



**HLTH 3300 Z01
Health Education for the Elementary School
Department of Health and Kinesiology
Whitlowe R. Green College of Education
Spring 2024**

Course Information

Description

Instructor: Coach Waddell
Section # and CRN: HLTH 3300 Z01

Office Location: Leroy Moore Intramural Gymnasium – Online
Office Phone: 936-261-3900
Email Address: kdwaddell@pvamu.edu
Office Hours: Monday & Wednesday at 12PM to 3PM (online) and by appointment
Mode of Instruction: Online and Asynchronous

Course Location: Online- Canvas: <https://ecourses.pvamu.edu/>
Class Days & Times: Online
Catalog Description: HLTH 3300 Health Education for the Elementary School: 3 semester hours.

Fundamentals of health including health problems, interests, school health appraisal, and promotion of a healthful environment. Emphasis on health agencies and organizations on the local, state, and national levels.

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

Required Text(s): Health and Physical Education for Elementary Classroom Teacher with Web Resource: An Integrated Approach ISBN-10: 1450459919
ISBN-13: 9781450459914

Recommended Text(s): Publication Manual of the American Psychological Association: 7th Edition, 2020 by American Psychological Association ISBN-13 978-1433832161 ISBN-10:143383216X

Student Learning Outcomes:

Program Student Learning Outcomes (SLOs):

1. Graduates can communicate effectively in written and oral and verbal forms of expression.
2. Graduates can plan and implement effective health education programs.
3. Graduates can evaluate health programs and coordinate health program services.
4. Graduates can evaluate the scientific literature in the discipline and understand and synthesize relevant information.
5. Graduates can demonstrate the ability of technologies to support inquiry and professional practice.

Course Learning Objectives:

	Upon successful completion of this course, students will be able to:	Student Learning Outcome # Alignment (SLOs)*	Core Curriculum Outcome Alignment
1	Demonstrate the knowledge and skills of a health literate educator.	3	Communication, Social & Behavior Sciences
2	Assess needs to determine priorities for school health education and implement health education instruction	3, 4	Communication, Social & Behavior Sciences
3	Identify and plan effective comprehensive school health education curricula and programs.	3	Communication, Social & Behavioral Sciences
4	Plan and coordinate a school health education and can serve as resource person in health education	4	Communication, Social & Behavioral Sciences
5	Serve as resource person in health education and use ethical reasoning to make informed and principled choices	4	Communication, Social & Behavior Sciences
6	Use information technology to enhance learning and to enhance learning	5	Communication, Social & Behavioral Sciences

*The program learning outcomes identified in this table pertain to the objectives for this course. Other courses within the program cover additional learning outcomes (SLOs). Collectively, all courses within the program curriculum will ensure that candidates have achieved all 5 learning outcomes (SLOs).

<i>Governing Organizations</i>	<i>Alignment with Standards/Domains</i>
TEExES (Health)	Domain I- Personal Health Domain II- Healthy Interpersonal Relationships Domain III- Community and Environmental Health and Safety Domain IV- Health-Related Skills and Resources Domain V- The School Health Education Program
Shape America	Health Standard 1-8

Major Course Requirements

The major course requirements consist of discussions, quizzes, a lesson plan, a lesson plan and video presentation.

Method of Determining Final Course Grade

Course Grade Requirement Table

Course Grade Requirement	Value	Total
Discussions (4)	5 Points	20
Quizzes (10)	5 Points	50
Lesson Plan (1)	10 Points	10
Lesson Plan Video Presentation (1)	20 Points	20
Total Possible Points:	100	100

Grading Criteria and Conversion:

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

I = Incomplete (Only issued under extraordinary circumstances that are beyond a student's control)
W = Withdrawal from a course
WV – Withdrawal from the University voluntarily
MW = Military withdrawal

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

Detailed Description of Major Assignments:

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

Class Assignments/Discussions

The candidate will interact with the instructor and classmates to explore questions and comments related to the content of this course. A successful candidate in a discussion is one who takes an active role in the learning process. Candidates are encouraged to participate in the discussion areas to enhance your learning experience throughout each assigned week. Candidates are expected to log into the course and post (respond) in the discussion topics with a minimum of three posts per discussion (1 original response to the discussion question and 2 responses to peers). ***Your initial discussion should be between 200 to 250 words. Your two follow-ups responses should be 75 to 100 words and also be engaging, substantial, and contribute to the discussion; simply agreeing or disagreeing with your follow-ups is not considered scholarly engagement and will result in not receiving credit.*** Quality—Content of your contributions. Examples of quality posts include:

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

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

Quality Measurement

Target

Your contributions to each Topic indicate your mastery of the materials assigned. Your responses might integrate multiple views and/or show value as a seed for reflection for other participants' responses to the thread. You provide evidence that you are reading the assigned materials and other teacher educator candidate postings and are responding accordingly, bringing out interesting interpretations. You know the facts and are able to analyze them and handle conceptual ideas.

Acceptable

You have meaningful interaction with other participants' postings. Posts that state I agree or I disagree include an explanation of what is disagreed or agreed upon and why, or introduce an argument that adds to the discussion. However, you may have rambling, lengthy posts that show no sign of having been re-read and refined before posting, and your writing suffers lack of clarity and comprehension.

Unacceptable

You will receive little credit in the week's discussion by just showing up and making trivial comments, without adding any new thought to the discussion. At the low end of the spectrum, no participation gets a "0." If you are not in the discussion, you do not earn any points.

The discussions will be graded for:

1. Frequency – Number of your discussion comments and contributions, and
2. Quality – Content of your contributions

****Full credit is awarded when both high quality and required frequency is met.****

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

Quizzes

Candidates will complete four quizzes to review and assess comprehension of specified course content. Quizzes will be completed in class and consist of multiple choice, true/false, and/or short answer questions.

