

University of North Texas at Dallas
Fall 2024 (8-Week One)
8-Week (August 26, 2024 – October 19, 2024)
SYLLABUS

PBHL 3320 – Planning, Administration and Evaluation of Health (3 hrs)	
Department of Public Health	School of Behavioral Health and Human Services
Instructor Name:	Bonique Morton, MD, MPH
Office Location:	DAL 1 – 105T
Office Phone:	TBD
Email Address:	bonique.morton@untDallas.edu
Office Hours:	Monday: 5:30 p.m. – 7:30 p.m. via Teams Friday: 10:00 – 12:00PM in Office or Via Teams Other times by appointment
Virtual Office Hours:	By appointment
Classroom Location:	Canvas (Virtual)
Class Days & Times:	Asynchronous virtual course. Assignments due each week by Sunday at 11:59 PM unless otherwise noted in Canvas or the Instructor.
Course Description:	Overview of the process for developing, planning, implementing and evaluating health promotion programs in various settings.
Prerequisites:	PBHL 2300
Co-requisites:	None
Required Text:	<i>Health Program Planning and Evaluation. A Practical, Systematic Approach for Community Health.</i> by Issel, L. Michele, Wells, Rebecca, and Williams, Mollie. [Jones & Bartlett Learning, 2022]. Fifth edition. ISBN-9781284210057
Learning Resources:	<p>UNT Dallas Library: (Founders Hall) phone: (972) 780-1616 web: http://www.untDallas.edu/library e-mail: library@untDallas.edu</p> <p>UNT Dallas Bookstore: (Building 1) phone: (972) 780-3652 web: http://www.untDallas.edu/bookstore e-mail: untDallas@bkstr.com</p> <p>UNT Dallas Writing Center: (Building 1) phone: (972) 338-1755 web: http://www.untDallas.edu/wc e-mail: learningcommons@untDallas.edu</p>

<p>Supported Browsers: Chrome Firefox Flash 28, 29 (for audio/video) Internet Explorer 11 Safari 10, 11</p> <p>Supported Devices: iPhone Android Chromebook</p> <p>(Tablet users can use the Canvas app)</p> <p>Note: There is no screen reader support for Canvas in Chrome</p>	<p>Getting Help with Canvas:</p> <p>Canvas 24/7 Phone Support for Students: 1-833-668-8634</p> <p>Canvas Help Resources:</p> <p>Canvas Student Guide - https://community.canvaslms.com/docs/DOC-10701</p> <p>For additional assistance, contact UNT Dallas Distance Learning: DAL1, Room 157 Email: distancelearning@untdallas.edu</p> <p>If you are working with Canvas 24/7 Support to resolve a technical issue, please keep me updated on the troubleshooting progress.</p> <p>If you have a course-related issue (e.g., course content, assignment trouble, quiz difficulties), please contact me during office hours or by email.</p>
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Course Goals or Overview:	
The goal of this course is to provide students with an overview of the processes for developing, planning, implementing and evaluating health promotion programs in various settings. Throughout the course, students will think critically and engage actively about real-world public health issues. Learning Objectives/Outcomes:	
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1	Define program planning and evaluation in terms of its basic phases: assessment; planning; <u>implementation; and evaluation</u>
2	Describe the steps involved in organizing, designing, and evaluating public health programs.
3	Engage in a self-directed inquiry related to current issues in public health.
4	Demonstrate an ability to develop, implement, and evaluate public health programs and to use evaluation to improve organizational and program outcomes
5	Demonstrate basic elements of critical thinking.

Online Course Schedule

This schedule is subject to change by the instructor. This schedule may be revised. Any changes to this schedule will be communicated by the instructor in class, via class email or Canvas announcement.

Timeline Week 2024 Dates	Dates	Topic/Required Reading	Assessment
0	8/26	Module: Introduction to the Course (Purchase Textbook)	Module Components
1	8/26 – 9/1	Module Week 1: Introduction to Planning and Evaluation <i>Context of Health Program Development and Evaluation (Chapters 1 &3)</i> Collaborate Introduction	Module Components
2	9/2 – 9/8	Module Week 2: Defining the Health Program <i>Relevance of Diversity and Disparities to Health Programs & Defining the Health Problem (Chapters 2&5)</i> Collaborate Problem Statement	Module Components
3	9/9 – 9/15	Module Week 3: Goals and Objectives <i>Goals and Objectives (Chapter 7)</i> Collaborate Goals and Objectives	Module Components
4	9/15 – 9/22	Module Week 4: Methods and Interventions <i>Methods and Interventions (Articles by Blankenship et al. (2000) and Keller et al. (1998)</i> Collaborate Methods and Interventions	Module Components
5	9/23 – 9/29	Module Week 5. Program Theory and Logic <i>Program Theory and Logic (Chapter 6, and articles by Cooksy et al. (2001) and McLaughlin et al. (1999)</i> Collaborate Program Theory/Logic Model	Module Components
6	9/30 – 10/6	Module Week 6. Program Implementation and Budget <i>Program Implementation and Budget (Chapters 8&9)</i> Collaborate Program Implementation and Budget	Module Components
7	10/7 – 10/13	Module Week 7. Outcome and Impact Evaluation Outcome and Impact evaluation (Chapters 10 &12)	Module Components
8	10/14 – 10/19	Module Week 8. Resources and Sustainability Resources and Sustainability (Chapter 17) Final Collaborate Project	Module Components Final Program and Evaluation Plan

Course Evaluation Methods

This is an online course. Students will complete the course via independent online study. Canvas, the learning management system and through group projects, unless otherwise specified. The topic of each week is provided in the Online Course Schedule section of the syllabus. Through the reading quiz, module tasks, and other assessments, students are expected to demonstrate mastery of assignment course content.

Course Delivery. This is an online course. This course is delivered online in Canvas the Learning Management System implemented at the UNT Dallas. Students should access Canvas through <http://learn.untDallas.edu> to conduct a browser compatibility check and ensure that you will have access to complete functions of the systems. Online instruction will begin at 12:00 (midnight) on Monday morning and ends at 11:59 p.m. on Sunday evening. Students should set aside approximately 3 hours each week to complete the module. The topic of each week's module is provided in the Online Course Schedule section of the syllabus. Through the modules, students are expected to demonstrate mastery of assignment course content by passing reading quizzes, completing a learning application exercise, and posting "high quality" comments to discussion posts.

Class Requirements. Each week of this course is divided into three phases: (1) independent study to master identified objectives; (2) module tasks; and (3) collaborative work. Given the sequential nature of this course, Phase 1 and 2 must be completed by 11:59 p.m. on Thursday evenings each week. This will afford students ample time to complete their Collaborative work (Phase 3) by the weekly deadline by 11:59 p.m. on Sunday evenings each week.

Independent Study (Phase 1). Outside of Canvas, students are expected to remain current on course reading requirements. This means that students are expected to actively and critically read the assigned and required chapters of the textbook and assigned journal articles before beginning the modules each week. Successful students will complete Phase 1 activities during the first 2-3 days of each week.

Module Tasks (Phase 2). Each week, the module component consists of a reading quiz, a discussion post, and a learning application.

- Reading Quizzes. Each student will complete quizzes as part of the weekly modules. The objective of this activity is to evaluate whether you have become well acquainted with the contents of the assigned reading. Each quiz will address questions specific to the assigned activities for the week. Quizzes are generally 10 multiple choice questions and should take 15 minutes to complete.
- Learning Applications. Each student will complete learning applications as part of the weekly modules. The objective of this activity is to give students the opportunity to apply key concepts from the week's reading and other course activities. Each learning activity is specific to the assigned activity for the week. Learning activities should take 30-60 minutes to complete.
- Discussion Posts. Each student will comment on at least one discussion post as part of the weekly modules. Discussion post comments must meet the "high quality" standard for this course. This means that comments must be a minimum of 200 words, reflect the learning goals of the course, demonstrate a clear, in-depth understanding of the subject matter and be free of errors. Your initial post must be made by 11:59 p.m. CST on Tuesday. Your two (2) response posts to your classmates must be made by 11:59 p.m. CST on Thursday. Posts must be made on at least 2 different days. Post must be original, constructive in nature and follow the rubric within the syllabus. You must have an initial post answering the question and two response posts to other students' comments. Students must post on at least 2 different days. Remember all post must meet the minimum word requirement of 200 words.

Collaborative Work (Phase 3). Students will be placed into small groups. Students will remain in these groups throughout the duration of the course. At the end of the first week, students should set aside approximately 3-4 hours each week to complete the collaborative work. All collaborative work products must be uploaded to Canvas in Microsoft Word, unless otherwise stated.

Each of the following assignments is graded as collaborative work:

- **Introduction.** Each small group will discuss and describe its past experience with program planning and evaluation, including any past experience writing, managing or overseeing grants or evaluating a funded public health program. This activity must follow the formatting guide provided for this activity as outlined in Canvas.

- **Problem Statement.** Each small group will discuss and describe the population that will be served by the proposed project, document the target population and its unmet health needs and discuss any barriers that the project hopes to overcome, including the socio-cultural determinants of health and health disparities. This activity must follow the formatting guide provided for this activity as outlined in Canvas.
- **Program Theory/Logic Model.** Each small group will design a conceptual plan with details about the overriding reason (purpose) that the project will undertake and how the program is expected to meet the relative 1 Healthy People 2030 objectives. Each small group will also identify the critical project components, key relationships among the resources and planned activities and anticipated changes or results to be achieved and present this information in a systematic and visual way. This activity must follow the formatting guide provided for this activity as outlined in Canvas.
- **Goals and Objectives.** Each small group will discuss the anticipated accomplishments (goals) and measurable steps (objectives) to achieve accomplishments. Goals and objective must be consistent with the relative Healthy People 2030 objectives. This activity must follow the formatting guide provided for this activity as outlined in Canvas.
- **Implementation Plan and Budget.** Each small group will develop an implementation plan. This plan should outline the specific steps needed to complete the proposed activities outlined in your methods/inventions section with considerations for costs. This activity must follow the formatting guide provided for this activity as outlined in Canvas.
- **Evaluation Plan.** Each small group will develop a specific, measurable plan to measure if and how the program activities for reaching the intended audience are working and to measure the immediate or long term changes brought about by the program or process in the intended population. This activity must follow the formatting guide provided for this activity as outlined in Canvas.
- **Final Program and Evaluation Plan.** Each small group will write and submit a final program and evaluation plan. The plan demonstrates to the instructor and your fellow students that you have acquired the knowledge and skills of the course, you are capable of presenting a logical line of reasoning and you can defend your ideas and results. This activity must follow the formatting guide provided for this activity as outlined in Canvas.

Discussion Board Grading Rubric

Points	Skills
20	Demonstrates mastery of key concepts; constructively critiques work of others in a manner that stimulates discussion; provides ample citations for support of opinions; readily offers new interpretations of discussion material. Ideas are expressed clearly, concisely; uses appropriate vocabulary. Contributes to the forward discussion of post. Exceeds standards in terms of quality and quantity of comments by posting at least 3 "high quality" posts. Must meet all posting criteria and post on at least 2 different days, with initial post by due date. All references are cited properly in APA format. Must meet word count criteria. No spelling, grammatical, punctuation, sentence structure errors. All posting requirements/criteria are met and/or exceeded.
16	Demonstrates sufficient grasp of key concepts; critiques work of others, offering a divergent viewpoint or challenge; shows sufficient skill in support for opinions. Sufficient organization with expression. Contributes to the forward discussion of the post. Must make initial post by due date and must reply to at least 2 classmates. Must make the required 3 posts on at least 2 different days. Citations and references made correctly using proper APA format. Minimal spelling, grammatical, sentence structure errors.
8	Shows evidence of understanding most major concepts; will offer an occasional divergent viewpoint or challenge; shows some skill in support for opinions. Some signs of disorganization with expression; transition wording may be faulty. Initial post not made by due date. Replies to at least one classmate. Some spelling, grammatical, sentence structure errors.
4	Has mostly shallow grasp of the material; rarely takes a stand on issues; offers inadequate levels of support. Poor language and academic tone; only an occasional idea surfaces clearly; expression seems disjointed; overuse of the simple sentence and a redundancy with words and commentary; paragraphs often appear unrelated to each other. No new ideas or insight contribute to the forward movement of the discussion. This student requires constant prompting for contributions. All posts are made in the same day.
0	No posting.

Weekly Collaborate Assignment

Criteria	Exceptional	Acceptable	Minimal	Unacceptable	No Response
Effort/Perseverance. Does the student follow directions.	40	32	24	8	0
Style and Structure (5 points). Does the student respond directly answer each part of the assignment question(s)? Does the student follow the rules of English grammar (e.g., write clearly, incomplete sentences, with minimal errors in grammar and spelling)?	10	8	6	4	0

Collaborate Final Project

Max Points	Skills
20	Demonstrates sufficient grasp of key concepts; critiques work of others, offering a divergent viewpoint or challenge; shows sufficient skill in support for opinions. Some sufficient organization with expression.
10	Summary Did the student efficiently and effectively summarize the assignment?
20	Analysis Did the student make clear connections to what was learned from the course materials, assignments, required reading, discussion, etc.?
50	Did the paper follow the other designated formatting guideline? APA cover page? Correct word length? APA format (including the cited material)? Typed double-spaced, standard 1" margins, 12-point font size? File named LAST_FIRST_DIA? English grammar and punctuation followed? Clear, concise and well-structured language, free of spelling and grammatical errors?

Grading Matrix:

Assessments	Available (points)	Earned (points)
Module Tasks		
Reading Quizzes (8)	160	
Discussion Posts (8)	160	
Collaborative Tasks		
Introduction	20	
Problem Statement	20	
Methods and Interventions	40	
Program Theory/Logic Model	40	
Goals and objectives	40	
Implementation Plan and Budget	40	
Evaluation Plan	40	
Final Project	100	
Total:	660	

Grade Determination:

A = 90-100 percent
 B = 80-89.9 percent
 C = 70-79.9 percent
 D = 60-69.9 percent
 F = less than 60 percent

University Policies and Procedures

Students with Disabilities (ADA Compliance). The University of North Texas at Dallas makes reasonable academic accommodations for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide the student with an accommodation letter to be delivered to the faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time; however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member before implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777, by email at UNTDisability@untDallas.edu, or at by visiting Founders Hall Room 204.

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Diversity/Tolerance Policy. Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions, which violate the Code of Student Conduct, will be referred to the Office of Student Life, as the instructor deems appropriate.

Canvas Instructure Accessibility Statement. University of North Texas at Dallas is committed to ensuring its Remote and hybrid courses are usable by all students and faculty, including those with disabilities. If students encounter any difficulties with technologies, s/he should contact the ITSS Department. To assist them better, students would want to have the operating system, web browser, and information on any assistive technology being used. Canvas Instructure course management system's accessibility statement is also provided: <https://www.canvaslms.com/accessibility>.

Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e., MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Technology Requirements. In order to successfully access the materials in hybrid course, UNT Dallas advises that student computers be equipped with the minimum system requirements listed on the first page of the syllabus.

