BIOL 4012: Medical Terminology  
Summer 2021 Session I  
June 1, 2021 – July 6, 2021

General Course Information

<table>
<thead>
<tr>
<th>Information Item</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td>Anthony D. Ford Hayes, MEd, PharmD</td>
</tr>
<tr>
<td>Section # and CRN:</td>
<td>Section Z01 – CRN: 32445</td>
</tr>
<tr>
<td>Office Location:</td>
<td>Elmer E. O’Banion Science Building, Suite 430</td>
</tr>
<tr>
<td>Office Phone:</td>
<td>(936) 261-3161</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:adhayes@pvamu.edu">adhayes@pvamu.edu</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Online: Mondays through Thursdays 8:00 am to 8:50 am; and/or by appointment</td>
</tr>
<tr>
<td>Mode of Instruction:</td>
<td>Online via Canvas/Zoom</td>
</tr>
<tr>
<td>Course Location:</td>
<td>Online via Canvas/Zoom</td>
</tr>
<tr>
<td>Class Days &amp; Times:</td>
<td>Online via Canvas/Zoom (Asynchronous)</td>
</tr>
<tr>
<td>Catalog Description:</td>
<td>BIOL 4012 Medical Terminology. (2-0) Credit 2 semester hours. Emphasis is on understanding basic medical terms and learning how they are used in documenting and reporting patient care procedures. Practical applications are provided by exercise and medical record analyses in each chapter.</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>TSIA Reading College Ready; <strong>Recommended Courses:</strong> BIOL 1054, BIOL 1064, BIOL 3014, BIOL 3024, ANSC 3513, ANSC 3514, MATH 1113, CHEM 1033</td>
</tr>
<tr>
<td>Co-requisites:</td>
<td>N/A</td>
</tr>
<tr>
<td>Required Text(s):</td>
<td>ELECTRONIC TEXTBOOK (CADUCEUS): Purchase the Electronic Tutorial eTextbook ($139.95 – LifeTime) Purchase here: <a href="https://PVAMU.cipcourses.com/registration">https://PVAMU.cipcourses.com/registration</a> Login here: <a href="https://PVAMU.cipcourses.com/login">https://PVAMU.cipcourses.com/login</a> Student Computer Technical Help (ANYTIME) E-mail: <a href="mailto:support@cipcourses.com">support@cipcourses.com</a> Phone: Toll Free 1-866-280-2900 (8 AM – 5 PM EST, M – F) <a href="https://www.cipcourses.com/contact/">https://www.cipcourses.com/contact/</a> FAQ: <a href="https://www.cipcourses.com/support/">https://www.cipcourses.com/support/</a></td>
</tr>
<tr>
<td>Required Supplies:</td>
<td>Sphygmomanometer and stethoscope kit</td>
</tr>
</tbody>
</table>

Access to Learning Resources:
PVAMU Library: phone: (936) 261-1500; web: [http://www.pvamu.edu/library/](http://www.pvamu.edu/library/)  
### Student Learning Outcomes:

**Program Learning Outcome # Alignment:**
- Knowledge of: #1) the chemical basis of life; #2) the central concepts of genetics; #3) cell biology; #4) organismal biology; and #5) scientific communication

**Core Curriculum Outcome Alignment:**
- Critical Thinking, Communication, Empirical and Quantitative Skills, and Teamwork

