I. Course Description: Introductory course that examines the multi-dimensional factors that affect health.

There are two critical assignments in this course related to accountability and accreditation.**

Prerequisites: None

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

- This course links with SFA Initiative #4: Develop a learner-centered environment.
- This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
- This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
- This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes:

Community Health Program

1. The student will be able to plan and evaluate a community based health lesson.
2. The student will construct a professional portfolio to be used as a personal career-marketing tool for employment opportunities.
3. The student will write a grant and submit the grant’s request for funding proposal (RFP).
4. The student will be able to communicate health information.
5. The student will design and implement a health behavior change plan that they will monitor for the semester.

EC-12 Health Program

1. The student will be able to plan and evaluate classroom based health instruction
2. The student will be able to demonstrate health content knowledge.
3. The student will demonstrate skills in instructional planning, curriculum development, instructional methodology assessment, and classroom management.
4. The student will be able to communicate health education concepts to audiences of varying ages.
5. The student will design and implement a health behavior change plan that they will monitor for the semester.

Student Learning Outcomes:

The student will be able to:

- Apply the principle factors involved in developing one’s optimal health (CH & EC-12 = PLO5).
- Identify a health behavior that needs to be addressed and then develop an appropriate health behavior change plan (CH & EC-12 = PLO5).
- Communicate and participate in online health topic discussions (CH & EC-12 = PLO4).
- Identify the major concepts relative to making positive decisions regarding one’s health (CH & EC-12 = PLO5).
- Comply with the principle factors that affect quality of life (CH & EC-12 = PLO5).
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

A. Health Behavior Change Project (HBC): The Health Project is worth a total of 100 points. Each student will use a self-monitoring system by submitting journal entries to assist him or her with the HBC project. Students should enter their journal entries under the discussion toolbar. The components of the project are listed below.

1. HBC Part 1 - Health Behavior Assessment (Standard I) – Download and complete the “How Healthy Are You” on page 21-23 in the textbook or you can print one online under the content tab. Complete the document and submit your answers to the assessment and what the scores in each category mean. Attach the word document or copy and paste the information to the submission box. Worth 15 points. **Due January 27th

2. HBC Part 2 - Health Behavior Contract (Standard II & III)** - Decide what health behavior you would like to change (i.e., sleeping habits, smoking, exercise, stress, etc.) Complete all sections of the “Behavior Change Contract” in the back of the textbook or online under the content tab. All sections of the contract need to be completed. **This assignment is related to accountability and accreditation. The assignment MUST be submitted online in the assignments tab by September 22nd AND submitted electronically to LiveText by September 29th. If both ARE NOT submitted by the above due dates the student will receive a zero. Worth 20 points. Due February 3rd in Dropbox / February 10th in LiveText

* (CH & EC-12 = PLO5)

3. HBC Part 3- Journal Entries (Standard I & IV) – Each student will enter journal entries reflecting on the HBC Project. Journal entries should be meaningful, monitor behavior progression, and report successes and obstacles changing the behavior. You should date each journal entry as you create them and each entry must be a minimum of 2-3 sentences. You are required to have 15 journal entries and prefer it to be composed in a Word Document. Worth 15 points. Your entries will be due by April 27th by 11:59pm.

* (CH & EC-12 = PLO5)

4. HBC Part 4. – Health Behavior Change Discussion (Standard I & VI) – Students will participate in an online discussion with each other classmates on their health behavior change. The HBC Discussion will take place from 6am-9pm. You may log on to the HBC Discussion board and post between 6am-9pm. Students are required to post 5 separate threads. The first thread should answer questions #1-#4. The remaining threads should be comments based on question #5.

1. What is the behavior you are trying to change to better your health?
2. What is your plan of action for your health behavior change?
3. Describe how these changes have impacted your daily health.
4. What have been the biggest successes and setbacks you have experienced while working on changing your behavior?
5. Give and advise or comment on another student’s behavior change efforts.

Worth 20 points. Due May 4th

5. HBC Part 5 - EVALUATION OF HEALTH BEHAVIOR PROJECT– (Standard II & III) - At the end of the semester, type a 1-2 page double-spaced (1 inch margins, 12 font) summary of the project. In paragraph form you should address the following questions:

1. What behavior did you change and were you successful or not?
2. Did you follow your plan? If so, did your short-term goals work? If not, where did your plan break down? Were your goals realistic? What were the barriers?
3. Was this class helpful? If not, how could it have been?
4. Did you have support from friends or family?
5. How do you feel about your efforts and any changes made?
6. How will you maintain your changed behavior?
7. How will the completion of this project influence your approach to the future?

Your grade on this project is not solely based on changing behaviors, but on the effort put in to the project. Your Evaluation of Health Project will be evaluated on the following criteria: content (answered questions a-d), effort and neatness (1-2 pages, typed, double-spaced, 1” margins, 12 font) and writing proficiency (5 or more errors = -10 points).

