



**HLTH 1304-Z10 Personal Health and Wellness (B-Global)  
Spring 2024  
School of Public and Allied Health**

<b>Instructor:</b>	David Barnes
<b>Section # and CRN:</b>	HLTH1304-Z10
<b>Office Location:</b>	Online
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<b>Office Hours:</b>	Online (Virtual Hours: 5 hours per week; via Canvas)
<b>Mode of Instruction:</b>	Online
<b>Course Location:</b>	Online
<b>Class Days &amp; Times:</b>	Distance Learning (Online Course)
<b>Catalog Description:</b>	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.
<b>Prerequisites:</b>	N/A
<b>Co-requisites:</b>	N/A
<b>Required Texts:</b>	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)
<b>Recommended Texts:</b>	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). <a href="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</a>  The Publication Manual of the American Psychological Association. 6th Edition. APA (2010). ISBN: 9781433805615

**Student Learning Outcomes:**

	<b>Upon successful completion of this course, students will be able to:</b>	<b>Student Learning Outcome # Alignment</b>	<b>Core Curriculum Outcome Alignment</b>	
1	Identify and demonstrate personal health and wellness through the dimensions of wellness.	<b>Program SLO: 1</b>	COM	
2	Recognize the importance of specifying audience and purpose and select appropriate personal health and wellness choices.	<b>Program SLO: 1</b>	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.	<b>Program SLO: 1 B-Global SLO: 2 (GA)</b>	COM	
4	Participate effectively in groups with emphasis on health awareness, listening, critical and reflective	<b>Program SLO: 1</b>	TW	
5	Make intelligent decisions about a variety of practices, procedures and products related to personal health and wellness.	<b>Program SLO: 1</b>	TW	
6	Classify and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.	<b>Program SLO: 1, 5 B-Global SLO: 2 (GA), 3 (CK)</b>	CT	
7	Discuss and analyze a variety of health solutions based upon valid and reliable information.	<b>Program SLO: 1, 5 B-Global SLO: 2 (GA), 3 (CK)</b>	CT	
8	Develop the ability to research and write a documented paper that follows conventions of academic honesty.	<b>Program SLO: 1 B-Global SLO: 2 (GA), 3 (CK)</b>	PR 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>	<ul style="list-style-type: none"> <li>(1) Graduates can communicate effectively in written, oral and verbal forms of expression.</li> <li>(2) Graduates can plan and implement effective health education programs.</li> <li>(3) Graduates can evaluate health programs and coordinate health program services.</li> <li>(4) Graduates can evaluate the scientific literature in the discipline, understanding and synthesize relevant information.</li> <li>(5) Graduates can demonstrate the ability of technologies to support</li> </ul>

	inquiry and professional practice.
<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, and global communities</p> <p>Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making</p>

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)
<b>Cancer Health Disparities</b>		X	X		<b>Reducing the Risk for Cancer Ch. 14 (Week 12 Module)</b>	<b>Textbook &amp; PPT (Ch. 14), AACR Cancer Disparities Progress Report 2020</b>	<b>NCI YouTube Video</b>	<b>Graded assignment – B-Global Assignment: Cancer Health Disparities</b>	<b>Course specific technologies/ materials: Assignment Instructions via Canvas</b>  <b>External tools: Global Health Websites</b>

## 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 each	<b>10 points</b>
7) Quizzes/Exams	4 exams @ 10 pts each	<b>40 points</b>

**Total: 100 points**

#### 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, including the final exam, and performed below the grade level of a D, a grade of FN (failed-nonattendance) 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> <b>NO LATE SUBMISSIONS WILL BE ACCEPTED.</b>
<b>Food Log/Dietary Analysis (10% of grade)</b>  <b>SLO: 1, 3, 5, 7</b>	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): <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> Please refer to the course assignment in Canvas/from your instructor for

	<p>additional instructions/information.  <b>NO LATE SUBMISSIONS WILL BE ACCEPTED.</b></p>
<p><b>B-Global Assignment:  Cancer Health Disparities  (10% of grade)</b></p>	<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.  <b>NO LATE SUBMISSIONS WILL BE ACCEPTED.</b></p>
<p><b>Personal Health  Reflection  (10% of grade)</b></p>	<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.  <b>NO LATE SUBMISSIONS WILL BE ACCEPTED.</b></p>
<p><b>Group Assignment  (10% of grade)</b></p>	<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/in class. 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.  <b>NO LATE SUBMISSIONS WILL BE ACCEPTED.</b></p>
<p><b>Discussion(s)  (10% of grade)</b></p>	<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 (respond) in the discussion topics with a minimum of three posts per discussion (1 original and 2 responses).</p> <p><b>Quality—Content of your contributions.</b></p>

