Department of Health and Human Performance   **Whitlowe R. Green College of Education**

Instructor Name:	TrenaeTavie **Med**
Office Location:	Leroy Moore Intramural
Office Phone:	936.261.3900
Fax:	936.857.4422
Email Address:	tdtavie@pvamu.edu
Snail Mail:	Prairie View A&M University
	P O Box 519
	Mail Stop 2415
	Prairie View, Tx 77446
Office Hours:	Wednesday Noon – 3:00 pm
	Or as scheduled By appointment
Course Location:	Internet
Class Mtg Days/Times:	eCourse/Online

Course Abbreviation and Number: HLTH 2023 Z01

Catalog Description: This course is designed to provide information about the nature, prevention, control and treatment of communicable, chronic, degenerative and idiopathic human disease, with principles related to causality of disease and to the body's ability to resist. Them.

Prerequisites/Co-Requisites: None

Required Text: Disease Identification, Prevention and Control. Barbara Hamann. 3rd Edition. McGraw Hill. **(Required)** *ISBN 13: 978-0-07-284405-4*

Supplemental Text: None

eCourse Statement: eCourse is a tool that Prairie View A&M University uses to improve the educational experience with Internet-enabled technology that connects students, faculty, researchers and the community in a growing network of education environments dedicated to better communication, collaboration and content.

TaskStream: Prairie View A&M University adopted TaskStream as its new Assessment Management System. Several of your assignments and your pretest and post test will be considered "artifacts" (an item of coursework that serves as evidence that course objectives are met) and will be loaded into both eCourses and TaskStream. The assignment(s) to be used as TaskStream artifacts will be identified by your instructor.

Access to Learning Resources: PVAMU Library:
        phone: (936)261-1500
        web: http://tamu.edu/pvamu/library/
    University Bookstore:
        phone: (936)261.1990
        web: http://www.bkstr.com/Home/10001-10734-1?demoKey=d

Course Overview: The goal of this course is to provide a general understanding about the nature, prevention, control and treatment of communicable and non-communicable diseases.

Course Goals: HLTH 2023 focuses on goals identified in the Whitlow R. Green College of Education Conceptual Framework (E-FOLD-P): **(see enclosed document)**

NCATE Objectives:

1. Prepare candidates for teaching profession who are problem solvers, critical thinkers and decision makers.
2. Prepare candidates for the teaching profession who understand and appreciate human diversity and global awareness.
3. Prepare candidates for the teaching profession who are reflective and continual learners.
4. Prepare candidates for the teaching profession who facilitate student growth and development.

Course Objectives/Accrediting Body (AAHE):

- Standard I: Content Knowledge. Candidates assess individual and community for health education.
  Key Element A: Candidates obtain health-related data about social and cultural environments, growth and development factors, needs and interests of students.
  Key Element B: Candidates distinguish between behaviors that foster and those that hinder well-being.
- Standard VII: Candidates communicate health and health education needs, concerns and resources.
  Key Element A: Candidates interpret concepts, purposes and theories of health education
  Key Element B: Candidates predict the impact of societal value systems on health education programs.
  Key Element C: Candidates select a variety of communication methods and techniques in improving health information.
  Key Element D: Candidates foster communication between health care providers and consumers

Course Performance Standards, Knowledge, and Skills:

Measurement Code:
- EX = Exam
- RP = Research Paper
- OP = Oral Presentation
- RE = Reflective Evaluation
- CR = Journal article or critical analysis
- BS = Book Summary
- CL = Cooperative Learning
- PA = Practice Assignments

Course Evaluation Methods

Grading System

A	100 – 90	450-500	I	Incomplete**
B	89 - 80	400-449	W	Withdrawal from a course
C	79 – 70	350-399	WV	Withdrawal from the University voluntarily
D	69 - 60	300-349	MW	Military withdrawal
F	59 and below	299 and below		

***Incomplete grades are only issued in extraordinary circumstances that are beyond a candidate's control.*

Class Assignments: All Assignments must be submitted through the drop box in eCourse.

Course Evaluation Methods

This course will utilize the following instruments to determine teacher education candidate grades and proficiency of the learning outcomes for the course.
Exams – online examinations designed to measure knowledge of presented course material
Exercises – written assignments designed to supplement and reinforce course material
Projects – web development assignments designed to measure ability to apply presented course material

Teaching/Learning Activities:
1. Case Study/Current Event
2. Weekly Exams
3. Forum Discussions
4. Article/Video Critiques
5. Final Exam
6. Directed readings and other class assignments to accomplish the stated objectives.

