



**HLTH 3303Z01 Contemporary Health Issues  
Spring 2024  
School of Public and Allied Health**

**General Course Information**

<b>Information Item</b>	<b>Information</b>
<b>Instructor:</b>	Dr. Park Atatah (Ph.D.).
<b>Section # and CRN:</b>	<b>HLTH 3303Z01 2420 23531</b>
<b>Office Location:</b>	Leroy Moore GYM
<b>Office Phone:</b>	936-261-3900
<b>Email Address:</b>	<a href="mailto:patatah@pvamu.edu">patatah@pvamu.edu</a>
<b>Office Hours:</b>	Tuesday and Thursdays by appointment only between 10 am until 2:30
<b>Mode of Instruction:</b>	Virtual Only; Periodic Zoom if needed
<b>Course Location:</b>	Online Canvas
<b>Class Days &amp; Times:</b>	Online Assignments Mondays to Sundays Weekly for 16 Weeks
<b>Catalog Description:</b>	This course is a study of various kinds of tests and test usage in the field of health and human performance. Includes practical experience in the construction and administration of tests and in the use of elementary statistics to interpret test scores. This course is supported through Canvas online campus technology.
<b>Prerequisites:</b>	Senior HUPF Candidates only & 12 hours of advanced Human Performance courses.
<b>Co-requisites:</b>	None
<b>Required Text(s):</b>	<b>Contemporary Health Issues: An Introduction. Louise Warwick-Booth, Ruth Cross, &amp; Diane Lowcock. 1<sup>st</sup> Ed (2012). (ISBN-10: 0745650228) (ISBN-13: 978-0745650227)</b>
<b>Recommended Text(s):</b>	<b>Software SPSS Version 25</b>  Publication Manuel of the American Psychological Association: 7thEdition, 2020 by American Psychological Association ISBN-13 978-1433832161 ISBN-10:143383216X

**General Course Information Table**

**Student Learning Outcomes:**

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**Program Student Learning Outcomes (SLOs): Health 3033**

SLO 1 Graduates can communicate effectively in written, oral, and verbal forms of expression.

SLO 2 Graduates can plan and implement effective health education programs.

SLO 3 Graduate can evaluate health programs and coordinate health program services.

SLO 4 Graduates can evaluate the scientific literature in the discipline, understand and synthesize re information.

SLO 5 Graduates can demonstrate the ability of technologies to support inquiry and professional practice.

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<i>Governing Organizations</i>	<i>Alignment with Standards/Domains</i>
<b>CAEP</b>	<u>Standard 1</u> : Content & Pedagogical Knowledge (1.1) <u>Standard 4</u> : Program Impact (4.1)

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

**Measurement Code:**

- EX = Exam
- RP = Research Paper
- OP = Oral Presentation
- RE = Reflective Evaluation
- BS = Book Summary
- CR = Journal article or critical analysis
- CL = Cooperative Learning
- PA = Practice Assignments

**Course Evaluation Methods**

**This course will utilize the following instruments to determine candidate grades and proficiency of the learning outcomes for the course:**

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

**Exercises:** Written assignments designed to supplement and reinforce course material (journal article critiques, reflective papers, etc.).

**Projects:** Activities and web developed assignments designed to measure knowledge and ability to apply presented course material.

**Exams:** Online examinations designed to measure knowledge of presented course material.

**Teaching/Learning Activities:**

1. Class Activities/Assignments
2. Presentation(s)
3. Exams
4. Directed readings and other class assignments to accomplish the stated objectives.

**Grading Matrix**

<b>Instrument</b>	<b>Value (points or percentages)</b>	<b>Total</b>
Class Assignments/Discussions	6 Discussions @ 5 pts.	30
Midterm Exam	1	20

Group PowerPoint Presentation (Group)	1 Power Point Presentation (PPP) (Group)	15
Group Power Point Analysis Submission	1 Quantitative Analysis (PPP)	10
Exams	Final Exam	25
<b>Total Possible Points:</b>		<b>100</b>

### **Weighted Grading System:**

Class Assignments/Discussions	10%
Quizzes	20%
PowerPoint Presentation	30%
Evidence Table	10%
Exams	30%
<b>Total:</b>	<b>100%</b>

### **Grading System**

A	100 – 90	I	Incomplete**
B	89 - 80	W	Withdrawal from a course
C	79 – 70	WV	Withdrawal from the University voluntarily
D	69 - 60	MW	Military withdrawal
F	59 and below		

