HLTH 3093 Drugs & Health
Fall 2016
Department of Health & Kinesiology College of Education

Instructor: Dr. Donna Y. Laws, Ed.ED.
Section #: Z02
Office Location: Leroy G. Moore Intramural (New) Gym, Room 109
Office Phone: 936-261-3909
Email Address: dolaws@pvamu.edu
Office Hours: Tuesday and Thursday 8:00am-11:30am, 2:30pm-5:00pm

Mode of Instruction: Online
Course Location: Online
Class Days & Times: Online
Catalog Description: This course is designed to examine the foundations and characteristics of the American family, factors involved in learning sex roles, biological and emotional motivations, preparation for marriage, family planning and parental roles

Prerequisites: None
Co-requisites: None


Course Overview: The course is designed to present basic information on drugs and their effects on society and human behavior. Themes about drugs and behavior from the behavioral, pharmacological, historical, social, legal, and clinical perspectives will also be investigated.

Course Goals: HLTH 3093 focuses on goals identified in the Whitlow R. Green College of Education Conceptual Framework (E-FOLD-P): (see enclosed document)

The goals of this course are:

1. To provide an overview of drug abuse, focusing on health problems and issues facing U.S. citizens.
2. To develop a basic knowledge of the distribution and determinants of drug abuse.
3. To develop a basic understanding of drug abuse theory and intervention.

NCATE Objectives:

1. Prepare candidates for teaching profession who are problem solvers, critical thinkers and decision makers.
2. Prepare candidates for the teaching profession who understand and appreciate human diversity and global awareness.
3. Prepare candidates for the teaching profession who are reflective and continual learners.
4. Prepare candidates for the teaching profession who facilitate student growth and development.

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<thead>
<tr>
<th>Course Objectives</th>
<th>AAHE</th>
<th>TExES</th>
<th>Measurement</th>
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<tr>
<td>Understand various concepts and terminology associated with drug use, misuse and abuse.</td>
<td><strong>Standard 1: Key Element C</strong> Candidates describe practices that promote health or safety. <strong>Standard 1: Key Element D</strong> Candidates describe behaviors that might compromise health or safety.</td>
<td>Domain I Personal Health <strong>Domain II</strong> Healthy Interpersonal Relationships <strong>Domain III</strong> Community &amp; Environmental Health &amp; Safety <strong>Domain IV</strong> Health-Related Skills &amp; Resources <strong>Domain V</strong> The School Health Education Program</td>
<td>CL, PA, PR, JAC, BS, EX</td>
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<td>Identify issues that may be at the root of the drug use.</td>
<td><strong>Standard 2: Key Element A</strong> Candidates access a variety of reliable data sources related to health. <strong>Standard 2: Key Element B</strong> Candidates collect health-related data.</td>
<td>Domain IV Health-Related Skills &amp; Resources</td>
<td>BS</td>
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<td>Demonstrate a competency regarding warning signs of misuse or abuse of drugs.</td>
<td><strong>Standard 1: Key Element B</strong> Candidates describe the National Health Education Standards</td>
<td><strong>Domain V</strong> The School Health Education Program</td>
<td>CL, PA</td>
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<td>Identify commonly abused drugs and the categories they represent.</td>
<td><strong>Standard 1: Key Element C</strong> Candidates describe practices that promote health or safety. <strong>Standard 1: Key Element D</strong> Candidates describe behaviors that might compromise health or safety <strong>Standard 4: Key Element A</strong> Candidates demonstrate multiple instructional strategies that reflect effective pedagogy and health education theories and models that facilitate learning for all students. <strong>Standard 4: Key Element B</strong> Candidates utilize technology and resources that provide instruction in challenging, clear and compelling ways and engage diverse learners. <strong>Standard 7: Key Element A</strong> Candidates use health information resources. <strong>Standard 8: Key Element B</strong> Candidates apply a variety of communication methods and techniques. <strong>Standard 8: Key Element D</strong> Candidates demonstrate professionalism.</td>
<td>Domain I Personal Health <strong>Domain II</strong> Healthy Interpersonal Relationships <strong>Domain III</strong> Community &amp; Environmental Health &amp; Safety <strong>Domain IV</strong> Health-Related Skills &amp; Resources <strong>Domain V</strong> The School Health Education Program</td>
<td>PA, JAC</td>
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<td>Identify resources available for prevention and treatment of drug-related problems.</td>
<td><strong>Standard 4: Key Element A</strong> Candidates demonstrate multiple instructional strategies that reflect effective pedagogy and health education theories and models that facilitate learning for all students.</td>
<td>Domain IV Health-Related Skills &amp; Resources</td>
<td>PA, OP</td>
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<td>Perform a self-evaluation of health education knowledge and presentation skills.</td>
<td><strong>Standard 5: Key Element E</strong> Candidates utilize assessment results to guide future instruction.</td>
<td><strong>Domain V</strong> The School Health Education Program</td>
<td>RE</td>
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</table>
Identify community issues, problems and concern that result from the use of substances in our society.