All assignments must be submitted online to eCourses for grading. Teacher educator candidates (all students) must submit ALL written work in APA format.

COURSE GRADING

Case Study Current Event   **10 points X 1**
Teacher educator candidates are required to evaluate one disease (of their choice) that is widespread in American society and has been in the news recently (2014). Each teacher educator candidate will evaluate an actual disease as a case study demonstrating an equal measure of critical thinking, college-level writing skills, and mature reflection. The candidate will respond to the general questions provided by the instructor. Each response should be 75 to 125 words and include terminology and information from the textbook and other academic resources.

Journal Article Critique   **10 points X 2**
Teacher educator candidates will research assigned articles related to class objectives. Teacher educator candidates will submit one (2) article critique for this course from a scholarly (peer-reviewed) journal. The article critiques should not exceed two pages and must be presented in APA format. The Critique will be submitted in a word document to eCourses for grading.   A cover page must be included with the title, author, publication and date of the article included along with the usual identification information.

Exams   **10 points X 3**

Four (4) objective tests will assess teacher educator candidates' understanding of course material. These tests will be online.

Final Exam   **20 points X 1**

One of these will be the Final Exam for the course.

Discussion   **5 points X 4**

In the "Discussion" areas of the course, you, as a teacher educator candidate, can interact with your instructor and classmates to explore questions and comments related to the content of this course. There will be 4 required Discussion assignments.

Grading Matrix

Instrument	Value (points or percentages)	Total
Case Study/Current Event	1 paper at 20 points each	10
Journal Articles/Video Critiques	2 critique at 10 points each	20
Exams	3 at 10 points	30
Discussion	4 discussions at 5 points each	20
Final Exam	1 at 20 points	20
Total:		**100**

Course Outline schedule is tentative and may change due to class needs.
Grade Scoring Range_____ Grading Scale_
A 90-100% 90-100 points
B 80-89% 80-89 points
C 70-79% 70-79 points
D 60-69% 60-69 points
F 59-0% 59>

University Grading System
A 100 – 90 I Incomplete**
B 89 - 80 W Withdrawal from a course
C 79 – 70 WV Withdrawal from the University voluntarily
D 69 - 60 MW Military withdrawal
F 59 and below
**Incomplete grades are only issued in extraordinary circumstances that are beyond a teacher education candidate's control.

Course Procedures

Submission of Assignments

When applicable, work should submitted utilizing APA (American Psychological Association) style. All assignments must be typed, double –spaced, multiple pages stapled and must include a title page. Assignments are not to be hole punched until after they have been graded. Do not submit work in folders, sheet protectors or report covers. Points will be deducted for not following directions. In addition, points will be deducted for typographical, grammatical and sentence structure errors.

Retainment of Assignments and Exams

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

Penalties for Late Assignments

Assignments must be submitted by 11:55 pm on the scheduled due date. Ten points will be deducted on late assignments with an acceptable excuse. Otherwise **late assignments will not be accepted.** In the case of an excused absence, candidates must submit documents within two days of returning to class.

 Each candidate is responsible for submitting all work on the scheduled due date.

Formatting Documents

Microsoft Word is the standard word processing tool used at PVAMU. If you are using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

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.

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
                    MU EPSILON CHAPTER 293
                    Prairie View A&M University

University Rules and Procedures

Disability Statement (see Student Handbook)

Candidates with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD), early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a candidate requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic Misconduct (see Student Handbook)

Candidates are expected to practice academic honesty in every aspect of this course and all other courses. Candidates may be subject to university disciplinary action resulting in an academic penalty or disciplinary penalty for academic dishonesty.

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 mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the internet and submitting them as one's own work also constitutes plagiarism.

Non-Academic Misconduct (see Student Handbook)

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 candidates 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. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (see Student Handbook)

Sexual harassment of candidates and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Classroom Management

It is important to respect each other in class. Neither fighting nor profanity will be tolerated during class time. Cell phone use is permitted before and after class time. Food and beverages are to be consumed before and after class. For the purpose of safety, gum is allowed during lecture but not during skills practice or demonstration. Shades, do rags, bandanas, low cut blouses and jeans/pants worn low are not to be worn in class. Students failing to adhere to this policy may be asked to leave, discard or remove the item(s) listed above, to decrease disruption or distraction during the learning process.

