



SYLLABUS

PHLT 1320 Principles of Health Promotion Spring 2024

Instructor: Stephen David, MHA, DrPH
Section # and CRN: PHLT 1320-P01 25064
Office Location: Leroy Moore Bldg.
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Email Address: stdavid@pvamu.edu
Office Hours: Online (Virtual Hours: 5 hours per week; via Canvas)
Mode of Instruction: Face to Face

Course Location: Don Clark Bldg. Rm. 341
Class Days & Times: TR 12:00 pm-1:50 pm
Catalog Description:

This course covers essential content in addressing social and behavioral science concepts for application across public health domains. Material will address theories and applications in public health. The course will focus on three major approaches to public health problems:

- Psychosocial. The psychosocial unit will include exposure to multiple behavioral theories and application of theory in understanding etiology and planning interventions.
- Community. The community unit will include a review of community change concepts and theories and exposure to community organizing techniques.
- Economics and Policy. The economics and policy unit will address such functions as supply and demand, opportunity costs, costs versus benefits, and intended vs. unintended consequences in examining the role of economics and policy change in decision-making about public health.

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

Required Texts: Thompson, S. R. (2023). *The essential guide to public health and health promotion* (2nd ed.). New York: Routledge.

Recommended Texts: Rimer BK, Glanz K. (2005). *Theory at a Glance – A Guide For Health Promotion Practice* (2nd ed.). U.S. Department of Health and Human Services, National Institutes of Health, *National Cancer Institute. NIH publication no. 05-3896. 2005.*

Student Learning Outcomes:

	Upon successful completion of this course, students will be able to:	Student Learning Outcome # Alignment	Core Curriculum Outcome Alignment	

1	Describe how behavioral sciences can be used to understand and intervene upon current public health problems	Program SLO: 1,4		
2	Articulate how psychosocial and community theories are used to design, implement, and evaluate public health programs	Program SLO: 1,4,5		
3	Understand the application of economic principles to public health	Program SLO: 1,2		
4	Communicate how public and private institutions create change in public health behaviors or the environment in which individual behavior responds	Program SLO: 1,2,3,4,5		
5	Acquire skills in the application of behavioral science to current public health problems	Program SLO: 1,2,3,4,5		

<i>Governing Organizations</i>	<i>Alignment with Standards/Domains</i>
SPAH Student Learning Outcomes (SLOs)	<p>(1) Graduates can communicate effectively in written, oral and verbal forms of expression.</p> <p>(2) Graduates can plan and implement effective health education programs.</p> <p>(3) Graduates can evaluate health programs and coordinate health program services.</p> <p>(4) Graduates can evaluate the scientific literature in the discipline, understanding and synthesize relevant information.</p> <p>(5) Graduates can demonstrate the ability of technologies to support inquiry and professional practice.</p>
THECB/PVAMU Core Curriculum	<p>Critical thinking (CT) skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information</p> <p>Empirical and Quantitative skills (EQS) – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions</p> <p>Communication skills (COM) – to include effective written, oral, and visual communication</p> <p>Teamwork (TW) – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal</p> <p>Social Responsibility (SR) – to include intercultural competency, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities</p> <p>Personal Responsibility (PR) – to include the ability to connect choices, actions, and consequences to ethical decision-making</p>

Major Course Requirements

Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1) Class Participation		20 points
2) Topic Brief		20 points

3) Case Study Activities		20 points
4) Concept Applications		10 points
5) Midterm Exam		15 points
6) Final Exam		15 points

Total: 100 points

<p>Grading Criteria and Conversion: A = 90 - 100 B = 80 - 89 C = 70 - 79 D = 60 - 69 F = 59 and below</p>

