DEPARTMENT OF NURSING
NUR 3201
Foundations of Nursing Informatics
Spring 2026

Semester Hours: **Two (2) Credit Hours**
Didactic Contact Hours: 2 Clock Hours/Week
Clinical Contact Hours: N/A
Total Contact Hours: N/A

PREREQUISITES: Successful completion of all Previously Assigned Courses

FACULTY INFORMATION:

Name: Dr. Rachel Johnson, DNP,MPH, RN
Contact Information: Rachel.johnson@sulross.edu
Office Hours:
    Hours available via e-mail: M-F 8-5
    Hours available on campus: Tues 8-5 and Wed 9-4
    Hours available via phone office/home/cell: 8-5
Phone number(s): 806-789-9387
University e-mail: Rachel.johnson@sulross.edu
Office number:

COURSE DESCRIPTION:

This course introduces essential medical vocabulary used in nursing practice. Students will learn word parts, system-based terminology, diagnostic language, pharmacologic roots, and clinical abbreviations. Emphasis is placed on application to help students interpret orders, read clinical documentation, and write basic chart notes.
In the final week, students will integrate terminology into head-to-toes assessment charting phrases, preparing them for physical assessment and foundations-level nursing courses.

STUDENT LEARNING OUTCOMES:

Each student enrolled in this course will be expected to meet course objectives that are presented within the framework of Differentiated Essential Competencies (DEC'S) of Graduates from Texas Nursing Programs and The American College of Nursing BSN Essentials. Upon completion of this course, the students will:

1. Analyze medical terms by separating them into prefixes, roots, and suffixes to determine accurate meaning.
2. Demonstrate accurate spelling, explain definitions, and apply correct pronunciation of system-based medical terms in oral and written communication.
3. Apply medical terminology knowledge to translate lay expressions into clinical terms and convert

clinical terminology into patient-friendly language.
4. Interpret commonly used medical abbreviations, symbols, diagnostic test terminology, and medication-related terms within the clinical context.
5. Apply medical terminology appropriately when documenting nursing care and analyze clinical scenarios to determine correct terminology usage.
6. Integrate accurate medical terminology into head-to-toe assessment documentation by creating clear, concise, and clinical appropriate nursing notes.

MARKETABLE SKILLS FOR THE DEPARTMENT OF NURSING

The following marketable skills and dissemination plan has been submitted to the Texas Higher Education Board after approval from the Assistant Vice President for Institutional Effectiveness at SRSU.

Students will:
1. develop inquiry skills to evaluate situations (Sense of Inquiry);
2. develop communication skills to evaluate situations (Communication Skills);
3. develop research skills to promote their lifelong learning (Continuous Lifelong Learning); and
4. comport themselves verbally and visually in a professional manner (Professionalism).

Plan for Dissemination:

Students learn the marketable skills by first being exposed to them in all course syllabi. Each of the marketable skills is closely observed and evaluated by clinical faculty and preceptors as student's progress through the educational program. Students hone their research and communication skills through assignments and activities in multiple classes.

REQUIRED REFERENCES:

Textbooks: You are not required to buy anything, they are provided for you

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:

LEARNING ACTIVITIES:

Students will engage in a variety of structured learning activities each week to develop and apply medical terminology needed for safe and effective nursing practice. Learning experiences include vocabulary building, word-part analysis, pronunciation practice, and system-based terminology exploration supported by diagrams, worksheets, and weekly guided PowerPoints. Students will interpret abbreviations, symbols, diagnostic tests, and medication terms through practical exercises, including reading provider orders, reviewing lab results, and analyzing short clinical scenarios. Case studies and charting activities require students to translate lay language into clinical terminology and practice documenting assessments and findings using accurate medical language. Interactive review games, quizzes, and pronunciation drills promote engagement and reinforce retention. The course concludes with the integration of terminology into a complete documentation of a head-to-toe assessment and comprehensive final exam to demonstrate mastery.