	<p><b>Examples of quality posts include:</b></p> <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> <p><b>NO LATE SUBMISSIONS WILL BE ACCEPTED.</b></p>
<b>Quizzes/Exams (40% of grade)</b>	<p>An objective test will assess students' understanding of course material. These quizzes/exams will be available via Canvas.</p> <p><b>NO LATE SUBMISSIONS WILL BE ACCEPTED.</b></p>

## Course Procedures or Additional Instructor Policies

### General Expectations of Students:

- ◆ Students are expected to be “active learners”. This means that students should be involved (beyond the materials and lectures presented in the course) in discovering, processing, and applying course information using course textbook, peer-review journal articles, additional resources, and discussions with peers.
- ◆ Students are expected to have time management skills that will allow efficient time for course requirement completion and submission.
- ◆ Students are expected to address any special needs and/or accommodations as soon as possible with the **Office of Diagnostic Testing and Disability Services** on campus. The **Office of Diagnostic Testing and Disability Services** will send communication regarding accommodations and those accommodations will be addressed.
- ◆ If students have technical questions/issues regarding Canvas (i.e., password reset, access issues, etc.), students will need to contact CIITS at 936-261-3283 or email [ciits@pvamu.edu](mailto:ciits@pvamu.edu). Students are required to provide the course Instructor with a ticket from CIITS regarding technical issues that resulted in a missed assignment/exam.

### Attendance

- ◆ Attendance is based upon the consistent times and dates a student accesses course information via Canvas. A lack of engagement (online access) may result in unsuccessful completion of the course.
- ◆ A student who fails to consistently engage with the course (i.e., logging in, activity access, time spent in Canvas shell, etc.) may be reported to the Registrar's Office as a no show for the course.

### Submission of Assignments

Canvas Submission: All assignments, unless told otherwise, are to be submitted via Canvas only. A link with the assignment title will be made available for each assignment to be uploaded/submitted. Assignment due dates and times will be communicated to students when the module containing the assignment is made available for a particular week. *The university is in the Central Standard Time Zone; thus, assignments are due according to the time indicated CST regardless of where a student may be in the world.* Do not post/submit assignments in locations on Canvas other than the link for where the assignment is supposed to be inputted/uploaded.

Students will receive an automatic zero (0) for the assignment if one or more of the following conditions are met:

- Assignment is not submitted to the appropriate link.
- Assignment is not submitted on time/Assignment was not submitted.
- Missed assignments that are not addressed within a (2) two-day timeframe.
- Assignments are submitted in the incorrect format.
- Assignment submitted that is empty.

If any of the following conditions have been met when the link has been made unavailable in Canvas, the student will not have another opportunity to submit the assignment. If the student misses the deadline, the student does not have permission to submit the assignment to the instructor's email without prior consent.

NOTE: Regarding assignments, students have an unlimited number of times to submit an assignment (with the exceptions of exams). If the student suspects that an assignment did not complete the submission process, or is the incorrect version, or incorrect assignment, etc. the student can resubmit any number of times until satisfied that the submission was complete and/or correct. The student is responsible for ensuring that the correct assignment has been submitted prior to the close of the submission link.

NOTE: Please make sure that the "Submit" button is clicked every time to initiate the assignment submission process. The student should receive on his/her end whether the submission was successful. If the student finds that the submission attempt(s) were unsuccessful, the student should contact the PVAMU HELPDESK and/or CANVAS support as soon as possible. If the Submit button is not clicked, there may be a chance the instructor will not receive the assignment submission thus marking the student's grade as a zero (0).

**Students are encouraged to not wait to submit assignments within 15 to 30 minutes of the due time as multiple problems with Canvas may occur. Canvas issues will rarely arise where a student will not be able to submit an assignment.** If Canvas is down or experiencing University-wide challenges, an email will be sent from CIITS. *Personal technology challenges and the like does not release the student from submitting assignments by its deadline.* The student is responsible for resolving any technical issues before the date and time the link becomes unavailable.

Assignments are to be the student's own work (academic honesty is strictly enforced) and none can be dropped/exempted from one's final grade.