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

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
Class Preparation Activities	<p>The <u>Class Preparation Activity</u> is a short (1/2 - 1 page) written exercise that is intended to help you organize your thoughts, raise questions, allow you to engage with the reading, and prepare for class discussion. The activity should not simply be a summary of the article. In each activity you should provide brief sentences or bullet points that address the following points:</p> <ol style="list-style-type: none"> 1. Identify 3-4 main ideas that you took from the readings/activities 2. Identify 2-3 ideas that you would like to discuss further 3. Identify 1 idea from the readings that you can apply to a topic in Public Health that interests you and describe how it might apply. <p>You are encouraged to have a copy of your Class Preparation Activity available during class to help guide class discussion and use it to directly inform the three Concept Application exercises.</p> <p>Each Class Preparation Activity is worth 2 points. There are 12 opportunities to earn points for Class Preparation Activities. You can earn a total of up to 20 points for Class Preparation Activities. You can choose to write a Class Preparation Activity on the readings for any of the course lectures, except for the readings associated with the Small Group Learning Activities. NO LATE SUBMISSIONS WILL BE ACCEPTED</p>
Topic Brief	<p>A <u>Topic Brief</u> outlining your chosen public health topic will be the basis for your Concept Application exercises. For this assignment, you will identify a public health topic that is of interest to you. In the Topic Brief please describe why the topic is of interest to you, identify the population affected and discuss the topic's public health significance. The topic brief</p>

	<p>should address the following:</p> <ul style="list-style-type: none"> • identify your chosen public health topic area • provide details on the significance of your topic • describe what is known about the etiology • identify a population (or populations) affected by your public health topic. <p>The Topic Brief should be approximately 200-400 words. The Topic Brief will not be graded. You can use the information to get feedback on the appropriateness of your topic for the Concept Application assignments and use the text in writing your Concept Application exercises.</p> <p>NO LATE SUBMISSIONS WILL BE ACCEPTED</p>
<p>Case Study Activities</p>	<p>One of the major objectives of this course is to enable students to apply social and behavioral science concepts and theories to public health issues within their own discipline and specific field of practice. There will be four in-class case study activities in the course.</p> <p>Each case study activity will be completed as an in-class group assignment and will be worth 5 points each for a total of 20 points. Students will work through each case collaboratively and submit a brief report describing their group discussion. Specific feedback will not be provided unless requested. Each case study activity is an opportunity for students to practice application of skills and concepts learned in readings, class preparation materials, and lecture. Three of the small group activities are specifically designed to work through the material students are expected to apply directly to the Concept Application assignments. Assignment details will be discussed during class and available on the course website.</p> <p>NO LATE SUBMISSIONS WILL BE ACCEPTED.</p>
<p>Concept Applications</p>	<p>Note: <u>Instructions for the Concept Application Assignments</u></p> <p>Unit 1 Concept Application: Applying Psychosocial Theories</p> <p>Select one of the theories listed below:</p> <ul style="list-style-type: none"> • Health Belief Model • Theory of Planned Behavior/Theory of Reasoned Action • Trans-theoretical model • Social Cognitive Theory <p>In a short answer format:</p> <ul style="list-style-type: none"> • Identify the health topic you selected using text developed in your Topic Brief • Identify a population impacted by the health topic you selected • Identify the theory you selected and define all of the main constructs (4 points) • Include a conceptual model (figure) of how the constructs are related (2 point) • Provide an example of each of the main constructs of the theory you selected within your chosen health topic (6 points) • Describe how you would apply those constructs to develop an

intervention to promote change in the health topic you have selected (5 points)

- Identify the limitations of the theory in general and with

respect to your proposed intervention specifically (3 points) Unit

2 Concept Application: Community Engagement

In a short answer format:

- Identify the health topic you selected using text developed in your Topic Brief
- Identify and describe a community that is impacted by your selected health topic (1 point)
- Describe how the community is impacted by the health topic you have selected and why engaging that community can advance change (3 points)
- Describe how you would assess the needs of your chosen population (3 points)
- Describe an intervention to improve health on the topic and in the community you have selected using concepts from Diffusion of Innovations and/or Social Marketing (8 points)
- Identify specific partners within your selected community and describe why they would be good partners to advance change within the community (3 points)
- Describe how you would develop those community partnerships and how you would engage the community using the lessons on community approaches and/or organizing (2 points).