ASSESSMENT OF STUDENT LEARNING:

1. Student learning will be assessed through weekly quizzes, vocabulary and application-based worksheets, and participation in case studies and charting exercises. These assessments measure the student's ability to define, interpret, and accurately use medical terminology assignment evaluate cumulative mastery of course concepts and readiness for nursing documentation.

2. Summary of Measure for Evaluation:

Course Requirements	Percentage
Exams	30%
Final Exam	40%
Worksheets & Learning Activities	15%
Case Studies, Charting Assignments & Quizzes	15%
Total Points	***100%***

3. Calculation of Final Grade:

The final grade is derived as a summary of the points delineated on specific rubrics for assignments and participation. The final letter grade will follow the program grading scale:

Grading Scale
A = 90-100
B = 80-89
C = 75-79
D = 69-74
F = 69 OR BELOW

POLICIES FOR EXAMS AND ASSIGNMENTS:

A minimum average of 75% must be achieved on examinations to receive a passing grade for the course. This will include three (3) examinations and a final examination. The examination average must be calculated before adding grades from other assignments. When a grade of less than 75% is acquired on any examination, the student will be required to meet with the faculty of record, followed with a meeting with the Success Counselor. The purpose for this activity is to assist the student to determine the rationale for the lower grade achievement and develop an action plan to correct identified problems.

Testing/Assessments:

Missed Examinations and Makeup Examinations: Faculty members must be informed immediately when a student is aware that an examination will be missed. Make-up should occur within a week of the scheduled examination as agreed on between faculty and student. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up exams can be arranged without penalty.

Late and Make-up Assignments: To achieve the designated points for an assignment, the assignment must be submitted at or before the scheduled date and time. Five points per calendar day will be deducted for late submission of assignments. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late and make-up assignment extensions can be arranged without penalty.

COURSE SCHEDULE:

This 8-week course schedule is designed to move students from basic word-part recognition to fully applying medical terminology in clinical communication and documentation. Each week focuses on a specific body system or terminology and includes a structured combination of lecture content, vocabulary development, pronunciation practice, and applied learning activities. Students begin the course with foundational concepts such as prefixes, suffixes, root words, and anatomical directions before progressing into system-specific terminology in Weeks 2-7, including integumentary musculoskeletal, cardiovascular, respiratory, gastrointestinal, genitourinary, endocrine, neurologic, mental health, and diagnostic terminology. Weekly unit exams assess mastery of each module's content and reinforce retention. Worksheets, case studies, and charting exercises are incorporating to help students translate terminology into real nursing scenarios. The schedule concludes in Week 8 with integration activities that center on

applying terminology to a complete head-to-toe nursing assessment, preparing students for future clinical courses. The final week also includes a comprehensive final exam covering all terminology learned throughout the course.

NURS 3201 Foundations of Nursing Informatics
(This schedule is subject to change by faculty as needed.)

Week Module	Topics & Objectives	Required Readings & References	Learning Activities, Assignments, & Submission Dates
Week 1 Module 1 3/16-3/22	**Foundations of Medical Language: Introduction to medical word structure, pronunciation rules, body planes, and basic abbreviations.** **Objectives:** Upon completion of learning activities, students will be able to: 1. Identify and define common prefixes, roots, and suffixes used in medical terminology. 2. Understand how word parts combine to create meaning in medical language. 3. Apply pronunciation rules to correctly verbalize introductory medical terms. 4. Use anatomical directions and body planes to describe the location of structures. 5. Interpret and apply basic clinical abbreviations used in documentation.	1. Course syllabus 2. Blackboard resources posted in Module 1 3. Week 1 PowerPoint: Foundations of Medical Language 4. Word Parts & Combining Forms Handout	**LEARNING ACTIVITIES:** Prior to class, complete the following activities: 1. Read the entire syllabus and mark areas of concern or statements that are unclear to you. 2. Review the Week1 PowerPoint and complete the Word Part Builder activity to reinforce root/prefix/suffix structure. 3. Practice pronunciation using your terms sheet 4. Complete Worksheet 1: Word Parts, Body Directions, & Planes (Submit by 3/22). 5. Prepare for Quiz 1 covering foundational terminology (Due 3/22). 6. Orientation to the structure of weekly modules in Blackboard and