Attendance Policy (see handout and Student Handbook)

Attendance is **required** for each class meeting. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. Excessive absenteeism, whether excused or unexcused, may result in a candidate's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms.

Official university sponsored activities are considered excused absences, but the candidate is responsible for making up all that is missed at the instructor's convenience. It is recognized that personal difficulties/conflicts arise and allowances will be considered on an individual basis.

To allow for adequate dress time at the end of class on practicum days, the ten minute rule regarding attendance will not apply in this course.

Candidates choosing to leave class prior to the instructor's dismissal of class will be marked absent, unless prior approval has been granted or the circumstance is warranted.

Student Academic Appeals (see Student Handbook)

Authority and responsibility for assigning grades to students rests 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 Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Please note that all papers will be destroyed thirty days after grades have been posted.

Caveat

The schedule, procedures, contents of this syllabus and class assignments are subject to change based on the needs of the class. If you have any questions or need assistance, please feel free to contact me.

UNIVERSITY CLASS ATTENDANCE POLICY
Effective September 1, 1998

Class Attendance
Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. Excessive absenteeism, whether EXCUSED or UNEXCUSED, may result in a student's course grade being reduced or in a student's being assigned 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.

Excused Absences
Students are required to attend all class meetings. Absences due to illness, attendance at university approved activities, and family or other emergencies constitute EXCUSED ABSENCES and must be supported by documentation presented to the instructor prior to or immediately upon the student's return to class.

Students are responsible for all oral and written examinations as well as all assignments (e.g., projects, papers, reports) whether absence is Excused or Unexcused.

Unexcused Absences

Accumulation of one week of unexcused absences (for the number of clock hours equivalent to the credit for the course) constitutes excessive absenteeism. The instructor is not required to accept assignments as part of the course requirement when the student's absence is unexcused. Each course syllabus will include a clear statement relative to whether late or past due assignments will be accepted toward satisfying the course requirements.

A student who believes that the penalty received following violation of this attendance policy is unjust may first confer with his/her academic advisor. If necessary, the matter may be appealed in writing to the course instructor, the instructor's department head, and finally, to the instructor's dean who must refer the matter to the Chair, Admissions and Academic Standards Committee if it cannot be resolved within the college offering the course.

Absences on Religious Holy Days

In accordance with Texas Education Code, Section 61.003, subdivision (7), a student may be absent from classes for the observance of a religious holy day and will be permitted to take missed examinations and complete missed assignments provided the student has notified the instructor of the planned absence in writing and receipt of that notice has been acknowledged by the instructor in writing. "A religious holy day means a holy day observed by a religion whose place of worship is exempt from property taxation under the Texas Tax Code, Section 11.20."

Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements
- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bits
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver.5.0 / plug-ins
- Participants should have a basic proficiency of the following computer skills:
  - *Sending and receiving email
  - *A working knowledge of the Internet
  - *Proficiency in Microsoft Word
  - *Proficiency in the Acrobat PDF Reader
  - *Basic knowledge of Windows or Mac OS

Netiquette (online etiquette)

Candidates are expected to participate in all discussions and virtual classroom chats when directed to do so. Candidates are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support

Candidates should call the Prairie View A&M University Helpdesk at 936.261.2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936.261.3290 or 936.261.3282.

Communication Expectations and Standards

All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email in the Course anytime that is convenient to you, but I check my email messages periodically during the day throughout the work-week (Monday through Friday). I will do my best to respond to email messages during the work-week by the close of business (5:00 p.m.) on the day following *my receipt* of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments

All assignments, papers, exercises, and projects will be distributed and submitted through eCourses. Directions for accessing your online course assignments, exercises and projects will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion

We will not meet face to face on campus however, we will participate in conversations about articles, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Candidates will periodically be required to log-on to the course website to participate in discussion. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

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

COURSE REFERENCES:

Journal of Health Education www.nichd.nih.gov/health/education

American Journal of Public Health www.ajph.org

Centers for Disease Control www.cdc.gov

National Institutes of Health   www.nih.gov

Use the PVAMU Academic Calendar

Pay attention to dates to drop, withdraw from courses, register, file for graduation, etc.

***Some dates may change so still be aware of what is going on per PV mail and announcements.

Prairie View A&M University
Health and Human Performance Department

Please be advised that cheating and plagiarism will not be tolerated in the Department of Health and Human Performance. Please read, sign and date this form. Thank you in advance, for your cooperation. In Online courses you do not have to submit the signed copy but are still bound by the policies below.