Unit3

Concept

Application:

Economics

and Policy

Implications

In a short

answer

format:

- Identify the health topic you selected using text developed in your Topic Brief
- Describe the following economic concepts and discuss how they can impact the health topic and population you selected: supply and demand, costs and benefits, positive and negative externalities (5 points)
- Identify and describe a policy, including strengths and limitations and the policy level, you think should be implemented to address your public health topic (5 points).
- Identify who will cover the costs and who will experience the benefits of your policy and describe why that is defensible (4 points)

	<ul style="list-style-type: none"> Identify one or more key interest groups that would be helpful for passing your proposal and why they can be helpful. Identify one or more interest groups that would oppose your proposal. Describe why they would oppose your proposal and strategies to overcome that opposition (3 points) <p>Using the Grading Rubric</p> <p>The description for each Concept Application assignment (above) provides a rubric that identifies how points will be distributed for grading purposes. You will earn full points in each section for writing that is accurate, structured, complete, and appropriately applied to your topic.</p> <p>NO LATE SUBMISSIONS WILL BE ACCEPTED.</p>
Exams	<p>The purpose of the exams is to test understanding of course content. Test will consist of multiple choice, and short answer questions.</p> <p>NO LATE SUBMISSIONS WILL BE ACCEPTED.</p>

Course Procedures or Additional Instructor Policies

Taskstream

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

General Expectations of Students:

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

Attendance

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

Submission of Assignments

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

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

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

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

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

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

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

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

Make-Up Assignments

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

Note: Full credit is dependent upon circumstances.

General Expectations of Students

- ◆ Students are expected to be "active learners". This means that students should be involved (beyond the materials and lectures presented in the course) in discovering, processing, and applying course information using course textbook, peer-review journal articles, additional resources, and discussions with peers.
- ◆ Students are expected to have time management skills that will allow efficient time for course requirement completion and submission.
- ◆ Students are expected to address any special needs and/or accommodations as soon as possible with the **Office of Diagnostic Testing and Disability Services** on campus. The **Office of Diagnostic Testing and Disability Services** will send communication regarding accommodations and those accommodations will be addressed.

Attendance

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

COVID-19 Concerns

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

Submission of Assignments

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

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

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

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

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

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

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

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

Penalties for Late Assignments

Forty percent (40%) of the total amount of possible points/credit will be deducted each day following the day/time/deadline of the assignment (final exam and final project excluded). No assignments will be accepted after two (2) calendar days from the due date of the assignment.

Make-Up Assignments

Make-ups or completions for missed assignments resulting from extenuating circumstances will be considered on a

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

Note: Full credit is dependent upon circumstances.

Exam Policy

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

Extra Credit

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

Grade Concerns

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

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

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

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

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

Final Course Grades

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

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

Course Recording Policy and Zoom Sessions

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

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

Formatting Documents

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

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

Communication

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

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

Plagiarism

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

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

Netiquette

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

Technology

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

Canvas Support

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

Links to Canvas Tutorials and FAQs:

- Introduction to Canvas: <https://community.canvaslms.com/docs/DOC-17340-897271119803>
- Canvas for beginners: <https://beaver.instructure.com/courses/670/pages/welcome-to-canvas-forbeginners>
- Student introduction to Canvas: <https://collin.instructure.com/courses/506067>
- Canvas Q&A: <https://community.canvaslms.com/community/answers>
<https://collin.instructure.com/courses/506067>

References

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

Semester Calendar	
Week One: Topic Description	IChapter 1: What is Health? **Attendance Reporting**

