The mission of SFASU’s Health Science Program is to provide quality academic education and structured professional experiences designed to prepare students to promote health and enhance the quality of life for individuals and their communities.

Prerequisites: None

I. Course Description: This course is designed to address aspects of community and public health, survey career opportunities for health professionals, and explore the community and health care delivery system. Legal, ethical and philosophical foundations of community health will be explored.

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:
By the end of this course students should be able to:
- Identify and define elements of community health promotion. (AHHE Standard I)
- Review current issues in community health to their historical predecessors. (AHHE Standard VIII)
- Identify factors influencing health. (CH PLO# 4)
- Design and evaluation community health programs under various models. (AHHE Standards III & VI)
- Analyze and assess health problems across the life span. (AHHE Standard II; CH PLO# 1&4)
- Identify strategies appropriate to address health problems identified. (CH PLO# 1&4)
- Identify resources for planning and evaluating community health programs. (AHHE Standards III, IV, & VII; CH PLO#1&4)
- Describe prevention and health promotion methods to reduce the incidence of communicable and non-communicable diseases by the year 2010. (AHHE Standards I, III, IV, & VIII; CH PLO# 1&4)
Evaluation and Assessment (Grading):

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Grade Scale (Point Breakdown):</th>
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<tbody>
<tr>
<td>Discussion Board Posts........................................</td>
<td>= approx. 35%</td>
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<tr>
<td>Quizzes (5)...................................................................</td>
<td>= approx. 31.25%</td>
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<td>Resource Inventory...............................................</td>
<td>= approx. 8.75%</td>
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<tr>
<td>Community Health Event and Paper................................</td>
<td>= approx. 25%</td>
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<td>400 points</td>
<td>= 100% TOTAL</td>
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Methods of Instruction:

This course is an online course. All course materials (e.g., course syllabus, course lectures, course assignments, grades) will be available on the Desire2Learn web page. **Students are expected to check the homepage and web mail regularly (D2L.sfasu.edu).** In order to be successful in this course, you will need to create a schedule for yourself to login and complete the assignments by the deadlines, especially the weekly assignments.

In addition to your own post, you must read and reply to two (2) of your peers’ discussion posts each week. Each response is worth 2 points, for a total of 4 points each week. Your reply must be thoughtful and respectful of your peer’s post and should be a minimum of one (1) full paragraph (a minimum of 3 complete sentences). Simply saying, “I agree with you,” is not enough and you will not receive credit for posts like these. Your discussion post replies are **due on every Friday 11:30 pm.**

**Respect and Privacy** is extremely IMPORTANT: Students from many different backgrounds and majors may enroll in this course. People have a variety of experiences and opinions regarding the material covered in this class. It is critically important that all students respect others’ opinions as well as respect the privacy of students’ who share their thoughts and experiences in class. If you do not show respect for others in the course, you may have points deducted from your assignment and/or steps may be taken to permanently remove you from the course (see the Student Conduct Code, policy D-34.1)

IV. Evaluation and Assessment (Grading):

<table>
<thead>
<tr>
<th>Grade Scale (Point Breakdown):</th>
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<tr>
<td>A = 90% and above (358 &amp; above)</td>
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<td>B = 80-89% (318-357.99)</td>
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<td>C = 70-79% (278-317.99)</td>
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<td>D = 60-69% (238-277.99)</td>
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<td>F = Below 59% (237.99 &amp; below)</td>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):

- Required readings in the form of journal articles, websites, and other scholarly material may be assigned based on the topics discussed in the course. These will be announced ahead of time and posted on D2L.
- D2L

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!** 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**

Active participation is expected and required of all professionals, therefore your attendance, which includes actively participating in class on D2L, **may affect your final grade**, thus attendance will be recorded. Students should contact the Judicial Office (Rusk Bldg., Room 315 or 936-468-2703) and provide documentation for excused absences. Documentation for an excused absence MUST come from the Judicial Office for it to be excused. Students will be allowed to makeup 3 weeks (9 days for a MWF course or 6 days for a TTh or MW course) of coursework for documented excused absences as stated by the university attendance and excused absence policy found at [http://www.sfasu.edu/policies/class_attendance_excused_abs.asp](http://www.sfasu.edu/policies/class_attendance_excused_abs.asp).

**You may jeopardize your financial aid for this course if absences are excessive prior to the 12th Day Class.**

**Late Assignments**

- If you miss an exam or assignment due to an **excused absence** you must take the exam or turn in the assignment **within one week of your return**.
- If you miss an exam or assignment due to an **unexcused absence** you **cannot take the exam nor are you eligible for the assignment points**.

**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 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/](http://www.sfasu.edu/disabilityservices/).

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- 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 one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.
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 by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, 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 semesters, 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, classroom, labs, 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 https://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:

Class Expectations:
1. Late assignments will not be accepted
   a. Without prior approval
   b. Except for unforeseen circumstances (appropriate documentation required)
2. Assigned readings must be completed prior to class
3. Respect your instructor, teaching assistant, your classmates, and yourself.
4. Email Etiquette Policy (adapted from Dr. John Janowiak at UNC Chapel Hill)
   a. When you e-mail friends, you can be as informal as you wish. However, when you write to your employer, professor, or supervisor you should use proper and polite language. By training yourself to write properly, you develop skills necessary to deal with future clients and supervisors, who are unlikely to tolerate bad e-mail manners. Please use the following guidelines when e-mailing me and other professors.
      i. Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, please use a formal salutation when e-mailing professors, such as: Dear Dr. Caillouet,
   b. When e-mailing faculty, remember that you are not communicating with a friend or relative, therefore do not use informal language in your e-mails.
   c. Always make sure to include the course prefix, number, and section in the ‘Subject’ line of the email. For example, for this course you would write: HSC 216.500. This is required in any profession and therefore, a professional expectation.
d. If you have a request, say it politely. You can start with “I would like to ...,” “I wonder if you can ...,” “May I ...,” “Is it possible to ...,” “Do you mind ...” DO NOT WRITE: “I want to know ...,” “I want you to ...,” “Send this to me ...,” “Tell me when ...” Just adding the word “please” does not mean that you are being polite.

e. Your identity is an important clue to the context of the message. Every semester I teach hundreds of students in numerous classes; therefore, identify yourself as a student in the class you are enrolled in, such as: “Dear Dr. Caillouet, I am a student enrolled in your online HSC 216 course.”

f. Be concise.

g. Always, re-read your e-mails and check for spelling and grammatical mistakes before sending them. (Also, recommended for the assignments you submit).

h. When making an appointment, you can suggest a few time slots, but always say something like “If these times do not suit you, please feel free to let me know any other time that you prefer / that is convenient to you.” If you cannot make the date suggested, say, “I am sorry, but I cannot come to see you on [Monday]; however, I am available...” Do not say, “I am not available on [Monday].”

In conclusion, if you do not use a formal salutation and my name (Dr. Caillouet), or who you are and what class you are enrolled/inquiring; your email message will not be read nor will you receive a response.

Please NOTE: Failure to follow the Email Etiquette and/or Classroom Expectation Policies will result in points being deducted from the “Discussion Board Posts...” under the ‘Respect and Privacy' subsection described in Section III. Course Assignments, Activities, Instructional Strategies, use of Technology of the syllabus.

| Assignments/Assessments           | AAHE/CAEP                  | TEA Standards                  | ISTE                | InTASC \n|----------------------------------|----------------------------|--------------------------|-------------------|
| **Resource Inventory**           | AHHE Standard II, III, IV, VII; CH PLO #1 & 4 | 1.1K, 1.3S, 1.20K, 1.22K, 1.25K, 1.20S, 1.29S, 1.31S, 1.32S, 1.32K, 2.3K, 3.10S, 3.12S | 3c, 4d, 5c, 5d     | Standard 2, 4, 8 |
| **Community Health Service Project** | AHHE Standard I CAEP 1.1, 1.3, 1.4, 1.5; 2.1, 2.3; 3.1, 3.4; 4.1, 4.2, 4.3, 4.4; 5.1, 5.2, 5.3, 5.4, 5.5 | 1.5S, 1.16K, 1.24S, 1.26S, 1.29K, 1.32K | 1a, 1b, 1c, 1d; 4d; 5a, 5b, 5d | Standard 1, 2, 3, 4, 5, 9, 10 |
| **Quizzes**                      | CH PLO #4 CAEP 1.4; 4.1, 4.2, 4.4; 5.3 | 1.15S, 1.23K, 1.35S, 1.42S, 2.4K |                    | Standard 4     |
| **Discussion Board Posts**       | AHHE Standards I, III, IV, VI & VIII; CH PLO #1&4 CAEP 1.4; 4.1, 4.2, 4.4; 5.3 | 1.14K, 1.21k, 1.24K, 1.22S, 1.33S | 2b, 2c, 3b, 3c, 4b; 5a | Standard 1,2,3, |