THE DEFINITION OF CHEATING IS:

Cheating is defined as using, or supplying information that is not authorized by the instructor in taking an examination or completing assignments assigned by the instructor. Cheating is also turning in someone else's work as that of your own.

THE DEFINITION OF PLAGIARISM IS:

Plagiarism is a unique form of cheating where a person turns in someone else's work and represents it as being their own. This would include: 1) purchasing term papers and turning them in as if they were original work, 2) using a paper that had previously been turned in, 3) copying passages verbatim from books, articles, etc. and, 4) submitting material for grades in which the student has not done the work required.

Consequences of these actions are severe, ranging from failure of the assignment to failure of the course. Repeated offenses could even result in expulsion.

I have read and understand the above policy.

_____
Please print your name legibly.

_____
Signature

10

Date
_____

Prairie View A&M University
Health and Human Performance Department

Please read, sign and date this form. Thank you, in advance, for your cooperation.

I have access to a copy of the syllabus (online) for this course and I understand that I am responsible for knowing and following the information contained herein.

_____
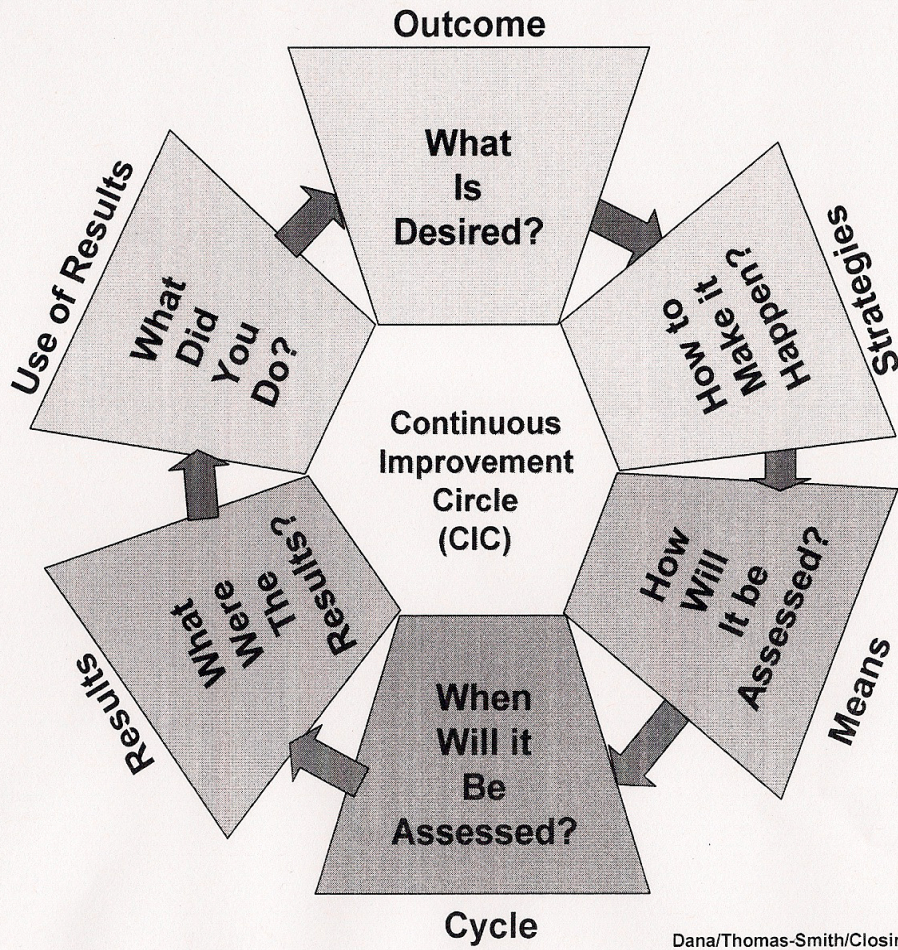Please print your name legibly.

_____
Signature

_____
Date

Course Name _____

Course Section/Time _____

COURSE OUTLINE SUMMER 1
HLTH 2023-Communicable and Non-Communicable Disease

DATE	COURSE ACTIVITIES	
Week 1	Class orientation, Introductions to subject	
	Syllabus Review/Email an acknowledgement (2 pts Extra Credit)	
	Complete Pre-Test by 7/08 (grade does not count)	
	Read: Chapters 1-3	
	Discussion 1 Due (7/10)	5 pts
Week 2	Exam 1 (7/13)	10 pts
	Read: Chapters 4-7	
	Article/Video Critique #1 (7/18)	10 pts
	Discussion 2 Due (7/17)	5 pts
	Exam 2 (7/20)	10 pts
	Read: Chapters 8-11	
	Discussion 3 Due (7/24)	5 pts
Week 4	Exam 3 (7/27)	10 pts
	Read: Chapters 12-15	
	Article/Video Critique #2 (8/01)	10 pts
	Discussion 4 Due (7/31)	5 pts
Week 5	Case Study Due (8/04)	10 pts
	Read: Chapters 16-18	
	Final Exam (8/06)	20 pts
ATTENTION!!!	*All assignments must be submitted online in eCourses.* *All exams will be in eCourses.* *When emailing the instructor use eCourses mail.*	

Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University

Outcome

What Is Desired?

Use of Results

What Did You Do?

Strategies

How to Make it Happen?

Continuous Improvement Circle (CIC)

How Will It be Assessed?

Means

What Were The Results?

Results

When Will it Be Assessed?

Cycle

Dana/Thomas-Smith/Closing the Loop Six Question Model/landscape

Shared Vision

Coherence

The Unit principles emphasized in the conceptual framework provide a system for ensuring coherence among program development, course work, clinical practice, and assessment of candidate performance across a candidate's program.

Dispositions