Readings:	<p>Required Reading</p> <ul style="list-style-type: none"> Vos T, Barber RM, Bell B, Bertozzi-Villa A, Biryukov S, Bolliger I, ... & Abbfati, C. (2015). Global, regional, and national incidence, prevalence, and years lived with disability for 301 acute and chronic diseases and injuries in 188 countries, 1990–2013: a systematic analysis for the Global Burden of Disease Study 2013. <i>The Lancet</i>. 386(9995): 743 – 800. Klein, MC (2014) “How Americans Die” Bloomberg View, April 27, 2014. Available at: http://www.bloomberg.com/dataview/2014-04-17/how-americans-die.html <p>Exercise</p>
Assignment (s):	<ul style="list-style-type: none"> Institute for Health Metrics and Evaluation (IHME). Life Expectancy & Probability of Death. Seattle, WA: IHME, University of Washington, 2014. Available at: http://www.healthdata.org/data-visualization/life-expectancy-probability-death and http://vizhub.healthdata.org/le/ View the introduction video and explore 2-3 analyses of your own choosing using the Data Visualization tool. <p>Recommended Reading Glanz, Rimer & Viswanath (eds.) (2015) Health Behavior: Theory, Research and Practice (HBTRP), Ch 1</p>
Week Two: Topic Description	Chapter 2: The Main Killers
Readings:	
Assignment (s):	
Weeks Three and Four Topic Description	Chapter 3: Health Inequalities; Chapter 4: Approaches and Models Used to Promote Health
Readings:	<ul style="list-style-type: none"> Rimer BK, Glanz K. Theory at a Glance – A Guide for Health Promotion Practice (2nd edition), US Department of Health and Human Services, National Institutes of Health, National Cancer Institute. NIH publication no. 05-3896. 2005. (TAAG) Available at: https://cancercontrol.cancer.gov/brp/research/theories_project/theory.pdf <ul style="list-style-type: none"> Part I: Foundations of Theory in Health Promotion and Health Behavior, pp. 3-7. The Ecological Perspective: A Multilevel, Interactive Approach, pp. 10-12. Rose G. (2001) Sick individuals and sick populations. <i>International Journal of Epidemiology</i> 30:427-432. Buettner D. (2015) The Finnish Town That Went on a Diet. <i>The Atlantic</i>, April, 2015. Available at: http://www.theatlantic.com/health/archive/2015/04/finlands-radical-heart-health-transformation/389766/ Runyan CW. (2015). Using the Haddon matrix: introducing the third dimension. <i>Injury Prevention</i>, 21(2), 126-130. Hume PA, Lorimer AV, Griffiths PC, Carlson I, Lamont M. (2015). Recreational snow-sports injury risk factors and countermeasures: a meta-analysis review and Haddon matrix evaluation. <i>Sports Medicine</i>, 1-16. <p>Required Video</p> <ul style="list-style-type: none"> Sir Michael Marmot: Social Determinants of Health (2014 WORLD.MINDS) Zurich, December, 2014 (23 minutes) Available at:

	<p>https://youtu.be/h-2bf205upQ</p> <ul style="list-style-type: none"> Manchanda R. What makes us get sick? Look upstream. TED Talk, August 2014, Filmed at TEDSalon NY2014. (19 minutes) Available at: https://www.ted.com/talks/rishi_manchanda_what_makes_us_get_sick_look_upstream <p>Recommended Video Teret S. A Haddon Matrix for Food. Open Academy. Course: Psychology, Biology and Politics of Food. (19 minutes). Yale University. Direct link to video available at: http://theopenacademy.com/content/concept-196-haddon-matrix-food</p>
Assignment (s):	**Students will be placed in Teams for Group Assignments**
Week Four: Topic Description	<p>Class Preparation Activity #2 Due at the beginning of class – submit on course web</p> <p>In-class Activity Applying the Haddon Matrix</p>
Readings:	<p>Required Reading</p> <ul style="list-style-type: none"> Davis R, Campbell R, Hildon Z, Hobbs L, Michie S. (2015) Theories of behaviour and behaviour change across the social and behavioural sciences: a scoping review. Health Psychology Review, 9(3): 323-344. Missouri Department of Health and Senior Services. Intervention MICA: Building Health Communities. Available online at: http://health.mo.gov/data/interventionmica/ What is Intervention MICA? What is an intervention? What is evidence? How to use Intervention MICA Intervention Topics Overview View at least 1 Intervention Topic including Strategies <p>Recommended Reading</p> <ul style="list-style-type: none"> HBTRP Ch 3
Assignment (s):	Exam 1: Chapters 1- 4 – DUE by 11:50 PM (CST)
Weeks Five Topic Description	<p>Health Belief Model</p> <p>Expectancy-Value Theories</p> <p>Risk Perception</p>
Readings:	<p>Required Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> TAAG <ul style="list-style-type: none"> Health Belief Model, pp. 13-14 Theory of Planned Behavior, p. 16-18 <input type="checkbox"/> Slovic P. The Psychology of risk. Saúde e Sociedade. São Paulo. 19(4) Oct./Dec. 2010. Available online at: http://dx.doi.org/10.1590/S0104-12902010000400002 <input type="checkbox"/> Jeffery RW (1989) Risk behaviors and health: contrasting individual and population perspectives. American Psychologist 44(9):1194-1202. <input type="checkbox"/> Seale H, Heywood AE, McLaws M-L, et al. (2010) Why do I need it? I am not at risk! Public perceptions towards the pandemic (H1N1) 2009 vaccine. BMC Infectious Diseases 10:99 Available online at: http://www.biomedcentral.com/1471-2334/10/99 <p>Recommended Reading</p>
Assignment (s):	<ul style="list-style-type: none"> Class Preparation Activity #4 Due at the beginning of class – submit on course web

