



SYLLABUS

HLTH 5319 Community Health Fall 2024

Course Information	Description
Instructor:	Antoinette W. Coward, DHEd, MCHES, ACUE
Section # and CRN:	Z01 and 11152
Office Location:	Leroy Moore Intramural Gymnasium
Office Phone:	936-261-3900
Email Address:	ancoward@pvamu.edu
Office Hours:	Monday & Wednesday at 5 PM to 7PM (online) and by appointment
Mode of Instruction:	Online
Course Location:	On Canvas at https://pvamu.instructure.com/
Class Days & Times:	Online – 8 weeks
Catalog Description:	HLTH 5193 Community Health Examination of the mission, goals, and policies of community and public health. Current principles, practice models, functions, roles, issues, and policies are critically analyzed.
Prerequisites:	None
Co-requisites:	None
Required Text(s):	Publication Manual of the American Psychological Association: 7th Edition, 2020 by American Psychological Association ISBN-13 978-1433832161 ISBN-10:143383216X
Recommended Text(s):	PVAMU Library: phone: (936) 261-1500; web: http://www.tamu.edu/pvamu/library/ University Bookstore: phone: (936) 261-1990; web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d

Course Learning Objectives:

	Upon successful completion of this course, students will be able to:	Student Learning Outcome # Alignment
1	Recognize factors that influence/impact the health of a community.	SLO 1
2	Discuss current and future community-level needs for keeping the public and community healthy	SLO 1
3	Analyze social and behavioral determinants of health equity at all ecological levels (individual through policy).	SLO 1
4	Assess philosophical foundations and assumptions of research applied to community health problems.	SLO 2

5	Apply Community-Based Participatory Research (CBPR) approaches when working on collaborative projects	SLO 3
6	Demonstrate skills that support cultural competence and cultural humility when working with diverse communities	SLO 2
7	Develop logic model and mission, goal and objective (outcome) driven program development and program evaluation plans.	SLO 3

Student Learning Outcomes Table

Governing Organizations	Alignment with Standards/Domains
HLTH SLOs (Student Learning Objectives)	<p><u>SLO 1 Communication:</u> Graduates will articulate knowledge in various modes of communication: 1a Oral Communication; 1b Written Communication; 1c Visual Communication.</p> <p><u>SLO 2 Health Education Programming:</u> Graduates will demonstrate knowledge in program planning, implementation, and evaluation.</p> <p><u>SLO 3 Research:</u> Graduates will develop research skills for dissemination and effectively collaborate with peers and other stakeholders: 3a Literature Analysis; 3b Presentations; 3c Publications.</p>

Major Course Requirements

Method of Determining Final Course Grade

Item	Course Grade Requirement	Value	Total
1)	Interactive Research Project	10 points X 2	20
2)	Community Mobilization	15 points X 1	15
3)	Discussions	5 points X 3	15
4)	Community Health Modeling	20 points X 1	20
5)	Mini Research Paper	30 points X 1	30
Total:		100	100

Grading Criteria and Conversion:

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

If a student has stopped attending the course (i.e. "stopped out") at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams and performed below the grade level of a D, a grade of FN (failed-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
Interactive Research Project	<p>Select two of the following community health organizations to contact. Determine through personal, telephone, or e-mail contact or internet search what the organization’s mission, goal(s) and objectives are. Present the information in a one to two page (per organization) typed Word document. Tell how you obtained the information. Give some general data about the organization. What department or individual in the organization did you communicate with? State your comments as to whether you feel the organization is on track with its’ mission statement, goal(s) and objectives. City Health Department (Houston or Prairie View) County Health Department (Harris or Waller County) American Red Cross Planned Parenthood National Institutes of Health (NIH) Centers for Disease Control (CDC) Environmental Protection Agency (EPA) Robert Woods Johnson Foundation, Rockefeller Foundation.</p>
Community Mobilization	<p>One of the most critical components for a successful community health program is participation of the target population. Write three different letters, notices or memos designed organize a community around a specific health concern. The letters can be to individuals or to a group. Remember when organizing a community around a specific issue some of the primary players may not be residents of that community. Your letters should exemplify the wide variety of potential players in community organizing. The letters should be detailed so that the person(s) receiving them have enough information to make an informed decision about your issue and participating with your request</p>
Community Health Modeling	<p>There are many models in Community Health. There are planning models and implementation models. Select one category of models to research. Within that category select three specific models to analyze. Critique the strengths and weaknesses of each of the models you selected. State the history of each model. Each model should be critiqued separately with its’ history (one page each). In conclusion write a general summary for the entire paper. Do a comparison and contrasting the models with each other in the overall summary. Why do we have models? Why so many different models?</p>
Mini Research Paper	<p>Select one Leading Health Indicator of Healthy People 2020 and analyze the current status in the United States as it relates to that indicator. Provide data on the past status of the indicator. State why it was chosen as needing to be improved and how it relates to the quality of Public and Community health. Include a cover page, double spaced, 12-point font, regular margins and spell and grammar check the paper. Include at least two references. The paper should be at least 1000-1200 words.</p>
Discussion	<p>In the "Discussion" areas of the course, you, as a teacher educator candidate, can interact with your instructor and classmates to explore questions and comments related to the content of this course. A successful teacher educator candidate in online education is one who takes an active role in the learning process. You are therefore encouraged to participate in the discussion areas to enhance your learning experience throughout each week.</p>