*\*\*Incomplete grades are only issued in extraordinary circumstances that are beyond a candidate’s control.*

### **Detailed Description of Major Assignments**

***All assignments must be submitted online to eCourses for grading. Teacher educator candidates must submit ALL written work in APA format. More details are provided under “Submission of Assignments”.***

#### **Online/Discussions 6 X 5**

**30 Points**

All online discussions

The candidate will interact with the instructor and classmates to explore questions and comments related to the content of this course. A successful candidate in a discussion is one who takes an active role in the learning process. Candidates are encouraged to participate in the discussion areas to enhance your learning experience throughout each assigned week. Candidates are expected to log into the course and post (respond) in the discussion topics with a minimum of three posts per discussion (1 original response to the discussion question and 2 responses to peers). ***ALL posts should be substantive and demonstrate your comprehension and application of the material.*** Quality—Content of your contributions. Examples of quality posts include:

**Quality**—Content of your contributions. Examples of quality posts include:

- providing additional information to the discussion;

- elaborating on previous comments from others.
- presenting explanations of concepts or methods to help fellow candidates,
- presenting reasons for or against a topic in a persuasive fashion,
- sharing your own personal experiences that relate to the topic

It is strongly suggested that candidates 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 should be copied and pasted to the discussion board.

**Midterm Exam** **20**  
**points Points**

Multiple choice over major health education concepts, strategies, terminology, theory, culture, and contemporary health issues.

**Power Point  
Presentation  
Submission**

Candidates will complete individual article abstractions based on the scientific literature related to their group's selected contemporary health issue. The evidence table should include 2 interventions/studies. Combined evidence tables will be used to guide the group's oral presentation (see below), the gaps identified, and the direction of their proposed recommendations for next steps in research or interventions on the issue.

Group Power Point Analysis Submission 1 Quantitative Analysis (PPP) 10

**PowerPoint Presentation (Group)** **15**  
**points**

Candidates will work with assigned group members to select a contemporary health issue on which to present to the class based on the combined information from their evidence tables and the criteria in the presentation rubric provided on eCourses. The presentation will identify the selected issue, the group's research question that guided their literature review, their findings, gaps within the literature, and justified recommendations for future research. The instructor will assess the presentation utilizing the rubric for the assignment and individual grades received will be weighted by peer evaluations.

**Final Exam** **25**  
**Points**

Multiple choice questions over major health education concepts, strategies, terminology, and various influences on health (e.g., individual characteristics, social and community characteristics, the physical environment, and policy).

**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, y

can visit Taskstream via the link in eCourses.

### Submission of Assignments

When applicable, work should be submitted utilizing APA (American Psychological Association) style. All assignments must be typed, double –spaced, multiple pages stapled and must include a title page. Assignments are not to be hole punched until after they have been graded. Do not submit work in folders, sheet protectors or report covers. Points will be deducted for not following directions. In addition, points will be deducted for typographical, grammatical and sentence structure errors.

### Retention of Assignments and Exams

After the candidate has seen his/her grade, the instructor reserves the right to retain all assignments and examinations completed by the candidate.

### Penalties for Late Assignments

Assignments must be submitted by the scheduled due date and time. Ten points (or 10% of the assignment's value) will be deducted on late assignments. Assignments will not be accepted after five days. In the case of an excused absence, candidates must submit documents within two days of returning to class.

Quizzes and skills tests must be made up within one week from the due date. Five points will be deducted per day. Candidates will not be able to make up quizzes and/or skills test after five days. Each candidate is responsible for submitting all work on the scheduled due date whether present or not.

### Formatting Documents

Microsoft Word is the standard word processing tool used at PVAMU. If you are using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

### Exam Policy

Missed mid-term or final exams cannot be made up unless permission is granted by the instructor prior to the exam or proper documentation is submitted.