Lesson Plan

Candidates will develop a lesson plan for their group's health education lesson that will be delivered in class.

Health Education Lesson/Presentation

Candidates will work in groups to develop effective, evidence-based health education lessons to incorporate within a comprehensive school health program.

The lesson can relate to any of the components of a comprehensive school health program and will be delivered in class. Students will identify a lesson that they will be able to plan and teach during their presentation. Students will develop a detailed lesson plan. This lesson plan must be grade appropriate. Students will include a variety of resources that will be used in preparing the lesson. Along with the lesson plan students will attach all handouts to be provided to the students.

Penalties for Late Assignments

Late work will be deducted 10% per day automatically. Late work or assignments will not be accepted after 5 days. These deductions apply unless you have valid documentation to verify emergency (please see student handbook). If you have valid documentation, you will have 7 days to make up that assignment with your valid excuse. Please note missing more than one class assignment will affect your final grade.

Response Time

As the instructor, I do my best to reply to your emails and questions. I have several courses that I teach; please have grace and understand I will respond to you at my earliest convenience in the order I receive the messages. Please allow between 24-48 hours for my response. If I do not respond within this time frame, please send a reminder email or message me via remind as your email may have been buried. Note: I may respond to your individual message if I answered your question via announcements or email to the entire course.

Course Procedures or Additional Instructor Policies

Taskstream

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

Semester Calendar

(*Tentative and may change due to course needs)

Week One: Topic Description:	Orientation, Introductions, Review of Syllabus Introduction Discussion Post;
Chapter(s) Readings:	
Assignment(s)	Discussion 1 Initial Post Due Response
Week Two: Topic Description:	Healthy Bodies, Health Minds;
Chapter(s) Readings:	Chapter 1
Assignment(s)	Quiz 1 (Chapter 1)
Week Three Topic Description:	Coordinates School Health: A Team Approach;
Chapter(s) Readings:	Chapter 2
Assignment(s)	Quiz 2 (Chapter 2)
Week Four Topic Description:	Health Education & Assigned Reading;
Chapter(s) Readings:	Chapter 3
Assignment(s)	Quiz 3 (Chapter 3)
Week Five Topic Description:	Assigned Reading;
Chapter(s) Readings:	
Assignment(s)	Discussion 2 Due Initial Post -responses
Week Six Topic Description:	Physical Education for Teaching Body Systems and Personal Health;

Chapter(s) Readings:	Chapter 4
Assignment(s)	Quiz 4 Due Chapter 4 Due
Week Seven Topic Description:	Advocating for a Healthy, Active School;
Chapter(s) Readings:	Chapter 5
Assignment(s)	Quiz 5 Due Chapter 5
Week Eight Topic Description:	Creating a Healthy Classroom;
Chapter(s) Readings:	Chapter 6
Assignment(s)	Quiz 6 Due Chapter 6 (University Mid-Semester Exam
Week Nine Topic Description:	Assigned Reading;
Chapter(s) Readings:	
Assignment(s)	Discussion 3 Due Initial Post -response
Week Ten Topic Description:	Creating an Active Classroom;
Chapter(s) Readings:	Chapter 7:
Assignment(s)	Quiz 7 Due Chapter 7
Week Eleven Topic Description:	Integrated Health Education into the Classroom;
Chapter(s) Readings:	Chapter 8
Assignment(s)	Quiz 8 Due Chapter 8
Week Twelve Topic Description:	
Chapter(s) Readings:	
Assignment(s)	Lesson Plan Assignment
Week Thirteen Topic Description:	
Chapter(s) Readings:	Chapter 9
Assignment(s)	PowerPoint Assignment and Quiz 9
Week Fourteen Topic Description:	
Chapter(s) Readings:	Chapter 10: Best Practices in the Classroom and Beyond;
Assignment(s)	Chapter 10
Week Fifteen Topic Description:	Assigned Reading
Chapter(s) Readings:	
Assignment(s)	Quiz 10 Due Chapter 10 Video with PowerPoints
Week Sixteen Topic Description:	
Chapter(s) Readings:	Assigned Reading; December 1 – 2
Assignment(s)	(University Final Exam December 1 – 2) Final Grades DUE (Graduating Candidates) Final Grades DUE (Non-Graduating Candidates)

Student Support and Success

John B. Coleman Library

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

Academic Advising Services

Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major at www.pvamu.edu/advising. Phone: 936-261-5911

The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC, in virtual face-to-face sessions (<https://www.pvamu.edu/student-success/sass/university-tutoring-center/>), and through online sessions (<https://www.pvamu.edu/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; Website: <https://www.pvamu.edu/student-success/sass/university-tutoring-center/>

Writing Center

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

Academic Early Alert

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

Student Counseling Services

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

Office of Testing Services

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

Office of Diagnostic Testing and Disability Services

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

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit: <https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/>; Phone: 936-261-3283

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Website: <https://www.pvamu.edu/sa/departments/veteranaffairs/>

Office for Student Engagement

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

Career Services

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

University Rules and Procedures

Academic Misconduct

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

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the

Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

1. Cheating: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. Plagiarism: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
3. Collusion: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. Conspiracy: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. Multiple Submission: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

Nonacademic Misconduct

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

Sexual Misconduct

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

Protections and Accommodations for Pregnant and Parenting Students

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

Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

Non-Discrimination Statement

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

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

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

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations

Minimum Recommended Hardware and Software:

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

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

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

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

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

Netiquette (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be

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

Video Conferencing Etiquette

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

Technical Support

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

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

Discussion Requirement

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

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

COVID-19 Campus Safety Measures

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

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

student's instructor for remote support will take place by the Office of the Assistant Vice President for Academic Engagement and Success. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class may qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.

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