

**HLTH 1302-Human Sexuality/ Z02 & Z01
Spring 2043 Semester**

Instructor:	Tre’Nae Tavie
Section # and CRN#:	HLTH 1302/Z02-23475 & Z03-23495
Office Location:	May be reached virtually due to Pandemic. Please e-mail and include your phone number. You will be called during office hours. The number used to return your call will appear as private, unavailable or anonymous.
Office Phone:	936-261-3421 (phone forwarded to the department main line; secretary will answer).
Email Address:	tdtavie@pvamu.edu
Office Hours:	Tuesday & Thursday: 11:00 a.m.-1:00 p.m. Office hours may be adjusted based on the needs of the students or the Professor. If the Professor is not able to keep office hours due to illness or an emergency, make-up office hours will be provided the same week, if possible. Apologies are extended, in advance, should this occur.
Mode of Instruction:	On-line
Course Locations:	On-line
Class Days & Times:	On-line
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
Required Text:	Human Sexuality: Diversity in Contemporary America 10th Edition. Yarber & Sayad (2019). ISBN: 9781259298790. ISBN: 9781260916706 eBook ISBN: 9781259911057 Loose Leaf ISBN: 9781260153668 Connect Access Card
Recommended Text(s):	The Publication Manual of the American Psychological Association. 7th Edition. APA (2019). ISBN: 9781433832178

Course Learning Objectives:

	Upon successful completion of this course, students will be able to:	Candidate Learning Outcome # Alignment	Core Curriculum Objective Alignment
1	Critically examine and evaluate past and present concepts of human sexuality and determine the influence they have on ways of living. TEExES Objectives: DOMAIN I, II, III, & IV	SLO 1 SLO 2 SLO 5	A, B, C, D, E & F
2	Understand factual sexual knowledge and apply this understanding to everyday transmitted diseases; principles and mechanisms of biological homeostasis; and characteristics of an emotionally intimate relationship. TEExES Objectives: DOMAIN I, II, III, & IV	SLO 1 SLO 2 SLO 5	A, B, C, D, E & F
3	Identify the components of sexual therapy and understand the characteristics necessary for effective referral. TEExES Objectives: DOMAIN I, II, III, & IV	SLO 1 SLO 5	A, B, C, E & F
4	Understand the components necessary for family stability and sexual adjustments in modern society. TEExES Objectives: DOMAIN I, II, III, & IV	SLO 1 SLO 5	A, B, C, D, E & F
5	Develop positive attitudes regarding human sexuality. Compare and contrast sexual attitudes from the past with sexual attitudes in our modern society. Identify resources which address human sexuality that are culturally specific. TEExES Objectives: DOMAIN I, II, III, & IV	SLO 1 SLO 2 SLO 3 SLO 4 SLO 5	A, B, C, E & F
6	Access technology to research issues regarding human sexuality. TEExES Objectives: DOMAIN I, II, III, & IV	SLO 1 SLO 2 SLO 3 SLO 4 SLO 5	A, B, C, E & F
7	Demonstrate problem solving and decision-making skills as it relates to human sexuality. Evaluate one's own attitude as it relates to human sexuality.	SLO 1 SLO 2 SLO 3 SLO 4 SLO 5	A, B, C, D, E & F

	TEGES Objectives: DOMAIN I, II, III, & IV		
8	Analyze the impact of disease in issues surrounding human sexuality. TEGES Objectives: DOMAIN I, II, III, & IV	SLO 1 SLO 2 SLO 3 SLO 4 SLO 5	A, B, C, E & F
9	Describe the impact and consequences of premarital sexual intercourse. TEGES Objectives: DOMAIN I, II, III, & IV	SLO 1 SLO 2 SLO 3 SLO 4 SLO 5	A, B, C, E & F

COMPETENCIES AND STANDARDS:

This course is aligned with the TExES, AAHE (American Association for Health Education), SHAPE (Society of Health and Physical Education), NHES (National Health Education Standards), standards are in subsequent Table(s) in the syllabus. Assignments will incorporate basic competencies as required by Texas and Federal statutes.

TEGES Objectives:

DOMAIN I: Personal Health

DOMAIN II: Healthy Interpersonal Relationships

DOMAIN III: Community and Environmental Health and Safety

DOMAIN IV: Health-Related Skills and Resources

Program Student Learning Outcomes (SLOs): Health

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 Graduates can evaluate health programs and coordinate health program services.