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<tr>
<th>Standard 2: Key Element A</th>
<th>Domain IV</th>
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<td>Candidates access a variety of reliable data sources related to health.</td>
<td>Health-Related Skills &amp; Resources</td>
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<th>Standard 7: Key Element C</th>
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<td>Candidates select educational resource materials for dissemination.</td>
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**Course Objectives/Accrediting Body (NCATE/AAHE):**

Standard I: Candidates demonstrate the knowledge and skills of a health literate educator.
Standard II: Candidates assess needs to determine priorities for school health education.
Standard IV: Candidates implement health education instruction.
Standard V: Candidates assess student learning.
Standard VII: Candidates serve as a resource person in health education.
Standard VIII: Candidates communicate and advocate for health and school health education.

**Course Performance Standards, Knowledge, and Skills:**

**Measurement Code:**

- **EX** = Exam/Quizzes
- **RE** = Reflective Evaluation
- **JAC** = Journal Article Critique or critical analysis
- **BS** = Book Summary
- **CL** = Cooperative Learning (discussions, participation, peer review, iREAD)
- **PA** = Practice Assignments

**Course Evaluation Methods**

This course will utilize the following instruments to determine candidate grades:

**Class Participation:** Online attendance and participation in class discussions.

**Assignments:** Written assignments (journal article critiques, reflective papers).

**Presentations:** Assessments and activities designed to measure knowledge and application of presented course material.

**Exams:** Written tests designed to measure knowledge of course material.

**Class Assignments:** All Assignments must be submitted through the drop box in eCourse.

- **Journal Article Critique (1; 10 pts each)**
  - 10 points

- **Quizzes (10; 5 points each)**
  - 50 points

- **Discussions (10; 3pts each)**
  - 30 points

- **iREAD Book Summary/Outline**
  - 10 Points
How could you use this book to help young students in an educational environment? Write up an outline of the book that emphasizes health components. This assignment must be typed. Be prepared to complete a discussion forum regarding this assignment.

**Grading System**
A  100-90
B  89-90
C  79-70
D  69-60
F  59 and below
I  Incomplete**
W  Withdrawal from a course
WV Withdrawal from the University voluntarily
MW Military withdrawal

**Incomplete grades are only issued in extraordinary circumstances that are beyond a candidate’s control.**
## 16 Weeks Calendar

### Week 1 – Course Introduction

- Faculty Expectations
- Forum Syllabus
- Pre-Test

### Week 2 - Drug Use in Modern Society – Read Chapters and Review PowerPoint Presentations

**Chapter 1: Drug Use: An Overview**
- Chapter 1 – Activity: Test Your Chemical IQ
- Week 2 Forum
- Chapter 1: Multiple Choice Quiz

### Week 3 - Drug Use in Modern Society (continued) – Read Chapters and Review PowerPoint Presentations

**Chapter 2: Drug Use as a Social Problem**
- Chapter 2 – Activity: Can You Stand Your Ground
- Week 3 Forum
- Chapter 2: Multiple Choice Quiz

### Week 4 – Drug Use in Modern Society (continued) – Read Chapters and Review PowerPoint Presentations

**Chapter 3: Drug Policy**
- Chapter 3 – Activity: DEA – Press Room (Top Stories)
- Week 4 Forum

### Week 5 – How Drugs Work – Read Chapters and Review PowerPoint Presentations

**Chapter 4: The Nervous System**
- Chapter 4 – Activity: Drug Facts & Myths
- Week 5 Forum
- Chapter 4: Multiple Choice Quiz

