Instructor: Dr. Marsha Kay Wilson
Section # and CRN#: HLTH 1023-Z02/32251
Office Location: Wilhelmina Delco Building #114-May be reached virtually due to Pandemic
Please e-mail and include your phone number. You will be called during office
hours. The number used will appear as private, unavailable or anonymous.
Office Phone: 936-261-3421 (phone forwarded to the department main line; secretary will
answer).
Email Address: mkwilson@pvamu.edu
Office Hours: Monday, Tuesday, & Wednesday: 7:30 a.m.-8:00 a.m. & 10:30 a.m.-11:00 a.m.
Office hours may be adjusted after the summer session begins based on the needs
of the students or the Professor. If the Professor is not able to keep office hours
due to illness or an emergency, make-up office hours will be provided the same
week, if possible. Apologies are extended, in advance, should this occur.
Mode of Instruction: On-line
Course Locations: On-line
Class Days & Times: On-line
Catalog Description: This course is designed to examine the foundations and characteristics of the
American family, factors involved in learning sex roles, biological and emotional
motivations, preparation for marriage, family planning and parental roles.
Prerequisites: None
ISBN: 9781260916706 eBook
ISBN: 9781259911057 Loose Leaf
iRead Required Text: Alternate assignment provided. Detailed information in subsequent section.
Course Goals or Overview: The overall goals are to provide students with accurate information about human sexuality, develop an awareness of diversity in human sexual behaviors and attitudes around the world, promote acceptance of their own sexuality, and encourage tolerance and respect for the beliefs of others. In particular, each candidate will be able to do the following upon completion of the course:

1. Use a critical analysis of the scientific method as a basis for evaluating sexual information and concepts.
2. Explain biological, cultural and social dimensions of human sexual and reproductive behavior.

COMPETENCIES AND STANDARDS:

This course is aligned with the TExES, AAHE (American Association for Health Education), SHAPE (Society of Health and Physical Education), NHES (National Health Education Standards), standards are in subsequent Table(s) in the syllabus. Assignments will incorporate basic competencies as required by Texas and Federal statutes.

TExES Objectives:

DOMAIN I: Personal Health
DOMAIN II: Healthy Interpersonal Relationships
DOMAIN III: Community and Environmental Health and Safety
DOMAIN IV: Health-Related Skills and Resources

Program Student Learning Outcomes (SLOs): Health

SLO 1 Graduates can communicate effectively in written, oral and verbal forms of expression.
SLO 2 Graduates can plan and implement effective health education programs.
SLO 3 Graduates can evaluate health programs and coordinate health program services.
SLO 4 Graduates can evaluate the scientific literature in the discipline, understand and synthesize relevant information.
SLO 5 Graduates can demonstrate the ability of technologies to support inquiry and professional practice.
<table>
<thead>
<tr>
<th>Course Student Learning Outcomes:</th>
<th>Competencies (T, R, I)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>T Competency taught</td>
</tr>
<tr>
<td></td>
<td>R Competency reinforced</td>
</tr>
<tr>
<td></td>
<td>I Competency utilized/integrated</td>
</tr>
<tr>
<td>Evaluate past and present concepts of human sexuality</td>
<td>T</td>
</tr>
<tr>
<td>Understand factual sexual knowledge and apply this understanding to everyday sexually transmitted infections</td>
<td>T</td>
</tr>
<tr>
<td>Identify the components of sexual therapy and understand the characteristics necessary for effective referral</td>
<td>T</td>
</tr>
<tr>
<td>Understand the components necessary for family stability</td>
<td>T</td>
</tr>
<tr>
<td>Develop positive attitudes regarding human sexuality</td>
<td>T</td>
</tr>
<tr>
<td>Compare and contrast sexual attitudes from the past with sexual attitudes in our modern society</td>
<td>T</td>
</tr>
<tr>
<td>Identify resources which address human sexuality that are culturally specific</td>
<td>T</td>
</tr>
<tr>
<td>Access technology to research issues regarding human sexuality</td>
<td>T</td>
</tr>
<tr>
<td>Evaluate one’s own attitude as it relates to human sexuality</td>
<td>T</td>
</tr>
<tr>
<td>Analyze the impact of disease in issues surrounding human sexuality</td>
<td>T</td>
</tr>
<tr>
<td>Describe the impact and consequences of premarital sexual intercourse</td>
<td>T</td>
</tr>
<tr>
<td>Conduct a microteaching exercise regarding a human sexuality while infusing technology</td>
<td>T</td>
</tr>
</tbody>
</table>
Human Sexuality Course Objectives:

Students will be able to:

• Critically examine and evaluate past and present concepts of human sexuality and determine the influence they have on ways of living.
• Understand factual sexual knowledge and apply this understanding to everyday transmitted diseases; principles and mechanisms of biological homeostasis; and characteristics of an emotionally intimate relationship.
• Identify the components of sexual therapy and understand the characteristics necessary for effective referral.
• Understand the components necessary for family stability and sexual adjustments in modern society.
• Develop positive attitudes regarding human sexuality. Compare and contrast sexual attitudes from the past with sexual attitudes in our modern society. Identify resources which address human sexuality that are culturally specific.
• Access technology to research issues regarding human sexuality.
• Demonstrate problem solving and decision-making skills as it relates to human sexuality. Evaluate one’s own attitude as it relates to human sexuality.
• Analyze the impact of disease in issues surrounding human sexuality.
• Describe the impact and consequences of premarital sexual intercourse.

Course Performance Standards, Knowledge, and Skills:

Measurement code:

• T = Test
• JAC = Journal Article Critique
• CS = Case studies
• RP = Reflection Paper
• TA = Teaching Assignment
• C = Cooperative Learning (discussion, participation)
• i= iRead Book Discussion
<table>
<thead>
<tr>
<th>Topic</th>
<th>TExES Standards</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts of Human Sexuality</td>
<td>Domain I</td>
<td>T, CS, TA, JAC, RP, C, i, JAC</td>
</tr>
<tr>
<td>Factual sexual knowledge</td>
<td>Domains I-III</td>
<td>C, T, JAC, TA</td>
</tr>
<tr>
<td>Sex Therapy</td>
<td>Domains I, II, and IV</td>
<td>T, JAC, TA</td>
</tr>
<tr>
<td>Family Stability and Sexual Adjustments</td>
<td>Domains I and II</td>
<td>T, JAC, TA, C</td>
</tr>
<tr>
<td>Compare and Contrast sexual attitudes</td>
<td>Domains I-III</td>
<td>T, CS, TA, JAC, RP, C, i, JAC</td>
</tr>
<tr>
<td>Culturally specific attitudes</td>
<td>Domain I and II</td>
<td>T, CS, TA, JAC, RP, C, i, JAC</td>
</tr>
<tr>
<td>Access technology to research issues</td>
<td>Domains III-V</td>
<td>CS, JAC, TA, C</td>
</tr>
<tr>
<td>Problem-solving and decision making skills related to human sexuality</td>
<td>Domains I</td>
<td>T, CS, TA, JAC, RP, C, i, JAC</td>
</tr>
<tr>
<td>Consequences of premarital sexual</td>
<td>Domain I</td>
<td>C, T</td>
</tr>
</tbody>
</table>

**Evaluation Method:**

1. Examinations (6 @ 10 points each)  
2. Case Study Assignment (1 @ 10 points each)  
3. Alternate Assignment (1 @ 10 points)  
4. Journal Article Critique (1 @ 10 points)  
5. Micro Teaching Assignment (1 @ 10 points)  

