



# SYLLABUS

## HLTH 1304 – Personal Health and Wellness (B-Global) Spring 2024 Minimester

**Instructor:** Stephen V. David, MHA, DrPH  
**Section # and CRN:** HLTH1304 Z05  
**Office Location:** Leroy Moore Bldg.  
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**Office Hours:** Online  
**Mode of Instruction:** Online

**Course Location:** N/A  
**Class Days & Times:** N/A  
**Catalog Description:** Study of the personal health concepts with emphasis on body systems, emotional health, drug use and abuse, disease, nutrition, and family and community health. Theory and practice in developing, implementing and evaluating philosophies of wellness programs.

**Prerequisites:** N/A  
**Co-requisites:** N/A

**Required Texts:** **Fitness and Wellness: A Way of Life. Armbruster, C.K., Evans, E.M., and Laughlin, C.M. 1st Edition. Champaign, IL: Human Kinetics. (ISBN 978-1492552666) (Required)**

**Recommended Texts:** American Association for Cancer Research (AACR) Cancer Disparities Progress Report 2020: Achieving the Bold Vision of Health Equity for Racial and Ethnic Minorities and Other Underserved Populations. (Reference to Canvas or following link).  
[https://cancerprogressreport.aacr.org/wp-content/uploads/sites/2/2020/09/AACR\\_CDPR\\_2020.pdf](https://cancerprogressreport.aacr.org/wp-content/uploads/sites/2/2020/09/AACR_CDPR_2020.pdf)

The Publication Manual of the American Psychological Association. 6th Edition. APA (2010). ISBN: 9781433805615

### Student Learning Outcomes:

|   | Upon successful completion of this course, students will be able to:   | Student Learning Outcome # Alignment   | Core Curriculum Outcome Alignment |  |
|---|--|--|-----------------------------------|--|
| 1 | Identify and demonstrate personal health and wellness through the seven dimensions of wellness.  | Program SLO: 1                         | COM                               |  |
| 2 | Recognize the importance of specifying audience and purpose and select appropriate personal health and wellness choices.   | Program SLO: 1                         | COM                               |  |
| 3 | Communicate their health needs, as well as those of their family and/or community, as it relates to obtaining products and services and reporting about consumer issues. | Program SLO: 1<br>B-Global SLO: 2 (GA) | COM                               |  |
| 4 | Participate effectively in groups with emphasis on health  | Program SLO:                           | TW                                |  |

|   |   |  |           |  |
|---|---|--|-----------|--|
|   | awareness, listening, critical and reflective   | 1  |           |  |
| 5 | Make intelligent decisions about a variety of practices, procedures and products related to personal health and wellness.                           | Program SLO: 1                                     | TW        |  |
| 6 | Classify and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument. | Program SLO: 1, 5 B-<br>Global SLO: 2 (GA), 3 (CK) | CT        |  |
| 7 | Discuss and analyze a variety of health solutions based upon valid and reliable information.  | Program SLO: 1, 5<br>SLO: 2 (GA), 3 (CK)           | CT        |  |
| 8 | Develop the ability to research and write a documented paper that follows conventions of academic honesty.  | Program SLO: 1<br>SLO: 2 (GA), 3 (CK)              | PR<br>COM |  |

**\*\* This course contributes to the Global Awareness (GA) and Cultural Knowledge (CK) goals of the B-GLOBAL Program. \*\***

| <i>Governing Organizations</i>                    | <i>Alignment with Standards/Domains</i>  |
|---|--|
| <b>HLTH/KINE Student Learning Outcomes (SLOs)</b> | <p>(1) Graduates can communicate effectively in written, oral and verbal forms of expression.</p> <p>(2) Graduates can plan and implement effective health education programs.</p> <p>(3) Graduates can evaluate health programs and coordinate health program services.</p> <p>(4) Graduates can evaluate the scientific literature in the discipline, understanding and synthesize relevant information.</p> <p>(5) Graduates can demonstrate the ability of technologies to support inquiry and professional practice.</p>  |
| <b>B-Global Student Learning Outcomes (SLOs)</b>  | <p><b>SLO 2</b> - Describe important issues that impact local and international communities and begin to connect local actions to global contexts. (Global Awareness)</p> <p><b>SLO 3</b> - Demonstrate a comparative understanding of another culture's history, values, politics, communication styles, economy or beliefs and practices. (Cultural Knowledge)</p>   |
| <b>THECB/PVAMU Core Curriculum</b>                | <p>Critical thinking (CT) skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</p> <p>Empirical and Quantitative skills (EQS) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions</p> <p>Communication skills (COM) – to include effective written, oral, and visual communication</p> <p>Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal</p> <p>Social Responsibility (SR) – to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national,</p> |

|  |  |
|--|--|
|  | and global communities   |
|  | Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making |

| Topic or Module (QM 2.1)  | SLO 1 | SLO 2 | SLO 3 | SLO 4 | Module/Chapter Objectives (MO) (QM 2.2)              | Instructional Materials (QM 4)  | Learning Activities (QM 5) | Measurement & Assessment (QM 3)                                    | Course Technologies/ Materials (QM 6)   |
|---------------------------|-------|-------|-------|-------|--|---|----------------------------|--|---|
| Cancer Health Disparities |       | X     | X     |       | Reducing the Risk for Cancer Ch. 14 (Week 12 Module) | Textbook & PPT (Ch. 14), AACR Cancer Disparities Progress Report 2020 | NCI YouTube Video          | Graded assignment – B-Global Assignment: Cancer Health Disparities | Course specific technologies/ materials: Assignment Instructions via Canvas<br><br>External tools: Global Health Websites |

### Major Course Requirements

#### Method of Determining Final Course Grade

| Course Grade Requirement                          | Value                      | Total            |
|---|----------------------------|------------------|
| 1) Health Behavior Assignments                    | 2 assignments @ 5 pts each | <b>10 points</b> |
| 2) Food Log and Dietary Analysis                  | 1 assignment @ 10 pts      | <b>10 points</b> |
| 3) B-Global Assignment: Cancer Health Disparities | 1 assignment @ 10 pts each | <b>10 points</b> |
| 4) Personal Health Reflection Assignment          | 1 assignment @ 10 pts each | <b>10 points</b> |
| 5) Discussion                                     | 1 discussion @ 10 pts each | <b>10 points</b> |
| 6) Group Assignment                               | 1 assignment @ 10 pts      | <b>10 points</b> |
| 7) Quizzes/Exams                                  | 4 exams @ 10 pts each      | <b>40 points</b> |

**Total: 100 points**

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| <b>Grading Criteria and Conversion:</b><br>A = 90 - 100<br>B = 80 - 89<br>C = 70 - 79<br>D = 60 - 69<br>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, 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  |
|---|--|
| <b>Health Behavior Assignments (10% of grade)</b> | Two (2) written assignments/study activities are designed to supplement and reinforce course materials and will assess student’s understanding of course material. These assignments will be submitted via Canvas. Please refer to each course assignment in Canvas for additional instructions. |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Lab 1.1 – Your Wellness Baseline</li> <li>• Lab 10.1 – Evaluating and Balancing Stress</li> </ul> <p><b>NO LATE SUBMISSIONS WILL BE ACCEPTED.</b></p>  |
| <b>Food Log/Dietary Analysis (10% of grade)</b>                      | <p>Each student will use the MyFitnessPal site to complete this assignment. This assignment must be typed and submitted online/in class for grading. To receive full credit for completing this assignment, you will need to upload/provide the following documents (via Canvas):</p> <ol style="list-style-type: none"> <li>1. Completed 5-Day Food Log/Record</li> <li>2. Completed 5-Day Nutrient Report (from MyFitnessPal)</li> <li>3. Answer Follow-Up Questions</li> <li>4. Completed Dietary Analysis (2 paragraphs) – reflection of your dietary habits; what dietary habits you may need to change and why; what you are doing well at, etc.</li> </ol> <p>Please refer to the course assignment in Canvas/from your instructor for additional instructions/information.</p> <p><b>NO LATE SUBMISSIONS WILL BE ACCEPTED.</b></p>  |
| <b>B-Global Assignment: Cancer Health Disparities (10% of grade)</b> | <p>Each country or global region approaches cancer health disparities differently. Students will select a cancer type and country to compare cancer prevention strategies, risk factors, cancer incidence and mortality rates, etc. to the U.S. Students will use the following course resources to assist with completing the assignment:</p> <ul style="list-style-type: none"> <li>• Course Textbook &amp; PPT - Ch. 14: Reducing the Risk for Cancer</li> <li>• AACR Cancer Disparities Progress Report 2020</li> <li>• National Cancer Institute: Cancer Health Disparities Video</li> <li>• Global Health Websites</li> </ul> <p><i>This assignment incorporates GA and CK from the global competencies.</i></p> <p>Please refer to the course assignment in Canvas for additional instructions.</p> <p><b>NO LATE SUBMISSIONS WILL BE ACCEPTED.</b></p>  |
| <b>Personal Health Reflection (10% of grade)</b>                     | <p>The purpose of this assignment is to allow students to reflect, explore, and dialogue with the university instructor concerning topics and issues discussed in class or as these issues relate to the experiences of the student. Allowing students to demonstrate decision-making skills as it relates to information obtained from the health and wellness course, family history, physical activity choices, and dietary habits. This assignment will be submitted via Canvas.</p> <p>Please refer to the course assignment in Canvas for additional instructions.</p> <p><b>NO LATE SUBMISSIONS WILL BE ACCEPTED.</b></p>  |
| <b>Group Assignment (10% of grade)</b>                               | <p>Each group is assigned a health and wellness topic to present to the class. As a group, you will prepare a PowerPoint presentation and develop an assessment tool to assess students' knowledge (5 multiple choice OR true/false items). Information regarding the assigned topics should be obtained from the course text and other valid and reliable sources (i.e. internet; journal articles; community centers; health organizations and/or etc.). APA citations are required regarding any source(s) of information you use to complete this assignment.</p> <p>Group assignments will be provided via Canvas. It is the responsibility of the group to form lines of communication (i.e. PVAMU email, Canvas Inbox, etc.) and to meet with members of the group. You will be graded as a group, however if you do not contribute to the assignments, points will be deducted.</p> <p><b>NO LATE SUBMISSIONS WILL BE ACCEPTED.</b></p> |
| <b>Discussion(s) (10% of grade)</b>                                  | <p>In the "Discussion" areas of the course, you, as a student, can interact with your instructor and classmates to explore questions and comments related to the content of this course. A successful student 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. Students are expected to log into the course and post</p>  |

|                                     |  |
|-------------------------------------|--|
|                                     | (respond) in the discussion topics with a minimum of three posts per discussion (1 original and 2 responses).<br><br><b>Quality—Content of your contributions.</b><br><b>Examples of quality posts include:</b> <ul style="list-style-type: none"> <li>• providing additional information to the discussion;</li> <li>• elaborating on previous comments from others;</li> <li>• presenting explanations of concepts or methods to help fellow students;</li> <li>• presenting reasons for or against a topic in a persuasive fashion;</li> <li>• sharing your own personal experiences that relate to the topic</li> </ul> <b>NO LATE SUBMISSIONS WILL BE ACCEPTED.</b> |
| <b>Quizzes/Exams (40% of grade)</b> | An objective test will assess students' understanding of course material. These quizzes/exams will be available via Canvas/in class.<br><b>NO LATE SUBMISSIONS WILL BE ACCEPTED.</b>   |

### Course Procedures or Additional Instructor Policies

#### Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in Canvas.

All required course assignments must be submitted by the due date/time in Canvas/in class. Assignments provided via email will not be accepted, unless you were giving permission to do so by the instructor.

| <b>Semester Calendar</b>                   |  |
|--|--|
| <b>Week One:</b><br>Topic<br>Description   | December 26, 2023 – December 31, 2023  |
| <b>Readings:</b>                           | <b>Chapters 1-5</b>  |
| Assignment (s):                            | Review Faculty Expectations<br>Respond to Introductory Discussion– DUE by 11:50 PM (CST)<br>Complete Syllabus Quiz – DUE by 11:50 PM (CST) |
| <b>Week Two:</b><br>Topic<br>Description   | January 01, 2024 – January 07, 2024  |
| <b>Readings:</b>                           | <b>Chapters 6-8</b>  |
| Assignment (s):                            | Health Behavior Assignment: Lab 1.1 – Your Wellness Baseline –<br>DUE by 11:50 PM (CST)  |
| <b>Week Three:</b><br>Topic<br>Description | January 08, 2024 – January 14, 2024  |
| <b>Readings:</b>                           | <b>Chapter 9-12</b>  |
| Assignment (s):                            | **Students will be placed in Teams for Group Assignments**   |

### 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](http://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/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: <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, 2<sup>nd</sup> 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, 3<sup>rd</sup> Floor, Rm. 305; Phone: 936-261-3627; Email: [aetesting@pvamu.edu](mailto:aetesting@pvamu.edu); Website: [www.pvamu.edu/testing](http://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 hardware 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, 2<sup>nd</sup> 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](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 [www.pvamu.edu/titleix](http://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](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 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](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 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](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).