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: N/A

WARNING
This 5-week course contains a full 12 weeks of content. Every day in this course is like three days in a regular semester. The pace will be fast and the workload will be heavy. Make sure you look at all the deadlines for each module. If you are busy with other commitments or struggle with self-discipline, I strongly suggest that you do not take this course in the summer.

Course Description: This course is an introductory course that examines the multi-dimensional factors that affect health. Students in this survey course will explore a number of issues surrounding the prevention and control of disease and other health related problems including mental health, fitness and nutrition, alcohol, tobacco, and other drugs, human sexuality, relationships and reproduction, cancer, diabetes, and heart disease.

Course Justification: This online course will meet 115 minutes of classroom time/direct instruction per week for 5 weeks using online modules. Students will have out of class assignments such as weekly behavior change journals, five mini assignments, chapter readings, and a health-behavior change project. The assignments and exams provide a base knowledge of health topics for when the students reach upper level courses within the Health Science degree plan. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

Intended Learning Outcomes/Goals/Objectives:
By the completion of this course, students will be able to:

- Describe the six dimensions of wellness and a wellness lifestyle in order to apply to one self, to others, and to the community.
- Describe eight health topic areas and their application to wellness in order to understand the dynamic relationship of each area to a wellness lifestyle.
- Describe various adult chronic, acute, and contagious health problems in order to prevent such problems and apply contemporary solutions.
- Assess one’s own personal health and wellness status using a health risk assessment in order to think more critically about personal risk factors and develop a personal plan to address one or more personal behaviors.
- Remain updated on current health information and resources in order to communicate current health information and health information needs.
- Apply health behavior theory, behavior management strategies, and personal decision-making skills in order to achieve a wellness lifestyle.
• Develop and model a personal wellness and health improvement philosophy in order to demonstrate the worth of a wellness lifestyle.
• Explain how personal health issues affecting individuals also affect the community.
• Describe how personal and community health concerns are interrelated with social, economic, and environmental factors.
• Communicate to others various approaches to wellness and the role of prevention and treatment in improving health.

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 be able to communicate health information.
3. The student will design and implement a health behavior change plan that they will monitor for the semester.

Student Learning Outcomes: At the conclusion of this class, the student will be able to:
1. Apply the principle factors involved in developing one’s optimal health (NCHEC Standards VI & VII)
2. Identify a health behavior that needs to be addressed and then develop an appropriate health behavior change plan (NCHEC Standards VI & VII)
3. Communicate and participate in online health topic discussions (NCHEC Standards VI & VII)
4. Identify the major concepts relative to making positive decisions regarding one’s health (NCHEC Standards VI & VII)
5. Comply with the principle factors that affect quality of life (NCHEC Standards VI & VII)

My Philosophy Regarding Evaluation of Student Performance

I have always believed that how students perform in my classes is a direct reflection on my ability. Evaluation of your knowledge, skills, and attitudes is also an evaluation of my teaching effectiveness. Successful evaluation begins with the professor clearly communicating what is expected of the learners in advance including specific goals and objectives. Successful evaluation also includes giving continual growth feedback to learners (hence why I give frequent smaller assignments versus multiple big ones). I would also encourage you to provide me with continual growth feedback via e-mail, telephone, or personal communication. At the end of the semester, I want you to be able to look back and say, “Dr. Cegelka, this was the best class I’ve ever had!”

Course Requirements/Evaluation of Student Performance

Each module contains assignments worth a specific number of points. The assignments are described in detail in each module. Listed below are the assignments and deadlines for the course. Your grade for the course will consist of the total points that you earn within each module. When you complete an assignment, please save a copy of the assignment on both your hard-drive and a removable storage media.
Schedule of Assignments and Due Dates