<table>
<thead>
<tr>
<th>Upon successful completion of this course, students will be able to:</th>
<th>Program Learning Outcome # Alignment</th>
<th>Core Curriculum Outcome Alignment</th>
</tr>
</thead>
</table>
| 1 | • Use a computer to complete this computer assisted course  
• Spell and define flashcard prefixes, suffixes, and stem words  
• Identify and explain the function of specific word parts  
• Describe how medical compound terms (words) are constructed  
• Build compound terms using multiple word parts in a combining form  
• Fracture and analyze key compound medical terms and various pharmacotherapy options including brand/generic drug names  
• Spell and define medical diseases, treatments, and diagnoses | #5 | Communication |
| 2 | • Visually identify and verbally describe some of the medical problems, disorders, and diseases presented in the lectures | #1 - #4 | Critical Thinking |
| 3 | • Demonstrate a critical understanding of all-important physiological processes of the body systems relative to modern health care  
• Identify the various types of noninvasive diagnostic techniques and demonstrate proper patient assessment skills | #1 - #4 | Discipline Specific Knowledge |
| 4 | • Define and apply the steps of the scientific method to medical and pharmaceutical literature and clinical trials  
• Interpret and understand medical course content, literature, records, and research | #1-#4 | Discipline Specific Knowledge; Critical Thinking |
| 5 | • Interpret and understand word (term) meanings from a wide variety of academic disciplines in the arts, sciences, humanities, education, agriculture, and technology  
• Demonstrate the ability to effectively communicate the fundamentals of medical terminology  
• Perform oral and written communication of biomedical terms relative to modern health care | #5 | Communication |
| 6 | • Construct conversion factors from equivalent measurements  
• Apply techniques of dimensional analysis to a variety of medicinal and pharmaceutical calculations  
• Analyze and interpret empirical and quantitative biological and medical data related to medical terminology | #1 | Empirical and Quantitative Skills |
| 7 | • Demonstrate the ability to engage in productive teamwork  
• Collaboratively work through medical case studies | #5 | Teamwork |
Major Course Requirements
*Syllabus is subject to change at the discretion of the instructor and/or the University

Method of Determining Final Course Grade

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Caduceus Assignments/Completion Reports</td>
<td>40%</td>
<td>400</td>
</tr>
<tr>
<td>2. Canvas Assignments</td>
<td>30%</td>
<td>300</td>
</tr>
<tr>
<td>3. Caduceus Midterm Exam (Comprehensive)</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>4. Caduceus Final Exam (Comprehensive)</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>5. Objective Structured Clinical Exam</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>100%</strong></td>
<td><strong>1000 points</strong></td>
</tr>
</tbody>
</table>

Course Grade Requirement Table

Grading Criteria and Conversion:
A = 100 – 90
B = 89.99 – 80
C = 79.99 – 70
D = 69.99 – 60
F = 59.99 & Below

Detailed Description of Major Assignments:

<table>
<thead>
<tr>
<th>Assignment Title or Grade Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Caduceus Assignments</td>
<td>Individual web-based chapter (organ systems) assignments designed to reinforce and assess students’ knowledge of anatomy &amp; physiology and medical terminology</td>
</tr>
<tr>
<td>2.Canvas Assignments</td>
<td>Relevant assignments (discussion forums, formative and summative assessments) based on organ systems and student learning objectives</td>
</tr>
<tr>
<td>3.Caduceus Midterm</td>
<td>Comprehensive exam (Caduceus Chapters 1 through 7)</td>
</tr>
<tr>
<td>4.Caduceus Final</td>
<td>Comprehensive exam (Caduceus Chapters 1 through 15)</td>
</tr>
<tr>
<td>5.Objective Structured Clinical Exam (OSCE)</td>
<td>Blood pressure assessment skills demonstration via Flip Grid</td>
</tr>
</tbody>
</table>

Detailed Description of Major Assignments Table

Course Procedures or Additional Instructor Policies

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. One of your assignments may be required to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. If applicable, more information will be provided during the semester by your Department, but for general information, you can visit Taskstream via the link in Canvas.

BIOL 4012 is a web assisted course (an asynchronous course that is supplemented with online content posted to Canvas) offered via a web-based program, with a mandatory electronic textbook.

Please note that this course requires effective time management by students in order to remain on schedule. Students should plan to allocate, at a minimum, the time required for the course when offered in an on-campus/face to face setting. As a rule of thumb, it is recommended that a student spends 2 hours of study for each 1 hour in class. Therefore, for a 2.0 credit hour lecture course, a minimum of 4 hours of study per week for a 16-week semester; a minimum of 21 hours of study per week for a 3-week mini-mester; and a minimum of 13 hours of study per week for a 5-week summer session.