### Week 6 – How Drugs Work (continued) – Read Chapters and Review PowerPoint Presentations

**Chapter 5: The Actions of Drugs**
- Chapter 5: Multiple Choice Quiz

### Week 7 - Uppers & Downers – Read Chapters and Review PowerPoint Presentations

**Chapter 6: Stimulants**
- Chapter 6 – Activity: Video Review
- Week 7 Forum
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Read Chapters and Review PowerPoint Presentations</th>
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<tr>
<td>Week 6</td>
<td>Chapter 6: Multiple Choice Quiz</td>
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<td>Week 8</td>
<td><strong>Uppers &amp; Downers (continued)</strong> – Chapter 7: Depressants and Inhalants</td>
<td><strong>Chapter 7: Depressants and Inhalants</strong>  &lt;br&gt; Week 8 Forum  &lt;br&gt; Chapter 6: Multiple Choice Quiz</td>
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<td>Week 9</td>
<td><strong>Alcohol &amp; Familiar Drugs – Read Chapters and Review PowerPoint Presentations</strong></td>
<td><strong>Chapter 9: Alcohol</strong>  &lt;br&gt; Week 9 Forum  &lt;br&gt; Chapter 9: Multiple Choice Quiz</td>
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<td>Week 10</td>
<td><strong>Alcohol &amp; Familiar Drugs (continued) – Read Chapters and Review PowerPoint Presentations</strong></td>
<td><strong>Chapter 10: Tobacco</strong>  &lt;br&gt; Chapter 10: Multiple Choice Quiz</td>
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<td>Week 11</td>
<td><strong>Alcohol &amp; Familiar Drugs (continued) – Read Chapters and Review PowerPoint Presentations</strong></td>
<td><strong>Chapter 11: Caffeine</strong>  &lt;br&gt; Chapter 11: Multiple Choice Quiz</td>
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<td><strong>Chapter 12: Dietary Supplements and Over-the-Counter Drugs</strong></td>
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<td>Week 12</td>
<td><strong>Restricted Drugs – Read Chapters and Review PowerPoint Presentations</strong></td>
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<td><strong>Chapter 13: Opioids</strong></td>
<td><strong>Chapter 13: Opioids</strong>  &lt;br&gt; Week 12 Forum</td>
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<td>Week 13</td>
<td><strong>Restricted Drugs (continued) – Read Chapters and Review PowerPoint Presentations</strong></td>
<td><strong>Chapter 15: Marijuana</strong>  &lt;br&gt; Chapter 15: Multiple Choice Quiz</td>
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<td>Week 14</td>
<td><strong>Prevention &amp; Treatment – Read Chapters and Review PowerPoint Presentations</strong></td>
<td><strong>Chapter 17: Preventing Substance Abuse</strong></td>
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<td>Week 15</td>
<td><strong>Course Reflection</strong></td>
<td><strong>Week 5 Forum – Part 2</strong>  &lt;br&gt; <strong>iRead Reflection Due</strong>  &lt;br&gt; <strong>Journal Article Critique Due</strong></td>
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<td>Week 16</td>
<td><strong>Week 16</strong></td>
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Course Procedures or Additional Instructor Policies

Taskstream
Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as 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: If there are any special instructions relating to assignment submissions, formatting, or other course policies, they should be included here. Include individual policies on tardies, cell phones and other class disruptions. If you have additional classroom rules that do not fit on a single page, consider posting them in eCourses instead.]
### Knowledge

| K 1 – Knows and understands how to use existing and personal research to analyze and assess educational problems. |
| K 2 – Knows how to apply and interpret fundamental principles of assessment. |
| K 3 – Knows and understands the different methods of curriculum design, development and implementation to support students’ academic growth and personal development. |
| K 4 – Knows the importance of diversity in a global educational context. |
| K 5 – Knows and understands how to use new and existing technologies to continuously enhance teaching and learning among diverse populations. |

### Skills

| S 1 - Demonstrates intellectual curiosity through creative and collaborative projects. |
| S 2 - Uses critical reflection to improve professional practice. |
| S 3 - Demonstrates subject matter expertise while concurrently measuring and adjusting strategies that impact students’ academic achievement. |
| S 4 - Creates learning environments that foster respect, safety, and trust. |
| S 5 - Demonstrates the effective use of current technology in teaching and learning. |