All Assignments Must Be Posted by 11:59 PM of the Due Date

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>1.0-A</td>
<td>Thursday 7/18</td>
<td>Week 1: Bio-sketch and introduction</td>
<td>10</td>
</tr>
<tr>
<td>1.0-B</td>
<td>Thursday 7/18</td>
<td>Week 1: Send Dr. Cegelka e-mail via D2L confirming that you have read and agree to syllabus policies</td>
<td>10</td>
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<tr>
<td>1.0-C</td>
<td>Sunday 7/21</td>
<td>Week 1: Family Health History</td>
<td>10</td>
</tr>
<tr>
<td>1.0-D</td>
<td>Sunday 7/21</td>
<td>Week 1: Holistic Lifestyle Questionnaire</td>
<td>10</td>
</tr>
<tr>
<td>1.0-E</td>
<td>Sunday 7/21</td>
<td>Week 1: Wellness Profile Analysis</td>
<td>10</td>
</tr>
<tr>
<td>1.0-F</td>
<td>Sunday 7/21</td>
<td>Week 1: Behavior change goal contract</td>
<td>15</td>
</tr>
<tr>
<td>2.0- A</td>
<td>Thursday 7/25</td>
<td>Week 2: Sexual Health Discussion Board Post</td>
<td>20</td>
</tr>
<tr>
<td>2.0- B</td>
<td>Sunday 7/28</td>
<td>Week 2: Discussion Board Post Growth Feedback</td>
<td>10</td>
</tr>
<tr>
<td>2.0- C</td>
<td>Sunday 7/28</td>
<td>Week 2: Sexuality Mini-Assignment</td>
<td>30</td>
</tr>
<tr>
<td>2.0- D</td>
<td>Sunday 7/28</td>
<td>Week 2: Behavior Change Journal #1</td>
<td>10</td>
</tr>
<tr>
<td>3.0- A</td>
<td>Thursday 8/1</td>
<td>Week 3: Food/Exercise Discussion Board Post</td>
<td>20</td>
</tr>
<tr>
<td>3.0- B</td>
<td>Sunday 8/4</td>
<td>Week 3: Discussion Board Post Growth Feedback</td>
<td>10</td>
</tr>
<tr>
<td>3.0- C</td>
<td>Sunday 8/4</td>
<td>Week 3: Food/Exercise Mini-Assignment</td>
<td>30</td>
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<tr>
<td>3.0- D</td>
<td>Sunday 8/4</td>
<td>Week 3: Behavior Change Journal #2</td>
<td>10</td>
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<tr>
<td>4.0- A</td>
<td>Thursday 8/8</td>
<td>Week 4: ATOD Discussion Board Post</td>
<td>20</td>
</tr>
<tr>
<td>4.0- B</td>
<td>Sunday 8/11</td>
<td>Week 4: Discussion Board Post Feedback</td>
<td>10</td>
</tr>
<tr>
<td>4.0- C</td>
<td>Sunday 8/11</td>
<td>Week 4: ATOD Mini-Assignment</td>
<td>30</td>
</tr>
<tr>
<td>4.0- D</td>
<td>Sunday 8/11</td>
<td>Week 4: Behavior Change Journal #3</td>
<td>10</td>
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<tr>
<td>5.0- A</td>
<td>Wednesday 8/14</td>
<td>Week 5: Last lecture Discussion Board Post</td>
<td>20</td>
</tr>
<tr>
<td>5.0- B</td>
<td>Saturday 8/17</td>
<td>Week 5: Last Lecture Discussion Board Post Feedback</td>
<td>10</td>
</tr>
<tr>
<td>5.0- C</td>
<td>Saturday 8/17</td>
<td>Week 5: Personal Analysis of a Major Loss Mini-Assignment</td>
<td>50</td>
</tr>
<tr>
<td>5.0- D</td>
<td>Saturday 8/17</td>
<td>Week 5: Reflection Presentation</td>
<td>40</td>
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Bonus Points

<table>
<thead>
<tr>
<th>Bonus Points</th>
<th>Bonus points for on-line course evaluation</th>
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Total Regular Points

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Total Possible Points with Bonus Points

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IV. Evaluation and Assessment (Grading):
Evaluation Criteria: Grading Criteria:

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Course</td>
<td>20</td>
</tr>
<tr>
<td>Discussion board posts</td>
<td>120</td>
</tr>
<tr>
<td>Mini-Assignments</td>
<td>140</td>
</tr>
<tr>
<td>Behavior Change</td>
<td>105</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>385</strong></td>
</tr>
</tbody>
</table>

Grading Scale:
- A = 90% or higher (347+)
- B = 80% - 89% (308-346 points)
- C = 70% - 79% (270-307 points)
- D = 60% - 69% (231-269 points)
- F = Below 59% (230 points or less)

Course Policies:

1. **Late Work**: I do not accept late work….even if it's one minute late. Please read that phrase again – I **DO NOT** accept late work….even if it's one minute late. Late assignments turned posted after a deadline will not be accepted unless I have been notified in person, by phone, or by e-mail of a conflict **prior to** the deadline. Let me say that in a different way: I do not accept work posted after a deadline unless you have been **granted an official extension** prior to the deadline. Due to computer lag times and computer glitches, be sure to plan ahead of time and post your work well before the deadlines. Again, I do not accept work after the deadline.