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

SLO 5 Graduates can demonstrate the ability to use technology to support inquiry and professional practice.

University Core Curriculum Objectives:

- (A) **Critical Thinking Skills:** to include creative thinking, innovation, inquiry, analysis, evaluation and synthesis of information;
- (B) **Communication Skills:** to include effective development, interpretation and expression of ideas through written, oral and visual communication;
- (C) **Empirical and Quantitative Skills:** to include the manipulation and analysis of numerical data

- or observable facts resulting in informed conclusions;
- (D) **Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;
 - (E) **Personal Responsibility:** to include the ability to connect choices, actions and consequences to ethical decision-making; and
 - (F) **Social Responsibility:** to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement		Value	Total
1)	Quiz #1, Quiz #2, Quiz #3, Quiz #4, Quiz #5, Quiz #6	10 points ea.	60 points
2)	Journal Article Critique (Included in Canvas)	10 points	10 points
3)	Case Study (Included in Canvas)	10 points	10 points
4)	Compare and Contrast of Abortion Laws (State assigned in Canvas in Announcement Section)	10 points	10 points
5)	Microteaching Assignment/PowerPoint (23-25 slides minimum-Topic assigned in Canvas Announcement Section)	10 points	10 points
All assignments MUST be e-mailed to tdtavie@pvamu.edu as a Word or PDF document ONLY-Google Docs will NOT be accepted. Do NOT send as a "sharepoint" document. All quizzes MUST be numbered and include question or term. Failure to do so will result in a "0." <i>Check Announcements in Canvas daily.</i>			
Total:			100 points

Grading Criteria and Conversion:

Grade	Scoring Range	Grading Scale	Each Assignment or Quiz
A	90-100%	100-90 points	9/1
B	80-89%	80-89 points	8/10
C	70-79%	70-79 points	7/10
D	60-69%	60-69 points	6/10
F	59-0%	59> points	5/10

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, including the final exam, 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, including the final exam, 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

<p>Case Study</p> <p>10 points</p>	<p>The teacher educator candidate will complete a case study assignment regarding human sexuality topic(s). The teacher educator candidate must analyze the case study and develop a plan of action for the case study. The assignment should be a two to three pages typed with an explanation of the teacher educator candidate’s response is required. You may use Word or PDF for your documents. Please do NOT use share point. Failure to follow directions may result in an “F” on the assignment or the course. NO GOOGLE DOCS WILL BE ACCEPTED. You will receive a “0” for the assignment.</p>
<p>Journal Article Critique</p> <p>10 points</p>	<p>Each teacher educator candidate be provided with a journal article regarding human sexuality to prepare a journal article critique. The critique should be two to three typed pages. This assignment is to be submitted to the Professor typed and accompanied by a copy of the article utilized to develop the critique. This assignment must be typed. This assignment should be approximately three pages (including references). You may use Word or PDF for your documents. Please do NOT use share point. Failure to follow directions may result in an “F” on the assignment or the course. NO GOOGLE DOCS WILL BE ACCEPTED. You will receive a “0” for the assignment.</p>
<p>Compare and Contrast of Abortion Laws</p> <p>10 points</p>	<p>The teacher educator candidate will complete a well thought out compare and contrast of abortion laws. Each teacher educator candidate must analyze and compare and contrast abortion laws between Texas and a state assigned to the teacher educator identified in the announcement section of Canvas. This assignment must be typed. This assignment should be approximately three pages (including references). You may use Word or PDF for your documents. Please do NOT use share point. Failure to follow directions may result in an “F” on the assignment or the course. NO GOOGLE DOCS WILL BE ACCEPTED. You will receive a “0” for the assignment.</p>
<p>Micro Teaching Assignment</p> <p>10 points</p>	<p>The teacher educator candidate will work independently on his/her PowerPoint Presentation. Each teacher educator will be assigned a human sexuality topic from our text to teach to the class. The teacher educator candidate will utilize technology. The teacher educator candidate will prepare a lesson plan and develop an assessment tool to assess student knowledge. The PowerPoint will be at least 20 slides plus the title page and the reference page and a quiz for a total of 23-25 slides. You may use Word or PDF for your documents. Please do NOT use share point. Failure to follow directions may result in an “F” on the assignment or the course. NO GOOGLE DOCS WILL BE ACCEPTED. You will receive a “0” for the assignment.</p>
	<p>Check Announcements Daily. No late assignments or quizzes will be accepted.</p>
	<p>Extra Credit will not be provided.</p>

Course Procedures or Additional Instructor Policies

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be required to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. If applicable, more information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

There are no Taskstream assignments assigned in this course.