Assignment Title or Grade Requirement	Description
	<p style="text-align: center;">Quality Measurement</p> <p style="text-align: center;">Target</p> <p>Your contributions to each Topic indicate your mastery of the materials assigned. Your responses might integrate multiple views and/or show value as a seed for reflection for other participants' responses to the thread. You provide evidence that you are reading the assigned materials and other teacher educator candidate postings and are responding accordingly, bringing out interesting interpretations. You know the facts and are able to analyze them and handle conceptual ideas.</p> <p style="text-align: center;">Acceptable</p> <p>You have meaningful interaction with other participants' postings. Posts that state I agree or I disagree include an explanation of what is disagreed or agreed upon and why, or introduce an argument that adds to the discussion. However, you may have rambling, lengthy posts that show no sign of having been re-read and refined before posting, and your writing suffers lack of clarity and comprehension.</p> <p style="text-align: center;">Unacceptable</p> <p>You will receive little credit in the week's discussion by just showing up and making trivial comments, without adding any new thought to the discussion. At the low end of the spectrum, no participation gets a "0." If you are not in the discussion, you do not earn any points.</p> <p>Full credit is awarded when both high quality and required frequency is met</p>

Course Procedures or Additional Instructor Policies

1. Students are responsible for attending class online and reviewing all course materials, interacting with their classmates, and responding to communications.
2. Read and keep all course materials (syllabus, papers, handouts and assignments). If you need help or have questions, please do not hesitate to contact me or visit during office hours.
3. Your instructor record attendance based on your engagement in the course. So, I would suggest that you log in to the course daily and read all announcements and assignments.
4. To maintain rigor and integrity in the course, you will need to use a lockdown browser for your exam.
5. All assignments must be typed and uploaded to Canvas on or before the due dates. No handwritten assignments will be accepted.
6. Your performance in my class is very important to me. Therefore, please feel free to contact me with any concerns regarding the course. My method of contact is through the course Canvas email. If you send me an email, please wait at least 24hours for a response.

Penalties for Late Assignments

Assignments must be submitted on the scheduled due date. Five points will be deducted from late assignments received after five days. Assignments will not be accepted after five days unless you have a valid excuse along with supporting documentation (i.e. Doctor's appointment- doctor excuse).

Skills tests must be made up within one week of the due date. Five points will be deducted per day. Teacher education candidates will not be able to make up skills tests after five days.

House Bill 2504

Please Note: House Bill 2504 does allow students the choice not to purchase the class textbook(s). Students have the choice of using alternative methods to access textbook information (internet websites, books on reserved at the library, etc.). Students are required and held accountability to complete all assignments as noted in the syllabus.

Two “C” Rule

Please Note: Continual matriculation at PVAMU requires that no more than two C’s shall be earned in a graduate degree program. Any grade earned below a C means automatic dismissal from the graduate program.

NOTE: No grade of —C or below will be accepted toward certification.

Professional Organizations

1. PAHPERD: Panther Association for Health, Physical Education, Recreation and Dance
2. TAHPERD: Texas Association for Health, Physical Education, Recreation and Dance
3. AAHPERD: American Alliance for Health, Physical Education, Recreation and Dance
4. KAPPA DELTA PI: International Honor Society in Education, MU EPSILON CHAPTER 293 Prairie View A&M University

References to Periodicals

American Journal for Health Education
American Journal of Hypertension
American Journal of Public Health
Journal of Adolescent Health

Journal of American College Health

Journal of the American Medical Association
Journal of Communication

Journal of Consulting and Clinical Psychology

Semester Calendar – Eight Weeks

All assignments are due at 11:59 pm on Sundays of each week.