This Unit's philosophy is articulated in the core beliefs and dispositions that drive the conceptual framework, guide the development of programs, and guide the delivery of each program. These core beliefs and dispositions are born of consideration for the Unit's goals for excellence in teaching; the examination of established national, state, and Unit standards for teaching and learning; and the review of curriculum experiences and expectations in all programs.

Diversity

Understanding and appreciating human diversity is one of the primary goals of the Unit's conceptual framework. The Unit ensures that knowledge, skills, and dispositions related to diversity are integrated into all coursework field experiences and assessments. The field experiences including student teaching, practicum, and internships occur in rural, urban and suburban school districts with highly diverse student populations, in terms of race, ethnicity, national origin and economic status.

Technology

The Unit's commitment to technology is demonstrated through course experiences and assessments requiring the use of technology to collect, organize, analyze and present information. The Unit faculty is committed to the effective use of educational and informational technology.
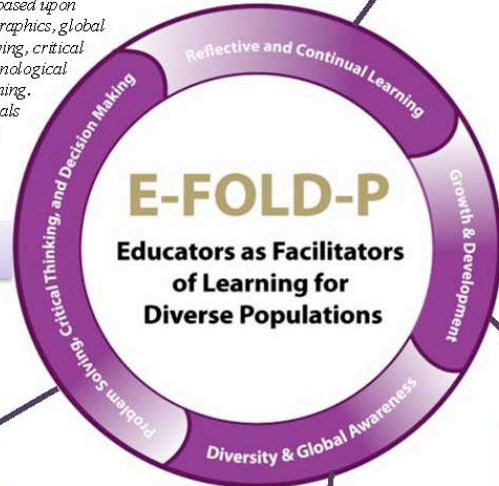
The conceptual framework for both the initial and advanced programs at Prairie View A&M University has evolved over the last fourteen years to view educators as facilitators of learning for diverse populations. The conceptual framework was developed by the Unit faculty after extensive review of the literature in education and guidelines of learned societies. The conceptual framework is based upon current issues such as changes in demographics, global perspectives, importance of problem solving, critical thinking and decision-making skills, technological demands, and the need for life-long learning. The framework consists of four major goals anchored by technology and assessment.

Reflective & Continual Learning
The educator knows the fundamental principles of teaching and learning and uses that knowledge to guide his/her actions when confronted with real-world classroom problems.

Technology

Assessment

E-FOLD-P
Educators as Facilitators of Learning for Diverse Populations

Reflective and Continual Learning

Problem Solving, Critical Thinking, and Decision Making

Growth & Development

Diversity & Global Awareness

Growth & Development
The educator demonstrates subject matter expertise and makes the subject meaningful for students.

Problem Solving/Critical Thinking/Decision Making
The educator fosters intellectual curiosity, open-mindedness, and respect for other viewpoints. They are guided by belief systems reflective of philosophical and historical knowledge of teaching and learning.

Diversity & Global Awareness
The educator within diverse populations and environments knows how to assist all students especially those who have difficulties, are under prepared, or may have exceptional needs.