**The Summary of Health Behavior Project assignment is related to accountability and accreditation. The assignment MUST be submitted online in the assignments tab by December 8th AND submitted electronically to LiveText by December 15th. If both ARE NOT submitted by the due date the student will receive a zero. Worth 50 points. Due May 6th in Dropbox / Due May 13th in LiveText

* (CH & EC-12 = PLO5)
B. Exams: There will be two exams (each worth 100 points / 75 minutes) and a final exam (worth 100 points / 100 minutes). You will have one attempt to take each exam. The exams are timed so if you exceed allotted test time the exam will shut off. Please plan accordingly. Make-up exams will only be administered and scheduled for absences excused prior to the exam date! Test material comes from the book, course assignments, and discussions; if you fail to participate in this course you will miss test materials. Use of textbook and lecture material is allowed for course exams but the exams are timed. You will have 2 days to take an exam, which will be open from 6 am and close at 5:00 pm. Exam 1: February 18th (Open 6:00 am) – February 19th (Closed 11:59 pm); Exam 2: March 31st (Open 6:00 am) – April 1st (Closed 11:59 pm); Final Exam: May 11th (Open 6:00 am) – May 12th (Closed 11:59 PM).

C. Daily Application Tasks (DATs) – Until the 12th day of class (Wed, September 16th) four DATs will be used to determine class participation. Failure to complete the five DATs may jeopardize your financial aid for this course. **(These will be your assignments that are due before February 3rd since we don’t report to a physical classroom).**

D. HEALTH TOPIC GROUP DISCUSSIONS (Standard I – VI) – Students will participate in class discussions during assignment dates and times. If there is a conflict with discussion times and dates, please notify the instructor prior to the discussion date and time. Discussion activities will begin the day before the due date at 6:00 am and will end on the due date at 11:59 pm. **Each student should post 3 threads for each discussion unless directions say otherwise.** Students should check the discussion board throughout the course of the day. These discussions are heavily graded on participation and response content. Below are the following health topics for each discussions date, time, and point total:

1. American Health Status Discussion – Due January 29th; Worth 10 points
2. Gender Discussion – Due February 12th; Worth 10 points
3. Weight Management and Body Image Discussion – Due March 11th; Worth 10 points
4. Health Behavior Change Discussion (HBC 4) – Due May 4th; Worth 20 points

E. Chapter Activities (Standard I-VI) – Continued participation is required and will be reflected in the final grade. Activities will be included for each learning module for the purpose of class participation and reflection. Each chapter will contain a chapter activity assignment (total 100 points). The following activity assignments are required for each chapter due on the assigned date by 11:59 pm. If an assignment is not turned on by the due date, it is considered late and will result in a zero.

1. Chapter 1: Family Medical History Handout (5 pts) – Due January 22nd (DAT)
2. Hunting for Health Worksheet (10 pts) – Due January 22nd (DAT)
3. Chapter 3: Video Questions (5 pts) – Due January 29th (DAT)
4. Chapter 4 & 5: Video Questions (10 pts) – Due February 5th
5. Chapter 6: Quiz Questions (5 pts) – Due February 12th
6. Chapter 7 & 8: HBO Video & Quiz (10 pts) – Due February 26th
7. Chapter 9: Choose My Plate (5 pts) – Due March 4th
8. Chapter 10: Weight Loss Quiz (5 pts) – Due March 11th
9. Chapter 11: FITT Principle (10 pts) – Due March 23rd
10. Chapter 12 & 13: Video & Reflection (10 pts) – Due April 8th
11. Chapter 14: Stages of Dying (10 pts) – Due April 15th
12. Chapter 15: Environmental Assessment (5 pts) – Due April 22nd
13. Chapter 16 & 17: Video Questions (10 pts) – Due April 29th
14. Course Evaluation (2 pts) – Due May 6th

Methods of Instruction will include activity, discussion, and visual media. The course syllabus, course assignments, mail, and grades will be available on the D2L web page. Students are expected to check the homepage and web mail regularly (D2L.sfasu.edu).

<table>
<thead>
<tr>
<th>Assignments/Assessments</th>
<th>SHAPE/CAEP</th>
<th>TEA Standards</th>
<th>ISTE</th>
<th>InTASC</th>
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<tr>
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<td>I.D/1.1</td>
<td>1.1s, 1.33s, 1.34s, 1.3s</td>
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<td>3.i,</td>
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<td>Health Behavior Contract</td>
<td>I.A/1.1</td>
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<tr>
<td>Health Change Reflections</td>
<td>VII.A, IV.D</td>
<td>1.1s, 1.16s, 1.5s, 1.7s</td>
<td>4.c</td>
<td>3.a, 3.b, 3.h, 3.i, 3.m, 3.o, 3.p, 3.q, 3.r, 5.b, 5.e</td>
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<tr>
<td>Health Behavior</td>
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<td>3.i, 3.m, 5.d, 1.3s</td>
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</tr>
</tbody>
</table>
IV. Evaluation and Assessments (Grading):

- 3 Exams worth 100 points each  
  300 points
- Health Behavior Project  
  100 points
- Health Topic Discussions  
  50 points
- Chapter Activities  
  100 points
- Course Evaluation  
  2 points

FINAL POINT TOTAL  
552 points

**Two portions of the Health Behavior Change Project are related to accountability and accreditation. The assignments MUST be submitted online in the assignments tab by its due date AND submitted electronically to LiveText by the time it is due. If both ARE NOT submitted by the due date the student will receive a zero.

