

PVAMU Course Syllabi

HLTH 3013 Nutrition P01

HLTH 3013 Nutrition P01			
Department of	Health and Human Performance	College of	Education
Instructor Name:	<i>Dr. Angela Branch-Vital</i>		
Office Location:	<i>Owens- Franklin Health Center Rm. 219</i>		
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Snail Mail (U.S. Postal Service) Address:		Prairie View A&M University	
		P.O. Box	519
		Mail Stop	2415
		Prairie View, TX 77446	
Office Hours:	By appointment only and Tuesdays 11:20 a.m.-12:20 pm, 2:00-4:00 p.m. Wednesdays: 11:00 a.m.-4:00 p.m. Thursdays : 11:30-5:55 p.m.		
Virtual Office Hours:	N/A		
Course Location:	W. R. Banks, Room # 208		
Class Meeting Days & Times:	Tuesdays and Thursdays/12:30-1:50 p.m.		
Course Abbreviation and Number:	HLTH 3013 P01		
Catalog Description:	The course is designed to present basic information on nutrition and its relationship to human biological needs such as human growth, development, and efficiency. Themes about nutrition and health promotion will also be investigated.		
Prerequisites:	N/A		
Co-requisites:	N/A		
Required Text:	<u>Nutrition: An Applied Approach</u> ; Janice Thompson and Melinda Manore (3 rd Edition) ISBN-10: 0321696646/ISBN-13: 978-0321696649 Secondary Text: (iRead Program) ""The Present, The Gift for Changing Times"" by Spencer Johnson. by Spencer Johnson, M.D. ISBN: 978-0-307-71954-6		
Access to Learning Resources:	PVAMU Library: phone: (936) 261-1500; web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d http://pvamu.edu/pages/3585.asp		

	<p>University Bookstore: phone: (936) 261-1990; web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d</p> <p>PVAMU Writing Center</p> <p>http://www.pvamu.edu/pages/4399.asp</p>
<p>Course Goals or Overview: The overall goals are to provide students with accurate information about nutrition. Completion of the course should enable the teacher educator candidate to:</p> <ul style="list-style-type: none"> • Discuss the problem of sorting out the reliable and proven concepts about nutrition from the less well established ones. • Identify the best sources of nutritional information. • Identify the health problems associated with obesity and overweight. • Enumerate the personal characteristics that are common to the personality of persons with eating disorders, and poor diet. • Identify unique characteristics of the body's use of each of the following food categories: Proteins, Carbohydrates, fats, dietary fibers, vitamins, and minerals. 	
<p>Accrediting Body/ Course Objectives: NCATE /AAHE Objectives</p> <p>Standard I: Content Knowledge. Candidates demonstrate the knowledge and skills of a health literate educator Candidates demonstrate the knowledge and skills of a health literate educator</p> <p>Standard II: Needs Assessment: Candidates assess needs to determine priorities for school health education</p> <p>Standard VII: Being a Resource. Candidates serve as a resource person in health education</p>	
	<p>Course Performance Standards, Knowledge, and Skills:</p> <p><u>Measurement code:</u></p> <ul style="list-style-type: none"> • T = Test • JAC = Bulletin • RP- Reflective Paper • CS = Case Studies • TA = Teaching Assignment (PowerPoint presentation) • C = Cooperative Learning (discussions, participation) • A= Self-nutrition assessment food log

<u>Course Objectives</u> Students will be able to	<u>AAHE</u>	<u>TExES</u> <u>Standards</u>	<u>Measurement</u>
Reflect on his/her current health status and determine ways to improve his/her quality of life.	Standard II: Key Element A- Candidates access a variety of reliable data sources related to health. Standard II: Key Element B- Candidates analyze available assessment instruments. Standard VII: Key Element A- Candidates use health information resources.	DOMAIN I: Personal Health DOMAIN II: Healthy Interpersonal Relationships	A, TA
Understand the concept of nutrition and how to apply skills learned in class into the community and his/her daily regiment	Standard I: Key Element C- Candidates describe practices that promote health or safety. Standard II: Key Element A- Candidates access a variety of reliable data sources related to health. Standard VII: Key Element B- Candidates respond to requests for health information.	DOMAIN I: Personal Health DOMAIN II: Healthy Interpersonal Relationships DOMAIN III: Community and Environmental Health and Safety	C, T, A, JAC, TA
Identify unique characteristics of the body's use of each of the following food categories: Proteins, Carbohydrates, fats, dietary fibers, vitamins, and minerals.	Standard I: Key Element A- Candidates describe the theoretical foundations of health behavior and principles of learning. Standard II: Key Element B- Candidates analyze available assessment instruments.	DOMAIN I: Personal Health DOMAIN II: Healthy Interpersonal Relationships DOMAIN III: Community and Environmental Health and Safety	C, T, A, TA
Identify the components of healthy living and understand the characteristics necessary for effective referral.	Standard VII: Key Element A- Candidates use health information resources. Standard VII: Key Element C- Candidates select educational resource materials for dissemination.	DOMAIN I: Personal Health DOMAIN II: Healthy Interpersonal Relationships DOMAIN IV: Health-Related Skills and Resources	C, T, CS
Identify the health problems associated with obesity and overweight.	Standard I: Key Element C- Candidates describe practices that promote health or safety. Standard II: Key Element B- Candidates analyze available assessment instruments.	DOMAIN I: Personal Health DOMAIN II: Healthy Interpersonal Relationships DOMAIN III: Community and Environmental Health and Safety	C, T, A, JAC

