Instructor: Justin Pelham, MS, RD, LD
Office: HMS North 101 C
Office Phone: (936) 468-5892

Course Time & Location: T/R 11:00 – 12:15, HMS S 108
Credits: 3 semester hours
Email: Through this course in D2L (preferred) or pelhamjd@sfasu.edu (alternative)

Office Hours: Tues: 12:30 – 1:30pm; Wed: 9:30 – 11:30am; Thur: 12:30 – 1:30pm; Fri: 10:30am – 11:30am
* All hours will be accommodated via Zoom and/or face-to-face by appointment only
* Hours subject to change with written notification

Communication Expectations: Emails and phone calls will be responded to within 24-48 hours, Monday – Friday. The preferred method of communication is through email. Students are expected to check their Brightspace accounts weekly.

Prerequisites: NUTR 4349

I. Course Description: Study and application of the physiology and biological anomalies in the lower GI tract, hepatobiliary system, endocrine system, renal disease, neuro system, respiratory, cancer, and HIV/AIDS as related to nutrition in the clinical setting.

Course Justification: Students in this course receive extensive course content information either in-class or via online content equivalent to a minimum of 2250 minutes plus 120 minutes for the final exam. Students in the course will engage in a variety of assignments that can include, but are not limited to, exams, presentations, and application-based assignments. For every hour a student spends engaging with course content, they spend at least two hours completing associated activities and assessments. This course may include instructional time that is delivered asynchronously. Examples of asynchronous instruction may include (but are not limited to): written content, video content, discussions, case studies, synthesis exercises, reflection activities, peer review, and skills practice.

II. Intended Learning Outcomes/Goals/Objectives:

This course supports the vision, mission, and core values of the College of Education, which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The course enhances student learning in the area of nutrition and disease and serves as a required course in the Food, Nutrition, and Dietetics Program in the School of Human Sciences, and aligns with the standards of the Accreditation Council for Education in Nutrition and Dietetics.

<table>
<thead>
<tr>
<th>PCOE Mission</th>
<th>Relation to learning experiences in NUTR 4379</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Mission of the James I. Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society.</td>
<td>This course will afford the student the opportunity to develop competence in understanding and applying knowledge of nutrition and disease to case study scenarios that encompass a diverse population.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PCOE Core Values</th>
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<tbody>
<tr>
<td>Academic excellence through critical, reflective and creative thinking</td>
<td>Students will use critical, reflective and creative thinking skills in applying the nutrition care process to the assigned case studies.</td>
</tr>
<tr>
<td>Life-long learning</td>
<td>Students will utilize the process of learning to develop and/or expand interests in key nutrition concepts taught in the course.</td>
</tr>
</tbody>
</table>
Collaboration and shared decision making

Students will participate in class discussion.

Openness to new ideas, culturally diverse people and innovation and change

The diversity of scenarios in the case study text will expose the students to culturally diverse people with beliefs and behaviors that may be different from their own.

Integrity, responsibility, diligence and ethical behavior and

Students apply the Code of Ethics for the Profession of Dietetics, the Scope of Dietetics Practice Framework, the Standards of Practice for Registered Dietitians in Nutrition Care, and the Standards of Professional Performance for Registered Dietitians to each case study scenario.

Service that enriches the community

Students will complete service-learning hours to utilize applicable medical nutrition therapy knowledge in various community settings.

<table>
<thead>
<tr>
<th>Program Learning Outcomes</th>
<th>Student Learning Outcomes</th>
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<tbody>
<tr>
<td>Students are able to select and use current information technologies to locate and apply evidence-based guidelines and protocols. (ACEND KRDN 1.2)</td>
<td>Students will complete case studies using the Nutrition Care Process to determine best evidence-based nutrition practices. The Pancreatitis Case Study will assess this specific learning outcome and will be turned into Dropbox and Q-Classroom.</td>
</tr>
<tr>
<td>Students are able to use the Nutrition Care Process and clinical workflow elements to assess nutritional parameters, diagnose nutrition related problems, determine appropriate nutrition interventions, and develop plans to monitor the effectiveness of these interventions. (ACEND KRDN 3.1)</td>
<td>Students will complete case studies using the Nutrition Care Process. The Pancreatitis Case Study will assess this specific learning outcome and will be turned into Dropbox and Q-Classroom.</td>
</tr>
<tr>
<td>Students are able to practice routine health screening assessments, including measuring blood pressure and conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol). (ACEND KRDN 3.4)</td>
<td>Students will participate in simulation lab with documentation of practice with blood pressure monitoring and waived point-of-care laboratory testing, including assessment of data collected and submitted into Dropbox and Q-Classroom.</td>
</tr>
</tbody>
</table>