Scoring guides can be found on D2L and LiveText.

V. Tentative Course Outline/Calendar:

Week 1:  
Introduction Discussion, Family Medical History Due January 22nd (DAT)

Hunting for Health Assignment January 22nd (DAT)

Course Introduction and Chapter 1: Assessing Your Health
Week 2:

- HBC 1 Due January 27th (DAT)
- Stress Video and Questions Due January 29th (DAT)
- Health Status Discussion Due January 29th (DAT)

Chapter 2: Promoting and Preserving Your Psychological Health
Chapter 3: Managing Stress and Coping with Life’s Challenges

Week 3:

- HBC 2** Due February 3rd (DAT)
- Chapter 4 & 5 Video Questions Due February 5th

Chapter 4: Preventing Violence and Injury
Chapter 5: Building Healthy Relationships and Understanding Sexuality

**This assignment is related to accountability and accreditation. The assignment MUST be submitted online in the assignments tab by September 22nd AND submitted electronically to LiveText by September 29th. If both ARE NOT submitted by the due date the student will receive a zero.

Week 4:

- Gender Discussion Due February 12th
- Chapter 6 Quiz Questions Due February 12th

Chapter 6: Considering Your Reproductive Choices

Week 5:

- Exam I: Chapters 1-6 Feb 18th (opens 6:00 am) – Feb 19th (closes 11:59 pm)

Week 6:

- HBO Video and Quiz Due February 26th

Chapter 7: Recognizing and Avoiding Addiction and Drug Abuse
Chapter 8: Drinking Alcohol Responsibly and Ending Tobacco Use

Week 7:

- Chapter 9: Choose My Plate Assignment Due March 4th

Chapter 9: Eating for a Healthier You

Week 8:

- Chapter 10 Weight Loss Quiz Due March 11th

Weight Management and Body Image Discussion Due March 11th
Chapter 10: Reaching and Maintaining a Healthy Weight

Week 9:

- SPRING BREAK!

Week 10:

- Chapter 11 FITT Assignment Due March 23rd

Chapter 11: Improving Your Personal Fitness

Week 11:

- Exam 2: Chapters 7-11 Mar 31st (opens 6:00 am) – Apr 1st (closes 11:59 pm)

Week 12:

- Chapter 12 & 13 Video Questions Due April 8th

Chapter 12: Reducing Your Risk of Cardiovascular Disease and Cancer
Chapter 13: Protecting Against Infectious and Noninfectious Diseases

Week 13:

- Chapter 14 Stages of Dying Assignment Due April 15th

Chapter 14: Preparing for Aging, Death and Dying
Week 14:  
**Chapter 15 Environmental Assessment Due April 15th**  
Chapter 15 Promoting Environmental Health

Week 15:  
**HBC 3 Due April 23rd**  
**Chapter 16 & 17 Video Questions Due April 29th**  
Chapter 16: Making Smart Health Care Choices  
Chapter 17: Understanding Complimentary and Alternative Medicine

Week 16:  
**HBC 4 Discussion Due May 4th**  
**HBC 5** Due May 6th  
**Course Evaluation Due May 6th**

**This assignment is related to accountability and accreditation. The assignment MUST be submitted online in the assignments tab by December 8th AND submitted electronically to LiveText by December 15th. If both ARE NOT submitted by the due date the student will receive a zero.**

Week 17:  
**Final Exam: Chapters 12-17 May 11th (opens 6 am) – May 12th (closes 11:59 pm)**

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

- D2L
- Livetext - This course uses the LiveText 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. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or email SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or email livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

(With the new roll out of mySFA and the email process, titan mail is changing to ______@jacks.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; and 3. Making decisions on faculty 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 and WORTH 2 points of your total grade. 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 Other Policy Information:

**Class Attendance and Excused Absence: Policy 6.7**

Since this is an online course, attendance will not be monitored. You are responsible for notifying the instructor in advance, when possible, for excusable absences. Proof must be shown in order to make up missed assignments that have a date and time limitation. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with
accepted excuses may be permitted to make up work for up to three weeks of absences during a semester. Make up work must be completed as soon as possible after returning from an absence. You may jeopardize your financial aid for this course if absences are obsessive prior to the 12th day of class, Thursday September 16th.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

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 in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/. Location: Human Services Building, room 325. Phone: (936) 468-3004.

**Student Academic Dishonesty: Policy 4.1**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (2) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals to Students (6.3).

**Withheld Grades: Policy 5.5**

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 course work 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, except as allowed through policy [i.e., Active Military Service (6.14)]. 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 for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703/.

**Additional Information**

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu

IX. Other Relevant Course Information: