

**HLTH 4308 Problem Solving and Evaluation for Community Health Programs
Spring 2024**

General Course Information

Information Item	Information
Instructor:	Dr. Kentya Ford
Section # and CRN:	Y01 and 24805--- Online
Office Location:	Leroy Moore Gymnasium Room #103
Office Phone:	936-261-3900
Email Address:	kcford@pvamu.edu
Office Hours:	M-W 9-11 a.m. (Virtual by Appt.); T/Th 10:45-12:00 (Delco Room #102)
Mode of Instruction:	Asynchronous instruction via Canvas (Hybrid Synchronous Instruction if needed)
Course Location:	Delco Room 327
Class Days & Times:	T/Th 2-3:30 pm (Hybrid Instruction when/as needed)
Catalog Description:	Evaluation of psycho-social-cultural health problems and influences on human behavior and health education strategies and outcome measurement.
Prerequisites:	Must be classified as a junior or senior.
Co-requisites:	N/A
Required Text(s):	<i>Health Program Planning and Evaluation: A Practical, Systematic Approach for Community Health</i> , 5 th Edition Issel, L, Wells, R, Williams, M; Jones and Bartlett Learning, 2022, ISBN: 978-1284210057
NOT REQUIRED BUT Suggested for Reference Text(s):	<i>The Publication Manual of the American Psychological Association</i> . 7th Edition. American Psychological Association (2020). ISBN: 978-1-4338-3217-8 <i>Essentials of Planning and Evaluation for Public Health</i> , 1 st Edition. Karin M. Perrin; Jones and Bartlett Learning, 2016, ISBN: 978-1284050196

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:	Program Learning Outcome Alignment	Core Curriculum Outcome Alignment
Interpret the seven core responsibilities and the respective competencies required for qualification as a Certified Health Education Specialist.	SLO 1, 4	Critical Thinking
Identify conceptual foundations relevant to health promotion.	SLO 1, 4	Communication
Explain the factors affecting health and well-being.	SLO 4, 5	Communication, Empirical & Quantitative, Teamwork, Personal Responsibility

Explain important health education initiatives (eg. Healthy People 2020 and National Health Education Standards) and their role in developing revention-oriented health education curricula.	SLO 1, 4, 5	Communication, Teamwork, Social Responsibility
Summarize steps involved in organization and planning for health intervention.	SLO 1, 2	Communication
Identify the levels of prevention and effective strategies to intervene at each level for specific health issues.	SLO 1, 2, 3, 4, 5	Critical Thinking, Communication, Personal Responsibility
Apply planning models and behavior change theories to development of evidence-based interventions.	SLO 1, 2, 3, 4, 5	Critical Thinking, Communication, Teamwork, Social Responsibility, Personal Responsibility

NOTE:

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

Governing Organizations	Alignment with Standards/Domains
CAEP	<u>Standard 1</u> : Content and Pedagogical Knowledge (1.1) <u>Standard 4</u> : Program Impact (4.1)
InTASC	<u>Standard 1</u> : Learner Development <u>Standard 2</u> : Learning Differences <u>Standard 3</u> : Learning Environments <u>Standard 4</u> : Content Knowledge <u>Standard 5</u> : Application of Content <u>Standard 6</u> : Assessment <u>Standard 7</u> : Planning for Instruction <u>Standard 8</u> : Instructional Strategies <u>Standard 9</u> : Professional Learning and Ethical Practice <u>Standard 10</u> : Leadership and Collaboration
TEGES	<u>Domain I</u> : Personal Health <u>Domain III</u> : Community and Environmental Health and Safety <u>Domain IV</u> : Health-Related Skills and Resources
NHES	<u>Health Education Standard 1</u> – comprehend concepts related to health promotion and disease prevention to enhance health. <u>Health Education Standard 2</u> – analyze the influence of family, peers, culture, media, technology and other factors on health behaviors. <u>Health Education Standard 3</u> – demonstrate the ability to access valid information and products and services to enhance health. <u>Health Education Standard 4</u> - demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. <u>Health Education Standard 5</u> – demonstrate the ability to use decision-making skills to enhance health.

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
Content Quizzes	8 @ 1 point each	8 points
Assignment 1	1 @ 7 points	7 points
Assignment 2	1 @ 10 points	10 points
Assignment 3	1 @ 10 points	10 points
Discussions	3 @ 5 points each	15 points
Evaluation Project Assignment	1 @ 20 points	20 points
Mid-term Exam	1 @ 15 points	15 points
Final Exam	1 @ 15 points	15 points
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 and performed below the grade level of a D, a grade of FN (failed-non attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
Content Quizzes	The purpose of quizzes is to determine understanding of content taught in class. Quizzes will be conducted at the beginning of class and for each module to ensure students understand content.
Assignments	The purpose of assignments is to enhance understanding of material taught in class. Assignments will be directly related to what is being presented.
Discussions	<p>In the "Discussion" areas of the course, you (as a candidate) can interact with your instructor and classmates to explore questions and comments related to the content of this course. A successful candidate in online education is one who takes an active role in the learning process. You are therefore encouraged to participate in the discussion areas to enhance your learning experience throughout each week. 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). ALL posts should be substantive and demonstrate your comprehension and application of the material.</p> <p>Quality—Content of your contributions. Examples of quality posts include:</p> <p>Quality—Content of your contributions. Examples of quality posts include:</p> <ul style="list-style-type: none"> ▪ providing additional information to the discussion;

	<ul style="list-style-type: none"> ▪ 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 <p>The discussions will be graded for: Frequency – Number of your discussion comments and contributions, and Quality – Content of your contributions ****Full credit is awarded when both high quality and required frequency is met.****</p>
Evaluation Project Assignment	The purpose of the evaluation project is for students to use CDC's relevant evaluation framework to address and evaluation a relevant funded and/or implemented health promotion evaluation project.
Mid-term and Final Exams	The purpose of the exams is to test understanding of course content. Test will consist of multiple choice, and short answer questions. Students will complete mid-term and final exams.

Course Procedures or Additional Instructor Policies

Canvas eCourses

Canvas is the new learning management system (LMS) that is being used to manage the course. All students should complete the LMS training to successfully utilize Canvas. All course material will be posted on Canvas.

Students **SHOULD NOT** contact the instructor for technological issues with Canvas. Students can contact Center for Instructional Innovation and Technology Services (CIITS) at ciits@pvamu.edu or 936 261 3283 for assistance with Canvas, indicating their class in in Canvas. CIITS will offer support 8 to 5 Monday - Friday. Students also have access to Instructure support 24/7-- click Resources and either chat or call in the Canvas menu.

Technology (face-to face courses)

To complete in-class activities, it is strongly recommended that students bring laptops, iPads, and other tablets to class. Students will be required to complete in-class exams; etc., thus technology is needed.

Cell phone use for purposes other than class instruction is strictly prohibited in class and must be turned off, placed on vibrate or in some other silencing mode. If a cell phone is used for class instructions, silencing the phone is still required.

Clickers (Turning point technology (<https://www.turningtechnologies.com/clickers/>)) may also be used to enhance student learning and to complete quizzes during class. Students will be assigned a clicker during class. All clickers will be returned at the end of the class period.

Email Communication

All email communication should be sent to the instructor via eCourses/Canvas email (coureroom email), only. Students should not send emails to the instructor's work email. All emails should address the instructor with PROPER greetings and subject titles, use of correct grammar and spelling, complete sentences, proper punctuation, and written in a respectful tone. Otherwise, no response may be warranted. **Emails will usually have a response within 48-72 hours excluding weekends.**

Submission of Assignments

When applicable, work should be submitted utilizing APA (American Psychological Association) style. When content is taken or paraphrased from academic, websites, or etc. sources (not your own), students must provide proper referencing in assignments. Do not plagiarize! Proper referencing includes both citations in the text of your work (content), as well as a list of references that coincide with citations. Be sure to refer to the APA guide to determine the proper formatting techniques for various types of references.

All assignments must be typed, double-spaced, multiple pages stapled and must include a title page, that includes student name and course name. Assignments are not to be hole punched until after they have been graded. Do not submit work in folders, sheet protectors or report covers. Points will be deducted for not following directions. In addition, points will be deducted for typographical, grammatical and sentence structure errors.

Grading of Assignments

Assignments that are graded manually will be completed within 5-7 days, not including weekends.

Retention of Assignments and Exams

After the candidate has seen his/her grade, the instructor reserves the right to retain all assignments and examinations completed by the student.

Penalties for Late Assignments

Assignments must be submitted by the scheduled due date and time. Twenty points (or 20% of the assignment's value) will be deducted on late assignments. Assignments will not be accepted after **four** days of the scheduled due date.