Week Six: Topic Description	Chapter 6: Health Education and Information
	<ul style="list-style-type: none"> • Stages of Change Model, p. 15 • Social Cognitive Theory, pp. 19-22 • Pro-Change Behavior Systems, Inc. (2017). The Transtheoretical Model. http://www.prochange.com/transtheoretical-model-of-behavior-change • Bandura, A. (2018). Toward a psychology of human agency: Pathways and reflections. <i>Perspectives on Psychological Science</i> 13(2):130-133 • Yang Y, Yang C, Latkin CA, Luan R, Nelson KE. (2016). Condom use and commercial sex among male clients of female sex workers in Sichuan, China: A Social Cognitive Theory analysis. <i>AIDS and Behavior</i>. 20(10): 2309-2317 <p>Recommended Reading</p> <ul style="list-style-type: none"> • HBTRP Ch 9
Readings:	
Assignment (s):	<p>class – submit on course website</p> <p>Case Study Activity 2: Apply Psychosocial Theory to Improve Immunization Utilization Report for each group due following class in hard copy or via email to Instructor</p>
Weeks Seven Topic Description	<p>Chapter 7: Supporting People Through Behavior Change</p> <p>Class Preparation Activity #5 Due at the beginning of class – submit on course web</p> <p>In-class Activity on Community-based interventions</p>
Readings:	<p>Required Reading</p> <ul style="list-style-type: none"> • TAAG • Community Level and Community Organization and Other Participatory Model, pp. 22-27 <p>Exercise</p> <ul style="list-style-type: none"> • Review the County Health Rankings Project page at: http://www.countyhealthrankings.org/ • Look up three counties you have lived in or visited. • Review the website on Designing Healthy Communities at: http://designinghealthycommunities.org/ • Read at least 2 articles and view at least 4 videos <p>Required Video</p> <ul style="list-style-type: none"> • Ravenell J. How barbershops can keep men healthy. TED Talk. February 2016. Available at: https://www.ted.com/talks/joseph_ravenell_how_barbershops_can_keep_men_healthy <p>Recommended Reading</p> <ul style="list-style-type: none"> • HBTRP Ch 14 • O'Brien MJ, Whitaker RC (2011) The role of community-based participatory research to inform local health policy: a case study. <i>J Gen Intern Med</i> 26(12): 1498-1501.

