

HUNF 4369-Y01: Community Nutrition: Spring 2024

Course Information	Description
Instructor:	Dr. Jacklyn Sanders
Section # and CRN:	24810 - HUNF 4369 - Y01
Office Location:	Agricultural Business Building, Room 321
Office Phone:	936-261-2515
Email Address:	jssanders@pvamu.edu
Office Hours:	T/R 1:00pm-3:00pm
Mode of Instruction:	Hybrid/Blended
Course Location:	Agriculture and Business Bldg. Room 216
Class Days & Times:	T/R
Catalog Description:	Study of human nutrition and health problems from a community perspective; programs and policies related to nutrition at local, state, and federal levels; approaches and techniques of effective application and dissemination of nutrition knowledge in communities.
Prerequisites:	HUNF 1322, HUNF 3613
Co-requisites:	None
Required Text(s):	Community Nutrition in Action: An Entrepreneurial Approach, 8th Edition Author: Marie A. Boyle Publishing: ISBN: 978-0-357-36795-7
Communication Methods:	Preferred Method: Remind 101: Text @plan424 to 81010
KRDNS:	<ol style="list-style-type: none"> 1) KRDN 2.3 Assess the impact of a public policy position on Nutrition and Dietetics practice. 2) KRDN 5.3 Practice how to self-advocate for opportunities in a variety of settings (such as asking for needed support, presenting an elevator pitch). 3) KRDN 5.5 Promote team involvement and recognize the skills of each member.

Course Learning Objectives:

	The goal of this course is to offer a unique perspective on the practice of community nutrition and to make use of trans-disciplinary, developmental problem-solving case studies as a learning framework to enhance student's critical thinking skills. Upon successful completion of this course, students will be able to:	Student Learning Outcome # Alignment	Core Curriculum Objective Alignment
1	Assess the impact of a public policy position on nutrition and dietetics practice.	1, 2, 3 KRDN 2.3	K, COM, CT, ACEND
2	Implement and apply the nutrition care process in a community setting on individuals and groups.	1, 2, 3	K, COM, CT

3	Describe the government agencies that provide services to individuals and groups in the community.	2	COM
4	Describe the behavior change theories and be able to apply them effectively in nutrition education in a community setting.	2 & 3	COM, CT
5	Discuss the impact of health care policy and different health care delivery systems on food and nutrition services.	2 & 3 KRDN 2.4	COM, CT, ACEND

Course Learning Outcomes:

Student Learning Outcomes for Course Learning Objectives	
1	Students will be able to describe course policies/procedures and the purpose of the class.
	Students will be able to explain the major project and what is required to complete a community needs assessment project.
	Students will be able to describe the relationship of the nutrition research and nutrition monitoring to U.S. National Nutrition Policy.
	Students will be able to describe the policy making process, and federal budget process.
	Students will be able to explain how laws and regulations are developed.
	Students will be able to identify emerging policy issues in the food and nutrition arena.
2	Students will be able to describe the importance of conducting a community needs assessment.
	Students will be able to describe the seven steps in conducting a community needs assessment.
	Students will be able to use available community and national data to investigate demographic, environmental health behavior, and health status variables.
	Students will be able to discuss cultural issues to consider when choosing a method for obtaining data about the target population.
	Students will be able to discuss the issues of validity and reliability as they apply to data collection.
	Students will be able to interpret community data and set priorities for action.
3	Students will be able to describe the types and purposes of the food assistance programs, the status, and current issues related to the U.S. Food Assistance Programs.
	Students will be able describe actions that individuals might take to eliminate food insecurity.
	Identify different types of food-borne illnesses, and food safety measures to prevent illness.
	Students will be able to discuss four nutrition assistance programs aimed at improving the health and nutrition status of children, including their purposes and types of assistance.
	Students will be able to describe the purpose, eligibility, requirements, and benefits of the federal nutrition programs available to assist low-income women and their children.
4	Students will compare various behavior change theories and strategies.
	Students will identify factors that influence an individual's intention to change a health behavior, based on the health belief model, the theory of planned behavior, and social-cognitive theory.
	Students will be able to describe motivational interviewing as a style of counseling.
	Students will be able to discuss the role of self-efficacy in making a maintaining health behavior change and identify counseling strategies involved in cognitive-behavioral therapy.
	Students will be able to define stages involved in the innovation decision process.
5	Students will be able to describe the global public health issues related to malnutrition and food insecurity that will continue to challenge policymakers and program designers in the next decade.
	Students will be able to describe factors affecting the cost and delivery of health care.
	Students will be able to differentiate between traditional systems of health care and managed forms of health care.

Major Course Requirements

Method of Determining Final Course Grade

Item	Course Grade Requirement	Value	Total
1.	Weekly Attendance/ Participation	Daily	100
2.	Policy Position Group Assignment	1 @ 110 Points Each	110
3.	Community Assessment Project Presentation	1 @ 100 Points Each	100
4.	Chapter Quizzes	19 @ 10 Points Each	190
5.	Exams	3 @ 100 Points Each	300
Total:			800

Grading Criteria and Conversion:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = <60%

If a student has stopped attending the course (i.e. "stopped out") at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams and performed below the grade level of a D, a grade of FN (failed-nonattendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

Detailed Description of Major Assignments:

Assignment Title or Grade Requirement	Description
Attendance	Attendance whether online or in person is important to ensure successful completion of activities and class discussion. Not attending can have an impact on your grade.
Participation Activities	Simple activities to help to understand the chapter content.
Chapter Quizzes	Short untimed quiz testing students on concepts and learning objectives from the chapter to read and answer related multiple-choice questions; one for each chapter.
Policy Proposition Paper	This assignment leads students through three phases to develop a policy position paper.
Exams	Timed exams that will include primarily multiple-choice questions, but may also include short answers, matching, and calculations. Final Exam will be timed, comprehensive, and multiple choice.

Course Procedures or Additional Instructor Policies

Task Stream

Task stream 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 Task stream via the link in Canvas. **This class requires a submission to Task Stream.**

Guidelines for Class Participation in Hybrid / Blended Course

In hybrid courses, more than 15 percent, but less than 50 percent, of planned instruction occurs in the F2F environment. Hybrid courses are defined by the Texas Higher Education Coordinating Board as courses in which “a majority (more than 50 percent but less than 85 percent), of the planned instruction occurs when the students and instructor(s) are not in the same place.” The instructor determines how much time is spent F2F within the parameters noted. eCourses is used for the web-based elements of the course. At PVAMU, hybrid courses are identified by a three-character section number that starts with the letter Y (for example: Y01). Students are required to complete assignments for participation and attendance whether turning them in online or in person. Students must include their name and class section number on all submitted work, or you will receive a “0” in the gradebook.

This class is a hybrid/blended course which means it is designed to maintain an equilibrium between online and offline learning, while blended learning is designed to give in-person students online material to complement their in-class experience.

Attendance

Per PVAMU policy, attendance is mandatory. Your attendance will be graded based on your completion of the assigned tasks whether they are given in class or assigned to be completed when we are not meeting F-2F weekly. If you do not complete the assigned tasks during the week, you will be marked absent for the week.

Students who are feeling sick should contact the instructor via Remind. If students contract COVID, they should follow PVAMU's COVID guidelines posted at www.pvamu.edu/coronavirus. Instructors will be notified accordingly. Students who contract COVID will not be required to provide documentation for absences of less than two weeks and will not be penalized for absences. However, if a student has to miss more than two weeks, then a doctor's note must be provided to the Division of Student Affairs, Dean of Students.

If possible, students who miss class due to illness should:

- Notify instructor of record by email in advance of missing class—this is especially important for exam days
- Attend and/or review online lectures or materials to stay abreast of all class notes or materials
- Email the instructor regularly regarding assignments, etc.
- Submit assignments electronically if permissible
- Reschedule all face-to-face exams and/or assignments with their instructor.

This temporary policy relies on the trustworthiness of each student. Adherence to student code of conduct policies is required.

Inclement Weather and Sick Day Policies

In the event that school is cancelled due to inclement weather, I will record that day's lecture and post it to Canvas. You are responsible for watching the lecture, and we will resume with the next lecture in the next class. In the event that I need to cancel in-person class, I will notify the class via Remind no later than 8:00 a.m. the morning of class. I will record the lecture and post it to Canvas. You are responsible for watching the lecture, and we will resume with the next lecture in the next class.

Assignment Due Dates and Policies

PLEASE PUT YOUR NAMES ON ALL ASSIGNMENTS! This is important even though you are submitting your assignment to Canvas. Students should take action to properly identify their work by submitting their name and dates on all work turned in. I ask that students treat the online platform as if we are in class and you are turning your assignment in to me in the classroom setting. Students who do not submit their work with their name will lose 5 points off the assignment. Students should submit all assigned work via Canvas by 11:59 p.m. on the specified due date. I will accept late work up to a week after the due date, but it will automatically receive 5% off, no exceptions because you have one week to complete the assignments. You are responsible for confirming that your assignments have been uploaded to Canvas. Be sure you double check to confirm. If you are having issues uploading your work, notify me via Remind for assistance.

AI/Chat GTP Usage:

Artificial intelligence (AI) language models, such as ChatGPT, may be used for specific assignments like the Community Needs Assessment Project or the Policy Position Paper. It should be your experience represented, BUT with the appropriate citation. If you are in doubt as to whether you are using AI language models appropriately in this course, please see me for guidance. You are responsible for fact checking statements composed by AI language models. Assigned assignments must also be submitted in Turnitin to fact check.

MacBook Users: Students who use a MacBook, please download Microsoft Office Tools to your computer. This program is free to students. Canvas will not accept *pages.com* documents which is typically seen with MacBook submissions. You may also save your assignments as a PDF and submit accordingly. Submitting your assignments correctly prevents you from receiving a “0” in the gradebook until the submission is correct, and it also prevents a delay in grading assignments. It is your responsibility to ensure that your instructor can read your assignments and the submissions are timely.

Exam Policies

As a rule, I do not offer make-up exams without proper documentation. For extenuating circumstances such as illness, hospitalization, or death of an immediate family member, an opportunity to take an alternative examination will be offered only to those who make prior contact (at least 24 hours before hand) with me in person or by e-mail. Proof of the extenuating circumstance is required (e.g.: university notification, doctor’s note, obituary, police report) and the approval is at my discretion. Only one alternative exam may be possible during the semester. Make-up exams will only be offered in the same format as they were originally administered, unless extenuating circumstances warrant otherwise. If an exam is scheduled on a day that school is cancelled due to weather or any other reason, I will instead post a recorded lecture to Canvas for that day and give the exam the next time we meet in person.

Office Hours

Students needing to meet with me regarding the class or for academic/career advising can send me an email at jssanders@pvamu.edu to schedule a meeting, not through Canvas emails. I do not check Canvas emails. Students needing assistance with class material and information can see me during my office hours as stated on the syllabus, send a message via Remind, or send me an email to schedule a meeting.

Extra Credit & Final Grades

I do offer extra credit periodically. If you are on the cusp of the next highest letter grade (i.e.: 69%, 79%, and 89%) toward the end of the semester, you will receive the higher letter grade provided you have turned in all work on time (no exceptions), taken all the quizzes and exams, and actively participated in class discussions and forums.

Instructor Responsibilities

- Prepare assignments, discussions, and lectures.
- Facilitate an effective learning environment.
- Evaluate and provide prompt feedback on exams and assignments.

Student Responsibilities

- Participate in class discussions.
- When synchronous attendance isn’t possible, listen to the recorded lecture and follow up with me via e-mail or during Zoom office hours (if necessary).
- Read assigned chapters prior to listening to the lecture.
- Submit your own work for your assignments.
- Turn in your assignments on time.
- Complete all course evaluations.
- Ask for help when there is a question or problem.
- Keep your copy of this syllabus.
- Remember: there are no stupid questions! Your classmates probably have the same question. While we all have differing levels of comfort speaking in front of a group, I challenge you to venture outside your comfort zone and speak up.

Semester Calendar

Weeks	Dates:	Lessons	Assignments Due
Week 1 F2F on T	January 15	Introduction/Class Orientation Chapter 1: Opportunities in Community Nutrition Chapter 2: Principles of Epidemiology	Class Introductions
Week 2 Zoom on T	January 22	Chapter 3: A National Nutrition Agenda for Public Health Chapter 4: Understanding and Achieving Behavior	
Week 3 F2F on T/R	January 29	Chapter 5: Community Needs Assessment	
Week 4 F2F on R	February 5	Chapter 6: Program Planning for Success	Exam 1 (R): (Chapters 1-6)
Week 5 F2F on T/R	February 12	Chapter 7: The Art and Science of Policy Making	Community Assessment Review Due
Week 6 F2F on T	February 19	Chapter 8: Addressing the Obesity Epidemic	Policy Position Presentation Part 1
Week 7 F2F on T	February 26	Chapter 9: Healthcare Systems and Policies	Policy Position Presentation Part 2 Community Assessment Review Returned
Week 8 Zoom on T	March 4	Chapter 10: Food Insecurity/Food Assistance Program	
Week 9	March 11	Spring Break	
Week 10 Zoom on T	March 18	Chapter 11: Mothers and Infants Nutrition Assessment Chapter 12: Children and Adolescents Chapter 13: Healthy Aging Nutrition Assessment	Final Community Assessment Project Due
Week 11 F2F on R	March 25	Chapter 14: Global Food and Nutrition Security	Exam 2 (R): (Chapters 7-14)
Week 12 Zoom on T	April 1	Chapter 15: Gaining Cultural Competence Chapter 16: Principles of Nutrition Education	Policy Brief Due
Week 13 Zoom on T	April 8	Chapter 17: Marketing Nutrition and Health Promotion	

		Chapter 18: Managing Community Nutrition Programs Chapter 19: Building Grantsmanships	
Week 14 F2F	April 15	Individual Presentations	
Week 15 F2F	April 22 F2F	Individual Presentations	
Week 16 F2F	April 29	Final Exam (Comprehensive)	Exam 3: Comprehensive of All Chapters

Student Support and Success

John B. Coleman Library

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. [Library Website](#) Phone: 936-261-1500

Academic Advising Services

Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the [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 are offered face-to-face in the UTC and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; [University Tutoring Website](#)

Writing Center

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

Panther Navigate

Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for intervention. Panther Navigate helps students by providing a central location to schedule advising appointments, view campus

resources, and request assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will log in to Canvas and click on Student Alerts on the left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; [Panther Navigate Website](#)

Student Counseling Services

The Student Counseling Services 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 assists 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; [Health & Counseling Center Website](#)

Office of Testing Services

The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the [OTS – Proctoring Service website](#). Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; [Testing Website](#)

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 hard and software, adapted furniture, proctoring 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; [Disability Services Website](#)

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 classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit [CIITS Student Website](#). Phone: 936-261-3283 or email: ciits@pvamu.edu.

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 Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; [Veteran Affairs Website](#)

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; [Student Engagement Website](#)

Center for Careers & Professional Development

This center supports students through professional development, career readiness, and placement and employment assistance. The center 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 center website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

University Rules and Procedures

Academic Misconduct

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, 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 academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

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. **Collusion:** When more than one student or person contributes to a piece of work that is submitted as the work of an individual;
4. **Conspiracy:** Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. **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.

PVAMU's General Statement on the Use of Generative Artificial Intelligence Tools in the Classroom

Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAIs currently available, this statement includes any and all past, current, and future generations

of GAI software. Prairie View A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not substitute the substance of their original work with the results of using such GAI tools. This clearly violates the [University's Administrative Guidelines on Academic Integrity](#) and its underlying academic values.

Nonacademic Misconduct

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the ability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents 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, Dr. Zakiya Brown, at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at [Title XI Website](#), including confidential resources available on campus.

Protections and Accommodations for Pregnant and Parenting Students

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at titleixteam@pvamu.edu. Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of 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 at 936-261-1744 or 1792.

Class Attendance Policy (See the University Online Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports the 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 the Internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the 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.

Makeup Work for Legitimate Absences

Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is **excused**, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

Absence Verification Process

All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation, for review and verification. Please use the [Online Reporting Forms](#) to access/complete/submit the *Request for a University Excused Absence* form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: deanofstudents@pvamu.edu or phone: (936) 261-3550 or Office for Student Conduct via email: studentconduct@pvamu.edu or phone: (936) 261-3524.

Student Academic Appeals Process

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

Technical Considerations

Minimum Recommended Hardware and Software:

- Intel PC or laptop with Windows 10 or later version; Mac with OS Catalina
- Smartphone or iPad/tablet with wi-fi*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

Note: Be sure to enable Java & pop-ups in the web browser preferences

* Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work with Android or Apple tablets and smartphones.

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software (Zoom)

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 discussion 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 the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support

Students should go to [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, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

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

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 occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

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

In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice.

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.
- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.
- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.
- All students will have access to [TimelyCare](#), a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at timelycare.com/pvamu.
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.