SYLLABUS

HLTH 3013 Nutrition
Summer 2021
Department of Health and Kinesiology
Whitlowe R. Green College of Education

Instructor: Dr. Donna Y. Laws
Section # and CRN: Z01 32876
Office Location: Virtual/Online (Leroy G. Moore “New” Intramural Gym, Room 109)
Office Phone: 936-261-3909
Email Address: dolaws@pvamu.edu
Office Hours: Tuesday 1:00pm-4:00 pm (By Appointment).
Mode of Instruction: Online
Course Location: Online
Class Days & Times: Online
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
Recommended Texts: N/A

Student Learning Outcomes (SLOs) Undergraduate Program: Health

SLO 1 Graduates can communicate effectively in written, oral and verbal forms of expression.
SLO 2 Graduates can plan and implement effective health education programs.
SLO 3 Graduate can evaluate health programs and coordinate health program services.
SLO 4 Graduates can evaluate the scientific literature in the discipline, understand and synthesize relevant information.
SLO 5 Graduates can demonstrate the ability of technologies to support inquiry and professional practice.
<table>
<thead>
<tr>
<th>Program Learning Outcome # Alignment (SLO)*</th>
<th>Core Curriculum Outcome Alignment</th>
<th>InTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Distinguish between reliable and proven nutritional concepts versus less established sources.</td>
<td>4, 5</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>2 Explain the association between nutrition and human disease.</td>
<td>1, 4</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>3 Apply nutritional concepts to inform healthful changes in consumption behavior.</td>
<td>1, 4, 5</td>
<td>Critical Thinking Communication</td>
</tr>
<tr>
<td>4 Describe the six groups of essential nutrients and how they are processed by the human body.</td>
<td>1, 4</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>5 Evaluate personal nutrition and physical activity based on scientific evidence and recommendations.</td>
<td>1</td>
<td>Critical Thinking Communication Empirical &amp; Quantitative</td>
</tr>
<tr>
<td>6 Demonstrate the necessity of both a healthful diet and adequate physical activity to achieve and maintain a healthful weight status.</td>
<td>1, 4</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>7 Describe the impact of food safety and technology on consumer health.</td>
<td>1, 4</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>8 Create an action plan based on realistic goal setting strategies to achieve and maintain a healthful weight status.</td>
<td>1, 4</td>
<td>Personal Responsibility</td>
</tr>
</tbody>
</table>

*The program learning outcomes identified in this table pertain to the objectives for this course. Other courses within the program cover additional learning outcomes (SLOs). Collectively, all courses within the program curriculum will ensure that candidates have achieved all 5 learning outcomes (SLOs).

<table>
<thead>
<tr>
<th>Governing Organizations</th>
<th>Alignment with Standards/Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>TExES</td>
<td>Domain I: Personal Health</td>
</tr>
<tr>
<td></td>
<td>Domain IV: Health-Related Skills and Resources</td>
</tr>
</tbody>
</table>
NHES

**Health Education Standard 1** – comprehend concepts related to health promotion and disease prevention to enhance health.

**Health Education Standard 2** – analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

**Health Education Standard 3** – demonstrate the ability to access valid information and products and services to enhance health.

**Health Education Standard 4** - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Health Education Standard 6** – demonstrate the ability to use goal-setting skills to enhance health.

**Health Education Standard 7** – demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Teaching/Learning Activities**

1. Discussions
2. 14-Day Nutrition & Physical Activity Analysis
3. Presentation(s)
4. Directed readings and other class assignments to accomplish the stated objectives.

**Grading Matrix**

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Value (points or percentages)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1 Introduction @ 5 points.</td>
<td>5</td>
</tr>
<tr>
<td>Discussions/Activities</td>
<td>4 Discussions @ 5 points.</td>
<td>20</td>
</tr>
<tr>
<td>14-Day Nutrition &amp; Physical Activity Analysis</td>
<td>1 Analysis @ 20 points.</td>
<td>20</td>
</tr>
<tr>
<td>Power Point Presentation</td>
<td>1 Presentation @ 15 points.</td>
<td>15</td>
</tr>
<tr>
<td>Exams</td>
<td>2 Exams @ 20 points.</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total Possible Points:</strong></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