If students experience difficulty accessing or using components of the course, s/he should try using Google Chrome browser. If the student still experiences technical difficulties, first, notify the instructor. If the problem is still not resolved, call Canvas 24/7 Help Desk at the phone number listed. Also, no matter what browser in use, always enable pop-ups. For more information see the [Canvas Student Guide](#).

Classroom Etiquette. Any student whose behavior disrupts the learning environment will be asked to leave the class or the virtual setting. Any violation of classroom etiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Disrespectful language and tone will not be tolerated under any circumstances. This goes for in the classroom as well as the virtual environment. Disruptions which violate the Code of Student Conduct will be referred to the Office of Student Life as the instructor deems appropriate. Refer to the [Student Code of Student Rights Responsibilities and Conduct](#).

Communication Policy. Students are required to communicate using the University issued e-mail account. Often, the University's spam folder deletes e-mails from accounts outside of the e-mail UNT System. Using the University e-mail account will help to ensure the instructor receives your message and responds in a timely manner. Please be sure to send your e-mail from your university issued email address, to the address provided in the syllabus. Emails sent from outside email addresses will not receive a response.

Online "Netiquette": In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks). Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind. Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the [Student Code of Student Rights Responsibilities and Conduct](#).

Respect is a given principle in all online communication. Therefore, please be sure to proofread all written communication prior to submission.

Respectful behaviors are expected when communicating with both peers and instructors. The following netiquette guidelines are required for this course:

- Treat instructor with respect, even in e-mail or in any other online communication.
- Always use your professors' proper title: Dr. or Prof., or if you in doubt use Mr. or Ms.
- Unless specifically invited, do not refer to them by first name.
- Use clear and concise language.
- All communication should have correct spelling and grammar.
- Avoid slang terms and texting abbreviations (such as "u" instead of "you").
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive.
- Use standard fonts and avoid using caps lock feature as it can be interpreted as yelling.
- Limit and possibly avoid use of emoticons like ☺.
- Be careful with personal information

Discussion Board Netiquette

- Make posts that are on topic and within the scope of course material.
- Take your posts seriously and review and edit your posts before submitting.
- Always give proper credit when referencing or quoting another source.
- Be sure to read all messages in a thread before replying.
- Do not repeat someone else's post. If you agree, state you agree add something new to advance the discussion.
- Avoid short, generic replies such as "I agree", include why you agree and/or add to the discussion.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open to learn a different perspective, sometimes it may challenge a firm belief.
- Be open-minded.

E-mail Netiquette

- Use a descriptive subject line.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Always utilize a salutation when emailing your instructor, especially Dr. Morton. She will reply back with the request you utilize the proper salutation and then proceed with the email.
- Sign your message with your name and return e-mail address.

Students attending Brigham Young University-Idaho created two videos that explain discussion board basics and netiquette.

Byuicurdev. (2012, June 12). *Discussion board netiquette*. [Video file]. Retrieved from <http://www.youtube.com/watch?v=DwdqQjCfWSc>

Byuicurdev. (2012, May 10). *Discussion board basics*. [Video file]. Retrieved from <http://www.youtube.com/watch?v=jvLs96eQ2Gc>

Student Evaluation of Teaching Effectiveness Policy. The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester, providing opportunity to comment on how this class is taught. Please take a moment to give your feedback so the course can continually improve. The SETE is an important part of your participation in this class.

Assignment Policy. Assignments must be turned in on time. Late work is not accepted unless it has been approved in advance by the instructor in writing before the due date. The instructor may exercise their right to deduct a percentage of total grade for every day an assignment is submitted beyond the due date. The percentage is determined by the instructor and can typically be 5% per day late.

Note: Uploading a blank document or an incorrect document for **any** assignment will receive a "zero". Uploading a blank document or wrong document does not serve as a place holder to allow for additional time to submit work. Please exercise diligence and upload the correct assignment by the proper due date. **No exceptions.**

Extra Credit Policy. No extra credits will be awarded. Do not attempt to ask for extra credit, including individual extra credit at the end of the semester to raise your grade. It is not fair to other students, and the professor does not look upon it favorably.