This calendar is a guide for instruction. The Professor reserves the right to modify the calendar anyway the professor desires to meet the needs of the candidates or the needs of the Professor. Examination dates and assignment due dates may be changed by the Professor. No late work will be accepted unless previous arrangements have been made. Video presentations will be utilized throughout the semester to enhance student learning.

Spring Calendar 2024

Week 1 Topic Description/Readings	T Introductions/Chapter 1 Perspectives on Human Sexuality Th Chapter 2 Studying Human Sexuality
Week 2 Topic Description/Readings	T Chapter 3 Female Anatomy and Chapter 4 Male Anatomy Th Quiz #1 T Video Presentation
Week 3 Topic Description/Readings	Th Chapter 5 Gender and Gender Roles Case Study-
Week 4 Topic Description/Readings	T Chapter 6 Sexuality in Childhood & Adolescence Th Chapter 7 Sexuality in Adulthood
Week 5 Topic Description/Readings	T Chapter 8 Love and Comm. in Intimate Relationships Th Quiz #2
Week 6 Topic Description/Readings	T Chapter 9 Sexual Expression Th Chapter 9 Sexual Expression Compare and Contrast of Abortion Laws-
Week 7 Topic Description/Readings	T Chapter 10 Variations in Sexual Behavior Th Chapter 10 Variations in Sexual Behavior
Week 8 Topic Description/Readings	T Video Presentation Th MID-TERM
Week 9 Topic Description/Readings	T Quiz #3 SPRING BREAK March 11th -March 16th
Week 10 Topic Description/Readings	T Chapter 11 Contraception & Abortion Th Chapter 11 Contraception & Abortion
Week 11 Topic Description/Readings	T Chapter 12 Conception, Pregnancy & Childbirth Th Chapter 12 Conception, Pregnancy & Childbirth
Week 12 Topic Description/Readings	T Chapter 13 The Sexual Body in Health & Illness Th Quiz #4 T Journal Article Critique
Week 13 Topic Description/Readings	Th Chapter 14 Sexual Function Difficulties, Dissatisfaction, Enhancement & Therapy

Week 14 Topic Description/Readings	T Chapter 15 Sexually Transmitted Infections & Chapter 16 HIV & AIDS
	Th Quiz #5
Week 15 Topic Description/Readings	T Chapter 17 Sexual Assault & Sexual Misconduct
	Th Chapter 18 Sexually Explicit Materials & Sexual Misconduct PowerPoint-
	T Quiz #6
Week 16 Topic Description/Readings	FINALS

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. Website: <https://www.pvamu.edu/library/>; Phone: 936-261-1500

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 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 with Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major at www.pvamu.edu/advising. 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, in virtual face-to-face sessions (<https://www.pvamu.edu/student-success/sass/university-tutoring-center/>), and through online sessions (<https://www.pvamu.edu/pyplace/>). 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: pvtutoring@pvamu.edu; Website: <https://www.pvamu.edu/student-success/sass/university-tutoring-center/>

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; Website: <https://www.pvamu.edu/student-success/writing-center/>; Grammarly Registration: <https://www.grammarly.com/enterprise/signup>

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 Alerts help 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 PV Place and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: <https://www.pvamu.edu/student-success/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 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: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Website: <https://www.pvamu.edu/healthservices/student-counseling-services/>

Office of Testing Services

Testing Services serves to create opportunities by offering a 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, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Website: www.pvamu.edu/testing

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 hard and software, adapted furniture, proctoring 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: <https://www.pvamu.edu/disabilityservices/>

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-assist, and 2-way video course delivery. For more details and contact information, visit:

<https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/>; Phone: 936-261-3283

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. 102; Phone: 936-261-3563; Website: <https://www.pvamu.edu/sa/departments/veteranaffairs/>

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: <https://www.pvamu.edu/studentengagement/>

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, 2nd floor; Phone: 936-261-3570; Website: <https://www.pvamu.edu/careerservices/>

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.

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 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. 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 at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at www.pvamu.edu/titleix, 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. 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 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.

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 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

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

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

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

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 <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 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

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. 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.
- **Questions** – For answers regarding COVID-19 policies and/or procedures, students should refer to www.pvamu.edu/coronavirus or email covid-19@pvamu.edu.