### SEMESTER CALENDAR (\*Tentative and may change due to course needs)

<b>Week 1</b>	
<b>Topic Description:</b>	<b>Course Introduction &amp; Syllabus Review What is Health?</b>
Chapter(s)	Order textbook; Reading
Assignment(s)	Discussion 1 Introduction 5%
<b>Week 2</b>	
<b>Topic Description:</b>	<b>What is Health? Contemporary Threats to Health</b>
Chapter(s)	Read Chapters 1 and 2
Assignment(s)	
<b>Week 3</b>	
<b>Topic Description:</b>	<b>Contemporary Threats to Health Investigating Health</b>
Chapter(s)	2 and 3

Assignment(s)	Discussion 2: 5%
<b>Week 4 Topic Description:</b>	<b>Investigating Health</b>
Chapter(s)	Read Chapter 3
Assignment(s)	<b>Group Assignment Week</b>
<b>Week 5 Topic Description:</b>	<b>Sociology and Health</b>
Chapter(s)	Read Chapter 4
Assignment(s)	Discussion 3: 5%
<b>Week 6 Topic Description:</b>	<b>Social Anthropology and Health</b>
Chapter(s)	Read Chapter 5
Assignment(s)	<b>Appoint the Group Leader and notify the instructor</b> Review (1-6)
<b>Week 7 Topic Description:</b>	<b>Healthy Psychology</b> <b>Health Promotion</b>
Chapter(s)	Read Chapter 6
Assignment(s)	Discussion 4: 5% Group meetings
<b>Week 8 Topic Description:</b>	
Chapter(s)	
Assignment(s)	Discussion 5: 5%
<b>Week 9 Topic Description:</b>	
Chapter(s)	Chapter 1-6
Assignment(s)	<b>Midterm Exam (Chapters 1-6)</b>
<b>Week 10 Topic Description:</b>	
Chapter(s)	

Assignment(s)	<b><i>Spring Break</i></b>
<b>Week 11</b>	
<b>Topic Description:</b>	<b>Individual Characteristics and their Influence upon Health</b>
Chapter(s)	Read Chapter 8
Assignment(s)	PPP Group meetings
<b>Week 12</b>	
<b>Topic Description:</b>	<b>Social and Community Characteristics and their Influence upon Health</b>
Chapter(s)	<b>Read Chapter 9</b>
Assignment(s)	<b>Group meetings</b>
<b>Week 13</b>	
<b>Topic Description:</b>	<b>The Physical Environment and Its Influence on Health</b>
Chapter(s)	<b>Read Chapter 10</b>
Assignment(s)	<b>Group Presentations' Slides Submissions 10%</b>
<b>Week 14</b>	
<b>Topic Description:</b>	<b>Policy Influences upon Health</b>
Chapter(s)	11
Assignment(s)	<b>Recorded Videos' Group Presentations 15%</b>
<b>Week 15</b>	
<b>Topic Description:</b>	
Chapter(s)	<b>Review Chapters 7 to 11 for the Final Exam</b>
Assignment(s)	
<b>Week 16</b>	
<b>Topic Description:</b>	
Chapter(s)	Group Presentations (in class); Review
Assignment(s)	<b>Final Exam (Chapters 7-11)</b>

## **Student Support and Success**

### **John B. Coleman Library**

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Phone: 936-261-1500; Website: [J. B. Coleman Library](#).

### **Academic Advising Services**

Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when the student is unsure of the best resource for their needs. Some students are supported by faculty advisors in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. You can find your advisor's location by academic major at the [Academic Advising Website](#), Phone: 936-261-5911.

### **The University Tutoring Center**

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support is offered face-to-face in the [UTC, in virtual face-to-face sessions](#), and through [online sessions at PVPlace](#). Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: [pv tutoring@pvamu.edu](mailto:pv tutoring@pvamu.edu); Website: [University Tutoring Center](#).

### **The Writing Center**

The Writing Center provides well-trained peer tutors that assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Student must register for Grammarly by using their student email address. In addition, students have access to face-to-face as well as virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: [The Writing Center](#); [Grammarly Registration](#).

### **Academic Early Alert**

Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alert helps students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PVPlace and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: [Academic Early Alert](#).

### **Student Counseling Services**

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2<sup>nd</sup> floor; Phone: 936-261-3564; Website: [Student Counseling Services](#).



### **Office of Testing Services**

Testing Services serves to create opportunities by offering suite of exams that aid in the students' academic and professional success. Currently we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3<sup>rd</sup> Floor, Rm. 305; Phone: 936-261-3627; Email: [aetesting@pvamu.edu](mailto:aetesting@pvamu.edu); Website: [Testing Services](#).

### **Office of Diagnostic Testing and Disability Services**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hardware and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: [Disability Services](#).

### **Center for Instructional Innovation and Technology Services (CIITS)**

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assisted and 2-way video course delivery. For more details and contact information, visit: [CIITS Student Webpage](#); Phone: 936-261-3283.