In the case of a university-approved excused absence, students must submit documents of excuse within **two** days of returning to class. Twenty points (or 20% of the assignment's value) will be deducted on excused absence assignments submitted after **two** days of a student submitting the university-approved excuse; assignments will not be accepted after **four** days of this period (student will receive a 0-point grade).

Exam Policy

Missed exams cannot be made up unless permission is granted by the instructor prior to the exam or proper documentation is submitted (e.g., university-approved excuse). If an exam is missed, 15 points (or 15% of the assignment's value) will be deducted. If an exam is missed, the exam should be made up within **four** days of the due date. Students will not be able to make up exams after **four** days.

In the case of a university-approved excused absence, students must submit documents of excuse within **two** days of returning to class. If an exam is missed, the exam should be made up within **four** days of returning to class. The exam will not be re-opened after **four** days and students will receive a 0-point grade.

Formatting Documents

Microsoft Word is the standard word processing tool used at PVAMU. If you are using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format. The instructor is NOT responsible for opening documents submitted in other formats if the document is not recognizable.

REMIND APPLICATION

REMIND (<https://www.remind.com/>) is a communication app that may be used as a secondary contact method for all students. Students must enroll in REMIND if the instructor creates a REMIND code for the course.

Caveat

The schedule, procedures, contents of the syllabus and class assignments are subject to change at the instructor's discretion. If you have any questions or need assistance, please feel free to contact the instructor.

Course Schedule

The course syllabus schedule provides a general plan for the course; **deviations are OFTEN necessary! It is the right of the instructor to make syllabus deviations that best fit the needs of the course.**

Semester Calendar	
Weeks One and Two (Module 1): Topic Description	The Context of Health Program Development and Evaluation
Readings:	Chapters 1 and 2 Textbook and PowerPoints
Assignment (s):	Response Discussion 1, Quiz 1
Weeks Three and Four (Module 2): Topic Description	Defining the Health Problem for Evaluation
Readings:	Chapters 3 and 4 Textbook and PowerPoints
Assignment (s):	Assignment 1, Quiz 2
Weeks Five and Six (Module 3): Topic Description	Health Program Development and Evaluation
Readings:	Chapters 5 and 6 Textbook and PowerPoints
Assignment (s):	Response Discussion 2, Quiz 3
Weeks Seven and Eight (Module 4): Topic Description	Implementing and Monitoring the Program for Evaluation- Part I
Readings:	Chapters 7 and 8 Textbook and PowerPoints
Assignment (s):	Quiz 4; Mid-term Exam
Weeks Nine and Ten (Module 5): Topic Description	Implementing and Monitoring a Health Program for Evaluation- Part 2
Readings:	Chapters 9 and 10 Textbook and PowerPoints
Assignment (s):	Assignment 2, Quiz 5
Weeks Eleven and Twelve (Module 6): Topic Description	
Readings Assignment (s):	Chapters 11, 12 and 13 Textbook and PowerPoints Assignment 3, Quiz 6
Weeks Thirteen and Fourteen (Module 7): Topic Description	
Readings: Assignment (s):	Chapters 14 and 15 Textbook and PowerPoints Response Discussion 3, Quiz 7, * Optional: Submit draft of Evaluation Project Assignment for Review
Weeks Fifteen and Sixteen (Module 8): Topic Description	Additional Considerations for Evaluators
Readings: Assignment (s):	Chapter 16 Textbook and PowerPoint Quiz 8, Evaluation Project Assignment; Final Exam

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Student Support and Success

John B. Coleman Library

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

Academic Advising Services

Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the [advising website](#). Phone: 936-261-5911

The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; [University Tutoring Website](#)

Writing Center

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

Panther Navigate

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

Student Counseling Services

The Student Counseling Services offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared

with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd 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, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: 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.

Veteran Affairs

Veteran Services works with student veterans, current military, and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; [Veteran Affairs Website](#)

Office for Student Engagement

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

Center for Careers & Professional Development

This center supports students through professional development, career readiness, and placement and employment assistance. The center provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are

encouraged to visit the center website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

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) 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. 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. 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 or phone: (936) 261-3550 or Office for Student Conduct via email: studentconduct@pvamu.edu or phone: (936) 261-3524.

Student Academic Appeals Process

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

Technical Considerations

Minimum Recommended Hardware and Software:

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

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

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

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

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

Netiquette (online etiquette)

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

Video Conferencing Etiquette

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

Technical Support

Students should go to [Password Reset Tool](#) if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

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

Discussion Requirement

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

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

COVID-19 Campus Safety Measures

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

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