Assignment (s):	Class Preparation Activity #5 Due at the beginning of class – submit on course web In-class Activity on Community-based interventions
Week Eight Topic Description	Chapter 8: Program Planning
Readings:	<p>Required Reading</p> <ul style="list-style-type: none"> Subica, A., Grills, C., Villanueva, S., Douglas, J. (2016). Community organizing for healthier communities: Environmental and policy outcomes of a national initiative. <i>American Journal of Preventive Medicine</i>, 51(6):916-925. <p>Course handouts</p> <ul style="list-style-type: none"> Bobo K, Kendall J., Max S. <i>Organizing for Social Change</i>, 4th Edition, The Forum Press: Santa Ana, CA, 2010. <ul style="list-style-type: none"> Chapter 2, The Fundamentals of Direct Action Organizing, pp. 5-26 Chapter 3, Developing a Strategy, pp. 29-43 <p>Chapter 4, A Guide to Tactics, pp. 45-57</p>
Assignment (s):	MIDTERMS
Week Nine: Topic Description	*Chapter 9: Health Promotion for Diverse Ethnic Communities Midterm Grades DUE:
Readings:	
Assignment (s):	
Week Ten: Topic Description	<p>Mental Health Promotion, Psychological Therapies and Young People's</p> <p>Social marketing</p> <p>Social networks and health</p> <p>Stress and Coping</p>
Readings:	<p>Required Reading</p> <ul style="list-style-type: none"> TAAG Diffusion of Innovations, pp. 27-28 Rogers EM. (2002) Diffusion of preventive innovations. <i>Addictive Behaviors</i> 27: 989-993. Harris JK, Erwin PC, Smith C, and Brownson RC. (2015). The diffusion of evidence-based decision making among local health department practitioners in the United States. <i>Journal of Public Health Management and Practice</i>, 21(2), 134–140. TAAG Social Marketing, pp. 36-39 Centers for Disease Control and Prevention (2016) Gateway to Health Communication & Social Marketing Practice. http://www.cdc.gov/healthcommunication/ Review CDCynergy http://www.orau.gov/cdcynergy/soc2web/default.htm Introduction to Social Marketing CDCynergy Social Marketing Edition (Phases 1-6) <p>Recommended Reading</p> <ul style="list-style-type: none"> HBTRP Ch 14,16, 21 <p>Recommended Video</p> <ul style="list-style-type: none"> Everett Rogers. “Diffusion of Innovations” Acceptance presentation, Converse Award for Marketing at University of Illinois at Urbana-Champaign, April 30, 2004. Available at: YouTube, https://youtu.be/j1uc7yZH6eU

	<p>Required Reading</p> <ul style="list-style-type: none"> Berkman LF, Glass T. (2000) Social integration, social networks, social support, and health. In: Berkman LF and Kawachi I (eds). Social Epidemiology. New York, NY: Oxford University Press, 137-173. Cohen S, Murphy MLM, Prather AA. (2018). Ten Surprising Facts About Stressful Life Events and Disease Risk. Annual Review of Psychology. <p>Recommended Reading HBTRP Ch 11, 12, 13</p>
Assignment (s):	<p>Class Preparation Activity #7 Due at the beginning of class – submit on course web</p> <p>In-class Activity on Social Marketing</p> <p>https://www.vox.com/2018/8/10/17675836/juul-design-viral</p> <p>Class Preparation Activity #8 Due at the beginning of class – submit on course web</p> <p>Case Study Activity 3: Community organizing (Tillery) Report for each group due following class in hard copy or via email to Instructor</p>
Weeks Eleven	Promoting the Health of People with Learning Disability
Readings:	<p style="text-align: center;">Required Reading</p> <ul style="list-style-type: none"> Ford CL, Airhihenbuwa CO. (2010) Critical race theory, race equity, and public health: Toward antiracism praxis. American Journal of Public Health, 100 no. S1, S30-S35. Williams DR, Mohammed SA. (2013). Racism and health I: pathways and scientific evidence. American Behavioral Scientist, 57(8): 1152-1173. Williams DR, Mohammed SA. (2013). Racism and health II: a needed research agenda for effective interventions. American Behavioral Scientist, 57(8), pp.1200-1226. <p style="text-align: center;">Recommended Reading</p> <ul style="list-style-type: none"> Cross RI. (2018) Commentary: Can Critical Race Theory Enhance the Field of Public Health? A Student’s Perspective. Ethnicity and Disease. 28(Suppl 1): 267-270; doi:10.18865/ed.28.S1.267. McElwee S. The hidden racism of young white Americans. PBS Newshour. March 2015. Available online at: http://www.pbs.org/newshour/updates/americas-racism-problem-far-complicated-think/ Holloway K. Black people are not here to teach you: What so many white Americans just can’t grasp. Salon. April 2015. Available online at: http://www.salon.com/2015/04/14/black_people_are_not_here_to_teach_you_wh_at_so_many_white_americans_just_cant_grasp_partner/ <p style="text-align: center;">Required Video</p> <ul style="list-style-type: none"> TED Talks. How racism makes us sick. David R. Williams, Florence Sprague Norman and Laura Smart Norman Professor of Public Health, Harvard T.H. Chan School of Public Health, November 2016. (18 minutes) Direct link to video available at:

	https://www.ted.com/talks/david_r_williams_how_racism_makes_us_sick
Assignment (s):	<p>Concept Application (Paper) 2: Community Approaches Due by noon – submit on course website Class Preparation Activity #9 Due at the beginning of class – submit on course web</p> <p>In-class Activity Applying the Racism and Health model</p>
Topic Description	Economic Concepts for Public Health
Readings:	<p>Required Reading</p> <ul style="list-style-type: none"> • Carande-Kulis VG, Getzen TE, Thacker SB. (2007). Public goods and externalities: a research agenda for public health economics. <i>Journal of Public Health Management and Practice</i>, 13(2), 227-232. • Messonnier ML. (2006). Economics and Public Health at CDC. <i>Morbidity and Mortality Weekly Report</i>. 55(Sup02): 17-19. • Centers for Disease Control and Prevention. (2017) Public Health Economics and Methods. State, Tribal, Local & Territorial Public Health Professionals Gateway. Available online at: https://www.cdc.gov/stltpublichealth/pheconomics/ <p>Exercise: View 2 Economic Tools that interest you.</p>
Assignment (s):	<p>Class Preparation Activity #10 Due at the beginning of class – submit on course web</p>
Weeks Thirteen to Fourteen Topic Description	Chapter 12: Health Promotion for Children and Young People
Readings:	<p>Required Reading</p> <ul style="list-style-type: none"> • Longest, B. (2010) Health and Health Policy. In B. Longest (ed.), <i>Health Policymaking in the U S</i> (5th Ed., pp. 1-28). Chicago, IL: Health Administration Press. • Gliens, M., & Page, B. (2014). Testing theories of American politics: Elites, interest groups, and average citizens. <i>Perspectives on Politics</i>, 12(3):564-581. <p>Rutten A, Gelius P & Abu-Omar K (2010) Policy development and implementation in health promotion--from theory to practice: the ADEPT model. <i>Health Promotion International</i> 26(3), 322-329.</p>
Assignment (s):	<p>Class Preparation Activity #11 Due at the beginning of class – submit on course web</p> <p>In-class Activity Implementing Policy</p>
Topic Description	Chapter 13: Physical Activity Promotion
Readings:	<p>Required Reading</p> <ul style="list-style-type: none"> • Frieden TR. (2010) A framework for public health action: The health impact pyramid. <i>American Journal of Public Health</i> 100(4): 590-595. • Bayer R, Galea S. (2015) Public Health in the Precision-Medicine Era. <i>New England Journal of Medicine</i> 373:499-501. • Shelton RC, Hatzenbuehler ML, Bayer R, Metsch LR. Future perfect? The future of the social

	sciences in public health. <i>Frontiers in Public Health</i> , 2018;5:357. <ul style="list-style-type: none"> • Centers for Disease Control and Prevention. (2017) <i>Effective Interventions: HIV Prevention that Works</i>. Available online at: https://effectiveinterventions.cdc.gov/en • View PwP in Action Graphic Novel. Available online at: https://effectiveinterventions.cdc.gov/PwP/story.html • View High Impact Prevention • Biomedical Interventions • Public Health Strategies • Behavioral Interventions • Structural Interventions • Social Marketing
Assignment (s):	Class Preparation Activity #12 Due at the beginning of class – submit on course web Case Study Activity 4: Policy and advocacy (gun control) Report for each group due following class in hard copy or via email to Instructor
Week Fifteen: Topic Description	Chapter 14: Future of Persistent Challenges in Public Health
Readings:	
Assignment (s):	Concept Application (Paper) 3: Economics and Policy Due by noon – submit on course website
Week Sixteen: Topic Description	**Final Examination Period:
Readings:	
Assignment (s):	<i>Final Grades DUE (Graduating Candidates): Thursday, Dec 7th (12PM)</i> <i>Final Grades DUE (Non-Graduating Students): Tuesday, Dec 12th</i>

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

Student Support and Success

John B. Coleman Library

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

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.

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related conditions, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Disability Services or the Dean of Students' Office for additional information and to request accommodations.

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-monitoring** - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.
- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) are 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. Students should notify their instructors of the quarantine requirement. 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 qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.