



HHPH 528 81E & 81W, Applied Data Analysis for Epidemiology
COURSE SYLLABUS: Fall 2026

INSTRUCTOR INFORMATION

Instructor: David Onchonga, PhD

Title: Assistant Professor of Epidemiology

Department: Department of Health and Human Performance

Office Location: TBD

Office Hours:

Monday–Tuesday: 2:00–4:00 p.m.

Wednesday: 2:00–4:00 p.m.

Additional appointments are available by request.

Office Phone: 903-886-5549

University Email Address: david.onchonga@etamu.edu

Preferred Method of Communication: University email. Students requesting appointments should contact the instructor by email to arrange a mutually convenient meeting time.

Response Time: Emails will normally be answered within 24–48 business hours. Messages received during weekends, university holidays, or official university closures will be answered on the next business day.

COURSE DESCRIPTION

This graduate-level course focuses on the practical application of epidemiologic data analysis to public health research and practice. Building upon foundational knowledge in epidemiology and biostatistics, students will develop skills for working systematically with epidemiologic data from collection and preparation through analysis, interpretation, and communication of findings.

The syllabus and schedule are subject to change.

Students will examine the processes used to identify appropriate data sources, assess data quality, organize and prepare datasets, conduct descriptive and basic epidemiologic analyses, interpret statistical and epidemiologic findings, and communicate results clearly to scientific and public health audiences. Emphasis is placed on understanding the relationship between the research question, data collected, analytical approach, and interpretation of findings.

Through applied exercises, epidemiologic datasets, case-based activities, and contemporary public health examples, students will practice identifying appropriate variables and measures, recognizing data-quality issues, preparing data for analysis, summarizing patterns in health and disease, interpreting tables and visualizations, and drawing conclusions that are supported by the available evidence.

The course emphasizes statistical thinking and epidemiologic reasoning rather than mathematical derivation or advanced statistical modelling. Students will learn to distinguish between describing data, identifying patterns and associations, and making appropriate interpretations while recognizing uncertainty, bias, missing information, and other limitations that may affect epidemiologic findings.

The course culminates in an applied data-analysis project in which students will work through the major stages of an epidemiologic data-analysis process, from defining a public health question and identifying appropriate data through data preparation, analysis, interpretation, and professional reporting of findings.

The course is designed to strengthen students' ability to use epidemiologic data responsibly and effectively in public health practice, research, and evidence-informed decision-making.

COURSE INFORMATION

Course Value: Three (3) Credit Hours

Course Delivery:

Section 81E: Hybrid (Bi-weekly face-to-face sessions; meeting dates and times will be announced prior to the start of the semester.)

Section 81W: Fully Online (Asynchronous delivery with scheduled synchronous activities and virtual meetings as indicated in D2L.)

The syllabus and schedule are subject to change.

Prerequisites

HHPH 587 – Epidemiology

HHPH 517 – Biostatistics

Required Textbook

Motulsky, H. (2022). *Intuitive Biostatistics: A Nonmathematical Guide to Statistical Thinking* (5th ed.). Oxford University Press.

Recommended Resources

Students will engage with applied epidemiologic data, scientific literature, public health reports, and other contemporary resources throughout the semester. Required and supplementary materials will be provided through D2L Brightspace and may include peer-reviewed journal articles, public health reports, epidemiologic datasets, methodological guides, data documentation, and selected case studies.

Recommended resources may include materials from:

1. Centers for Disease Control and Prevention (CDC)
- World Health Organization (WHO)
 - Texas Department of State Health Services (Texas DSHS)
 - Peer-reviewed epidemiology, public health, and biostatistics journals
 - Publicly available epidemiologic and public health datasets
 - Selected reports and case studies illustrating the application of epidemiologic data analysis in public health practice

Students are expected to evaluate data sources critically, recognize limitations in data quality and completeness, and use appropriate scientific evidence to support the interpretation and communication of epidemiologic findings.

Course-Specific Technology

Students are expected to have regular access to the technology necessary to participate in course activities, access D2L Brightspace, work with course datasets, prepare assignments, and communicate findings.

The syllabus and schedule are subject to change.

Students should have regular access to:

- D2L Brightspace Learning Management System
- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel
- Reliable internet access
- A current web browser
- A PDF reader or equivalent software

Microsoft Excel will serve as the primary data-analysis platform for course exercises and assignments. Additional instructor-approved software or tools may be introduced when appropriate and will be identified within relevant course modules and assignment instructions.

Students are responsible for ensuring that their technology supports timely access to course materials, participation in online learning activities, analysis of course datasets, and submission of assignments through D2L.

Writing and Citation Style

Unless otherwise specified, all written assignments must be prepared in accordance with the *Publication Manual of the American Psychological Association* (7th ed.).

Graduate-level writing is expected throughout the course. Students should demonstrate clear organization, accurate interpretation of data, critical thinking, appropriate use of epidemiologic terminology, evidence-informed reasoning, professional communication, and accurate citation of sources.

Assignments should distinguish clearly between data findings, interpretation, and conclusions. Students are expected to report findings accurately and avoid conclusions that are not supported by the available data. Specific formatting, submission requirements, and grading criteria for individual assignments will be provided in D2L Brightspace.

STUDENT LEARNING OUTCOMES

Upon successful completion of this course, students will be able to:

The syllabus and schedule are subject to change.

1. **Define and formulate epidemiologic data-analysis questions** by identifying appropriate study populations, variables, measures, and data sources relevant to public health research and practice.
2. **Evaluate and prepare epidemiologic data for analysis** by assessing data quality, identifying missing or inconsistent information, organizing variables, and applying appropriate data-cleaning and preparation procedures.
3. **Apply appropriate descriptive and basic epidemiologic analytical methods** to summarize health data, identify patterns and associations, and present findings using appropriate tables, graphs, and other data displays.
4. **Interpret epidemiologic and statistical findings critically** by distinguishing statistical results from substantive public health meaning, recognizing uncertainty and limitations, and developing conclusions that are appropriately supported by the available evidence.
5. **Communicate epidemiologic data-analysis findings effectively** through clear written reports, tables and visualizations, oral presentations, and evidence-informed recommendations appropriate for scientific, public health, and other relevant audiences.
6. **Recognize and communicate limitations** in epidemiologic data and analyses, including issues related to data quality, missing information, measurement, bias, and uncertainty.

COURSE REQUIREMENTS

Minimal Technical Skills

To participate successfully in this course, students are expected to demonstrate the following technical competencies:

- Navigate and actively engage with the D2L Brightspace Learning Management System.
- Create, edit, save, and submit assignments using Microsoft Word, PowerPoint, and Excel.
- Access and communicate regularly through their East Texas A&M University email account.
- Locate, download, organize, and manage epidemiologic datasets and related course materials.

The syllabus and schedule are subject to change.

- Import, organize, and work with epidemiologic data using data-analysis tools or platforms specified for course activities.
- Perform basic data preparation tasks, including identifying missing, duplicate, inconsistent, or incorrectly formatted information.
- Access, retrieve, and critically evaluate scholarly literature and public health data sources using the East Texas A&M University Library and relevant electronic databases.
- Prepare written reports and presentations that clearly communicate epidemiologic findings using appropriate scientific terminology and APA (7th edition) citation guidelines.
- Submit assignments electronically through D2L in the required file formats.

Students are not expected to have advanced programming or statistical-computing skills at the beginning of the course. Course activities will provide opportunities to develop the practical data-analysis skills required to complete the course assessments successfully.

Students who experience technical difficulties are encouraged to seek assistance promptly through the appropriate university support services to minimize disruption to their learning.

INSTRUCTIONAL METHODS

This course uses an applied, step-by-step learning approach designed to help students develop practical skills in working with epidemiologic data. Instruction emphasizes the connection between epidemiologic questions, data quality, data preparation, analysis, interpretation, and communication of findings.

Learning activities will progressively move from instructor-guided demonstrations to structured practice and independent application. Students will work with epidemiologic datasets and public health scenarios to develop confidence in each stage of the data-analysis process while strengthening epidemiologic reasoning and critical thinking.

Instructional activities will include:

2. Guided data-management and data-cleaning exercises
 - Applied exercises using epidemiologic and public health datasets
 - Descriptive analysis of epidemiologic data

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- Case-based data-analysis activities using contemporary public health scenarios
- Critical interpretation of epidemiologic and statistical findings
- Guided review and discussion of data-analysis results
- Student presentations and professional communication of findings
- An applied data-analysis project integrating multiple stages of the epidemiologic data-analysis process

Students will receive opportunities to practice each major stage of the data-analysis process before completing more independent assessments. Instructor feedback will be used to help students identify errors, improve analytical reasoning, strengthen interpretation, and communicate findings more effectively.

The course emphasizes understanding and application rather than mathematical derivation. Students will be expected to explain why particular approaches are appropriate, interpret the results of analyses, recognize limitations in the available data, and communicate findings accurately.

Instructional activities are aligned with the course learning outcomes and are designed to progressively develop the practical competencies required to complete the course assessments and final applied data-analysis project.

Because epidemiologic data and public health evidence continue to evolve, the instructor may incorporate contemporary datasets, newly published research, public health reports, or emerging data-analysis examples into course discussions and learning activities when appropriate.

STUDENT RESPONSIBILITIES AND EXPECTATIONS FOR SUCCESS

Success in this graduate course requires active engagement, consistent practice, attention to detail, and a willingness to work systematically with epidemiologic data. Students are expected to take responsibility for their learning by preparing for each module.

Successful students typically:

3. Complete assigned readings, demonstrations, and learning activities before or during each module as directed.

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- Follow a systematic process when preparing, analysing, interpreting, and reporting epidemiologic data.
- Practice data-management and analysis skills regularly rather than relying solely on completion of graded assignments.
- Interpret analytical findings in the context of the original epidemiologic or public health question rather than reporting statistical results without explanation.
- Clearly distinguish between what the data demonstrate, what can reasonably be inferred from the data, and what remains uncertain.
- Identify and communicate important limitations related to data quality, missing information, measurement, study design, and other factors that may influence findings.
- Review instructor feedback and apply it to subsequent data-analysis activities and assignments.
- Manage time effectively and submit assignments by the published deadlines.
- Communicate professionally and respectfully with classmates and the instructor.
- Maintain academic integrity.

Graduate-level learning in applied data analysis extends beyond knowing statistical terminology or performing calculations. Students are expected to develop the ability to ask appropriate epidemiologic questions, work carefully with data, select and apply appropriate analytical approaches, interpret findings in context, recognize limitations, and communicate results responsibly. Regular engagement with course materials and consistent practice are essential for successful completion of the course.

Time Commitment

As a three-credit graduate course, students should expect to devote approximately 8–10 hours per week outside of scheduled class meetings to complete readings, participate in learning activities, analyze data, and prepare assignments.

Consistent weekly engagement is essential for developing competency in epidemiologic data analysis. Students are encouraged to begin assignments early and use instructor feedback to strengthen their analytical skills throughout the semester.

The syllabus and schedule are subject to change.

LATE WORK POLICY

Students are expected to submit all coursework by the published deadlines. Unless otherwise specified:

- Assignments submitted within 24 hours after the deadline may receive a maximum of 50% of the available points.
- Assignments submitted more than 24 hours after the deadline will not receive credit.

Students experiencing documented emergencies, university-approved absences, or other exceptional circumstances should contact the instructor as soon as possible to discuss appropriate arrangements consistent with university policy.

EXPECTATIONS FOR COURSE PARTICIPATION

Section 81W (Online)

Students in the online section are expected to engage consistently with weekly course materials, complete assigned learning activities, participate in required discussions or virtual activities, and submit assignments by the published deadlines. Simply logging into D2L does not constitute meaningful participation.

Section 81E (Hybrid)

Students in the hybrid section are expected to attend scheduled face-to-face sessions, participate actively in classroom activities, and complete all required online coursework through D2L.

Students should complete assigned preparation activities before face-to-face sessions so that class time can focus on applied data-analysis exercises, discussion, and problem-solving.

COMMUNICATION

Effective communication is important for successful learning in this course. Students are encouraged to contact the instructor whenever they have questions about course content, assignments, data-analysis activities, or course expectations.

Students should communicate as early as possible if circumstances may affect their ability to meet course requirements or deadlines. Early communication allows greater opportunity to identify appropriate solutions consistent with university policy.

The syllabus and schedule are subject to change.

University email should be used for official course communication. Students are responsible for regularly monitoring their university email and D2L Brightspace for announcements, updates, and important deadlines.

The instructor will normally respond to emails within 24–48 business hours. Students should plan accordingly when assignments or other assessments are approaching.

GRADING

Final grades in this course will be based on the total points earned across all course assessments.

Table 1:Grading

Grade	Percentage	Points
A	90–100%	900–1,000
B	80–89%	800–899
C	70–79%	700–799
D	60–69%	600–699
F	Below 60%	0-599

Students are responsible for regularly monitoring their grades in the D2L Gradebook. Questions regarding grades or possible discrepancies should be communicated to the instructor promptly.

Assessment Summary

Table 2:Assessment Summary

Assignment	Points	Percentage
Data Collection and Data Quality Exercise	150	15%
Data Cleaning and Preparation Assignment	150	15%

The syllabus and schedule are subject to change.

Applied Epidemiologic Data Analysis	200	20%
Data Interpretation and Visualization Report	200	20%
Applied Epidemiologic Data Analysis Project and Presentation	250	25%
Professional Participation and Engagement	50	5%
Total	1000	100%

All assessments are designed to develop students' ability to work systematically with epidemiologic data, apply appropriate analytical approaches, interpret findings accurately, and communicate results effectively.

ASSIGNMENTS AND ASSESSMENTS

Data Collection and Data Quality Exercise – 150 points (15%)

Students will examine an epidemiologic or public health research question and identify appropriate data sources, variables, and data-collection approaches. Students will assess the quality and suitability of available data and identify potential sources of error, bias, missing information, and other limitations.

Data Cleaning and Preparation Assignment – 150 points (15%)

Students will work with an epidemiologic dataset and complete basic data-cleaning and preparation activities. Students will identify and address common data-quality issues and document the major steps taken to prepare the dataset for analysis.

Applied Epidemiologic Data Analysis – 200 points (20%)

Students will analyze an epidemiologic dataset to address a defined public health or epidemiologic question. Students will apply appropriate descriptive and basic epidemiologic analytical approaches, summarize findings using tables or visualizations, and interpret the results in relation to the research question.

Data Interpretation and Visualization Report – 200 points (20%)

The syllabus and schedule are subject to change.

Students will prepare a concise report presenting and interpreting findings from an epidemiologic dataset. The report will use appropriate tables and visualizations to communicate key findings and will address the meaning, limitations, and public health relevance of the results.

Applied Epidemiologic Data Analysis Project and Presentation – 250 points (25%)

The final project integrates the major skills developed throughout the course. Students will work with an epidemiologic dataset and demonstrate the ability to move from a clearly defined research question through data preparation, analysis, interpretation, and reporting.

Students will present their findings in a professional format and explain their analytical approach, major findings, limitations, and implications for public health practice.

Professional Participation and Engagement – 50 points (5%)

Students are expected to participate professionally and consistently in course activities. This component recognizes preparation, meaningful participation in discussions and applied learning activities, collaboration with classmates, and professional engagement with the instructor and course materials.

Detailed instructions, grading rubrics, datasets, and submission requirements for each assessment will be provided through D2L Brightspace.

ASSIGNMENT SUBMISSION REQUIREMENTS

Unless otherwise specified:

- All assignments must be submitted electronically through the designated D2L assignment folders.
- Assignment instructions, grading rubrics, datasets, and submission deadlines will be provided in the corresponding D2L course modules.
- Assignments submitted by email will not be accepted unless prior arrangements have been approved by the instructor.
- Assignments are due by 11:59 p.m. Central Time on the dates indicated in the course schedule.
- Written assignments should follow APA (7th edition) guidelines unless otherwise specified.

The syllabus and schedule are subject to change.

- Students are responsible for reviewing assignment instructions and grading criteria before submitting their work.

Students should retain copies of their submitted assignments and supporting data-analysis materials until final grades have been posted.

COURSE ORGANIZATION

HHPH 528 is organized into five integrated instructional units that progressively develop students' practical skills in epidemiologic data analysis. The course emphasizes application, practice, and interpretation rather than advanced statistical theory.

Students will progressively develop the skills needed to work with epidemiologic datasets, identify appropriate approaches to data collection and management, prepare data for analysis, conduct and interpret basic epidemiologic analyses, and communicate findings clearly to scientific and public health audiences.

The course is organized into five integrated instructional units:

- 1. Epidemiologic Data Collection and Study Planning**
- 2. Data Management and Cleaning**
- 3. Applied Epidemiologic Data Analysis**
- 4. Interpretation of Epidemiologic Results**
- 5. Reporting and Communicating Epidemiologic Findings**

Learning activities will include guided exercises, examples using epidemiologic datasets, data-management activities, interpretation of statistical output, and applied assignments. The course will progressively build toward an Applied Epidemiologic Data Analysis Project and Presentation in which students apply the complete data-analysis process to an epidemiologic dataset.

A detailed course schedule, including weekly topics, learning activities, required readings, datasets, and assessment deadlines, will be provided through D2L Brightspace. Course activities may be adjusted when appropriate to support student learning or incorporate relevant epidemiologic examples and current public health data.

The syllabus and schedule are subject to change.

COURSE UNITS

Unit 1: Epidemiologic Data Collection and Study Planning

This unit introduces the process of planning and collecting data for epidemiologic research and public health practice. Students will examine common sources of epidemiologic data, study populations, variables, measurement, sampling, data-collection methods, and basic considerations for ensuring data quality. Emphasis will be placed on selecting appropriate data-collection approaches for specific epidemiologic questions.

Unit 2: Data Management and Cleaning

This unit focuses on preparing epidemiologic data for analysis. Students will learn practical approaches to organizing datasets, identifying variable types, checking data quality, identifying missing and inconsistent information, detecting potential errors, and documenting data-cleaning decisions. Emphasis will be placed on developing reproducible and well-organized data-management practices.

Unit 3: Applied Epidemiologic Data Analysis

Students will apply basic descriptive and epidemiologic analytical methods to real or simulated datasets. Topics will include summarizing variables, examining distributions, comparing groups, and selecting appropriate analytical approaches based on the research question and type of data. The emphasis will be on understanding and applying analytical methods rather than advanced statistical theory.

Unit 4: Interpretation of Epidemiologic Results

This unit focuses on interpreting data-analysis findings in an epidemiologic and public health context. Students will examine statistical and epidemiologic results, identify important patterns and relationships, consider uncertainty and limitations, and distinguish statistical findings from meaningful public health implications. Emphasis will be placed on developing accurate, evidence-informed interpretations.

Unit 5: Reporting and Communicating Epidemiologic Findings

The final unit focuses on communicating epidemiologic findings clearly to scientific, public health, and general audiences. Students will learn how to organize results, summarize findings,

The syllabus and schedule are subject to change.

discuss limitations, and develop evidence-informed conclusions and recommendations. The unit culminates in the Applied Epidemiologic Data Analysis Project and Presentation, which integrates the complete data-analysis process developed throughout the course.

COURSE-SPECIFIC POLICIES

Attendance and Participation

Section 81W (Online)

Attendance is demonstrated through consistent and meaningful engagement with weekly course materials, learning activities, discussions, and assignments in D2L.

Section 81B (Hybrid)

Students are expected to attend scheduled face-to-face sessions and participate actively in discussions, data-analysis activities, and applied learning exercises. Students are also responsible for completing all online coursework through D2L.

Excused Absences

Students who are unable to participate because of an excused absence recognized under university policy should notify the instructor as early as possible. When appropriate, students are responsible for completing missed coursework or learning activities in accordance with arrangements approved by the instructor.

Professional Expectations

Students are expected to:

- Communicate respectfully and professionally with classmates and the instructor.
- Participate constructively in discussions and collaborative activities.
- Demonstrate academic honesty and integrity in all data-analysis work.
- Respect diverse perspectives and maintain confidentiality when working with data or research examples.
- Follow ethical principles when collecting, analysing, interpreting, and reporting data.

Professional conduct is an essential component of applied epidemiologic practice.

Make-up Work

The syllabus and schedule are subject to change.

Students are expected to meet published deadlines. Requests for extensions or make-up work should be communicated to the instructor as early as possible and will be considered in accordance with university policy.

ARTIFICIAL INTELLIGENCE (AI) USE POLICY

Course-Specific AI Policy

HHPH 528 emphasizes applied data analysis, interpretation of epidemiologic findings, critical thinking, and clear communication of results. AI tools may support learning but should not replace the student's own analytical judgment or understanding of the data.

Permitted Uses

Students may use AI tools to:

- Improve grammar, spelling, organization, and clarity of written work.
- Generate practice questions or study materials.
- Explain epidemiologic, biostatistical, or data-analysis concepts for learning purposes.

Prohibited Uses

Students may not use AI tools to:

- Complete or substantially produce an assignment submitted for academic credit.
- Perform or replace the student's required data analysis, interpretation, or conclusions.
- Fabricate, alter, or invent data, results, references, citations, or other evidence.
- Complete quizzes, examinations, or other assessments intended to evaluate individual knowledge unless explicitly authorized by the instructor.

Transparency and Accountability

Students are responsible for verifying the accuracy of any information or suggestions produced by AI tools. Any use of AI software must be documented in accordance with East Texas A&M University guidance and instructor requirements. Students remain fully responsible for the accuracy, originality, and integrity of all submitted work.

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Because course assessments require students to demonstrate their understanding of data collection, data preparation, analysis, interpretation, and reporting, students may be asked to explain or discuss their analytical decisions and submitted work.

Unauthorized use of AI, or submission of AI-generated work as a student's own work when such use is not permitted or appropriately acknowledged, will be addressed in accordance with applicable University policies.

COURSE SCHEDULE

Please note that this schedule is tentative and may be modified to accommodate instructional needs, emerging public health topics, or University requirements. Any changes will be communicated through D2L Brightspace and/or university email.

Table 3: Course Schedule

Week	Topic	Learning Activities & Assessments
Unit 1: Epidemiologic Data Collection and Study Planning		
1	Introduction to Applied Epidemiologic Data Analysis	Course orientation; data-analysis workflow; identifying epidemiologic questions
2	Epidemiologic Data Sources and Collection Methods	Primary and secondary data sources; data-collection methods; data quality
3	Study Populations, Variables, and Measurement	Variables, measurement, sampling, and basic study-planning considerations
Unit 2: Data Management and Cleaning		
4	Organizing Epidemiologic Data	Dataset structure; variable organization; coding and documentation
5	Data Quality and Cleaning	Missing data, inconsistent values, errors, and data-quality checks
6	Preparing Data for Analysis	Applying data-cleaning procedures; documenting data-management decisions; applied data exercise
Unit 3: Applied Epidemiologic Data Analysis		
7	Describing Epidemiologic Data	Frequencies, measures of central tendency, variability, and distributions

The syllabus and schedule are subject to change.

8	Applying Epidemiologic Data Analysis	Basic comparisons, epidemiologic measures, interpretation of results
9	Examining Relationships in Epidemiologic Data	Associations, comparisons, and selecting appropriate analytical approaches
Unit 4: Interpretation of Epidemiologic Results		
10	Interpreting Epidemiologic Results	Interpreting findings, uncertainty, practical significance, and limitations
11	Communicating Epidemiologic Results	Translating findings for scientific, public health, and non-technical audiences; developing clear evidence-informed conclusions
12	Limitations and Critical Evaluation of Results	Bias, confounding, data limitations, and appropriate interpretation
Unit 5: Reporting and Communicating Epidemiologic Findings		
13	Presenting Epidemiologic Data	Tables, figures, and effective presentation of results
14	Writing and Communicating Findings	Results, discussion, conclusions, and evidence-informed recommendations
15	Applied Data Analysis Project Workshop	Project development, interpretation, reporting, and presentation preparation
16	Final Presentation and Course Wrap-Up	Applied Epidemiologic Data Analysis Project due; student presentations and course wrap-up

Additional learning activities, datasets, quizzes, and assignments may be incorporated within individual modules as appropriate.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

The syllabus and schedule are subject to change.

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The [Code of Student Conduct](#) is described in detail online in the [Student Guidebook](#).

Students should also consult the [Rules of Netiquette Webpage](#) for more information regarding how to interact with students in an online forum.

ETAMU Attendance

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#)

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty University Procedure 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

[Graduate Student Academic Dishonesty University Procedure 13.99.99.R0.10](#)

[Graduate Student Academic Dishonesty Form](#)

Students with Disabilities-- ADA Statement

The syllabus and schedule are subject to change.

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 reasonable accommodation of their disabilities. If you have a disability requiring accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@etamu.edu

Website: [Office of Student Disability Services](#)

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and ETAMU Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M University campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health – Counseling Services

The syllabus and schedule are subject to change.

The Counseling Center at East Texas A&M University, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit <https://www.etamu.edu/counseling-center/>

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



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