**Weighted Grading System:**

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>5%</td>
</tr>
<tr>
<td>Discussions/Activities</td>
<td>20%</td>
</tr>
<tr>
<td>Nutrition &amp; Physical Activity Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Power Point Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Exams</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>
Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 – 90</td>
</tr>
<tr>
<td>B</td>
<td>89 - 80</td>
</tr>
<tr>
<td>C</td>
<td>79 – 70</td>
</tr>
<tr>
<td>D</td>
<td>69 - 60</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

I = Incomplete *(Only issued under extraordinary circumstances that are beyond a student’s control.)*
W = Withdrawal from a course
WV = Withdrawal from the University voluntarily
MW = Military withdrawal

Detailed Description of 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”.*

<table>
<thead>
<tr>
<th>Assignment Title or Grade</th>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td>Please tell me something about yourself. Please post your introduction in response to my thread by the due date. PLEASE reply directly within the thread and DO NOT create new threads. Each candidate will interact with the instructor and classmates as a way to engage and meet others in the class. Candidates are encouraged to participate in the discussion areas to enhance your learning experience and communication with others. Candidates are expected to log into the course and post (respond) in this discussion topic with a minimum of three posts (1 original response to the discussion and 2 responses to peers).</td>
</tr>
<tr>
<td><strong>14-Day and Physical Activity Analysis</strong></td>
<td>Each candidate will utilize MyFitnessPal to complete a 14-day nutrition and physical activity analysis of what he/she has eaten and his/her physical activity. The candidate will identify and record 14 days of meals, snacks, beverages, and physical activity; then enter the data into MyFitnessPal to retrieve a computer analysis of the nutrients consumed and energy expenditure over the 14 days. The candidate must generate a write up (no less than 250 words) demonstrating his or her analysis of findings and identify areas for change or maintenance based on an appropriate and healthy diet. The write up should reflect the candidate’s comprehension and application of the material learned in the course and through additional credible resources. This assignment must be submitted online in Canvas for grading. <strong>LATE ASSIGNMENTS: PLEASE SEE SYLLABUS AND INSTRUCTOR EXPECTATIONS.</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Discussions/Activities | The candidate will interact with the instructor and classmates to explore questions and comments related to the content of this course. A successful candidate in a discussion is one who takes an active role in the learning process. Candidates are encouraged to participate in the discussion areas to enhance your learning experience throughout each assigned week. Candidates are expected to log into the course and post (respond) in the discussion topics with a minimum of three posts per discussion (1 original response to the discussion question and 2 responses to peers). **ALL posts should be substantive and demonstrate your comprehension and application of the material.** Quality—Content of your contributions. Examples of quality posts include:

**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 candidates
- presenting reasons for or against a topic in a persuasive fashion
- sharing your own personal experiences that relate to the topic

The discussions will be graded for:

1. Frequency – Number of your discussion comments and contributions, and
2. Quality – Content of your contributions

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

It is strongly suggested that candidates 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. **LATE ASSIGNMENTS: PLEASE SEE SYLLABUS AND INSTRUCTOR EXPECTATIONS.**

| Power Point Presentation | Each candidate will be required to submit a PowerPoint presentation on "how he/she will apply skills learned in this class to his/her daily life" (provide supporting documents/resources). The PowerPoint presentation should consist of 15-20 slides detailing the topic. Each candidate will be graded on the following: knowledge of subject area, appearance (personal and presentations), cohesion, grammar, thorough application of course content, and uniqueness. Detailed instructions and a rubric are provided on eCourses. **LATE ASSIGNMENTS: PLEASE SEE SYLLABUS AND INSTRUCTOR EXPECTATIONS.**

| Midterm Exam | Candidates will complete an exam over specified chapters consisting of multiple choice and true/false questions over course content, terminology, and application. **LATE ASSIGNMENTS: PLEASE SEE SYLLABUS AND INSTRUCTOR EXPECTATIONS.** |
Candidates will complete an exam over specified chapters consisting of multiple choice and true/false questions over course content, terminology, and application. **LATE ASSIGNMENTS: PLEASE SEE SYLLABUS AND INSTRUCTOR EXPECTATIONS.**

Course Procedures or Additional Instructor Policies

**Taskstream**

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

**Submission of Assignments**

When applicable, work should be submitted utilizing APA (American Psychological Association) style. All assignments must be typed, double spaced, must include a title page, and multiple pages stapled. **All assignments must be submitted in Microsoft Word format.** A candidate submitted assignment in any other format, that cannot be opened for grading will earn a grade of zero (0).

Assignments are not to be hole punched until after they have been graded. Do not submit work in folders, sheet protectors or report covers. Points will be deducted for not following directions. In addition, points will be deducted for typographical, grammatical and sentence structure errors.

**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. **Do not submit assignments in PDF format.**

**Retainment of Assignments and Exams**

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

**Penalties for Late Assignments**

Assignments must be submitted by the scheduled due date and time. **50% of the assignment's value will automatically be deducted on late assignments.** Late assignments will not be accepted after five days. However, in the case of an excused absence, candidates must submit valid documentation within two days of returning to class. Each candidate is responsible for submitting all work on the scheduled due date whether present or not. Quizzes/Exams and skills tests must be made up within one week from the due date.

**Exam Policy**

Missed mid-term or final exams cannot be made up unless permission is granted by the instructor prior to the exam and/or valid documentation is submitted.
| Week 1 | 5/30-6/6 | Module 1 | Nutrition: Linking Food, Function, and Health  
| Topic Description: | Designing a Healthful Diet  
The Human Body: Are We Really What We Eat?  
“Memorial Day” Holiday 5/31/21 (University Closed)  
First Class Day 6/1/21 |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Chapter(s)</td>
<td>Chapters 1 &amp; 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Assignment(s) | Readings  
Review Syllabus  
Introductions/Personal Bios **Due 6/4/21**  
Faculty Expectations Response **Due 6/4/21**  
Register for My Fitness Pal & begin Nutrition and Physical Activity Log by **6/4/21** |
| Week 2 | 6/7-6/13 | Module 2 | The Human Body: Are We Really What We Eat?  
Carbohydrates: Plant-Derived Energy Nutrients  
Fats: Essential Energy-Supplying Nutrients  
Proteins: Crucial Components of All Body Tissues  
In-Depth Vitamins and Minerals |
| Topic Description: | |
| Chapter(s) | Chapters 3 & 4  
Chapters 5 & 6 |
| Assignment(s) | Readings  
Discussion/Activity #1 **Due 6/10/21** |
| Week 3 | 6/14-6/20 | Module 3 | MIDTERM EXAM |
| Topic Description: | |
| Chapter(s) | Review for Midterm Exam ( Chapters 1-6) |
| Assignment(s) | Readings  
Discussion/Activity #2 **Due 6/17/21**  
Exam #1/MIDTERM EXAM (Chapters 1-6) **Due 6/15/21** |
| Week 4  6/21-6/27 | Module 4 | Achieving and Maintaining a Healthful Body Weight  
Nutrition and Physical Activity: Keys to Good Health |
<table>
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<tr>
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<tbody>
<tr>
<td>Topic Description:</td>
<td>Nutrition and Physical Activity Analysis Due 6/24/21</td>
<td></td>
</tr>
<tr>
<td>Chapter(s)</td>
<td>11 &amp; 12</td>
<td></td>
</tr>
</tbody>
</table>
| Assignment(s)     | Readings  
Discussion/Activity #3 Due 6/24/21  
Nutrition and Physical Activity Analysis Due 6/24/21 |

| Week 5  6/28-7/4 | Module 5 | Food Safety and Technology: Impact on Consumers  
Last Class Day 7/2/21 |
<table>
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</thead>
<tbody>
<tr>
<td>Topic Description:</td>
<td>PPT Presentations Due Due 7/1/21</td>
<td></td>
</tr>
<tr>
<td>Chapter(s)</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>
| Assignment(s)     | Readings  
Discussion/Activity #4 Due 7/1/21  
PPT Presentations Due Due 7/1/21 |