**Students CANNOT successfully complete the course without the required electronic textbook.**
Major Course Requirements

Course Evaluation Methods
This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course:

Completion Reports: Students will submit weekly completion reports. A pdf (no screen shots) completion report that shows percentage (%) complete is to be uploaded via Canvas on a weekly basis. Failure to submit completion reports by the designated due date & time will result in a grade of zero for the assignment.

Exams: The Midterm and Final exams are designed to measure knowledge of presented course material and application of critical thinking, empirical and quantitative skills. The exams are comprehensive.

Objective Structured Clinical Exam (OSCE): A modern type of examination used in health sciences designed to test clinical skill performance and competence in skills such as, communication and clinical examinations, etc. It is a hands-on, real-world approach to learning that keeps examinees engaged, allows them to understand the key factors that drive the medical decision-making process, and challenges the professional to be innovative and reveals their errors in case-handling and provides an open space for improved decision-making, based on evidence-based practice for real-world responsibilities. Blood pressure assessment technique will be the focus of the OSCE.

Canvas Assignments: Designed to supplement and reinforce course material by using critical thinking, reading, writing, comprehension, and written communication skills. Canvas assignments will also incorporate the analysis and interpretation of empirical and quantitative data. Students will complete pre-assessments to ascertain prior knowledge. Zoom video lectures will be available after the data from the pre-assessments has been collected, followed by a post-assessment for students to demonstrate content mastery. Discussion forums are required for the course. These discussions are provided expressly to facilitate addressing students’ questions and to stimulate discussion involving the content covered in each lesson. Students may communicate with the instructor and with one another via the discussion forum feature in Canvas.

Caduceus e-Text and Lecture Assignments: Launched directly into the assignment chapter and are integrated with Caduceus e-text. Caduceus activities are an adaptive learning tool that maximizes productivity and identifies the most important learning objectives for each student to master at a given point in time.

Caduceus and Canvas assignments will not be re-opened after the due date. Students who request assignments to be re-opened after the due date will have 5 points deducted from their final course grade for each request.