2. **Notification of Technical Problems**: If you are having problems with your computer that may impact your ability to complete an on-line exam or an assignment, please notify me immediately by phone or personal email. My contact numbers and personal email address are listed on page one of this syllabus. If I hear from you after the exam or after the deadline, it is too late for me to give an extension. Technical problems with your computer are **NOT** a legitimate reason for failing to complete assignments or exams by posted deadlines. If you notify me of technical problems AFTER a posting deadline, you will be given no credit for the assignment, quiz, or exam. If your computer is not working, you will have to arrange alternative methods of communication via FAX, mail, or personal delivery.

3. **Make Up Exams/Tests/Quizzes**: Students who are absent on test days without advance, person-to-person communication with me shall receive a zero for the exam and shall forfeit the opportunity of taking a “make up” test. Make up tests/exams/quizzes will not be permitted (unless you have a legitimate medical emergency or personal problem and have been granted an official extension prior to the exam/test/quiz.)

4. **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 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.

True professionals in any field are prompt, reliable, and faithfully report to work when scheduled. Therefore, it is my expectation that you will be prompt, reliable, and faithful to attend class. I do monitor your level of activity in the course. D2L software allows me to measure how many times you have accessed the course, how many articles and postings you have read, how many things you have posted, etc. I reward students that lead by example.
5. **Growth Feedback Sandwiches to Peers:** One of the best was that learning takes place in this class is via reading and providing formal growth feedback sandwiches to your peers…and reading the growth feedback from your peers. You are responsible to read and respond to your classmates’ postings in the discussion board. The minimum requirement is **two peer to peer postings per module. Respond to two different people each time.** You will learn much by reading and critiquing the thoughts of your peers! These responses will also be graded. To receive full credit for the growth feedback postings, your feedback to peers must be in the form of a growth feedback sandwich with three different layers of content:

- **Top Bun:** What I liked about your posting was ___________. This layer must include very specific things that prove to me that you really read your peer’s posting. I’m looking for 2-3 sentences here of significant detail.
- **MEAT:** I believe that your posting could have been made better by __________. This is the MEAT of the growth feedback sandwich. You must provide some substantive feedback/constructive criticism. What did he/she fail to think about? What blind spots did he/she have? Where do his/her ideas contract the textbook? Where did he/she need more depth. What did he/she fail to address. I need to see some REAL MEAT in this layer of your feedback. Looking for 3-4 sentences here.
- **Bottom Bun:** Finish with a brief note of compliment or positive encouragement. One sentence is fine.

6. **Excused Absences:** If I do not receive advance communication (i.e. prior to class) from you via phone or in writing regarding an absence, it will be considered an “unexcused” absence. In contrast, excused absences are for specific, unavoidable situations such as:

* personal emergencies, including, but not limited to, illness of the student or of a dependent of the student [as defined by the Board of Trustees’ Policy on Family and Medical Leave], or death in the family;

* religious observances that prevent the student from attending class;

* participation in University-sponsored activities, approved by the appropriate University authority, such as intercollegiate athletic competitions, activities approved by academic units, including artistic performance, R.O.T.C., functions, academic field trips, and specific events connected with coursework;

* government-required activities, such as military assignments, jury duty or court appearances; and any other absence that the professor approves.

If the absence is communicated to me in advance and approved by me as an “excused absence,” students shall be given the opportunity of completing course work or exam that was due during the excused absence. I alone determine whether an absence is excused or not.

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.

7. **University Policies and Student Handbook:** As a student at SFA, you are required to know the policies described in the General Catalog and in the Student Handbook. My policies in this course are guided by the policies described in the student handbook.