			navigation of course resources.
Week 2 Module 2 3/23-3/29	**Integumentary & Musculoskeletal Terminology: Terminology associated with skin, wounds, burns, bones, joints, muscles, and movement.** **Objectives: Upon completion of learning activities, students will be able to:** 1. Define key terms related to integumentary and musculoskeletal systems. 2. Differentiate diagnostic, pathological, and surgical suffixes relevant to these body systems. 3. Apply terminology when describing fractures, injuries, and wound assessments. 4. Interpret abbreviations commonly used in musculoskeletal and wound documentation. 5. Correctly pronounce and spell system-specific terms.	1. Blackboard resources posted in Module 2 2. Week 2 PowerPoint: Integumentary & Musculoskeletal Terms 3. System-based vocabulary list	**LEARNING ACTIVITIES:** Prior to class, complete the following activities: 1. Review all Week 2 PowerPoint slides and vocabulary. 2. Read posted wound and fracture terminology examples in Blackboard. 3. Complete Worksheet 2: Skin & Musculoskeletal Terminology (Submit by 3/29) 4. Participate in the Case Study: Fracture Documentation activity on the discussion board. 5. Practice pronunciation of assigned terms 6. Complete Unit Exam 1 by 3/29

| Week 3 Module 3 3/30-4/5 | **Cardiovascular & Respiratory Terminology: Terminology related to heart and lung structures, assessments, perfusion, oxygenation, and common disorders.**

Objectives: Upon completion of learning activities, students will be able to:
1. Identify terminology related to cardiac and respiratory anatomy and function.
2. Translate subjective phrases into clinical terminology
3. Interpret terminology used in ABGs, ECG findings, CXR reports, and oxygen delivery orders.
4. Apply correct cardiovascular and respiratory terms when analyzing short clinical scenarios.
5. Demonstrate spelling and pronunciation mastery of system-specific terms | 1. Week 3 PowerPoint
2. Vocabulary list: Cardiac & Respiratory Terms
3. Blackboard diagnostic test interpretation examples | **LEARNING ACTIVITIES:**
Prior to class, complete the following activities:
1. Complete Worksheet 3: Cardiac & Respiratory Vocabulary (Submit by 4/5)
2. Review posted examples of ABGs, BNP results, and EKG printouts
3. Participate in class activity: ECG Terminology Identification
4. Practice writing brief documentation phrases using cardio-respiratory terminology
5. Take Quiz 2 by 4/5 |

| Week 4 Module 4 4/6-4/12 | **Digestive, Urinary, & Fluid/Electrolyte Terminology: Terminology associated with GI/GU systems, digestive disorders, renal function, labs, and hydration status**

Objectives: Upon completion of learning activities, students will be able to:
1. Define terminology associated with digestive and urinary structures, conditions, and procedures.
2. Interpret fluid-electrolyte and renal lab terminology (BMP, | 1. Week 4 PowerPoint
2. Vocabulary List: GI/GU Terms
3. Blackboard resources on fluid/electrolyte interpretation | **LEARNING ACTIVITIES:**
Prior to class, complete the following activities:

1. Complete Worksheet 4: GI/GU & Fluid vocabulary (By 4/12)
2. Review electrolyte and lab case examples.
3. Participate in class scenarios on fluid |

	CMP, BUN, creatinine, UA). 3. Apply terminology when documenting basic findings during GI/GU assessments. 4. Translate provider orders and explain terminology involved in hydration, dehydration, and fluid imbalances.		balance through the discussion. 4. Complete Exam 2 (Mid-term) by 4/12
Week 5 Module 5 Date 4/13-4/19	**Reproductive, Endocrine, & Obstetric Terminology** **Objectives:** 1. Define terminology related to reproductive and endocrine anatomy and conditions. 2. Apply obstetric terminology including G/P, labor stages, and APGAR descriptors. 3. Interpret diabetes and hormone-related terminology used in endocrine assessments. 4. Correctly spell and pronounce terminology for this module.	1. Week 5 PowerPoint 2. Vocabulary List: Reproductive, Endocrine, and OB Terms 3. Blackboard resources in Module 5	**LEARNING ACTIVITIES:** Prior to class, complete the following activities: 1. Complete Worksheet 5 (By 4/19) 2. Participate in the OB Strip Terminology Mini-lab in discussion (By 4/19) 3. Complete the Endocrine Hormone Matching Activity 4. Take Quiz 3 (by 4/19)

Week 6 Module 6 Date 4/20-4/26	**Neurologic, Mental Health, & Sensory Terminology** **Objectives:** 1. Identify terminology related to neurologic function, stroke, seizures, and ICP 2. Interpret common psychiatric terminology and abbreviations 3. Apply ophthalmic and otologic terminology appropriately. 4. Analyze short neuro-psych scenarios using correct terminology	1. Week 6 PowerPoint 2. Neuro, Psych, & Sensory Vocabulary List 3. Blackboard Neuro Scenario Packet	**LEARNING ACTIVITIES:** Prior to class, complete the following activities: 1. Complete Worksheet 6 by 4/26 2. Participate in Charting activity: Neurologic Assessment 3. Review psych terminology handout 4. Complete Exam 3 by 4/26

Week 7 Module 7 Date 4/27-5/3	**Diagnostic, Pharmacology, & Abbreviation Terminology** **Objectives:** 1. Interpret terminology related to diagnostic imaging and laboratory testing. 2. Classify medications using common root-word patterns 3. Identify abbreviations for routes, dosage, and frequencies. 4. Apply terminology to mock medication orders and MARs	1. Week 7 PowerPoint 2. Abbreviation master list 3. Medication root word chart	**LEARNING ACTIVITIES:** Prior to class, complete the following activities: 1. Complete Worksheet by 5/3 2. Participate in MAR interpretation activity 3. Complete Abbreviation practice set 4. Take Quiz 4 by 5/3
Week 8 Module 8 Date 5/4-5/10	**Integration, Application, & Head to Tow Assessment Terminology** **Objectives:** 1. Integrate terminology across all systems into a complete head-to-toe assessment. 2. Apply correct terminology in documenting a full nursing assessment 3. Interpret and analyze multi-system clinical scenarios. 4. Demonstrate cumulative mastery on the comprehensive final exam.	1. Week 8 PowerPoint 2. Head-to-toe assessment terminology guide 3. Comprehensive Review Packet	**LEARNING ACTIVITIES:** Prior to class, complete the following activities: 1. Complete the Practice charting Activity by 5/10 2. Review the full course vocabulary list. 3. Submit the Head-to-toe terminology assignment by 5/10 4. Complete the Comprehensive Final Exam by 5/10 5. Turn in completed Top 100 Medical Terms Study

			Guide by 5/10

COURSE EXPECTATIONS:

Orientation to Course: This course orientation introduces students to the structure, expectations, and learning resources for Medical Terminology. During the first week, students will review the syllabus, grading criteria, and Blackboard navigation while learning how weekly modules, assignments, and exams are organized. Emphasis is placed on the importance of medical terminology for safe nursing communication, documentation, and clinical practice, providing a strong foundation for success in this course and future nursing coursework. Students are accountable to adhere to facility policies and procedures.

Orientation will include a review of course skills, experiences, assignments, and clinical evaluation. Expectations regarding meeting scheduled class, clinical and laboratory sessions, attendance, and promptness will be reviewed.

