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):

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

### Program Learning Outcomes (Community Health):

1. The student will be able to plan and evaluate a community/classroom-based health lesson (NCHEC I, II, IV).
2. The student will construct professional documents (resume and cover letter) to be used as a personal career-marketing tool for employment opportunities (NCHEC VII).
3. 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).
4. The student will be able to communicate health information (NCHEC VI).
5. The student will design and implement a health behavior change plan that they will monitor for the semester (NCHEC I, II, III).

### Student Learning Outcomes - The student will be able to:

1. Identify and define elements of community health promotion (NCHEC I).
2. Review current issues in community health in relationship to their historical precedents (NCHEC I).
3. Identify and describe elements of ecology that apply to community health. (NCHEC I)
4. Identify factors influencing health. (NCHEC I)
5. Design and evaluate community health programs under various models. (NCHEC I, II, III)
6. Analyze and assess health problems across the life span. (NCHEC I, II)
7. Identify strategies appropriate to address health problems identified. (NCHEC I, II)
8. Identify resources for planning and evaluating community health programs. (NCHEC I, II, IV)

### III. Course Assignments, Activities, Instructional Strategies, use of Technology:

1. **Health Science/Community Health Career Research Paper & Presentation (100 points)**
   **Paper (75 points)**
   Students will choose an entry-level job/position in a specific health content area for which their Bachelor of Science in Health Science meets the minimum educational requirements. Students are expected to choose a position that interests them and that they might possibly pursue after they graduate. The position cannot require any further education/certifications (other than a CHES). It must be a position that the student is educationally qualified for upon graduation with their BS.
The project will include the following elements:

- Four-five pages (1,000-1,250 words) double-spaced, 12 point font in Times New Roman or Arial with 1” margins. The paper will cover the following:
  - Job/position title as well as other names that might indicate a similar or the same position
  - Summary of the position’s purpose, what public or community health problem it addresses (based on course materials), and how it solves the problem
  - Why you chose to research this position
  - Descriptions of at least three organizations/agencies that employ similar positions in the content area
    - Describe how or why the organization would utilize the position (how does the position help the organization achieve its overall goal)
  - Bulleted list of three specific organizations (and the departments the position would be housed under for large organizations such as hospitals) that employ similar positions. At least two must be in Texas. Provide name of organizations, mission statement, address, phone number, and website.
  - Salary range for the entry-level position
  - Expected job growth for the position
  - Essential functions of the position
  - Job duties and daily activities for the position
  - Description of the population(s) someone working in the position would most likely be working with
  - Specific knowledge required of a person working in the position
  - Specific skills needed for a person working in the position
  - Specific abilities needed for a person working in the position
  - Realistic activities a HSC student could be doing now to gain experience for the position
  - Name four out of the NCHEC Seven Areas of Responsibility that would be applicable to the position and how (provide examples)?
  - Ethical considerations for the position (use Code of Ethics for Health Education Profession as a guide).
    - What types of ethical dilemmas and/or situations might a person in this job face?
    - How could they handle them?
    - Cite specific responsibilities a person in this position has in relation to the six NCHEC Ethical Considerations
  - What did you learn that was interesting to you about the position? How has doing this paper influenced your future job search?

Presentation (25 points)

Students will conduct a 10-15 minute presentation using PowerPoint or other visual presentation software about the job/career they researched. Presentation will include the following elements from the paper:

- Job/position title and other names of similar positions
- Summary of the purpose of the position
- Why you are interested in this position
- Job duties of the position
- Daily activities of the position
- Populations one might work with in the position
- Expected job growth for the position

Students will be required to gain approval of their topic by the instructor. Paper and presentation must be submitted to D2L dropbox by required due date.

2. Exams-

There will be four exams covering 3-4 chapters each over the semester. The final exam is one of these and will not be cumulative.

Content of exams will include, but is not limited to, materials covered in the class text, material discussed/presented in class, material presented in media format (i.e., videos or video clip segments used in presentations), material from handouts provided by the instructor, materials gathered by students to complete homework assignments, and material presented by guest speakers. Both specific content and application of content are stressed on examinations. Late quizzes will not be accepted. Worth 280 points.
3. **Community Health Resume and Review (50 points)**
   **Resume (30 points)**
   Students will construct a current resume using the guidelines provided by the Center for Career and Professional Development as well as any information provided via D2L. Grading rubric will be available on D2L.

   **Resume and Professional Experience Review (20 points)**
   After receiving grade and any associated feedback on their resume (e.g. rubric) and completing the research project, students will submit a one page paper (200-250 words double-spaced, 12-point Arial or Times New Roman font) with NO HEADER that outlines areas for growth in resume and professional experience based on a professional resume rubric provided by the instructor and resume feedback. The professional experience review will include a specific plan that outlines how they will strengthen their resume and professional experience before anticipated graduation date. Grading rubric will be available on D2L.

4. **Civility and Professionalism (70 points/10% of final grade)**- chronic tardiness, lack of courtesy, and disruptive behavior can impede academic and professional success. As such, students who are late for class, utilizing their cell phones, giving the appearance of sleeping, engaging in discourteous written or verbal communication in or outside of class, or engaging in other disruptive behavior will receive a 5 point deduction per infraction (up to 10% of the total possible points to be earned for the class) from their Civility and Professionalism grade. **It is the responsibility of students to inform the instructor immediately after class when late to class (late is defined as after role has been taken).**

5. **In-class activities and homework (150 points/30% of final grade)**- Class attendance and participation is required and will be reflected in the final grade. Periodic unannounced activities (quizzes, readings, online assignments/quizzes, personal reflections, guest speaker reports, group activities, etc.) will be given for the purpose of class participation and reflection.

IV. Evaluation and Assessments (Grading):

<table>
<thead>
<tr>
<th>Exams</th>
<th>Health Science?Community Health Research Paper</th>
<th>400 points (100 each)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Resume &amp; Review</td>
<td>100 points</td>
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<tr>
<td></td>
<td>In-class activities and homework</td>
<td>50 points</td>
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<td></td>
<td>Professionalism and Civility/Attendance</td>
<td>150 points</td>
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<td>(see VIII for attendance policy)</td>
<td>70 points</td>
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| Grading Scale: | A=90% or higher (693+ points) | B=80%-89% (616-692 points) | C= 70-79% (539-615 points) | D=60%-69% (462-538 points) | F=Below 59% (461 points or less) |

| Final Point Total | 770 points |

V. Course Calendar

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
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</thead>
<tbody>
<tr>
<td>Week 1 (8/27-8/29)</td>
<td>Introductions/Syllabus Overview  Chapter 1-Community and Public Health: Yesterday, Today, and Tomorrow</td>
</tr>
<tr>
<td>Week 2 (9/3-9/5)</td>
<td>Chapter 2- Organizations that Help Shape Community and Public Health  Chapter 3-Epidemiology: The Study of Disease, Injury, and Death in the Community</td>
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VI. Required Readings:

2. **SFA email**: I primarily communicate through email so please ensure you check your university-related email accounts daily Monday-Friday.

3. **D2L**: This is the hub for course communication and dissemination of course materials. Be familiar with and check D2L at least daily Monday-Friday for important announcements, assignment due dates, etc.

**VII. Course Evaluations:**

Near the conclusion of each semester, students in the Perkins College of Education 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!

In the Perkins 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:**

**A. Class Attendance and Excused 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 (including the first 12 day attendance report) 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.

Daily attendance and active participation is expected and required of all professionals, therefore your attendance, which includes being tardy and/or leaving class early, may affect your final grade. Activities completed during class cannot be made up. In-class activities make up a significant part of a student's grade so in order to do well in class students must attend class regularly. See Civility and Professionalism under section III: Course Assignments, Activities, Instructional Strategies, Use of Technology regarding class attendance and tardiness policies.

Exceptions will be made for students who miss class for university-sponsored trips, verifiable serious illness, or a verifiable family emergency (student must contact the Office of Student Rights and Responsibilities no later than one day after their return, who will, in turn, notify me). It is the responsibility of the student to notify the instructor immediately prior to an anticipated absence for a school-sponsored trip and to provide written documentation before or immediately after (the day the student returns) the trip.
There is a 10 point perfect attendance bonus at the end of the semester ("perfect attendance" is defined as always on time for class, always staying for the entirety of class, and only missing class for University-sponsored events for which documentation is provided).

Absence is not an excuse for not knowing.

You are responsible for being ready for class each day, therefore if you are absent (excused or unexcused**) – be sure to get the previous day’s notes and assignments from another student in the class AND come to the next class prepared.

Read your assignments prior to the assigned class discussion and be prepared to offer input and ask questions.

In order for an online assignment to be considered “on time” it must be submitted via D2L. Anything else will be considered late. Start and complete your assignments early! This does not apply to in-class activities. If you miss an activity you miss the points.

Late homework assignments will have a minimum, automatic 25% point deduction if turned in within 48 hours of the due date. Assignments later than two days will not be accepted.

Any late homework must be turned in as a hardcopy (and to LiveText as required). If the assignment is late due to a University sponsored event or for any other excused absence the student must attach documentation to the assignment before submitting it. Late work will be graded as the professor as time to do it.

B. 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, 936-468-3004 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/.

C. Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

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;
- 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;
- 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).

D. 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.

E. 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. 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 policy 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 http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

Code of Ethics for the Texas Educator:
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

a. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:
- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.
In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at [https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/](https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/).

b. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TEES 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.

c. 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 Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

Class Expectations

1. Laptops, Netbooks, E-readers and iPod devices are not allowed for use during class.
2. Cell phones should be set to silent or turned off before class begins and should be place out of sight (in backpacks or pockets).
3. Absolutely no use of cell phones during class for any reason. Use during quizzes and exams will result in a grade of zero.
4. No reading of outside materials, listening to MP3 devices, wearing ear phones or ear buds, or disorderly conduct.
5. Students sleeping or giving the appearance of sleeping during class will be counted absent.
6. Respect your instructor, your classmates, and yourself.
7. **Email etiquette (adapted from Dr. John Janowiak at UNC Chapel Hill) and Professionalism:**
   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.
   - Even telephone conversations start with “Hello” and end with “Goodbye.” Therefore, **please use a formal salutation when e-mailing professors**, such as: “Dear Mrs. Morton,” or “Mrs. Krogen-Morton,” or “Mrs. Cyndra,”
   - 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.
   - **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.
   - 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 Mrs. Morton, I am a student enrolled in your online HSC 216 course.” Also, **please include a brief description of the subject of your email in the subject line of the email.**
   - Be concise.
   - **Always re-read your e-mails** and check for spelling and grammatical mistakes before sending them. (Also, recommended for the assignments you submit).
   - **When needing to schedule an appointment outside of my office hours, please 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].” Do not say, “I am not available on [Monday].”

In conclusion, if you do not use a formal salutation and my name (Mrs. Krogen-Morton/Mrs. Morton/Miss
Cyndra) or establish who you are and in what class you are enrolled, your e-mail message will not be read or responded to.

Failure to follow the expectations outlined above can result in being dismissed from class and counted absent.