### **Make-Up Assignments**

Make-ups or completions for missed assignments resulting from extenuating circumstances will be considered on a case-by-case basis. Students should be mindful that verifiable documentation is required and note that missed assignment extensions, make-up, or completions are not guaranteed. If a student is allowed to make-up/complete an assignment, the student will have at most three (3) calendar days to submit/complete the assignment from the date permission is granted.

Note: Full credit is dependent upon circumstances.

### **COVID-19 Concerns**

As the pandemic continues, the stressors of life and adjustments, whether abrupt or fluid, are taking a toll on everyone. No one is exempt. If at any point during the semester, the student feels that assistance is needed for personal health (i.e., physical or mental) and/or technical reasons, the student is to contact the instructor as soon as possible to discuss next steps. Students are encouraged not to wait until later in the semester to make the instructor aware of challenges being faced, especially if the challenges began earlier in the semester. It is much easier to address the challenges as early as possible so that possible arrangements can be made to ensure student success. Please note that any health condition and/or technology challenge reported to the instructor must be supported by verifiable documentation.

### **Exam Policy**

A missed exam resulting from extenuating circumstances will be considered on a case-by-case basis. Students should note that missed exam extensions, make-ups, or completions are not guaranteed and verifiable documentation is required. If a student is allowed to make-up/complete an exam, the student will have at most one (1) calendar day to submit/complete the exam from the date permission is granted.

## Extra Credit

There are **NO** extra credit opportunities in this course.

## Grade Concerns

The instructor welcomes discussion of student work and performance with the student which can be performed through email and/or office hours. Students should review their assignment grades regularly to ensure accuracy. If the student perceives that the posted grade is incorrect, it is the student's responsibility to alert the instructor within three (3) days of the posted grade. Following the three (3) day grace period, the grade will not be considered for alterations. Also, a grade review does not guarantee a grade adjustment. If there is to be a grade adjustment, the related grade points in review can either increase or decrease.

In general, the instructor **requires** a 72-hour reflection period before discussing grading concerns. After the reflection period has passed, the student may via email include the following:

- (a) Email salutation
- (b) Name, the title of the course, and section
- (c) The name of the assignment
- (d) A clear discussion of issues or concerns
- (e) Suggestion(s) for resolving the issue(s)
- (f) Email Closing

The student should make sure that the use of correct spelling and grammar is apparent in the email. (The instructor does not respond to messages that are not properly formatted for email communication or are not understandable).

The instructor will respond in writing to the student's concern(s) within 48 hours of receipt unless the email is sent over the weekend or holiday.

## Final Course Grades

Students can see their grades via Canvas and final grades will also be posted in PantherTracks. Final grades will not be provided through any other medium. If there is a discrepancy with the final grade, the student must alert the instructor within three (3) days; otherwise, the final grade will remain as posted.

- Final grades may be rounded up to the next letter grade (up to the instructor's discretion).
- Grade pleading will not be entertained. The student's grade is exclusively the student's responsibility.

## Course Recording Policy and Zoom Sessions

Lectures and other communication activities may be recorded by the instructor and uploaded into Canvas. Students do not have the permission of the instructor to post any course content, especially video recordings inclusive of the likeness or voice of the instructor to any medium outside of the course shell. Students also do not have the permission of the instructor to share course content outside of the course and its members.

\*In a completely online course, students are not required to attend Zoom sessions. If a Zoom session is needed, the instructor will announce the date and time of the session. Attendance is optional but highly encouraged. For those who cannot attend, the Zoom session may be uploaded for later review.

## Formatting Documents

Microsoft Word is the standard word processing tool used at PVAMU. The use of other word processors is permitted. Please note that any created document whether MS WORD or another word processing software **must be saved and uploaded as a PDF** unless otherwise noted.

No Google (docs, slides, word etc.) platform developed assignments will be accepted for credit.



## Communication

The preferred method of exchange is Canvas email. Emails must be sent to the instructor directly at debarnes@pvamu.edu. Emails will be responded to within 72 hours if sent during the 5-day work week. Thus, if an email is sent on Friday evening or during the day on Saturday, the response will begin on the following Monday. **When emailing the instructor, please follow the proper format for composing an email (i.e., proper greetings, language, etc.) (ex. <https://academicpositions.com/career-advice/how-to-email-a-professor>); otherwise, a response may be delayed or not sent.** If a student sends an email with a question that affects the entire class, a response will be sent in a Canvas announcement.

Activity feedback will be provided within a week of the assignment's submission deadline. Most, if not all, assignments will have an attached rubric used for grading. If comments are needed to further explain a particular score, the comment will be in the attached rubric. Students should review the comments before contacting the instructor. If instructor comments are still unclear, please make contact via email regarding comment concerns.

Grades will be posted in Canvas only.

## Plagiarism

Plagiarism is a very serious topic, and it is addressed in the PVAMU Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your required assignments, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that students will summarize or paraphrase ideas giving appropriate credit to the source both in the body of information presented and the reference list (Carter, 2021).

## Netiquette

In an online classroom/environment, our primary means of communication is written. The written language has many advantages: more opportunity for reasoned thought, more ability to go in-depth, and more time to think through an issue before posting a comment. However, written communication also has certain disadvantages, such as a lack of face-to-face signaling that occurs through body language, intonation, pausing, facial expressions, and gestures. As a result, please be aware of the possibility of miscommunication and compose any communications in a positive, supportive, and constructive manner.

## Technology

- ◆ Notify instructor of any technical difficulties in advance of any assignment or exam submission.
- ◆ Contact IT or the pvamu.edu/helpdesk for assistance. 936-261-2525

## Canvas Support

Questions about Canvas, go to Live Chat with Canvas Support (Students), or call the Canvas support hotline at +1.844.394.2781.

## Links to Canvas Tutorials and FAQs:

Introduction to Canvas: <https://community.canvaslms.com/docs/DOC-17340-897271119803>

Canvas for beginners: <https://beaver.instructure.com/courses/670/pages/welcome-to-canvas-forbeginners>

Student introduction to Canvas: <https://collin.instructure.com/courses/506067>

Canvas Q&A: <https://community.canvaslms.com/community/answers>  
<https://collin.instructure.com/courses/506067>

## References

Carter, D. (2021). Plagiarism. KINE 3351 Measurement and Evaluation Syllabus. Archer College of Health and Human Services – Department of Kinesiology.

<b>Semester Calendar</b>	
<b>Week One: Topic Description</b>	<b>Introduction to HLTH1304 Course &amp; Navigating Canvas</b> <b>Chapter 1: Staying Healthy and Well Throughout Life</b> <b>**Attendance Reporting**</b>
Readings:	Chapter 1
Assignment (s):	Review Faculty Expectations <b>Respond to Introductory Discussion DUE by 11:50 PM (CST)</b> <b>Complete Syllabus Quiz DUE by 11:50 PM (CST)</b>
<b>Week Two: Topic Description</b>	<b>Chapter 1: Staying Healthy and Well Throughout Life</b> <b>**Attendance Reporting**</b>
Readings:	Chapter 1
Assignment (s):	<b>Health Behavior Assignment: Lab 1.1 – Your Wellness Baseline</b> DUE by 11:50 PM (CST)
<b>Week Three: Topic Description</b>	<b>Chapter 2: Functional Fitness and Movement Choices</b>
Readings:	Chapter 2
Assignment (s):	<b>**Students will be placed in Teams for Group Assignments**</b>
<b>Week Four: Topic Description</b>	<b>Chapter 3: Successfully Managing Healthy Behavior Change</b> <b>Chapter 4: Cardiorespiratory Fitness</b>
Readings:	Chapters 3 & 4
Assignment (s):	<b>Exam 1: Chapters 1- 4 – DUE by 11:50 PM (CST)</b>
<b>Week Five: Topic Description</b>	<b>Chapter 5: Muscular Fitness &amp; Flexibility</b> <b>Chapter 6: Neuromotor Fitness and Posture</b>
Readings:	Chapter 5 & 6
Assignment (s):	<b>**Start working on Food Log/Dietary Analysis Assignment**</b>
<b>Week Six: Topic Description</b>	<b>Chapter 7: Body Composition</b>
Readings:	Chapter 7
Assignment (s):	Continue working on Food Log/Dietary Analysis Assignment Work on Group Assignment
<b>Week Seven: Topic Description</b>	<b>Chapter 8: Fundamentals of Healthy Eating</b>
Readings:	Chapters 8
Assignment (s):	<b>Food Log/Dietary Analysis – DUE by 11:50 PM (CST)</b>
<b>Week Eight: Topic Description</b>	<b>Chapter 9: Weight Management</b>
Readings:	Chapter 9
Assignment (s):	<b>MIDTERMS (3/7-3/9): Exam 2: Chapters 5-8 – DUE by 11:50 PM (CST)</b>
<b>Week Nine: Topic</b>	<b>**Spring Break (3/11-3/16)**</b> <b>Chapter 10: Stress Management</b>

