



# SYLLABUS

## HLTH 5318 Z01 Contemporary Health Spring 2024

Course Information	Description
<b>Instructor:</b>	Antoinette Coward, DHEd, MCHES
<b>Section # and CRN:</b>	HLTH 5318 Z01 and 23473
<b>Office Location:</b>	Leroy Moore Jr Intramural Gym #110
<b>Office Phone:</b>	936-261-3900
<b>Email Address:</b>	<a href="mailto:ancoward@pvamu.edu">ancoward@pvamu.edu</a>
<b>Office Hours:</b>	Virtual office Hours Mon & Wed, 5 p.m. - 7 p.m.
<b>Mode of Instruction:</b>	Online
<b>Course Location:</b>	Online
<b>Class Days &amp; Times:</b>	Internet Course

**Catalog Description:** This course will review factors relating to selected high mortality and morbidity in urban and rural environments. Study of the related psychosocial health problems faced by practicing health educators in a dynamic health care market involving school-based and community-based populations.

**Prerequisites:** Graduate Post Baccalaureate Doctorate  
**Co-requisites:** N/A

**Required Texts:** Health Psychology: Biological, Psychological and Sociocultural Perspective. Snooks, M. ISBN-13: 978-0-7637-4382-6

**Secondary Text:** Rainbow in the Cloud: The Wisdom and Spirit of Maya Angelou  
 ISBN- 10:0812996453 ISBN-13:978-0812996456

**Recommended Readings:** The Publishing Manual of the American Psychological Association. 6<sup>th</sup> Edition. APA (2010). ISBN: 9781433805615  
**Your Health Today 2<sup>nd</sup> Edition, Teague, ML, Mackenzie, SL, and Rosenthal, DM, McGraw-Hill, 2009. ISBN 978-0-07-722858-3**

**Student Learning Outcomes:** Course Outcomes/Objectives aligned with NCATE/AAHE standards. At the end of this course, the student will be able to:

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	Describe and identify factors that affect major health outcomes.	Standard 1	AAHE 1
2	Conduct and evaluate research in health psychology, and identify private and public sector resources available for improving and/or eradicating health problems.	Standards 1, 2, 3,4	AAHE 1.2,3,4
3	Identify and apply major planning and implementation health behavior change models and theories in relation to individual and community's health needs	Standards1	AAHE 1

4	Analyze the impact of various activities on the success or failure of school-based and community health initiatives	Standards 1 and 8	AAHE 1 and 8
5	Understand and evaluate health psychology applications to major chronic illness and health issues that contribute to substantial mortality and morbidity in our society.	Standards 1, 4,5	AAHE 1,4 and 5

**Course goals and overview:** The purpose of this course is to expose post-graduate health educators to the psychosocial, biological, and socio-cultural perspectives that influence overall health and wellbeing.

**TEExES Domains: TEExES**

**Domains/Competencies:**

Health EC–12 Standard I:

Applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

**Domain II Healthy Interpersonal Relationships**

Health EC–12 Standard I:

Applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

**Domain III Community and Environmental Health and Safety**

Health EC–12 Standard I:

Applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

**Domain IV Health-Related Skills and Resources**

Health EC–12 Standard I:

Applies knowledge of both the relationship between health and behavior and the factors influencing health and health behavior.

## Major Course Requirements

### Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1) Research Paper	23 Points	23 Points
2) Research Poster-Development for Research Symposium	20 Points	20 Points
3) Completion of CITI training	15 Points	15 Points
4) Journal Critique	10 Points	10 Points
5) Examination 1	10 Points	10 Points
6) Discussions X4	3 Points X4	12 Points
7) Final Exam	10 Points	10 Points
<b>Total:</b>	<b>100 Points</b>	<b>100 Points</b>

*Course Outline schedule is tentative and may change due to class needs.*

### Grading Criteria and Conversion:

A = 90-100%	90-100 Points	I	Incomplete**
B = 80-89%	80-89 Points	W	Withdrawal from a course
C = 70-79%	70-79 Points	WV	Withdrawal from the University
D = 60-69%	60-69 Points	MW	Military withdrawal
F = 59-0%	59>		

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.

\*\*Incomplete grades are only issued in extraordinary circumstances that are beyond a teacher education candidate’s control.

### Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
<b>Original Group Research Paper (23 points)</b>	Your group will develop an original research paper based on a preselected contemporary health topic. To complete the assignment, you will conduct a literature review on a health topic, analyze reports and data based and write-up your project. Specific details will be provided under separate cover, however a brief summary is provided below. A. Research paper –The project will be presented in a typed (20-22 paged) research paper that is consistent with the style guidelines presented in the APA publication manual. You will be provided a rubric which outlines how the papers will be evaluated. B. Drafts of the sections of the research paper – It is recommended to submit a draft of the research paper to the instructor prior to submitting the final research paper. This is done to provide the students with feedback on their work before the final paper is due. C. Paper Evaluation Rubric – Please see the evaluation rubrics on the following pages for a detailed description of how the paper will be evaluated. D. Submit Final Research paper- This assignment will be submitted in a word document to and eCourses for grading.