Emailed/Inboxed assignments will not be accepted. All assignments are to be submitted via the appropriate Canvas assignment link.
## Semester Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week One (05/31/21)</strong></td>
<td><strong>Course Overview; Scientific Reasoning; Top 100 Drugs</strong></td>
</tr>
<tr>
<td>M:</td>
<td>Memorial Day Holiday (University Closed)</td>
</tr>
<tr>
<td>T:</td>
<td>First Class Day; Zoom Recorded Video Lecture: Course Syllabus, Canvas, and Caduceus Platform Overview; Review Top 100 Drugs in Canvas; Syllabus Quiz in Canvas; Flip Grid (Digital Name Plate) Assignment in Canvas</td>
</tr>
<tr>
<td>W:</td>
<td>Pre-Assessment: Scientific Reasoning in Canvas; Review Top 100 Drugs in Canvas</td>
</tr>
<tr>
<td>R:</td>
<td>Zoom Recorded Video Lecture: Intro to Scientific Reasoning; Review Top 100 Drugs in Canvas</td>
</tr>
<tr>
<td>F:</td>
<td>Final Day to Drop/Withdraw from Course(s) without Academic Record; Post-Assessment: Scientific Reasoning in Canvas; Top 100 Drug Quiz in Canvas</td>
</tr>
<tr>
<td><strong>Week Two (06/07/21)</strong></td>
<td><strong>Medicinal and Pharmaceutical Calculations; Top 100 Drugs</strong></td>
</tr>
<tr>
<td>M:</td>
<td>Withdrawal from Courses with Academic Record (&quot;W&quot;) Begins; Pre-Assessment: Medicinal and Pharmaceutical Calculations in Canvas; Review Top 100 Drugs in Canvas</td>
</tr>
<tr>
<td>T:</td>
<td>Zoom Recorded Video Lecture: Intro to Medicinal and Pharmaceutical Calculations; Review Top 100 Drugs in Canvas</td>
</tr>
<tr>
<td>W:</td>
<td>Review Top 100 Drugs in Canvas; Conversion Factors and Practice Problems in Canvas</td>
</tr>
<tr>
<td>R:</td>
<td>Rule of Nines Assignment in Canvas; Standard Deviation Assignment in Canvas; Review Top 100 Drugs in Canvas</td>
</tr>
<tr>
<td>F:</td>
<td>Post-Assessment: Medicinal and Pharmaceutical Calculations in Canvas; Top 100 Drug Quiz in Canvas</td>
</tr>
<tr>
<td><strong>Week Three (06/14/21)</strong></td>
<td><strong>The Foundations of Medical Terminology; Top 100 Drugs</strong></td>
</tr>
<tr>
<td>M:</td>
<td>Zoom Recorded Video Lecture: Intro to Organ Systems; The Basics of Medical Terminology in Caduceus; Review Top 100 Drugs in Canvas</td>
</tr>
<tr>
<td>T:</td>
<td>Body, Diagnosis, Equipment, Instruments, and Treatment in Caduceus; Review Top 100 Drugs in Canvas</td>
</tr>
<tr>
<td>W:</td>
<td>Zoom Recorded Video Lecture: Patient-Focused Therapy, Patient Assessment, and SOAP Notes; Integrated Medicine in Caduceus; Self-Testing Flash Cards in Caduceus; Review Top 100 Drugs in Canvas</td>
</tr>
<tr>
<td>R:</td>
<td>Musculoskeletal System in Caduceus; Skeletal System Patient Case Study in Canvas; Review Top 100 Drugs in Canvas</td>
</tr>
<tr>
<td>F:</td>
<td>Top 100 Drug Quiz in Canvas; Upload Completion Report for Chapters 1 through 6 in Canvas</td>
</tr>
<tr>
<td><strong>Week Four (06/21/21)</strong></td>
<td><strong>Principles of Patient-Focused Therapy</strong></td>
</tr>
<tr>
<td>M:</td>
<td>Pre-Assessment: Principles of Patient-Focused Therapy in Canvas; Zoom Recorded Video Lecture: OSCE Blood Pressure Assessment; Nervous System and Special Senses in Caduceus; Caduceus Midterm Exam</td>
</tr>
<tr>
<td>T:</td>
<td>Cardiovascular System in Caduceus; Cardiovascular System Patient Case Study in Canvas</td>
</tr>
<tr>
<td>W:</td>
<td>Respiratory System in Caduceus</td>
</tr>
<tr>
<td>R:</td>
<td>Integumentary System in Caduceus</td>
</tr>
<tr>
<td>F:</td>
<td>Final Day to Withdraw from Course(s) with Academic Record (&quot;W&quot;); Post-Assessment: Principles of Patient-Focused Therapy in Canvas; Upload Completion Report for Chapters 7 through 10 in Canvas; Flip Grid (OSCE: Blood Pressure Assessment) in Canvas</td>
</tr>
</tbody>
</table>

7:55 am; 05/28/2021
Week Five (06/28/21)

White Coat Lecture Series

M: Zoom Recorded Video Lecture: White Coat Lecture Series; White Coat Lecture Series: Ivy Cadoree, PA-C; Digestive System in Caduceus
T: White Coat Lecture Series: Quinn Branch, PharmD; Urinary System in Caduceus
W: White Coat Lecture Series: Robin Hobbs, DDS; Reproductive Systems and Sexually Transmitted Infections in Caduceus
R: White Coat Lecture Series: Demequa DeRousselle, MD; White Coat Lecture Series: Michael Coleman, MD; Endocrine System in Caduceus
F: Last Class Day; White Coat Lecture Series: LaKeisha O’Neal, DVM; White Coat Lecture Series: Okon Antia, DPT; Appendix and Bibliography in Caduceus Post-Assessment: White Coat Lecture Series in Canvas; Upload Completion Report for Chapters 10 through 15 in Canvas

Week Six (07/05/21)

Final Exam

M: Zoom Recorded Video Lecture: Final Exam; Review for Final Exam
T: Final Exam in Caduceus; Upload Final Course Completion Report in Canvas
W:
R:
F:
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. Phone: 936-261-1500; Website: J. B. Coleman Library.

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 the student is unsure of the best resource for their needs. Some students are supported by faculty advisors 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. You can find your advisor’s location by academic major at the Academic Advising Website. Phone: 936-261-5911.

The University Tutoring Center
The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support is offered face-to-face in the UTC, in virtual face-to-face sessions, and through online sessions at 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: University Tutoring Center.

The Writing Center
The Writing Center provides well-trained peer tutors that 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 as well as virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: The Writing Center; Grammarly Registration.

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 Alert helps 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 PVPlace and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: Academic 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 aids 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: 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: Testing Services.

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 hardware and software, adapted furniture, proctoring of 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: Disability Services.

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-assisted and 2-way video course delivery. For more details and contact information, visit: CIITS Student Webpage; Phone: 936-261-3283.

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

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: Office for Student Engagement.

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: Career Services.

University Rules and Procedures

Academic Misconduct (See Student Planner)
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 Planner, especially the section on academic misconduct (see University Administrative Guidelines on Academic Integrity). Students who engage in academic misconduct are subject to University disciplinary procedures. As listed in the PVAMU Undergraduate Catalog, Graduate Catalog, and the Student Planner, 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 or to have attempted to commit the following academic misconduct may also be subject to disciplinary review and action as outlined in the PVAMU Student Planner.
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. **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.

4. **Conspiracy**: Agreeing with one or more persons to commit an act of academic/scholastic dishonesty.

5. **Fabrication of Information/Forgery**: Use or submission of contrived, invented, forged, or altered information in any assignment, laboratory exercise, or test; tampering with or production of a counterfeit document, particularly documents which make up the student’s academic record. Examples: making up a source or citing nonexistent publication or article; representing made up data as real for an experiment in a science laboratory class; forging a change of grade or student withdrawal record; falsifying any document related to a student academic exercise.

Nonacademic Misconduct (See Student Planner)
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, or (2) the ability of students to benefit from the instructional program, or (3) 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 Office for Student Conduct 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 the Title IX Webpage 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 condition, 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. More information can be found at this webpage.
Non-Discrimination Statement
Prairie View A&M University does not discriminate based on 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 936-261-1744 or 1792.

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 University Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint. Students can file Academic Complaints and/or Grade Appeals at this webpage.

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
- Webcam
- Keyboard & mouse
- Most current version of Google Chrome, Safari or Firefox

Smartphone, Google Chrome books and Android tablets may not be supported. iPads are the only tablets supported.

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 emails
- 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 discussions 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 session. Before class session begins, test audio, video and lighting to alleviate technology issues.

Respondus LockDown Browser
Post-assessments, quizzes, and exams will be proctored via Respondus LockDown Browser. Respondus LockDown Browser can only be used on a computer and will not be accessible via a smartphone or tablet.

Academic Violations: Students will receive a zero on any post-assessment, quiz, and/or exam for violating any of the following guidelines:
• The webcam check must show that you are working alone in an isolated area. Other people should not be in the same room with you during the post-assessment, quiz, and/or exam.
• The webcam check must show that all accessible academic resources, such as but not limited to textbooks, written and/or digital notes, are stored away during the post-assessment, quiz, and/or exam.
• Student’s entire face, head, and torso must be visible during the post-assessment, quiz, and/or exam. Hats/caps/headgear should not be worn.
• Student should not deviate his/her head and/or eyes away from the monitor.
• Headphones and/or earbuds should not be used during the post-assessment, quiz, and/or exam.
• Student’s room/area should be well illuminated during the post-assessment, quiz, and/or exam.
• Once the post-assessment, quiz, and/or exam has begun, students are not allowed breaks of any kind.

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

Communication Expectations and Standards
Emails or discussion postings will receive a response from the instructor within 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 using the Discussion Forum. 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 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 difficult to reliably maintain.

• **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.