All discussions start posting on Monday and the second post is due no later than Sundays at 11:59 pm each week

Week	Descriptions
Week One: Topic Description Readings:	Community Health Overview What is Community Health? Community Health in Action
Assignment(s):	Introductions Module Feedback
Week Two: Topic Description Readings:	Collaboration Within Communities Organizations that Shape the Community Community Tool Box
Assignment(s)	Discussion Interactive Research Project

	Module Feedback
Week Three: Topic Description Readings:	Addressing Issues Within the Community
Assignment(s)	Community Mobilization Discovery - Community Health Issues in the USA Global Health Discussion Finalize Interactive Research Project
Week Four: Topic Description Readings:	Community Health Models
Assignment(s)	Documents in Canvas Creating a Brochure Community Mobilization Muddiest Point
Week Five: Topic Description Readings:	Intervention, Implementation and Evaluation
Assignment(s)	Documents in Canvas Annotated References Discussion Muddiest Point
Week Six: Topic Description Readings:	Mini Research Paper
Assignment(s)	Documents in Canvas Community Health Modeling Mini Research Paper Muddiest Point
Week Seven: Topic Description Readings:	Mini Research Paper
Assignment(s)	Finalize the Mini Research Paper Review Health Video
Week Eight: Topic Description Readings:	Wrap-up
Assignment(s)	Review and Comment on Any Information

Student Support and Success

John B. Coleman Library

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. [Library Website](#); Phone: 936-261-1500

Academic Advising Services

Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the [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 are offered face-to-face in the UTC and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; [University Tutoring Website](#)

Writing Center

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

Panther Navigate

Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for intervention. Panther Navigate helps students by providing a central location to schedule advising appointments, view campus resources, and request assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will log in to Canvas and click on Student Alerts on the left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; [Panther Navigate Website](#)

Student Counseling Services

The Student Counseling Services 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 assists 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, Suite 226; Phone: 936-261-3564; [Health & Counseling Center Website](#)

Mental Health Telehealth Resources

As part of our commitment to the well-being of our students, Prairie View A&M University provides essential knowledge and tools to understand and support mental health. We now offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code below to download the app and explore the resources available for guidance and support whenever you need it.



Office of Testing Services

The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form

can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the [OTS – Proctoring Service website](#). Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; [Testing Website](#)

Office of Disability Services

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for people with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides reasonable accommodations of their disabilities. If you believe you have a disability and need an accommodation, please visit the [Accommodate](#) online platform to register and submit the necessary documentation. Location: Owens Franklin Health Center, Rm 222; Phone: 936-261-3583; [Disability Services Website](#)

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 classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit [CIITS Student Website](#). Phone: 936-261-3283 or email: ciits@pvamu.edu.

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; [Veteran Affairs Website](#)

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; [Student Engagement Website](#)

Center for Careers & Professional Development

This center supports students through professional development, career readiness, and placement and employment assistance. The center 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 center website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

Hilltop Reserve

The Hilltop Reserve is an emergency resource center that provides currently enrolled students access to free resources to assist with food insecurity, housing insecurity, and other basic needs. Students must complete the required online [Intake Form](#) to receive resources provided such as free food, casual/business casual clothing, personal hygiene items, and referrals to community resources for housing, childcare, etc. Location: Owens Franklin Health Center, Basement 025; Phone: 936-261-1419; [Hilltop Reserve Website](#)

Student Health

Students have access to medical care by appointment Monday – Friday from 8 am – 5 pm. The clinic closes daily for lunch from 12 pm-1 pm. The clinic offers women’s health, sexual health, physicals, and other ambulatory care. Students also have access virtually to behavioral and physical health support, 365 days 24/7, via [Timelycare](#). Timelycare can be used on the weekends, after hours, while traveling, and back home while on break. Location: Owens Franklin Health Center, 1st floor; Phone: 936-261-1410; [Health Services Website](#)

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. **Collusion:** When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. **Conspiracy:** Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. **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.

PVAMU's General Statement on the Use of Generative Artificial Intelligence Tools in the Classroom

Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAI currently available, this statement includes any and all past, current, and future generations of GAI software. Prairie View A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not substitute the substance of their original work with the results of using such GAI tools. This clearly violates the [University's Administrative Guidelines on Academic Integrity](#) and its underlying academic values.

Nonacademic Misconduct

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 ability 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. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator, Dr. Zakiya Brown, at 936-261-2166 or titleixteam@pvamu.edu. More information can be found at [Title XI Website](#), 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 or visit the office's [Pregnancy & Parenting Student Resource Page](#). 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 has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109, or by phone at 936-261-1744 or 1792.

Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports the 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 the Internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the 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.

Makeup Work for Legitimate Absences

Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is **excused**, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

Absence Verification Process

All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation,

for review and verification. Please use the [Online Reporting Forms](#) to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: deanofstudents@pvamu.edu or phone: (936) 261-3550 or Office for Student Conduct via email: studentconduct@pvamu.edu or phone: (936) 261-3524.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rest 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 Online 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 10 or later version; Mac with OS Catalina
- Smartphone or iPad/tablet with wi-fi*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

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

* Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work with Android or Apple tablets and smartphones.

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

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software (Zoom)

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 discussion 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 the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support

Students should go to [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 at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

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

Discussion Requirement

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

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

In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice.

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.
- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.
- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.
- All students will have access to [TimelyCare](#), a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at timelycare.com/pvamu.
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.