8. **Academic Dishonesty Policy:** Academic dishonesty will not be tolerated. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes academic dishonesty, they should seek the instructor’s advice. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing or representing the words, ideas or information of another person as one’s own and not offering proper documentation; Plagiarizing includes: (a) copying materials from other students from previous years or using another student’s work, (b) unauthorized collaboration in the preparation of reports, term papers or theses, and (c) adopting, paraphrasing or reproducing ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
- Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
• Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
• Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
• Giving or receiving substantive aid during the course of an examination;
• Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
• Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
• Submitting the same written work to fulfill the requirements for more than one course, without the instructor’s permission.

Should cases of academic dishonesty be found among students, the instructor may choose any of the following actions:

* The instructor may provide a verbal warning to the student.
* The student may be assigned an F for the work in question.
* The student may be assigned an F for the course. In this case the instructor should inform the Chair of the department, the Dean and the student of this action. The Chair and/or Dean will make certain that the student receives the F grade and is not permitted to withdraw from the course.
* The student may be placed on probation or suspended for some definite period of time, dismissed or expelled by the Dean if either the seriousness of the offense or a record of repeated offenses warrants it. A notation that such a sanction has been imposed will be made part of the student’s permanent record. It is expected that the Dean will consult with the instructor and the student in making such a judgment, and that the Dean will notify the student of the sanction imposed and of the appeals procedure.
* A record of the academic dishonest will be filed with the department.

9. Academic Grievance Policy: A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3). If you have a concern or complaint about the course or about your grade, you should meet with me privately during office hours. This is the best way to resolve issues. If issues cannot be resolved between the two of us, you should put your concerns in writing and follow the chain of command listed below:

> Meet with the Department Chairperson
> Meet with the Associate Dean for Undergraduate Studies
> Meet with the Dean of the College of Education.

10. Grade Changes: If you believe that I have made an error or misjudgment in grading, you may request that I review the grade and consider a grade change. All grade change requests must be put in writing and must include a written rationale as to why you believe the grade should be changed. Verbal requests to change a grade will not be accepted. I reserve the right to make all final decisions regarding grades.

11. Drops/Incompletes: You may drop the course or withdraw from the course as long as you do it by the posted university deadline. After the deadlines have passed, I do not issue “drops” or “instructor withdraws.” If you stop attending my class without notice and do not complete the work, I will give you and “F” for failing in professional courtesy. The deadlines for dropping or withdrawing from this class are listed on the university academic calendar.

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.
12. **Email Procedures:** Please use my SFA D2L email address for all correspondence. If you need to connect with me quickly, use my SFA email address listed on page one. I am much more responsive to my SFA email since I check that more often during the day. If you are sending a general email message to my SFA account, please identify yourself in the full body of the email message, Please use the examples listed below for email and phone communication.

**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 Dr. Cegelka,” or “Professor Cegelka,”

- 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 Dr. Cegelka, 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 (Dr./Professor Cegelka) or establish who you are and in what class you are enrolled, your e-mail message will not be read or responded to.**

13. **Writing Quality/Assignments:** All assignments shall be typed using Microsoft Word. Student writing should be of the highest quality in terms of appearance, grammar, spelling, punctuation, and organization. If an assignment is poorly written, I reserve the right to return it to you and request that you visit the Writing Center before I issue a grade. Visiting the Writing Center to receive some good feedback and assistance with your written assignments is a good idea for all students.

14. **Extra Credit:** Occasionally I offer extra credit projects or assignments. If you are interested in extra credit, you must notify me before the start of the 3rd week of class. Students are responsible to notify the professor of their intentions.

15. **Responding to your Email:** Because of my busy schedule, I will not be able to check the D2L email at all hours of the day. Please do not expect e-mail responses from me quickly. I will check it once in the morning, once in the afternoon, and once in the early evening. Any time after 5-6 PM I will not be checking the e-mail for the night and you will need to wait until the following morning.

16. **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/).

17. **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.texes.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.

18. **Posting Assignments:** I will ask you to post most of your assignments to the discussion board so that everyone can read your work. For other assignments, you will upload them to the drop box in D2L. This way I will be able to keep separate the main assignments with the discussion.

19. **Returning Graded Work:** Keeping up with many students during the summer session in a distance learning course is a challenge. Please be patient with me. I will do my best to give you prompt feedback and return graded assignments in a timely manner. If you don’t get something back from me, please feel free to send me an e-mail and ask why.