<table>
<thead>
<tr>
<th>Week 6  7/5-7/11</th>
<th>Module 6</th>
<th>FINAL EXAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Description:</td>
<td>Exam #2/FINAL EXAM (Chapters 11-13) Due 7/6/21</td>
<td></td>
</tr>
<tr>
<td>Chapter(s)</td>
<td>Review for Final Exam (Chapters 11-13)</td>
<td></td>
</tr>
</tbody>
</table>
| Assignment(s)     | Readings  
Exam #2/FINAL EXAM (Chapters 11-13) Due 7/6/21 |
This calendar is a guide for instruction. This is a tentative calendar and subject to change. The Professor/Instructor reserves the right to modify the calendar as the Professor/Instructor desires, to meet the needs of the candidates and/or the needs of the Professor/Instructor. Examination dates and assignment due dates may be modified by the Professor/Instructor. LATE ASSIGNMENTS: PLEASE SEE SYLLABUS AND INSTRUCTOR EXPECTATIONS. No late work will be accepted pass the 5-day window unless previous arrangements have been made and approved, and with valid documentation.

Student Support and Success

John B. Coleman Library

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

Academic Advising Services

Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when the student is unsure of the best resource for their needs. Some students are supported by faculty advisors in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. You can find your advisor’s location by academic major at the Academic Advising Website, Phone: 936-261-5911.

The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support is offered face-to-face in the UTC, in virtual face-to-face sessions, and through online sessions at PV Place. Other support services
available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; Website: University Tutoring Center.

The Writing Center

The Writing Center provides well-trained peer tutors that assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Student must register for Grammarly by using their student email address. In addition, students have access to face-to-face as well as virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: The Writing Center; Grammarly Registration.

Academic Early Alert

Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alert helps students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PVPlace and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: Academic Early Alert.

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Website: Student Counseling Services.

Office of Testing Services

Testing Services serves to create opportunities by offering suite of exams that aid in the students’ academic and professional success. Currently we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Website: Testing Services.

Office of Diagnostic Testing and Disability Services

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hardware and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livecribe, and a comprehensive referral network across
campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: Disability Services.

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assisted and 2-way video course delivery. For more details and contact information, visit: CIITS Student Webpage; Phone: 936-261-3283.

Veteran Affairs

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

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; Website: Office for Student Engagement.

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; Website: Career Services.

University Rules and Procedures

Academic Misconduct (See Student Planner)

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Planner, especially the section on academic misconduct (see University Administrative Guidelines on Academic Integrity). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the PVAMU Undergraduate Catalog, Graduate Catalog, and the Student Planner, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed or to have attempted to commit the following academic misconduct may also be subject to disciplinary review and action as outlined in the PVAMU Student Planner.

Forms of Academic Dishonesty:

1. Cheating: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations.
Examples: unauthorized use of notes for a test; using a “cheat sheet” on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher.

2. Plagiarism: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another’s paper or answers, failure to identify information or essays from the Internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks.

3. Multiple Submission: Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

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

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

Nonacademic Misconduct (See Student Planner)

The University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, or (2) the ability of students to benefit from the instructional program, or (3) the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Office for Student Conduct under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university’s sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance, or have questions, they may contact the Title IX Coordinator at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at the Title IX Webpage including confidential resources available on campus.

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Disability Services or the Dean of Students’ Office for additional information and to request accommodations. More information can be found at this webpage.

Non-Discrimination Statement
Prairie View A&M University does not discriminate 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 936-261-1744 or 1792.

Class Attendance Policy (See Catalog for Full Attendance Policy)

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

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor’s assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint. Students can file Academic Complaints and/or Grade Appeals at this webpage.

Technical Considerations

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra*
- Smartphone or iPad/Tablet with Wi-Fi*
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari or Firefox

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

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

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

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

Netiquette (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.” Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette

When using Zoom, WebEx or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during session. Before class session begins, test audio, video and lighting to alleviate technology issues.

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

Communication Expectations and Standards

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

Discussion Requirement

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.
It is strongly suggested that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

COVID-19 Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, PVAMU has adopted policies and practices to limit virus transmission.

- **Self-monitoring** - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.

- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) are recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain.

- **Physical Distancing** - Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.

- **Personal Illness and Quarantine** - Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.