I. Course Description: Introductory course that examines the multi-dimensional factors that affect health. There is a critical assignment in this course related to accountability and accreditation.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
This course links with SFA’s Envisioned Goal 2: Our students will be engaged and empowered. This course links with SFA’s PCOE Goal 1: We will provide transformational experiences for our students.

This course links with SFA’s Envisioned Goal 5: We will be an innovative university. This course links with SFA’s PCOE Goal 5: We will provide academic and co-curricular innovations.

Program Learning Outcomes (Community Health):

- The student will be able to plan and evaluate a community/classroom-based health lesson (NCHEC I, II, IV).
- The student will construct professional documents (resume and cover letter) to be used as a personal career-marketing tool for employment opportunities (NCHEC VII).
- The student will demonstrate the knowledge and skills to search for and write a grant proposal to address a specific health-issue (NCHEC I, II, IV, VII).
- The student will be able to communicate health information (NCHEC VI).
- The student will design and implement a health behavior change plan that they will monitor for the semester (NCHEC I, II).

Student Learning Outcomes - The student will be able to:
- Deliver a presentation on a health and wellness topic (NCHEC I, II, VIII).
- Identify a health behavior that needs to be addressed and then develop an appropriate health behavior change plan (NCHEC I, II, III).
- Apply the principle factors involved in developing one’s optimal health (NCHEC II, VI).
- Identify the major concepts relative to making positive decisions regarding one’s health (NCHEC I).
- Comply with the principle factors that affect quality of life (NCHEC III).
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. The *Health Project* is worth a total of 100 points. The components of the project are listed below:

   - **HEALTH BEHAVIOR ASSESSMENT** - Complete “How Healthy Are You” on page 20-22 of textbook or found on D2L. Staple the assessment to a typed one-half page double-spaced (1-inch margins) summary of your findings and your plan of action. **Worth 15 points.**

   - **HEALTH BEHAVIOR GOAL** - Decide what health behavior you would like to change (i.e., sleeping habits, smoking, exercise, stress, etc.) Complete “Behavior Change Contract” in the back of the textbook and found on D2L. **Worth 25 points.**

   - **EVALUATION OF HEALTH BEHAVIOR PROJECT** - At the end of the semester, type a 1-2-page double-spaced (1-inch margins) summary of the project. In paragraph form you should address the following questions:
     a. What behavior did you change?
     b. Did you follow your plan? If so, did your time line work? Was this class helpful? Did you have support from friends or family? If not, where did your plan break down? Were your goals realistic? What were the barriers?
     c. How do you feel about your efforts and any changes made?
     d. How will you maintain your changed behavior?
     e. Include a journal/log of your behavior change efforts.
     f. **Worth 60 points**

   - 50 of the 60 points will cover the content (answered questions a-d; grammar, effort and neatness; follow formatting criteria = 1-2 pages double-spaced with 1” margins),
   - 10 of the 60 points will include your journal/log
   - **This assignment is related to accountability and accreditation. The assignment MUST be submitted to me as a hardcopy during the class time that it is due AND submitted electronically to LiveText by the class time it is due. If both are not submitted on the due date (hardcopy in class and electronically to LiveText) a score of 0 will be recorded.**

2. *Health and Wellness Presentation* - Student will be assigned to a group composed of three classmates. Groups will be assigned a health or wellness topic. Presentation will last 8-10 minutes. **Worth 25 points.**

3. **EXAMS (NCHEC I)** - There will be three in-class exams **worth 100 points each.** Exams may include a variety of question types including multiple choice, true/false, short answer, and essay. **Proper spelling, grammar, and punctuation are expected.** Exams are administered at the beginning of a class period. Students who arrive late for an exam (one or more students has completed and turned in the exam) will not be allowed to take the exam and will receive a “0.” If unable to take an exam on a scheduled date and time the students must notify me prior to test time in order to make-up the exam, if not notified prior to the exam date and time the student will earn a “0.” **You are required to bring a Scantron form 882-E to each exam with a #2 pencil.** See Section V for exam content.
4. EXTRA CREDIT PARTICIPATION (ECP) – You are eligible for a maximum of 5 ECP points. All must be typed (check Section V for DUE date). Can and will be used for attendance purposes. For example, if you miss class and/or tardy five times or more you are not eligible for the ECP points. Format: Page 1 is the cover sheet (cover sheet should be typed and include your name and a Table of Contents of items submitted). Stapled to the cover sheet will be the documentation of the items in numerical order. Points will be deducted if formatting is not followed.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grading Scale</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>A = 90%+</td>
<td>384+ points</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td>B = 80-89%</td>
<td>341-383</td>
</tr>
<tr>
<td>Exam 3</td>
<td>100</td>
<td>C = 70-79%</td>
<td>298-340</td>
</tr>
<tr>
<td>Health Project**</td>
<td>100</td>
<td>D = 60-69%</td>
<td>256-297</td>
</tr>
<tr>
<td>Presentation</td>
<td>25</td>
<td>F = Below 59%</td>
<td>Below 255</td>
</tr>
</tbody>
</table>

** Extra Credit = 5 points maximum

Attendance (see VIII for attendance policy)

FINAL POINT TOTAL 427 points

** The evaluation of the Health Project is related to accountability and accreditation. The assignment MUST be submitted to me as a hardcopy during the class time that it is due AND submitted electronically to LiveText by the class time it is due. If not submitted on the due date (hardcopy in class and electronically to LiveText) a score of 0 will be recorded.

V. “DUE Dates” Outline/Calendar (all assignments are DUE the date and time of class):

<table>
<thead>
<tr>
<th>Assignment &amp; DUE date</th>
<th>“Tentative” topic covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 WELLcome! Email me by Friday, August 31 &amp; tell me about yourself • Seating chart on Th, August 30th</td>
<td>Accessing your health ppt (chap. 1)</td>
</tr>
<tr>
<td>2</td>
<td>Stress121 ppt (chap. 3); Healthy relationships (chap. 6; handout)</td>
</tr>
<tr>
<td>3 Health Behavior Assessment DUE T, Sept. 11</td>
<td>PA/Exercise ppt (chap. 12)</td>
</tr>
<tr>
<td>4 Health Behavior Goal DUE T, Sept. 18</td>
<td>PA/Exercise (cont.)</td>
</tr>
<tr>
<td>5 EXAM #1 on Th, Sept. 27</td>
<td>Cancer (chap. 13)</td>
</tr>
<tr>
<td>6</td>
<td>Eating for a healthier you (chap. 10)</td>
</tr>
<tr>
<td>7</td>
<td>Weight Management ppt (chap. 11)</td>
</tr>
<tr>
<td>8 Mid-Term Grades Posted on W, Oct. 17</td>
<td>DrugAbuse ppt (chap.8 &amp; 9); Alcohol &amp; Tobacco ppt (chap. 8 &amp; 9)</td>
</tr>
<tr>
<td>9 Exam #2 on Th, Oct. 25</td>
<td>CVD ppt (chap. 13)</td>
</tr>
<tr>
<td>10</td>
<td>Immune Response ppt; Reproductive choices (Chap 7; handout); STI ppt (chap. 14)</td>
</tr>
</tbody>
</table>
**The Health Behavior Project MUST be submitted to me as a hardcopy during the class time AND submitted electronically to LiveText by the class time it is due. If both are not submitted on the due date (hardcopy in class and electronically to LiveText) a score of 0 will be recorded.**

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

- D2L – REQUIRED FOR SUCCESS!
- 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 e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

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

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. 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 PCOE faculty is committed to excellence in teaching and continued
improvement. **Therefore, your response is critical AND IS WORTH 2 POINTS (REQUIRED not optional)!**

In the PCOE, 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:**

**Attendance and Excuse Absence: Policy 6.7**
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. 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 or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.  
- See Section V for how ECP can and will be used for attendance.

**Academic Accommodations 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/](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/
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:

ALL ASSIGNMENTS ARE DUE DURING CLASS TIME. NO LATE ASSIGNMENTS WILL BE ACCEPTED – you are now in college! MY PHILOSOPHY OF TEACHING AND GRADING IS SUCH – “FIX IT BEFORE IT’S BROKE!” I WILL PROVIDE YOU WITH FORMATIVE FEEDBACK, BUT WHEN AN ASSIGNMENT IS DUE, THAT’S IT, NO REVISIONS/CORRECTIONS WILL BE ALLOWED AFTER THAT POINT!

Respect your instructor, your classmates, and yourself!

HSC 121 Core Concepts of Health
Curriculum Alignment

<table>
<thead>
<tr>
<th>ASSIGNMENTS/ASSESSMENTS</th>
<th>NCHEC STANDARDS</th>
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<tr>
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<td>NCHEC I, II, III, IV</td>
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<tr>
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</tr>
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</tr>
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- Refer to PCOE website for master list of standards.