<p><b>Group Poster Presentation (20 points)</b></p>	<p>Candidates will develop a poster presentation based on their research paper which will be posted at the Health and Human Performance Research Lab or other forum (will discuss in more details at a later date). The poster presentation should provide an overview of the research paper. Specific details will be provided under separate cover. The teacher educator candidate will be graded on the following: knowledge of subject area, appearance (presentations), cohesion and uniqueness. This assignment will be submitted to eCourses for grading.</p>
<p><b>CITI Training (15 points)</b></p>	<p>CITI is a web-based ethics training course for those conducting research. All candidates must complete CITI training with a minimum score of 90%. In addition, CITI Completion records must be email to the professor via eCourses' portal for grading.</p> <p>Go to :/Local Settings/Local Settings/Temporary Internet Files/OLK357/www.citiprogram.org</p> <p>Select: "New Users"</p> <p>Step 1: Participating Institutions: Texas A&amp;M University Step 2: Create a username and password</p> <p>Step 3: Enter your name</p> <p>Step 4: Enter email address Complete contact information fields. The Course in the Protection of Human Subjects</p> <p>Select Group 2: Social and Behavioral Research for Investigators and Key Study Personnel</p> <p>Skip 2. The CITI Lab Animal Welfare Course</p> <p>Select: "no" unless you are working with an additional university.</p> <p>Investigators must complete the CITI Refresher Course within two years after original CITI course completion.</p> <p>Follow the steps below to sign up for the CITI Refresher Course: Go to: www.citiprogram.org</p> <p>Enter Login:      username and password Under "Status," enter the course</p> <p>Complete:      "Integrity Assurance Statement" Completing the "Integrity Assurance Statement" will allow entrance into each required module:</p> <ul style="list-style-type: none"> <li>o      "How to Complete the CITI Refresher Course and Receive the Completion Report"</li> <li>o      "Refresher Course 101 Introduction"</li> <li>o      Modules 1-5.</li> </ul>
<p><b>Journal Critique Rainbow in the Cloud Reflection (10 points)</b></p>	<p><b>Candidates will research published articles to class objectives and submit one (1) article critique for this course. The article critique should not exceed two pages and must be presented in APA format.</b></p>

<b>Discussions (12 points)</b>	<p>Instructions for each discussion post will be included in its description. I will grade these based on your inclusion of material from the text, notes, and your opinion. These must be grammatically correct. Also, you will be required to respond to other students' posts (see next section) to receive full credit. Full credit is awarded when both high quality and required frequency is met . The discussions will be graded for</p> <ol style="list-style-type: none"> <li>1. Frequency—Number of your discussion comments, and</li> <li>2. Quality—Content of your contributions</li> </ol> <p>Frequency—Number of your contributions</p> <p>Teacher educator candidates are expected to log into the course and post (respond) in the discussion topics a minimum of three posts per discussion. Quality—Content of your contributions. Examples of quality posts include:</p> <ul style="list-style-type: none"> <li>• providing additional information to the discussion; § elaborating on previous comments from others;</li> <li>• presenting explanations of concepts or methods to help fellow teacher educator candidate s,</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>
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<b>Quality Measurement</b>
<b>Target</b>
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.
<b>Acceptable</b>
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.
<b>Unacceptable</b>
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.

**Late submission:** No late assignment will be accepted without excused supporting documentation. All assignment(s) must be submitted in the eCourses' portal.

Assignments must be submitted on the schedule due date. No assignments will be accepted late unless you have a valid excuse along with supporting documentation (i.e. Doctor's appointment- doctor excuse).

**Submission of Assignments**

When applicable, work should submitted utilizing APA (American Psychological Association) style.

All assignments must be typed, double –spaced, and must include a title page. Points will be deducted for not following directions. In addition, points will be deducted for typographical, grammatical and sentence structure errors

Each teacher education candidate is responsible for submitting all work on the scheduled due date whether present or not.

### **Retention of Assignments and Exams**

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

### **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, RichText, or plain text format.

### **Exam Policy**

Missed mid-term or final exams cannot be made up unless permission is granted by the instructor prior to the exam or proper documentation is submitted.

### **Two "C" Rule**

**Please Note:** Continual matriculation at PVAMU requires that no more than two C's shall be earned in a graduate degree program. Any grade earned below a C means automatic dismissal from the graduate program.

NOTE: No grade of "C" or below will be accepted toward certification

Professional Organizations

1. PAHPERD: Panther Association for Health, Physical Education, Recreation and Dance
2. TAHPERD: Texas Association for Health, Physical Education, Recreation and Dance
3. AAHPERD: American Alliance for Health, Physical Education, Recreation and Dance
4. KAPPA DELTA PI: International Honor Society in Education

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**References**

Thompson, J., Manore, M. & Vaughan, L. (2008). *The Science of Nutrition*. Pearson: Benjamin Cummings.

*APA (2007). The Publication Manual of the American Psychological Association 6th Edition.*

References to Periodicals American  
Journal for Health Education

American Journal of Hypertension American

Journal of Public Health

Journal of Adolescent Health

Journal of American College Health

Journal of the American Medical Association

Journal of Communication

Journal of Consulting and Clinical Psychology

**World Wide Web Addresses**

MyNutritionLab, <http://www.nutrimirror.com/userhome.php>

Bodies Like Ours, [www.bodieslikeours.org](http://www.bodieslikeours.org)

National Women's Health Network, [www.womenshealthnetwork.org](http://www.womenshealthnetwork.org)

**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.