STUDENT/FACULTY EXPECTATIONS IN THE TEACHING/LEARNING PROCESS:

Learning is a shared endeavor based upon respectful and collaborative relationships between students and faculty. The learning activities designed for this course were developed based upon the following:

1. As adult learners we are partners in learning.
2. Faculty members serve as a mentor, resource, guide, or coach and professional peer.
3. Our work and life experiences differ and serve to enrich our individual and mutual learning.
4. Each member of the class is committed to preparing for and successfully completing class learning activities.
5. Each member of the class will organize time, learning goals, work schedules, and family arrangements to fully participate in the course and assignment activities.
6. Each member of the class is able to use computer technology and access resources via the Internet and other mobile technologies as needed for this and other courses.

COMMUNICATIONS:

- **Announcements** – Check announcements each time you log onto the course.
- **Course email** – Check course email frequently for communications and make sure that your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday-Friday.
- **Use of technology**: If you have any technical questions, problems, or concerns with Blackboard, do not spend more than 15 minutes on any technical problems. Seek help immediately. Contact 24-7 Help Desk at: 1-888-837-2882 and/or techassist@sulross.edu.
- **Responses to emails and course postings**: Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross email and, if not available, mobile phone or texting between the hours of 9 AM and 6PM if possible. Messages received on the weekends or holidays will be answered by the next working day.

- **Assignments:** Assignments will be reviewed and returned with feedback/grade within 5 days of submission.
- **Writing and use of APA**: All written assignments and bulletin board postings will be submitted using the American Psychological Association (APA) Guidelines, as indicated by faculty. http://owl.english.purdue.edu/owl/resource/560/01

ATTENDANCE AND PARTICIPATION:

- Your attendance is expected at every class meeting, both face-to-face and online.
- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.
- Scholarly and knowledgeable participation requires that you read your assigned readings prior to joining the class discussions.
- An online course requires participation in all areas for accurate evaluation of performance, including responding to faculty requests or communications.
- If you have an emergency and cannot attend a class meeting or complete an assignment by the due date, you must contact your faculty by phone, email, or text as soon as possible and arrange to make up the assignments.
- Blackboard course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course. The Blackboard tracking function may be utilized to verify student online participation.

RULES OF NETIQUETTE:

The term "netiquette" refers to written and unwritten rules regarding appropriate communication on the Internet. It primarily applies to your interactions on the course Discussion Board, assignments both individual and group, and e-mail communications.

1. Help create a community of scholars by encouraging a cooperative win-win attitude in which all members of the class are willing to work together, each contributing in their own way.
2. Be courteous and respectful to students and faculty in the course.
   a. There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view.
   b. Be careful with the tone of what you are communicating, i. e., sarcasm and subtle humor; one person's joke may be another person's insult.
   c. Do not use all caps in the message box (it is considered shouting).
   d. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity.
3. Be helpful and be sure to do your part in an online class or in group work so that assignments can be completed.
4. Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are essential when taking an online class.
   a. Use a meaningful title in the Subject line. For e-mail, include course number.
   b. Use the person's name you are writing to as a greeting in the first line of the message – this helps ensure you are writing to the intended person (group).
   c. Close the posting by writing your full name at the end of the message.
5. Discussion Boards are public, and the University archives all materials. Do not post anything too personal as all students in the class and your instructor will see what you write.
   a. Keep the messages you post to the Discussion Board relevant to the course and

assignment, and provide a rationale including references as appropriate to support your point-of-view.

  b. Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.

  c. When posting a response, make sure you identify the post to which you are responding.

  d. If the topic you plan to address is covered in an existing thread, do not start a new thread.

  e. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.

  f. Try not to lurk, meaning you are just reading and not participating.

6. Quality of online communications/postings is important.

  a. It is not acceptable to present work or ideas of others as your own. Use APA format when you quote directly from a source—use quotation marks and provide the original author's name, year, and page or location in the body of the narrative; when you paraphrase a source—using your own words to explain your understanding of another's ideas or work—provide author and year in the body of the narrative. At the end of the posting provide the complete reference using APA format.

  b. If the posting is going to be long, use paragraphs.

  c. Do not overuse acronyms like you use in text messaging. Some of the participants may not be familiar with acronyms.

  d. Just as you would proofread a formal paper, before posting:

   i. Read what you have written for content.

   ii. Rethink what you have written for tone.

   iii. Reread what you have written for organization and coherence, and

   iv. Revise what you have written for grammar, punctuation, and mechanics.

  e. Once you submit your work, discussion, or e-mail, you cannot change what you have written.