**TOTAL** 100 points

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<thead>
<tr>
<th>Grade</th>
<th>Scoring Range</th>
<th>Grading Scale</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>100-90 points</td>
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<tr>
<td>B</td>
<td>80-89%</td>
<td>80-89 points</td>
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<tr>
<td>C</td>
<td>70-79%</td>
<td>70-79 points</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>60-69 points</td>
</tr>
<tr>
<td>F</td>
<td>59-0%</td>
<td>59&gt; points</td>
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</table>
Course Procedures or Additional Instructor Policies:
If you are more than 15 minutes late, please do not enter the Zoom session. It is extremely disruptive. Consequently, you are not required to wait beyond 15 minutes for the Professor. You may leave if it appears the Professor is having difficulty signing on for the Zoom Session. Typically, if the Professor does not show up within 15 minutes, it is the result of an unplanned personal or family medical emergency and the Professor was not able to notify the class. Apologies, in advance, should this occur. An explanation will be provided to the students during the next scheduled Zoom session.

Detailed Description of Major Assignments:

Case Study 10 points
The teacher educator candidate will complete a case study assignment regarding human sexuality topic(s). The teacher educator candidate must analyze the case study and develop a plan of action for the case study. A typed explanation, not to exceed three pages, of the teacher educator candidate’s response is required.

Journal Article Critique 10 points
Each teacher educator candidate be provided with a journal article regarding human sexuality to prepare a journal article critique. The critique should not exceed three typed pages. This assignment is to be submitted to the Professor typed and accompanied by a copy of the article utilized to develop the critique.

Reflection Paper Assignment/iRead Book Assignment 10 points
The teacher educator candidate will complete a well thought out reflection paper that deals with a human sexuality scenario. The teacher educator candidate must analyze the scenario and develop a plan of action for the scenario. This assignment must be typed. Specific details will be provided separately. An alternate assignment may be provided.

Micro Teaching Assignment 10 points
The teacher educator candidate will be divided into small groups. Each group will be assigned a human sexuality topic from our text to teach to the class. The teacher educator candidate will utilize technology. The teacher educator candidate will prepare a lesson plan and develop an assessment tool to assess student knowledge. The teacher educator candidate will be assessed by their peers as well as the Professor.

Substitution Assignment-NOT ADDITIONAL ASSIGNMENT 10 points
The instructor MAY substitute one of the aforementioned assignments with a compare and contrast of abortion laws between two states. Each candidate will have Texas as one state and one other state to be assigned by the Professor. The student will research and report the various requirements/restrictions/laws of the two states and prepare a paper to discuss the candidates’ findings. Professor will visit with candidates during the first week of classes to determine if substitution will occur.
HLTH 1023 HUMAN SEXUALITY Z02/#32251
Course Schedule for Summer-2020

The Professor reserves the right to modify the schedule as necessary based on the needs of the Professor or the needs of the students.

<table>
<thead>
<tr>
<th>Modules</th>
<th>Topic</th>
<th>Assignment/Activity (Online)</th>
<th>Assignment/Activity (Face-to-Face[F2F])</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Here/ Course Introduction 5/26/20-5/28/20 Module Introduction: F2F Meeting on Zoom Session 5/26 at 9:00 a.m.</td>
<td>Course Introduction, Overview and meet the students</td>
<td></td>
<td>• Participate in question and answer session via Zoom Session @ 9:00 a.m. • Read and discuss the syllabus expectations for the student and for the Professor</td>
<td>5/26/2020</td>
</tr>
<tr>
<td>Module 1: On-line 5/26-5/27</td>
<td>Chapter 1 Perspectives on Human Sexuality</td>
<td>• Read Chapters 1, 2, 3, and 4</td>
<td></td>
<td>5/26-5/27</td>
</tr>
<tr>
<td>Modules</td>
<td>Topic</td>
<td>Assignment/Activity (Online)</td>
<td>Assignment/Activity (Face-to-Face[F2F])</td>
<td>Due Date</td>
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<tr>
<td>5/28/2020</td>
<td>EXAM #1</td>
<td>Chapters 1, 2, 3 &amp; 4</td>
<td></td>
<td>5/28/2020</td>
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<tr>
<td></td>
<td>Module 2:</td>
<td>Overview of Module 2</td>
<td></td>
<td>6/1/2020</td>
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<tr>
<td></td>
<td>6/1/2020-6/4/2020</td>
<td>F2F Meeting on Zoom Session 6/1/2020 at 9:00 a.m.</td>
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<td>6/1/2020</td>
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<tr>
<td></td>
<td>Chapter 5</td>
<td>Gender and Gender Roles</td>
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<td></td>
<td>Chapter 6</td>
<td>Sexuality in Childhood &amp; Adolescence</td>
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<td></td>
<td>Chapter 7</td>
<td>Sexuality in Adulthood</td>
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<td></td>
<td>Chapter 8</td>
<td>Love and Communication in Intimate Relationships</td>
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<td></td>
<td></td>
<td>View lecture video regarding intimate relationships and spirituality (Youtube)</td>
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<td>Complete intimate relationships inventory (not graded)</td>
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<td>Read Chapters 5, 6, 7, &amp; 8</td>
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<tr>
<td></td>
<td>EXAM #2-Chapters</td>
<td>5, 6, 7 &amp; 8</td>
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<tr>
<td>Modules</td>
<td>Topic</td>
<td>Assignment/Activity (Online)</td>
<td>Assignment/Activity (Face-to-Face[F2F])</td>
<td>Due Date</td>
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<tr>
<td>Module 3:</td>
<td></td>
<td></td>
<td>REVIEW PREVIOUS WEEK AND DISCUSS</td>
<td>6/8/2020</td>
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<tr>
<td>6/8/2020-</td>
<td></td>
<td></td>
<td>UPCOMING ASSIGNMENTS</td>
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<tr>
<td>6/11/2020</td>
<td></td>
<td></td>
<td>ADDRESS CONCERNS</td>
<td></td>
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<td></td>
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<td></td>
<td>• View video (Youtube)</td>
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<td></td>
<td>• Read Chapter 9 and Chapter 10</td>
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<td></td>
<td>• Read case study</td>
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<td></td>
<td>• Read Journal Article EXAM #3</td>
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<td>F2F Meeting on Zoom @ 9:00 a.m.</td>
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<tr>
<td>Module 4:</td>
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<td>6/15/2020</td>
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<tr>
<td>6/15/2020-</td>
<td></td>
<td></td>
<td>REVIEW PREVIOUS WEEK AND DISCUSS</td>
<td></td>
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<tr>
<td>6/18/2020</td>
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<td>UPCOMING ASSIGNMENTS</td>
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<td>ADDRESS CONCERNS</td>
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<td>6/15/2020</td>
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<tr>
<td>Modules</td>
<td>Topic</td>
<td>Assignment/Activity (Online)</td>
<td>Assignment/Activity (Face-to-Face[F2F])</td>
<td>Due Date</td>
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</table>
| 6/16/2020-6/18/2020   | Chapter 11 Contraception & Abortion | Read PowerPoint for Chapters 11, 12, & 13  
EXAM #4  
• Journal Article Due  
• Case Study Due  
• PowerPoint Presentation uploaded to Youtube |                                        | 6/18/2020 |
|                       | Chapter 12 Conception, Pregnancy & Childbirth |                                                                                |                                        |            |
|                       | Chapter 13 The Sexual Body in Health & Illness |                                                                                |                                        |            |
Read PowerPoint for Chapters 14, 15, & 16 | 6/22/2020  
Zoom Session  
At 9:00 a.m.  
Participate in exam review session | 6/22/2020 |
<table>
<thead>
<tr>
<th>Modules</th>
<th>Topic</th>
<th>Assignment/Activity (Online)</th>
<th>Assignment/Activity (Face-to-Face[F2F])</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Chapter 15 Sexual Transmitted Infections</td>
<td>EXAM #5</td>
<td></td>
<td>6/29/2020</td>
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<tr>
<td></td>
<td>Chapter 16 HIV &amp; AIDS</td>
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<tr>
<td>Module 6:</td>
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<tr>
<td>6/29/2020</td>
<td>F2F Meeting on 6/29/2020 At 9:00 a.m.</td>
<td>F2F Meeting on 6/29/2020 At 9:00 a.m.</td>
<td>6/29/2020</td>
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</tr>
<tr>
<td></td>
<td>Chapter 17 Sexual Assault &amp; Sexual Misconduct</td>
<td>Read PowerPoint for Chapters 17 &amp; 18</td>
<td></td>
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<tr>
<td></td>
<td>Chapter 18 Sexually Explicit Materials &amp; Sexual Misconduct</td>
<td>Presentation Due EXAM #6</td>
<td></td>
<td>6/30/2020</td>
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</tbody>
</table>

This calendar is a guide for instruction. The Professor reserves the right to modify the calendar anyway the professor desires to meet the needs of the candidates or the needs of the Professor. Examination dates and assignment due dates may be changed by the Professor. No late work will be accepted unless previous arrangements have been made. Video presentations will be utilized throughout the semester to enhance student learning.
Student Support and Success
John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. https://www.pvamu.edu/library/ Phone: 936-261-1500

The Learning Curve (Center for Academic Support)
The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)
The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus-Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261-1040

Writing Center
The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724

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 provides assistance to 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: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564
Testing
The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and 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 of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

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. 323. Phone: 936-261-3563

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

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: Evans Hall Rm. 217. Phone: 936-261-3570
University Rules and Procedures

Disability Statement (Also See Student Handbook):
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, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

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.

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

Sexual Misconduct (See Student Handbook):
Sexual harassment of students and employers 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.
Title IX Statement
Prairie View A&M University (PVAMU) 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 sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU’s Title IX Coordinator. 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 Title IX Coordinator is designated to handle inquiries regarding nondiscrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)
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 and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student’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. 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 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.

TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:
- Intel PC or Laptop with Windows 7; Mac with OS X; 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, Internet Explorer or Firefox Note: Be sure to enable Java & pop-ups in the Web browser preferences

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 (or a program convertible to Word)
• Proficiency in the Acrobat PDF Reader
• Basic knowledge of Windows or Mac O.S.

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 discussions boards. Foul or abusive language will not be tolerated.

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 Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:
E-mails 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 take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students 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/they should be copied and pasted to the discussion board.
Please be advised that cheating and plagiarism will not be tolerated in the Department of Health and Kinesiology. Please read, sign and date this form. Thank you in advance, for your cooperation.

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.

Course Name ________HLTH-1023 Human Sexuality ______
Course Section/Time ____________Z02__________________

____________________________________________
Signature

____________________________________________
Date

Dr. Marsha Kay Wilson May 21, 2020

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

I have received a copy of the syllabus for this course and I understand that I am responsible for knowing and following the information contained herein. I also acknowledge and understand the syllabus has multiple addendums, subsequently identified in this document, thoroughly explained by the professor.

(1) “While attendance is reflected as 33% of the students’ grade, be advised excessive absences will result in an “F” as per the student handbook.”

(2) “The calendar is an initial guideline for assignment due dates. The Professor reserves the right to make modifications, as necessary, based on the needs of the students and/or the needs of the Professor.”

(3) “If a personal emergency occurs during my office hours or class time, please accept my sincere apologies, in advance. If an emergency occurs, an attempt to make up office hours during the same week will be made. Additionally, my office hours may change to accommodate the responsibilities associated with a student organization.”

(4) I will not “snap chat,” “tweet,” or use “instagram” post(s) regarding content covered in class to protect the privacy of my classmates and/or the Professor.

(5) I will not text or use my phone during class as not to disrupt my classmates.

(6) I understand I may not enter class 15 minutes beyond the time class begins as not to disrupt my classmates or the Professor.

Please print your name legibly.

________________________________________________
Signature

________________________________________________
Date
Course Name _______ HLTH-1023 Human Sexuality ______
Course Section/Time _______________________________

Dr. Marsha Kay Wilson    May 21, 2020

Professor               Date