<b>Description</b>	<b><i>Midterm Grades DUE: Wednesday, March 13<sup>th</sup></i></b>
Readings:	Chapter 10
Assignment (s):	<b>Health Behavior Assignment: Lab 10.1 – Evaluating and Balancing Stress</b> DUE by 11:50 PM (CST) Work on Group Assignment
<b>Week Ten: Topic Description</b>	<b>Chapter 11: Remaining Free from Addiction</b>
Readings:	Chapter 10-11
Assignment (s):	Work on Group Assignment
<b>Week Eleven: Topic Description</b>	<b>**Good Friday – No Class (3/29)** Chapter 12: Sexuality and Health</b>
Readings:	Chapter 12
Assignment (s):	<b>Discussion: Safe in the City Video and Reflection</b> DUE by 11:50 PM (CST) Work on Group Assignment
<b>Week Twelve: Topic Description</b>	<b>Chapter 13: Reducing the Risks for Metabolic Syndrome Chapter 14: Reducing Risk for Cancer</b>
Readings:	Chapter 13 & 14; Review Chapters 9-12
Assignment (s):	<b>Exam 3: Chapters 9-12 – DUE by 11:50 PM (CST)</b>
<b>Week Thirteen: Topic Description</b>	<b>Chapter 15: Fitness and Wellness: Today and Beyond</b>
Readings:	Chapter 15
Assignment (s):	<b>B-Global Assignment: Cancer Health Disparities</b> DUE by 11:50 PM (CST) Work on Group Assignment <b>**Start working on the Personal Health Reflection Assignment**</b>
<b>Week Fourteen: Topic Description</b>	<b>Chapter 13: Reducing the Risks for Metabolic Syndrome Chapter 14: Reducing Risk for Cancer Chapter 15: Fitness and Wellness: Today and Beyond</b>
Readings:	Review Chapters 13-15
Assignment (s):	<b>**Work on the Personal Health Reflection Assignment**</b>
<b>Week Fifteen: Topic Description</b>	<b>**Last Day of Class (4/26)</b> Review all Chapters, Lecture Notes & PowerPoint Presentations
Readings:	Chapter 13-15
Assignment (s):	<b>Group Assignments</b> DUE by 11:50 PM (CST) <b>Complete Group Assignment Evaluations</b> DUE by 11:50 PM (CST) Work on the Personal Health Reflection Assignment Study for Final Exam
<b>Week Sixteen: Topic Description</b>	<b>**Study Day – No Classes in Session (4/29)** <b>**Final Examination Period (4/30 – 5/8)**</b></b>
Readings:	Chapter 13-15
Assignment (s):	<b>Personal Health Reflection Assignment – DUE by 11:50 PM (CST)</b> <b>Exam 4: Chapters 13-15 – DUE by 11:50 PM (CST)</b>  <b><i>Final Grades DUE (Graduating Candidates): Thursday, May 9<sup>th</sup>(12PM)</i></b> <b><i>Final Grades DUE (Non-Graduating Students): Tuesday, May 14<sup>th</sup></i></b>

**Note: Each student is responsible for all work that is covered in class/online, whether the student is present or not. Also, course outline schedule is tentative and may change due to class needs.**

## **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](mailto: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: Hobart Taylor, 2<sup>nd</sup> floor; Phone: 936-261-3564; [Health & Counseling Center Website](#)

#### 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, 3<sup>rd</sup> Floor, Rm. 305; Phone: 936-261-3627; Email: [aetesting@pvamu.edu](mailto:aetesting@pvamu.edu); [Testing Website](#)

#### 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; [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](mailto: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, 2<sup>nd</sup> floor; Phone: 936-261-3570; [Center for Careers & Professional Development 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 GAIs 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](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, Dr. Zakiya Brown, at 936-261-2144 or [titleixteam@pvamu.edu](mailto: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](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.

#### 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](mailto:deanofstudents@pvamu.edu) or phone: (936) 261-3550 or Office for Student Conduct via email: [studentconduct@pvamu.edu](mailto: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](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

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](https://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.