7. Don't send large files, since someone may have a relatively slow internet connection.

8. Be sure to check for viruses when sending files.

9. Be patient if you do not get an immediate response to your postings as others may be on a different schedule. If it is urgent, you can contact other students or faculty by e-mail, phone, or text.

MANDATORY UNIVERSITY STATEMENTS:

Academic Honesty Policy: The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Academic Dishonesty includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.

2. Using, during a test, materials not authorized by the person giving the test.

3. Collaborating, without authorization, with another person during an examination or in preparing academic work.

4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.

5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non- administered test.
7. Purchasing or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty, but must notify the student of his/her right to appeal to the Department Chair, the Associate Provost/Dean, and eventually to the Provost and Vice President for Academic Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case.

In the case of flagrant or repeated violations, the Vice President for Academic Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT:

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine Students seeking accessibility/accommodations services must contact Mary Schwartze, LPC, SRSU's Accessibility Services Coordinator at 432-837-8203, or email mschwartze@sulross.edu or Ronnie.harris@sulross.edu. Our office is located on the first floor of Ferguson Hall – room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas,

79832.

LIBRARY INFORMATION

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, **library.sulross.edu**. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (**srsulibrary@sulross.edu**), or phone (432-837-8123).

Additional information for students at Rio Grande College:

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may additionally use online resources available through SWTJC website, **library.swtjc.edu**. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) from the Alpine campus.

CLASSROOM CLIMATE OF RESPECT

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

DIVERSITY STATEMENT

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you

DISTANCE EDUCATION STATEMENT

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct,

as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook. Requirements—a measure generally calculated at 3 hours outside work for each hours in class.) Students MUST have a reliable high-speed internet connection available on a regular basis for course work and other assignments whenever University computer laboratories are not open. Computer labs are open Mon.-Thurs., 8 a.m.-10 p.m., and Fri. 8 a.m-5 p.m. University computer labs are not open on weekends and holidays.

ONLINE SUPPORT FOR COURSES:

Students MUST have a reliable high-speed internet connection available on a regular basis for course work and other assignments whenever University computer laboratories are not open. Computer labs are open Mon.-Thurs., 8 a.m.-10 p.m., and Fri. 8 a.m-5 p.m. University computer labs are not open on weekends and holidays.

GENERAL CAMPUS REGULATIONS AND CONDUCT:

All students are expected to conduct themselves in a manner consistent with the University's functions as an educational institution. It is also expected that all students who enroll at Sul Ross State University agree to assume the responsibilities of citizenship in the university community. Association in such a university community is purely voluntary, and any student may resign from it at any time when he/she considers the obligation of membership disproportionate to the benefits. All students are subject to University authority, and those students whose conduct is not within the policies of the University rules and regulations are subject to dismissal. Students are responsible for abiding by all published University rules and regulations. Failure to read publications will not excuse the student from the requirements and regulations described therein. The SRSU Student Handbook and other official University publications outline specific regulations and requirements.

Required Student Responsibilities Statement
All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

Use of Generative Artificial Intelligence (AI) Technologies
In this course, you are expected to engage with your work honestly and with integrity. Generative artificial intelligence (AI) tools, including large language models (LLMs), are prohibited.
Any work you submit must represent your own understanding, critical thinking, and effort. If AI tools are used, you must clearly acknowledge how they were used and ensure their use

aligns with the university's academic integrity policy, information security guidelines, and the professional norms of this discipline. Misuse of AI will be treated as a violation of academic integrity.

The goal is not to prevent you from using emerging technologies, but to help you use them responsibly, transparently, and in ways that support—not replace—your learning.