Upon successful completion of the case studies and individual counseling sessions the student will be able to:

1. Recognize and understand common medical terminology and abbreviations.
2. Interpret laboratory data and medical terminology
3. Utilize information from the medical record for nutrition screening and assessment.
4. Develop appropriate medical nutrition therapy care plans based on nutrition assessment, nutrition diagnosis, nutrition intervention, and nutrition monitoring and evaluation.
5. Understand the pathophysiological and biochemical rationale for medical nutrition therapy of specific disease states.
6. Determine appropriate fluid and electrolyte recommendations for specific disease states.
7. Identify significant pharmacological interactions of nutrients with other nutrients, drugs and dietary supplements.
8. Evaluate needs and strategies for utilization of diets modified in texture and adaptive feeding equipment and techniques appropriate for clients with swallow disorders.
9. Perform calculations needed for defined diets, enteral tube feedings, and parenteral nutrition support.
10. Develop acceptable menus for individuals that are consistent with the medical nutrition therapy care plans and client food preferences, eating patterns, and economic status.
11. Participate in nutrition screening and client counseling.
12. Recognize the psychosocial concepts that impact client-based interactions
13. Determine appropriate MNT counseling strategies for clients.
14. Effectively interact with clients in regards to health behaviors and educational needs.
15. Perform basic health assessments including blood pressure and vital signs.
16. Read and correctly interpret current research articles on nutrition and disease.
17. Understand the basic structure for healthcare delivery systems.
18. Describe the characteristics and rationale behind the use of transitional and modified diets for the prevention and treatment specific pathological disorders.
19. Recognize the need to assess the techniques and equipment needed to adapt feeding regimes to meet the needs to specific medical conditions.
20. Understand the basic structure for healthcare delivery systems.
21. Appreciate the importance of appropriate nutrition intervention in establishing cost-benefit and cost-containment strategies for the healthcare industry.
22. Recognize the association of malnutrition with the overall response to medical intervention, length of hospital stay, and cost of medical care.
23. Distinguish the difference between nutrition screening and nutrition assessment.

III. III. Course Assignments, Activities, Instructional Strategies, use of Technology:
D2L enhancements will be used for this course. You can access D2L via http://d2l.sfasu.edu. If you need help with D2L software, please contact OIT at 936-468-1919.

IV. Evaluation and Assessments (Grading):
1. Unit Exams (2 @ 100 points each = 200 points total).
   All exams will cover material from lecture, handouts, readings in the texts, and assigned readings from supplemental materials. The exams will contain a section of multiple-choice questions. There is a separate section that may contain calculations, short answer and essay questions, medical abbreviations, vocabulary matching, and case studies. You will need to have a calculator as indicated by the instructor. No cell phone calculators are allowed.

  Copying from someone else's exam while taking the exam, using your notes, textbook or electronic device, giving or receiving an advance copy of the examination, getting an old copy of the examination, or hiring a surrogate test-taker will all be considered cheating. Any student will receive a grade of zero and are flagrant violations of University policy. There will be no make-up unit exams from the scheduled exam date. In the event that you miss a unit exam, the final exam will count twice for SPECIAL CIRCUMSTANCES ONLY, WITH PRIOR APPROVAL FROM HMS PROGRAM COORDINATORS, AND PROPER DOCUMENTATION.

   You will be utilizing the online proctoring service called Honorlock. This platform allows you to take an online exam in D2L while being proctored in a remote location. Taking an exam through Honorlock requires that you have a functioning webcam and audio capacity. You will also need access to a desktop or laptop computer. Tablets, smart phones, Chromebooks, and other mobile devices are not optimal and/or supported at this time.

   Additional information to consider with online exams:
   • You will be monitored during the exam. Suspected violations will be noted and a report will be sent to me.
   • Your exam should be taken in private locations only (no McDonald’s, coffee shops, library, etc.).

   Otherwise, you will need to contact the SFA testing center at (936) 468-3958 to make an appointment.

2. Comprehensive Final Exam (150 points)
The format of the final exam will be similar to that of the unit exams. You will be utilizing the same proctoring service, Honorlock, for the final exam. Follow the same guidelines from the unit exam section. Thirty percent of the points will come from the last unit of study (neoplastic disease and HIV/AIDS). The remaining 70% of the points will be questions covering material from the entire MNT II course. Final exams can only be rescheduled for SPECIAL CIRCUMSTANCES ONLY, WITH PRIOR APPROVAL FROM HMS PROGRAM COORDINATORS, AND PROPER DOCUMENTATION.

3. Q-Classroom Case Study (30 points) & Dropbox Case Studies (120 points)
Before class you will use available resources to answer the assigned case study questions. Case studies will usually be submitted in Dropbox unless otherwise indicated and must be typed or they will not be accepted. During class you may write corrected answers or additional comments on the case study assignment. Full credit requires ACTIVE participation in class discussion of the questions and their answers. Each case study will begin with a BRIEF review of the disease pathophysiology, followed by Nutrition Assessment (food/nutrient intake, anthropometric calculations,
relevant biochemical data, nutrition-focused physical exam/clinical data, PMH/meds, and comparative standards), Nutrition Diagnoses and prioritization, Nutrition Intervention, and Monitoring & Evaluation. In addition, each student will discuss the assigned article related to the case study content with the class. The Pancreatitis Case Study is a Q-Classroom assignment and must be turned in through Q-Classroom and Dropbox in order to be graded. This is the ONLY case study submitted into Q-Classroom.

Makes sure to cite all references with each case study. All assignments will be filtered through Turnitin software to check for plagiarism by humans and artificial intelligence (AI) systems. Again, assignments must be turned in prior to class time on the assigned due date. NO LATE HOMEWORK ASSIGNMENTS WILL BE ACCEPTED!

4. Class Participation (25 points)
Class participation is an expectation for students to contribute during in class activities such as MNT case studies. Effective listening and communication both written and oral are essential during outside activities such as the hospital tour, nutrition simulation, health screening assessment, or any additional activities that could occur this semester.

5. Nutrition Simulation & Health Screenings – Part II (75 points)
Students will meet at the SFASU School of Nursing (5707 North Street Nacogdoches, TX 75965) or via Zoom for livestream students on Thursday, March 21st. Students will be receiving instruction on routine health screenings by assessing blood pressure and monitoring blood glucose levels. This assessment is worth 30 points. More details to come this semester!

Students will once again meet at the SFASU School of Nursing (5707 North Street Nacogdoches, TX 75965) or via Zoom for livestream students only on either Monday, April 8th or Tuesday, April 9th afternoon at scheduled sign-up times from 12:00pm – 3:00pm. Students will participate individually in the learning experience based on a mock clinical setting applying their medical nutrition therapy knowledge followed by a case study scenario. This outside class activity will be worth 45 points total factoring the simulation and ADIME note. More details to come this semester!

7. MNT Speakers – Reflection Paper (25 points)
Once all class activities are completed, you can write the reflection paper. The available points will be based upon the QUALITY of your writing in the reflection paper. A reflection paper is your own personal response to the designated event. Examples questions might include: What new things did you learn? What content did you recognize from prior MNT classes? How could this MNT knowledge improve the patient’s clinical outcomes? What did you learn and how does this relate to the course and your future as a health care practitioner? The paper should be typed, 2 full pages minimum, double spaced, 12 point font, 1” margins. The reflection paper will need to be uploaded into Dropbox for you to receive a grade for this assignment.

8. Asynchronous Assignment – These assignments will include instructional time that are delivered asynchronously through real world application at a clinical setting or knowledge based through case study application based on course modality. Each assignment will have associated deadlines and announced accordingly for completion. The particular assignment provides 150 minutes of asynchronous work to meet the required contact hours in this course.

All Students: Hospital Overview – 10 points
A) Each MNT II student will attend the mandatory hospital overview on Thursday, February 15th with the clinical dietitian at Nacogdoches Medical Center. This facility is located at 4920 NE Stallings Drive Nacogdoches, TX 75965. The dietitian will speak about their daily duties along with topics such as dietary supplements, nutrition support, meal trays, interdisciplinary team, etc. This hospital overview is worth 10 points.

Face-to-Face Students ONLY: Hospital Tour & Shadowing Assignment – Reflection Paper (35 points)
A) For face-to-face students in Nacogdoches, you will complete the hospital tour scheduled at Nacogdoches Medical Center once the hospital overview is finished. The clinical dietitians will be taking students on a tour of the
facility. This must be completed before the hospital shadowing can occur. The hospital tour is worth 5 points.

B) You will complete a **minimum of 2 hours** shadowing the Nacogdoches Medical Center dietitian for clinical rounding. You will need to contact the dietitian 1-2 weeks in advance to schedule your appointment. Shadowing will be only permitted from 9:30 am – 11:30 am (Tuesdays – Thursdays) unless the dietitian agrees upon date(s) and time(s) outside the agreed upon timeframes. **Shadowing can start on February 19 and will conclude on May 2.** Please do not wait until last minute to schedule your shadowing hours and overload the dietitian’s schedule. Make sure to come prepared with questions for the dietitian and other potential healthcare members from the interdisciplinary team. Make sure to take your SERVICE LEARNING LOG to be signed by the hospital dietitian for shadowing. **This portion will be worth 15 points.**

C) Once you have completed both components, you can write the reflection paper. Part of the points will come from documented completion of the hospital tour and shadowing and part of the points will come from the **QUALITY** of your writing in the reflection paper. A reflection paper is your own personal response to the designated event. How was the hospital tour? Did you learn anything new or interesting during the tour? How did you feel while shadowing the clinical dietitian? What were your experiences with the interdisciplinary team? What could better enhance the shadowing opportunity? What did you learn and how does this relate to the course and your future as a health care practitioner? The paper should be typed, 2 full pages minimum, double spaced, 12 point font, 1” margins. The reflection paper will need to be uploaded into Dropbox for you to receive a grade for this assignment. **This portion will be worth 15 points.**

**Livestream Students ONLY – Malnutrition Case Study (35 points)**

A) For students attending livestream only all spring semester, you will complete the Malnutrition Case Study in lieu of the shadowing experience. The case study will include a BRIEF review of the disease pathophysiology, followed by Nutrition Assessment (food/nutrient intake, anthropometric calculations, relevant biochemical data, nutrition-focused physical exam/clinical data, PMH/meds, and comparative standards), Nutrition Diagnoses and prioritization, Nutrition Intervention, and Monitoring & Evaluation. **This will only be allowed if all other options have been exhausted.** More details to come in class.

<table>
<thead>
<tr>
<th>Course Performance Evaluation</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>2 Unit Exams</td>
<td>200</td>
</tr>
<tr>
<td>1 Final Exam</td>
<td>150</td>
</tr>
<tr>
<td>LiveText Case Study</td>
<td>30</td>
</tr>
<tr>
<td>Dropbox Case Studies</td>
<td>120</td>
</tr>
<tr>
<td>Class Participation</td>
<td>25</td>
</tr>
<tr>
<td>Nutrition Simulation / Health Screenings</td>
<td>75</td>
</tr>
<tr>
<td>Speaker Reflection Paper</td>
<td>25</td>
</tr>
<tr>
<td>Hospital Experience or Malnutrition Case Study</td>
<td>45</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>670</strong></td>
</tr>
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</table>

**Course Grade Assignment:**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Undergraduate</th>
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<tbody>
<tr>
<td>A</td>
<td>603 – 670</td>
</tr>
<tr>
<td>B</td>
<td>536 – 602</td>
</tr>
<tr>
<td>C</td>
<td>469 – 535</td>
</tr>
<tr>
<td>D</td>
<td>342 – 468</td>
</tr>
<tr>
<td>F</td>
<td>Less than 342</td>
</tr>
</tbody>
</table>
**Tentative Schedule for NUTR 4379**  
**Spring 2024**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/18</td>
<td>Th</td>
<td>Review of Course Syllabus; Nutrition Support Worksheet; Lower GI Tract;</td>
<td>NTP Ch. 15</td>
<td></td>
</tr>
<tr>
<td>1/23, 1/25</td>
<td>T, Th</td>
<td>Lower GI Tract; Diseases of the Liver, Gallbladder, and Exocrine Pancreas</td>
<td>NTP Ch. 15 &amp; 16; MNT Case Study</td>
<td>Lower GI case study due</td>
</tr>
<tr>
<td>1/30, 2/1</td>
<td>T, Th</td>
<td>Diseases of the Liver, Gallbladder, and Exocrine Pancreas</td>
<td>NTP Ch. 16 MNT Case Study</td>
<td></td>
</tr>
<tr>
<td>2/6, 2/8</td>
<td>T, Th</td>
<td>Diseases of the Liver, Gallbladder, and Exocrine Pancreas; Endocrine System</td>
<td>NTP Ch. 17 MNT Case Study</td>
<td>NAFLD case study due</td>
</tr>
<tr>
<td>2/13, 2/15</td>
<td>Th, T</td>
<td>Diseases of the Endocrine System</td>
<td>NTP Ch. 17 MNT Case Study</td>
<td>Pancreatitis case study due</td>
</tr>
<tr>
<td>2/20</td>
<td>T</td>
<td>Diseases of the Endocrine System; Exam Review</td>
<td>NTP Ch. 18</td>
<td>Diabetic case study due</td>
</tr>
<tr>
<td>2/22</td>
<td>Th</td>
<td><strong>Exam 1</strong></td>
<td></td>
<td></td>
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<tr>
<td>2/27, 2/29</td>
<td>T, Th</td>
<td>Diseases of the Renal System; Guest Speaker</td>
<td>NTP Ch. 18</td>
<td></td>
</tr>
<tr>
<td>3/5, 3/7</td>
<td>T, Th</td>
<td>Diseases of the Renal System</td>
<td>NTP Ch. 18 MNT Case Study</td>
<td>Renal Case study due</td>
</tr>
<tr>
<td>3/12, 3/14</td>
<td>T, Th</td>
<td><strong>NO CLASS – (SPRING BREAK)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/19, 3/21</td>
<td>T, Th</td>
<td>Diseases/Disorders of the Neurological System; <strong>SFA School of Nursing</strong> – Practice routine health screening assessments</td>
<td>NTP 20 MNT Case Study</td>
<td>Guest Speaker Reflection Paper Due</td>
</tr>
<tr>
<td>3/26</td>
<td>T</td>
<td>Diseases/Disorders of the Neurological System</td>
<td>NTP 20 &amp; 21 MNT Case Study</td>
<td>Health screening assessment</td>
</tr>
<tr>
<td>3/28</td>
<td>Th</td>
<td><strong>NO CLASS – (EASTER HOLIDAY)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/2, 4/4</td>
<td>T, Th</td>
<td>Diseases/Disorders of the Neurological System; Diseases of the Respiratory System</td>
<td>NTP 21</td>
<td>Neurological case study due</td>
</tr>
<tr>
<td>4/8, 4/9</td>
<td>M, T</td>
<td><strong>SFA School of Nursing – Nutrition Simulation (Scheduled Appointments)</strong></td>
<td></td>
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</tr>
<tr>
<td>4/11</td>
<td>Th</td>
<td>Diseases of the Respiratory System;</td>
<td></td>
<td>Nutrition Simulation case study &amp; ADIME note due</td>
</tr>
<tr>
<td>4/16</td>
<td>T</td>
<td>Diseases of the Respiratory System; Exam Review</td>
<td></td>
<td>Respiratory case study due</td>
</tr>
<tr>
<td>4/18</td>
<td>Th</td>
<td><strong>Exam 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/23, 4/25</td>
<td>T, Th</td>
<td>Neoplastic Disease</td>
<td>NTP 23; MNT Case Study</td>
<td></td>
</tr>
<tr>
<td>4/30, 5/2</td>
<td>T, Th</td>
<td>Neoplastic Disease; HIV/AIDS, Review for Final Exam</td>
<td>Lecture Notes</td>
<td>Oral Cavity Cancer and Asynchronous Activity Due</td>
</tr>
<tr>
<td>5/7</td>
<td>T</td>
<td><strong>Comprehensive Final Exam 10:30-12:30pm</strong></td>
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**SYLLABUS IS SUBJECT TO CHANGE**

VI. Readings (Required and Optional — including texts, websites, articles, etc.):

**Required Book:**  

Optional Book:

Supplementary Books:

2. Food Medication Interactions, 19th edition
   Z.M. Pronsky
   Food Medication Interactions, 2018

Q-Classroom
This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu

VII. Course Evaluations:
Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation
2. Instruction evaluation purposes
3. Making decisions on faculty (full-time and part-time) annual evaluation processes, tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Policy Information:

Institutional Absences (HOP 04-110)
An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.
For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty Member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Code of Student Conduct and Academic Integrity**

The Code of Student Conduct and Academic Integrity (HOP 04-106) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially. For additional information, go to https://www.sfasu.edu/docs/hops/04-106.pdf.

**Withheld Grades Semester Grades Policy (HOP policy 02-206)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/docs/hops/02-206.pdf.

- **Students with Disabilities**
  
  To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS
will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

- **Student Wellness and Well-Being**
  SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

  If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

- **Other important course-related policies:**
  ***Other SFA policy information is found in the [Handbook of Operating Procedures (HOP)](http://www.sfasu.edu/disabilityservices/).***

**IX: Resources**

- **On-campus Resources:**
  - **The Dean of Students Office** (Rusk Building, 3rd floor lobby)
    - [www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
    - 936.468.7249
    - dos@sfasu.edu
  - SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
    - Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401
  - SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
    - Human Services Room 202 • 936-468-1041
  - **The Health and Wellness Hub** “The Hub”
    - Location: corner of E. College and Raguet Street

- To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
  - Health Services
  - Counseling Services
  - Student Outreach and Support
  - Food Pantry
  - Wellness Coaching
  - Alcohol and Other Drug Education

  - [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
  - 936.468.4008
  - thehub@sfasu.edu

- **Crisis Resources:**
  - Burke 24-hour crisis line 1(800) 392-8343
  - National Suicide Crisis Prevention: 9-8-8
  - Suicide Prevention Lifeline 1(800) 273-TALK (8255)
  - Crisis Text Line: Text HELLO to 741-741

**IX. Other Relevant Course Information:**
**Professional Writing:**
All written assignments must reflect professional writing skills. If there are five or more errors of grammar, spelling, sentence structure and/or organization the assignment will NOT be graded and will result in a grade of zero. If you have difficulty with appropriate professional writing you should utilize the services offered by the Academic Assistance and Resource Center located in Steen Library. You should also consider the use of the SFA Online Writing Lab (OWL). For a reference style guide, please utilize the following website for APA formatting guidelines [https://www.mendeley.com/guides/apa-citation-guide](https://www.mendeley.com/guides/apa-citation-guide).

**Withdrawal from the course:** Last day to drop a course or withdraw from the University without WP or WF is **Monday, April 10, 2024.**

**Other policies:** All other policies as printed in the handbook for students and other official publications of the University shall be followed in this class.

**Disclaimer:** This syllabus represents a “best” plan for this course, however, plans can change when circumstances necessitate change. Any changes to this syllabus will be announced to the class in a timely manner. Your feedback is greatly appreciated to aid in the development of this class for future semesters.