional Development Points (Extra Credit) full class participation = +5 entire class	
Class Total Score:		500

Canvas List of Assignments and Grades

Due Date	Assignment Name	Assignment Type	Points

Due Date	Assignment Name	Assignment Type	Points
2/27/26	Research Project Rough Draft	Assignment	30
	Extra Credit-Email Mobilization	Discussion	0
3/9/26	CITI Program-IRB Modules - Part II	Assignment	40
2/23/26	Article Review 2	Assignment	15
	Research Topics Ideas	Discussion	0
2/16/26	Article Review 1	Assignment	15
3/4/26	EXAM I	Quiz	100

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

PROFESSIONALISM CRITERIA: [How to score big as a professional social work scholar]

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]

Netiquette & Use of Electronics:

Please prepare to turn your smartphones to mute or off during class time. Please come prepared to work the full time uninterrupted by outside calls or entertainment. Professionalism scores will be based in part on the appropriate use of electronics.

Netiquette for college students means treating online academic communication—like emails, discussion boards, and video conferences—with the same respect, professionalism, and courtesy as face-to-face interactions. As much of modern coursework involves digital tools, mastering these guidelines is key to a productive learning environment.

In all digital communication

- Remember the human. The person reading your message, whether a professor or classmate, cannot see your body language or hear your tone. Be polite and consider how your words may be interpreted.
- Think before you post. Anything you put online can become a permanent part of your digital footprint. Avoid posting anything that could jeopardize your reputation now or in the future.
- Be constructive, not critical. In online discussions, focus on building the conversation and promoting a healthy exchange of ideas. When you disagree, address the issue, not the person.
- Respect others' privacy. Do not share personal information about your classmates or instructors without their permission. This includes quoting private emails or taking screenshots of a chat.
- Proofread. Errors in spelling, grammar, and punctuation can distract from your message. Review your posts and emails for clarity and professionalism before sending.

For emails and messages to instructors

- Use a professional address. Avoid using casual or humorous email addresses when corresponding with faculty.
- Write a clear subject line. Your subject line should be specific and concise, including the course name and purpose of the email (e.g., "HIST 3305: Question about Assignment").
- Use a formal greeting. Address your professors with their proper title and last name (e.g., "Dear Professor Smith").
- Keep it concise. Professors have many students; get to the point clearly and briefly.
- Include a professional sign-off. End your email with your full name, student ID, and course information.

For online discussion forums

- Do your reading first. Before posting, read the instructions, syllabus, and existing discussion threads to avoid asking redundant questions.
- Stay on topic. Keep your contributions focused on the course content. Irrelevant posts can distract others and clutter the conversation.

- Cite your sources. If you use information or ideas from another source, cite it properly. This is an academic setting, and plagiarism rules still apply.
- Avoid all caps. TYPING IN ALL CAPS IS PERCEIVED AS SHOUTING and can make others feel uncomfortable.
- No sarcasm. Tone and humor can be easily misinterpreted in text. Be direct and polite to avoid misunderstandings.

During live virtual sessions

- Mute yourself. Keep your microphone muted when you are not speaking to minimize background noise and interruptions.
- Be prepared. Check your audio and video before the session begins to ensure everything is working correctly.
- Use appropriate attire and background. If your camera is on, be mindful of what is visible in your background. Use a professional virtual background or background blur if needed.
- Use the chat box for relevant questions only. Avoid distracting the class by having off-topic conversations in the chat.

AI Generated Netiquette

Information - Approved by Dr. J. McMillan

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.

Schools/College Mission, Vision, and Values

Welcome to the College of Social Sciences, Arts and Humanities, fondly known as CSSAH. CSSAH is a multidisciplinary college that produces Exceptional Artists, Dynamic Leaders and Extraordinary Social Activists. Our programs connect students to the world with an array of learning opportunities including research, internships, co-op, service learning, online instruction, and experiential scholarship. CSSAH students examine enduring and systemic questions about human nature and social behavior. They study the organization and functions of government, the interrelations of global societies, and diverse political systems.

We are the Keepers of the Culture, the Protectors of Freedom, and the Ambassadors of Creativity.

Our students are challenged to examine how the world is shaped by diverse values, histories and cultures.

CSSAH's Mission: We are committed to developing culturally-astute graduates who engage creativity and critical thinking to solve real-world problems and facilitate the empowerment of self and others.

CSSAH's Vision: We desire to inspire creative expression and innovative research that improve human welfare. Upon graduation, students are prepared to purse professional careers and/or continue their education at the graudate level in professional studies.

CSSAH's Core Values: Scholarship • Excellence • Openness • Fiscal Responsibility • Accountability • Collaboration • Diversity • Service • Fairness • Courage • Integrity • Respect • Collegiality • Freedom • Ethics • Shared Governance

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.