Exam Policy. Exams should be taken as scheduled. No make-up examinations will be allowed except for documented emergencies (See Student Handbook). All exams and quizzes will require Respondus LockDown Browser + Webcam. Online exams may be proctored on campus per instructor's discretion.

Academic Integrity. Academic integrity is a hallmark of higher education. All students are expected to abide by the University's Code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the [Student Code of Academic Integrity](#) for complete provisions of this code.

The University academic integrity policy is in effect for this course. Academic dishonesty includes, but not limited to, cheating, plagiarism (including self-plagiarism), improper collaboration, and/or the fabrication, falsification or alteration of information. Any act of academic dishonesty will be reported to the Dean of Liberal Arts and Sciences and the Dean of Students and may result in a grade of F on the assignment, removal from the course with a final grade of F, and any other sanction as deemed appropriate for the offense, including suspension or expulsion.

Please be aware in some online or hybrid courses; therefore, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove the title page and other personal information.

Use of Artificial Intelligence (AI). This course will adapt a similar Artificial Intelligence (AI) philosophy as Xiongyi Liu of Cleveland State University. Please see below.

Intellectual honesty is vital to an academic community and for my fair evaluation of your work. All work submitted in this course **must** be your own, completed in accordance with the University's academic regulations and policies. Use of AI tools, including ChatGPT, **may be used in this course with stipulations**. Please read the following thoroughly:

1. You are only encouraged to use AI tools to help brainstorm assignments, projects or to revise existing work you have written.
2. You are completely responsible for making all submitted work your own, maintain academic integrity, and avoid any type of plagiarism.
3. Be aware that the accuracy or quality of AI generated content may **not** meet the standards of this course, even if you only incorporate such content partially and after substantial paraphrasing, modification and/or editing.
4. Keep in mind that AI generated content may **not** provide appropriate or clear attribution to the author(s) of the original sources.
5. Be mindful that Chat GPT may not meet the requirements for high-quality work or post and may not earn a passing grade. It is your responsibility to review and revise all work before submitting to the instructor.
6. Lastly, as your instructor, **I reserve the right to use various plagiarism checking tools in evaluating your work, including those screening for AI-generated content, and will impose consequences accordingly. These consequences include point deduction, an F on assignment and other listed consequences above in the Academic Integrity section.**

Attendance and Participation Policy. The University Attendance policy is in effect for this course. **Online classes, students MUST logon and complete required assignments weekly.** Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Students may not skip a week or plan to "catch-up" on previous week activities.

This course follows a structured, week-by-week format. Each week, students are expected to participate, electronically, on multiple occasions each week. Each week begins at 12:00 (midnight) on Monday morning and ends at 11:59 p.m. on Sunday evening. Students should spend a minimum of 6 hours per class each week to

complete course activities. This time can be whenever it is convenient since all online classes are conducted in an asynchronous environment.

Students are responsible to notify the instructor if they are missing virtual class and for what reason. Should a student need to miss scheduled class activities for any reason, it is expected that he/she inform the course instructor – by email – **prior** to the due date of the activity or assignment (only true emergency situations may be exempt from this expectation with the approval of your Instructor). It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Attendance for this online or hybrid course is considered when logged in and active in Canvas, i.e., posting assignments, taking quizzes, or completing discussion boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If students are absent/not active in the course, it is their responsibility to let the instructor know immediately, upon return, the reason for the absence, if it is an excused absence and verifiable documentation of proof. All instructors must follow [University Policy 7.005](#) covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course.

Inclement Weather and Online Classes. Online classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

The instructor reserves the right to update the syllabus including assignments to enhance the learning experience. Any update will be communicated to students in a timely manner.

Please notify the instructor via email of any broken links.