Access technology to research issues regarding nutrition.	<p>Standard II: Key Element A- Candidates access a variety of reliable data sources related to health.</p> <p>Standard II: Key Element B- Candidates analyze available assessment instruments.</p> <p>Standard VII: Key Element A- Candidates use health information resources.</p>	<p>DOMAIN III: Community and Environmental Health and Safety</p> <p>DOMAIN IV: Health-Related Skills and Resources</p>	C, TA, JAC, CS, A
Demonstrate problem solving and decision-making skills as it relates to nutrition.	<p>Standard I: Key Element C- Candidates describe practices that promote health or safety.</p> <p>Standard VII: Key Element A- Candidates use health information resources.</p>	<p>DOMAIN I: Personal Health</p> <p>DOMAIN II: Healthy Interpersonal Relationships</p> <p>DOMAIN III: Community and Environmental Health and Safety</p> <p>DOMAIN IV: Health-Related Skills and Resources</p>	C, T, CS, JAC, TA
Conduct a microteaching exercise regarding nutrition while infusing technology as a part of the learning process.	<p>Standard I: Key Element A- Candidates describe the theoretical foundations of health behavior and principles of learning.</p> <p>Standard I: Key Element C- Candidates describe practices that promote health or safety.</p> <p>Standard VII: Key Element A- Candidates use health information resources.</p> <p>Standard VII: Key Element B- Candidates respond to requests for health information.</p>	<p>DOMAIN I: Personal Health</p> <p>DOMAIN II: Healthy Interpersonal Relationships</p> <p>DOMAIN III: Community and Environmental Health and Safety</p> <p>DOMAIN IV: Health-Related Skills and Resources</p>	C, TA

Course Evaluation Methods

This course will utilize the following instruments to determine teacher education candidate grades and proficiency of the learning outcomes for the course.

Exams – online examinations designed to measure knowledge of presented course material

Exercises – written assignments designed to supplement and reinforce course material

Projects – web development assignments designed to measure ability to apply presented course material

Teaching/Learning Activities:

1. Bulletin
2. Diet Analysis
3. Class Discussions
4. Presentation(s)
5. Case Studies
6. Directed readings and other class assignments to accomplish the stated objectives.

Evaluation Methods:

1. Examinations (10 points each X3)	30 points
2. 14 Day; Diet Analysis (15 points each X 1)	10 points
3. PowerPoint Presentation (10 points X1)	10 points
4. iRead (10 points each X1)	10 points
5. Discussions (5 points each X 3)	15 points
6 Case Study (10 points each X 1)	10 points
7. Bulletin (10 points each X1)	15 points

TOTAL

100 points

Evaluation/Grading:

Tests	30%
Bulletin	15%
Diet Analysis	10%
PowerPoint Presentation	10%
Discussions	15%
Case Study	10%
iRead	10%

100%

Course Outline schedule is tentative and may change due to class needs.

<u>Grade</u>	<u>Scoring Range</u>	<u>Grading Scale</u>
A	90-100%	90-100 points
B	80-89%	80-89 points
C	70-79%	70-79 points
D	60-69%	60-69 points
F	59-0%	59>

University Grading System

A	100 – 90	I	Incomplete**
B	89 - 80	W	Withdrawal from a course
C	79 – 70	WV	Withdrawal from the University voluntarily
D	69 - 60	MW	Military withdrawal
F	59 and below		

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

Class Assignments:

All assignments must be submitted online to eCourses for grading. Teacher educator candidates must submit ALL written work in APA format. More details are provided under “Submission of Assignments”.

Case Study

10 points X 1

Teacher educator candidates will be required to complete a case study. The case study (real life scenario) is located in the Nutrition textbook. Teacher educator candidate’s work **should not be less than 500 words** and must be submitted in APA format. This assignment will be submitted online for grading.

Diet Analysis

10 points X 1

Each teacher educator candidate will utilize MyNutritionLab to complete a 14 day diet analysis of what they have eaten. The teacher educator candidate will identify and record 14 days of foods and drinks; then enter the data into MyNutritionLab to retrieve a computer analysis of the nutrients consumed over the 14 days. This assignment must be submitted online for grading.

PowerPoint Presentation

10 points X1

Each teacher educator candidate will be required to submit a PowerPoint presentation on "how you will apply skills learned in this class to your daily life" (provide supporting documents/resources). The PowerPoint presentation should consist of 15-20 slides detailing the topic. Each teacher educator candidate will be graded on the following: knowledge of subject area, appearance (personal and presentations), cohesion and uniqueness.

Tests

10 points X 3

Three (3) objective tests will assess teacher educator candidates’ understanding of course material. These tests will be online.

iREAD Dialogue Book (Peaks and Valleys) Reflection

10 points X 1

The purpose of this assignment is to allow teacher educator candidates to reflect, explore, and dialogue with the university instructor concerning topics and issues discussed in class or as these issues relate to the experiences of the student. A two to three page typed reflection paper with a complete APA citation of the book is required. Students should consider the following format for each entry in the written response but are not limited to this:

- Discuss how the six components’ of wellness relates to this book and why.
- Examine the association between Peaks and Valleys and nutrition.
- Personally react by comparing and contrasting the information.

Bulletin

15 points X 1

Imagine that your city has experienced a drastic rise in food-borne illness. The public lacks the knowledge about appropriate food safety to prevent these problems, and they do not know how to educate themselves about nutrition and health.

Create a public-service bulletin to be printed in the Sunday edition of your newspaper. Address the following points in no more than 750 words:

- Identify some common safety issues related to food purchase, storage, and presentation.
- Describe some illnesses or problems the safety issues might cause, ways to prevent the illnesses or problems, and recommendations for where readers might search for more information.
- Include criteria that readers must use to determine credible sources of nutritional information.
- Explain why it is important for readers to use these criteria when searching for information on nutrition and health.

Research online news sources, the Centers for Disease Control and Prevention (CDC), and notices from the local health department to assist you with preparing content for the bulletin.

Format the bulletin consistent with APA guidelines.

Discussion

5 points X 3

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

A successful teacher educator candidate in online education is one who takes an active role in the learning process. You are therefore encouraged to participate in the discussion areas to enhance your learning experience throughout each week.

The discussions will be graded for:

1. Frequency—Number of your discussion comments, and

2. Quality—Content of your contributions

Frequency—Number of your contributions

Teacher educator candidates are expected to log into the course and post (respond) in the discussion topics a **minimum of three (first post** answer discussion question, **second and third** posts respond to two colleagues) **posts per discussion.**

Quality—Content of your contributions. Examples of quality posts include:

- providing additional information to the discussion;
- elaborating on previous comments from others;
- presenting explanations of concepts or methods to help fellow teacher educator candidate s,
- presenting reasons for or against a topic in a persuasive fashion,
- sharing your own personal experiences that relate to the topic

Quality Measurement

Target

Your contributions to each Topic indicate your mastery of the materials assigned. Your responses might integrate multiple views and/or show value as a seed for reflection for other participants' responses to the thread. You provide evidence that you are reading the assigned materials and other teacher educator candidate postings and are responding accordingly, bringing out interesting interpretations. You know the facts and are able to analyze them and handle conceptual ideas.

Acceptable

You have meaningful interaction with other participants' postings. Posts that state I agree or I disagree include an explanation of what is disagreed or agreed upon and why, or introduce an argument that adds to the discussion. However, you may have rambling, lengthy posts that show no sign of having been re-read and refined before posting, and your writing suffers lack of clarity and comprehension.

Unacceptable

You will receive little credit in the week's discussion by just showing up and making trivial comments, without adding any new thought to the discussion. At the low end of the spectrum, no participation gets a "0." If you are not in the discussion, you do not earn any points.

Full credit is awarded when both high quality and required frequency is met

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

Candidates must be familiar with eCourses. Various activities, documents, and other resources will be posted electronically on our course website. These are designed to enhance your potential for success in mastering the learning objectives.

The most essential tool for success in this class is your textbook. Notes posted on eCourses are concise. Therefore, notes should be used in combination with the textbook when preparing for an exam.

Course Procedures

Classroom Management

It is important to respect each other in class. Neither fighting nor profanity will be tolerated during class time. Cell phone (includes texting), MP3 players, iTouch (any headsets) use are permitted before and after class time. Food and beverages are to be consumed before and after class. Shades, do rags, bandanas, caps/hats (males only), low cut blouses, and jeans/pants worn low are not to be worn in class. Teacher education candidates failing to adhere to this policy may be asked to leave, discard or remove the item(s) listed above, to decrease disruption or distraction during the learning process.

Submission of Assignments

When applicable, work should be submitted utilizing APA (American Psychological Association) style.

All assignments must be typed, double-spaced, and must include a title page. Points will be deducted for not following directions. In addition, points will be deducted for typographical, grammatical and sentence structure errors.

Each teacher education candidate is responsible for submitting all work on the scheduled due date whether present or not.

Retention of Assignments and Exams

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

Penalties for Late Assignments

Assignments must be submitted on the schedule due date. No assignments will be accepted late unless you have a valid excuse along with supporting documentation (i.e. Doctor's appointment- doctor excuse).

Skills tests must be made up within one week from the due date. Five points will be deducted per day. Teacher education candidates will not be able to make up skills tests after five days.

Formatting Documents

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

Exam Policy

Missed mid-term or final exams cannot be made up unless permission is granted by the instructor prior to the exam or proper documentation is submitted.

House Bill 2504

Please Note: House Bill 2504 does allow students the choice not to purchase the class textbook(s). Student's have the choice of using alternative methods to access textbook information (internet websites, books on reserved at the library, etc). Students **are** required and held accountability to complete all assignments as noted in the syllabus.

Two “C” Rule

Please Note: Continual matriculation at PVAMU requires that no more than two C’s shall be earned in a graduate degree program. Any grade earned below a C means automatic dismissal from the graduate program.

NOTE: No grade of “C” or below will be accepted toward certification.

Professional Organizations

1. PAHPERD: Panther Association for Health, Physical Education, Recreation and Dance
2. TAHPERD: Texas Association for Health, Physical Education, Recreation and Dance
3. AAHPERD: American Alliance for Health, Physical Education, Recreation and Dance
4. KAPPA DELTA PI: International Honor Society in Education
MU EPSILON CHAPTER 293
Prairie View A&M University

References

Thompson, J., Manore, M. & Vaughan, L. (2008). *The Science of Nutrition*. Pearson: Benjamin Cummings.

APA (2007). The Publication Manual of the American Psychological Association 6th Edition.

References to Periodicals

American Journal for Health Education

American Journal of Hypertension

American Journal of Public Health

Journal of Adolescent Health

Journal of American College Health

Journal of the American Medical Association

Journal of Communication

Journal of Consulting and Clinical Psychology

World Wide Web Addresses

MyNutritionLab, <http://www.nutrimirror.com/userhome.php>

Bodies Like Ours, www.bodieslikeours.org

National Women's Health Network, www.womenshealthnetwork.org

University Rules and Procedures

Disability Statement (see Student Handbook)

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

Academic Misconduct (see Student Handbook)

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

Forms of Academic Dishonesty

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the internet and submitting them as one's own work also constitutes plagiarism.

Non-Academic Misconduct (see Student Handbook)

The university respects the rights of instructors to teach and teacher education candidates 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 teacher education candidates to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (see Student Handbook)

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

Attendance Policy (see handout and Student Handbook)

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

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

To allow for adequate presentation time and to reduce interruptions, the fifteen minute rule regarding attendance will not apply in this course on presentation days.

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

Student Academic Appeals (see Student Handbook)

Authority and responsibility for assigning grades to teacher education candidates rests with the faculty. However, in those instances where teacher education candidates believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the teacher education candidate has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

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

Caveat

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

TECHNICAL CONSIDERATIONS

Minimum Recommended Hardware and Software:

- Pentium with Windows XP or PowerMac with OS 10
- High speed modem (cable modem) or Broadband network access
- Internet provider with SLIP or PPP
- 16X CD-ROM
- 500 MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 6.0 or Firefox 3.0
- Google Chrome is NOT recommended for use with eCourses

Note: Be sure to enable Java & pop-ups

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 call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The Helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

Communication Expectations and Standards:

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement:

Because this is an online course, there will be no required face-to-face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by 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 should be copied and pasted to the discussion board.

Prairie View A&M University does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

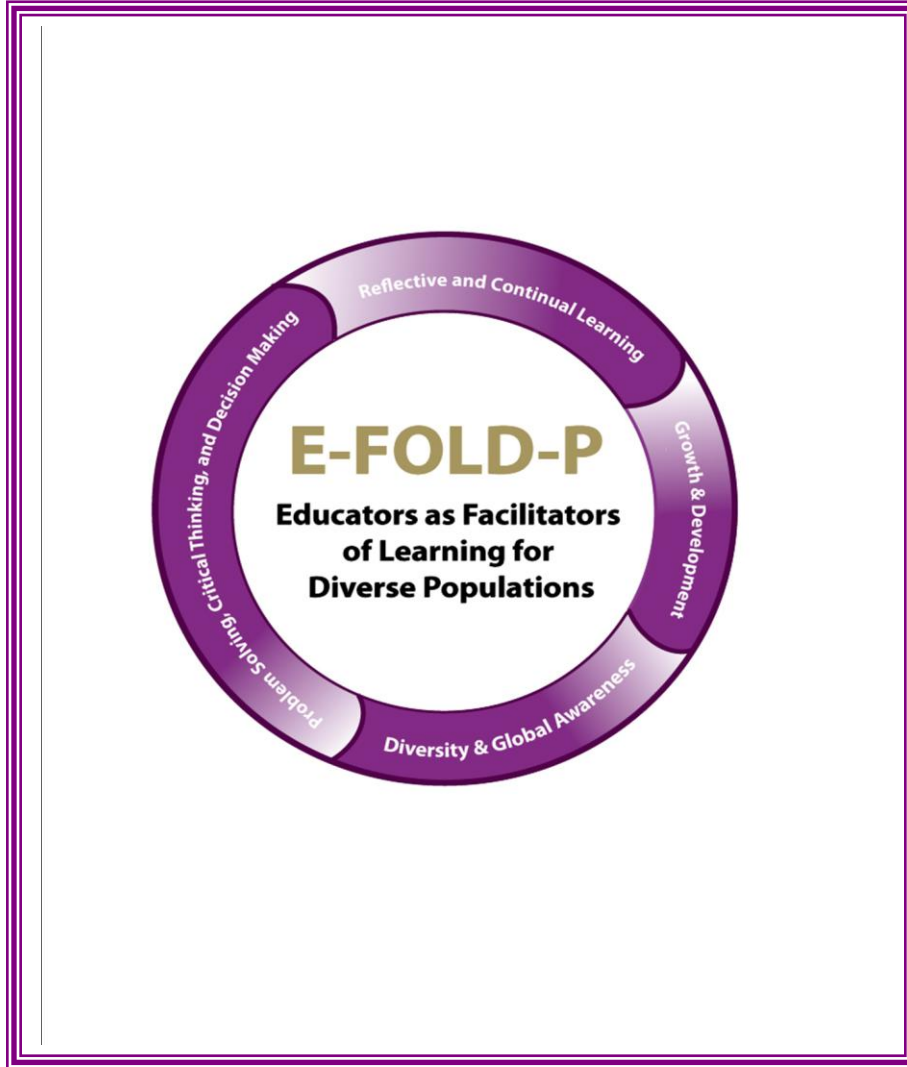
Name: Renee R. Williams
Title: Equal Opportunity Compliance Officer/Title IX Coordinator
Institution: Prairie View A&M University
Office of Student Affairs & Institutional Relations
Address: P.O. Box 519: MS 1107
A.I. Thomas Building, St 013
Prairie View, Texas 77446

Telephone: 936-261-2123
Fax: 936-261-2138
Email: rwilliams@pvamu.edu

Individuals requesting a disability accommodation should contact:

Name: Dr. Kay Norman
Title: Administrator for Diagnostic Testing and Disability Services
Institution: Prairie View A&M University

Professional Education Unit Conceptual Framework



Certification Students ONLY

All students pursuing Health & Physical Education Teacher Certification are required admission into Teacher Certification Education courses. Please contact your advisor or visit the Office of Teacher Certification for the application packet. You can also find additional information at WWW.CERTIFYTEACHER.COM

Whitlowe R. Green College of Education
Office of Teacher Education
Delco Bldg., Room 302
P. O. Box 519; Mail Stop 2425
Prairie View, Texas 77446-0519
Tel: (936) 261-3605

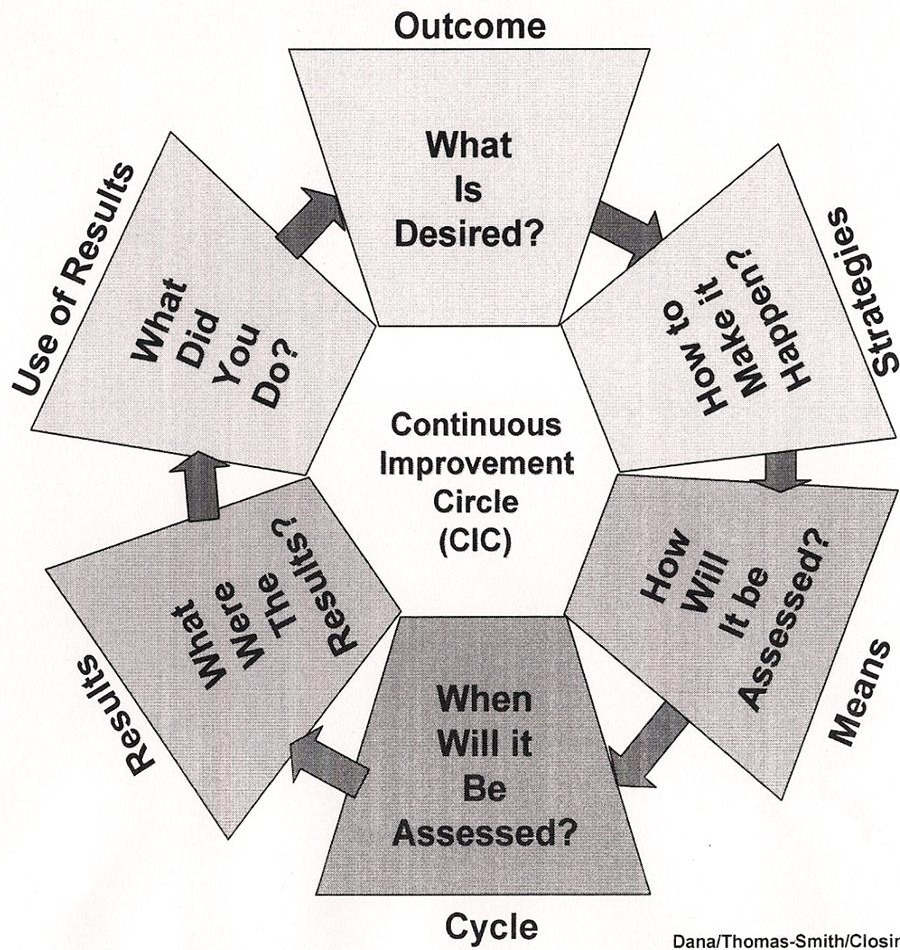
McKinney-Vento Act (Federal Law) 2011

The McKinney-Vento program for Pre-K–16 is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act (42 USC 11431 et seq.). The program was originally authorized in 1987 and, most recently, reauthorized by the No Child Left Behind Act of 2001.

The program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may

not be separated from the mainstream school environment. States, school districts, colleges and universities are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

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



Prairie View A&M University

Attendance Policy

Class Attendance

Prairie View A&M University requires regular online class attendance. Attending all online classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. Excessive absenteeism, whether EXCUSED or UNEXCUSED, may result in a student's course grade being reduced or in a student's being assigned a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Excused Absences

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

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

Unexcused Absences

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

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

Absences on Religious Holy Days

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

Please be advised that cheating and plagiarism will not be tolerated in the Department of Health and Human Performance. Please read, sign and date this form. Thank you in advance, for your cooperation.

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.

Prairie View A&M University

Health and Human Performance Department

SYLLABUS CONTRACT

My signature below indicates that I have read, understand and agree to the conditions set forth in the Syllabus for
HLTH 3013—Nutrition

Furthermore, I understand that:

- It is expected that I have access to the **textbook(s) during the first week** of class as this upper-level course is demanding and requires extensive study and reading.
- The instructor will follow all policies listed in this Syllabus exactly as printed, including how my grade will be calculated.
- End-of-course grade reports are final; however, it is my responsibility to inform the instructor via documentation of any errors in grade calculations *prior to* the Final Exam date.
- The instructor reserves the right to make changes to the syllabus at any time during the semester, and that I will be notified promptly via my PVAMU University email of any significant changes.
- I am responsible for keeping track of my grades and asking the instructor, via email, if I am unsure of my current grade standing.
- I am responsible for all course work even if I do not attend class.
- In accordance with the Syllabus, late assignments pasted 5 days are not accepted.
- It is my responsibility to request an appointment with the instructor **after** consulting with my class Support Team if I have difficulty with this course.
- I will listen to my peer's opinions and respect them, especially if they differ from my own.
- Time spent in class is valuable. Therefore, if the instructor thinks that I am disruptive in class, or that I have come to class unprepared, as directed by the instructor, I may be asked to leave and will comply.
- I understand Prairie View A&M University's Academic Integrity Policy, and I will be in compliance to the rules and procedures therein.
- I am responsible for my own academic integrity and the integrity of my work.
- I understand that continual matriculation at PVAMU requires that no more than two C's shall be earned in a graduate degree program. Any grade earned below a C means automatic dismissal from the graduate program.
- If I have any questions about academic integrity, including proper crediting of sources or working cooperatively on an assignment, it is my responsibility to check with my Support Team **first**, then inform the instructor in an appropriate amount of time if my questions are not answered. Furthermore, if I do not, I am fully responsible for my actions and any consequences.
- I understand that a consequence for **non-compliance to class policies and procedures may result in a reduction of or a failing grade for this course.**

(Date)

(Signature)

(Student's Printed Name)

CLASS SCHEDULE

Module One –(January 14-24, 2013)

Class orientation, Introduction to subject, syllabus review

Reading: Thompson & Manore, Chapter 1 “The Role of Nutrition in Our Health”

Readings: Thompson & Manore , Chapter 2 “Designing a Healthful Diet

Class Discussion due January 24, 2013 (NO GRADE)

Week One: (January 14- 19) Topic: Class orientation, Introduction to subject, syllabus review

Chapter (s): N/A

Assignment (s): Work on assignments due September 6th

Week Two (January 20-24): Topic: “Designing a Healthful Diet” and “Designing a Healthful Diet”

Chapter (s): Thompson & Manore., Chapters 1 and 2

Module Two (January 25-February 14, 2013)

Readings: Thompson & Manore , Chapter 3 “ The Human Body: Are We Really What We Eat?”

Review for Exam 1 (Chapters 1 and 3)

Reading: Thompson & Manore, Chapter 4 “Carbohydrates: Plant Derived, Energy Nutrients & In Depth: Alcohol”

Readings: Thompson & Manore , Chapter 5 “Fat: An Essential Energy-Supplying Nutrient”

Exam #1(Chapters 1 and 3) due February 14, 2013

Discussion #1 due February 14, 2013

Case Study due February 14, 2013

Week Three: (January 25-February 1) Topic: “Designing a Healthful Diet” and “Are We Really What We Eat?”

Chapter (s): Thompson & Manore., Chapters 2 and 3, “

Assignment (s): Work on assignments due on February 14th

Week Four (February 2-February 9): Topic: Review Chapters 1 and 3

Chapter (s): Chapter 3

Week five (February 10-14): Complete examination study guide and complete all assignments

Module Three (February 15- March 7, 2013)

Reading: Thompson & Manore , Chapter 6 “ Proteins: Crucial Components of All Body Tissues”

Readings: Thompson & Manore , Chapters 1-6

Review for exam 2

Exam #2 (Chapters 4-6) due on March 7, 2013

Food log due on March 7, 2013

Discussion #2 due on March 7, 2013

Week Five (February 15-February 22): Topic: “ Carbohydrates: Plant Derived Energy Nutrients & In Depth: Alcohol”

Chapter (s): Thompson & Manore., Chapter 4

Assignment (s): Work on assignments due on March 10th

Week Six (February 23-March 1): Topic: “Fat: An essential Energy-Supplying Nutrient”

Chapter (s): Thompson & Manore., Chapter 5

Assignment (s): Continue to work on assignments due March 7th

Week Seven (March 2-9): Topic: “ Proteins: Crucial Components of All Body Tissues

March 11 - 16, Monday – Saturday
Spring Break

Module Four (March 17- April 4, 2013)

Reading: Thompson & Manore , Chapter 11 “ Achieving & Maintaining a Healthful Body Weight

Reading: Thompson & Manore , Chapter 12 “ Nutrition & Physical Activity: Keys to Good Health

Readings: Thompson & Manore , Chapter 13 “Disordered Eating”

Discussion #3 due April 4, 2013

Students PowerPoint due April 4, 2013

iRead assignment due April 4, 2013

Week Nine (March 17-22): Topic- “Achieving & Maintaining a Healthful Body Weight”

Chapter (s): Thompson & Manore,, Chapter 11

Assignment (s): Work on assignments due on April 4th

Week Ten (March 23-March 26): Topic: “Nutrition & Physical Activity: Keys to Good Health

Chapter (s): Thompson & Manore,, Chapter 12

Assignment (s): Continue to work on assignments due on April 4th

Week Eleven (March 27-April 1): Topic: “Disordered Eating”

Chapter (s): Thompson & Manore,, Chapter 13

Assignment (s): Continue to work on assignments due on April 4th

Week Twelve (April 2-4): Topic: “ Make-up lecture”

Chapter (s): Thompson & Manore,, Chapters 11-13

Module Five (April 5- May 7, 2013)

November 22-24th – Thanksgiving Holiday (BREAK)

Readings: Thompson & Manore , Chapter 14 “ Food Safety & Technology: Impact on Consumers
Review for final exam

Food Safety Bulletin- due **April 25, 2013**

Final Examination (Chapters 12-14)-May 1-7, 2013

Week Thirteen (April 5-12, 2013): Topic: “ Food Safety & Technology: Impact on Consumers Review”

Chapter (s): Thompson & Manore,, Chapter 14

Assignment (s): Work on assignment due on May 5, 2013

Week Fourteen (April 13-20): Topic: “ Food Safety & Technology: Impact on Consumers Review”

Chapter (s): Thompson & Manore,, Chapter 14

Assignment (s): Continue to work on assignments due on May 5th

Week Fifteen (April 21-April 28th) Topic:

Chapter (s): Thompson & Manore,, Chapters 1 -14

Assignment (s):

Week Sixteen: Make-up and Review (April 29-May 7th)

Course Outline schedule is tentative and may change due to class needs.

Academic Calendar – Spring 2013 -REVISED 08/08/12

January 9, Wednesday

New Student Orientation

January 10 - 11, Thursday – Friday

Regular Registration for Returning Students

January 12, Saturday

Regular Registration for Graduate Students (UG students if advised and issued alternate pin) January 14,

Monday

Instruction Begins

Late Registration and Drop/Add Begins January 18, Friday

Late Registration, Add Courses, Change Major/Certification or any Matriculation Change Ends for Undergraduate Students – Student Web Registration Access Closed

January 19, Saturday Late Registration, Add Courses, Change Major/Certification or any Matriculation Change Ends for Graduate Students – Student Web Registration Access Closed

January 21, Monday Dr. Martin Luther King Jr. Day (University Closed)

January 24, Thursday General Student Assembly-All Students Attend

January 30, Wednesday

12th Class Day (Census Date) Last Day to Withdraw from Course(s) without Academic Record Late Deadline to apply for Spring 2013 graduation

January 31, Thursday Withdrawal from courses with Academic record ("W") Begins

February 11, Monday

20th Class Day

March 7 – 9, Thursday – Saturday

Mid-Semester Examination Period

March 11 - 16, Monday – Saturday

Spring Break

March 12, Tuesday

Mid-Semester Grades Due

March 15, Friday

Spring Break (University Closed)

March 18, Monday

Instruction Resumes

March 27, Wednesday

Founders Day/Honors Convocation

March 29 - 30, Friday - Saturday Good Friday/Easter (Student Holiday)

April 1, Monday Withdrawal from Course(s) with Academic record ("W") Ends

April 9, Tuesday Priority Registration Begins for Summer/Fall 2013

April 12, Friday Graduation Application Deadline for SUMMER 2013 AND FALL 2013

April 29-30, Monday-Tuesday Course Review Day [Classes must convene and instructors will prepare students for Final Exams]

April 30, Tuesday

Last Class Day for Spring Semester

Last Day to Withdraw from the University (From All Courses) for the Spring 2013 Semester

May 1 - 7, Wednesday-Tuesday

Final Examination Period

May 7, Tuesday

Final Grades due for Graduating Candidates

May 11, Saturday

Commencement
May 14, Tuesday
Final Grades Due for All Other Students