### **Veteran Affairs**

Veteran Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Website: [Veteran Affairs](#).

### **Office for Student Engagement**

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

### **Career Services**

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Anderson Hall, 2<sup>nd</sup> floor; Phone: 936-261-3570; Website: [Career Services](#).

## **University Rules and Procedures**

### **Academic Misconduct**

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the University Administrative Guidelines on Academic Integrity, which can be found on the Academic Integrity webpage. Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the University Administrative Guidelines on Academic Integrity, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive

or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

### **Forms of Academic Dishonesty:**

1. **Cheating:** Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher.
2. **Plagiarism:** Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the Internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks.
3. **Multiple Submission:** Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.
4. **Conspiracy:** Agreeing with one or more persons to commit an act of academic/scholastic dishonesty.
5. **Fabrication of Information/Forgery:** Use or submission of contrived, invented, forged, or altered information in any assignment, laboratory exercise, or test; tampering with or production of a counterfeit document, particularly documents which make up the student's academic record. Examples: making up a source or citing nonexistent publication or article; representing made up data as real for an experiment in a science laboratory class; forging a change of grade or student withdrawal record; falsifying any document related to a student academic exercise.

### **Nonacademic Misconduct (See Student Planner)**

The University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, or (2) the ability of students to benefit from the instructional program, or (3) the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Office for Student Conduct under nonacademic procedures.

### **Sexual Misconduct**

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance ([titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu)) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance, or have questions, they may contact the Title IX Coordinator at 936-261-2144 or [titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu). More information can be found at the [Title IX Webpage](#) including confidential resources available on campus.

### **Protections and Accommodations for Pregnant and Parenting Students**

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at [titleixteam@pvamu.edu](mailto:titleixteam@pvamu.edu). Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

### **Non-Discrimination Statement**

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity in its programs and activities. The University is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies, and can be reached at Harrington Science Building, Suite 109 or by phone 936-261-1744 or 1792.

### **Class Attendance Policy (See Catalog for Full Attendance Policy)**

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

### **Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint. Students can file Academic Complaints and/or Grade Appeals at this [webpage](#).

### **Technical Considerations**

#### **Minimum Recommended Hardware and Software:**

- Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra\*
- Smartphone or iPad/Tablet with Wi-Fi\*
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari or Firefox

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

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

#### **Participants should have a basic proficiency of the following computer skills:**

- Sending and receiving emails
- A working knowledge of the Internet

- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software

### **Netiquette (online etiquette)**

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.” Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and the message might be taken seriously or sound offensive.

### **Video Conferencing Etiquette**

When using Zoom, WebEx or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during session. Before class session begins, test audio, video and lighting to alleviate technology issues.

### **Technical Support**

Students should go to the [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services (CIITS) at 936-261-3283 or email [ciits@pvamu.edu](mailto:ciits@pvamu.edu).

### **Communication Expectations and Standards**

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

### **Discussion Requirement**

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

**It is strongly suggested** that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

### **COVID-19 Campus Safety Measures**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, PVAMU has adopted policies and practices to limit virus transmission.

- **Self-reporting** – Students who test positive for COVID-19 are required to report their positive test results within 48 hours using the PVAMU Self-Reporting Form. Proof of off-campus and self-administered home test results must be sent to [covid-19@pvamu.edu](mailto:covid-19@pvamu.edu). Proof for self-administered home test is a picture of the test with a photo ID in the same photo.
- **Self-monitoring** – Students should follow public health guidance to help slow the spread of the virus, including being vaccinated. Students who have a fever or exhibit symptoms of COVID-19 should not participate in face-to-face instruction.
- **Face Coverings** – Face coverings (KN-95, surgical mask, etc.) are highly recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is challenging to maintain reliably.

- **Physical Distancing** – Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.
- **Personal Illness and Quarantine** – Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. Communication with the student's instructor for remote support will take place by the Office of the Assistant Vice President for Academic Engagement and Success. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class may qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, [studentconduct@pvamu.edu](mailto:studentconduct@pvamu.edu).
- **Questions** – For answers regarding COVID-19 policies and/or procedures, students should refer to [www.pvamu.edu/coronavirus](http://www.pvamu.edu/coronavirus) or email [covid-19@pvamu.edu](mailto:covid-19@pvamu.edu)