### Dispositions

| D 1 - Demonstrates the ability to find and implement new information, best practices and educational concepts. |
| D 2 - Values professional interactions. |
| D 3 - Demonstrates ethical behavior in personal and professional relationships. |
| D 4 - Acts in a manner that demonstrates the belief that all children can learn. |
| D 5 - Values technology as an integral tool for enhancing teaching and learning across multiple disciplines for diverse populations. |

(Approved February 2014) Permission granted from Western Oregon University to adapt circular design of conceptual framework for Prairie View A&M University, Whitlowe R. Green College of Education
New University Policies and Regulations
*Effective fall 2011

New Policy: Withdrawal from the University (Undergraduates Only):
When an Undergraduate student withdraws from all classes…
• A registration hold will be placed on the student’s record.
• Consultation with the respective department for advisement is REQUIRED to have hold lifted to allow future registration at the University.

New Policy: +/- Transfer Grades Regulation (Undergraduate and Graduate):
• The + and/or – WILL NOT be considered in the evaluation. The grade transferred will report as grade earned, for example C- will transfer as a C.
• This regulation IS NOT retroactive.
• This regulation applies only to courses that are being reviewed for transfer credit effective fall 2011.

Grade Replacement Regulation (Undergraduate Students Only):
• Students will have the option to replace up to 12 semester credit hours of courses where a C, D or F is earned in a course, effective with courses taken fall 2011.
• Students would have to request to replace the course by the Census Date (12th class date) of the following semester.
• Grades repeated but not replaced will be averaged in the cumulative grade point average.

Administrative Drop (All Students):
• Students who do not attend “at least one day” of class by tenth class day, will be administratively dropped from that course. PLEASE NOTE THIS MAY AFFECT THE FINANCIAL AID AWARD.
• If a student is subsequently dropped from ALL of their courses; they will automatically be WITHDRAWN from the university.
• Students will be notified of their Administrative Drop via email.

QUESTIONS OR CONCERNS, PLEASE CONTACT THE OFFICE FOR ACADEMIC AFFAIRS AT (936) 261-2175 OR THE REGISTRAR’S OFFICE AT (936)261-1049.
**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.

https://www.pvamu.edu/library/ Phone: 936-261-1500

**The Learning Curve (Center for Academic Support)**
The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

**The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)**
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

**Writing Center**
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

**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: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

**Testing**
The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

**Office of Diagnostic Testing and Disability Services**
As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585
Veteran Affairs
Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

Office for Student Engagement
The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

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: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):
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, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):
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 Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

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 mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.
Sexual Misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement
Prairie View A&M University (PVAMU) 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 sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU’s Title IX Coordinator. 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 Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

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 Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

TECHNICAL CONSIDERATIONS
Minimum Recommended Hardware and Software:
- Intel PC or Laptop with Windows 7; Mac with OS X; 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, Internet Explorer or Firefox

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 email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

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.

**Technical Support:**
Students should go to https://mypassword.pvamu.edu/ if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

**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 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, it/they should be copied and pasted to the discussion board
Prairie View A&M University
Department of Health and Human Performance

Please be advised that cheating and plagiarism will not be tolerated in the Department of Health and Human Performance. Please read, sign and date this form. Thank you, in advance, for your cooperation.

The Definition of Cheating
Cheating is defined as using, or supplying information that is not authorized by the instructor in taking an examination, quiz or completing assignments assigned by the instructor. Cheating may also be is also turning in someone else’s work as that of your own.

The Definition of Plagiarism
Plagiarism is a unique form of cheating where a person turns in someone else’s work and represents it as being their own. This would include:
1. Purchasing term papers and turning them in as if they were original work.
2. Using a paper that had previously been turned in.
3. Copying passages verbatim from books, articles, etc.
4. Submitting material for grades in which the student has not done the work required.

Consequences of these actions are severe, ranging from failure of the assignment to failure of the course. Repeated offenses could even result in expulsion.
I have read and understand the above policy.
I have received a copy of the syllabus for this course.

Please print your name Signature