20. **On-line Grade Book:** As I grade your work, I will post the scores in the D2L grade book.

**Recommended Readings:**


2. **LiveText Statement:**
   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.

   (With the new roll out of mySFA and the email process, titan mail is changing to ____@jacks.sfasu.edu.)

**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
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, ad 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 completed the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after the final grades are posted.

Basic Overview of How This Course is Organized

This is a distance-learning class. The vast majority of learning will take place via the activities, assignments, and discussions on our course home page. You may “attend class” at your convenience, when and wherever you want to... as long as you meet all the deadlines. You may attend class at 3:00 a.m. in the morning in your pajamas or at 9:00 p.m. at night while sitting in your Lazy-boy Chair at home while enjoying a bowl of ice cream. You choose the times and the locations when you log on to the course home page. The only time we will log on to the course together is for optional review chat sessions prior to exams. If you would like, I will schedule some class meetings so we can meet face to face. Such meetings are often helpful to solve problems, discuss issues of interest, and answer questions. We can meet in a classroom or somewhere else near campus. Let me know if you are interested in such meetings.

Hit the Ground Running!

Because this course is only 5-weeks long, we have to hit the ground running. That means you will need the textbook immediately and you will need to start the content modules immediately. During the summer, we cover at least a module per week... sometimes more. Please note the schedule of assignments above. You need to start ASAP. What are you waiting for? Get moving!

My Role and Teaching Style

I believe that knowledge is actively “constructed” from experience not passively received from the environment. The best learning occurs through experiences as we interact with other humans. Therefore, the majority of the responsibility for constructing knowledge during this course will be put in your hands. Students will learn from one another and ultimately learn how to teach themselves. My role in this course is to serve as your tour guide and facilitator. I plan to step out of the spotlight and let you direct your own learning. My role will be to facilitate your learning experience... to listen, guide, advise, probe, encourage, exhort, correct, and redirect if necessary. My ultimate goal at the end of this semester is to hear you say, “Dr. Cegelka, this was the best class that I have ever taken.”

WARNING! This Course Requires a Significant Time Investment! (Read Carefully and Re-Read Periodically!)

Some students mistakenly believe that summer distance learning (DL) classes require less time than a traditional class. NOT TRUE! Any distance learning class requires MORE time investment than traditional classroom-based courses. Summer DL classes are even ‘worse” because 15 weeks of material are crammed into 5 weeks of time. You are really going to have to hustle to keep up with the timeline in this course! In a traditional classroom based course, you would typically sit in the classroom for approximately 3-4 hours per week as you listen rather passively, take notes, and interact with the professor and your peers. Students often fail to appreciate that everything that is spoken or heard in a traditional classroom-based class must be converted to the written word in a DL class. In a traditional class, some students sit passively and rarely contribute to the discussion. This type of passive behavior is not possible in a DL class. In a DL class, the same amount of classroom participation and engagement is required of every single student. DL classrooms feature 100% participation, 100% of the time. As a result, a DL course is MORE work for many students.

Now if you have been doing your math, you know that 3+ 4 = 7 hours. Bottom line -you should set aside approximately 7 hours per week for this course... if you want to succeed. Some students will require less time; some will require more. Plan to spend 3 hours per week on-line in our virtual classroom and 4 hours per week off-line reading the text, articles, and preparing assignments. If it is any consolation, rest assured that I will be spending much more than 7 hours per week teaching this class. Teaching a high quality DL course is a very time consuming task for professors.

Content Modules

The content of the course is divided into self-contained modules or units of instruction. Each module builds upon the previous module. Modules are comprised of an introduction, reading assignments, learning objectives to guide you,
learning activities/assignments, and usually some type of assessment. Each module is linked to a corresponding bulletin board topic for discussion. During the course of each module, we will hold class discussions on the bulletin board. The next module will not be “released” until most of the class has completed the previous module.

**Integrated Class Discussion Assignments within Each Module**

Within each module, you will typically have two “discussion” assignments on each module’s bulletin board. The first assignment (usually called Assignment “A”) is usually a response to a case study, scenario, or problem-based learning question that I will post on that module’s bulletin board. You will use the text and articles in the class (and articles that you find outside of class) to compose a formal, academic style response to these case studies and scenarios. The second discussion assignment within each module (called Assignment “B”) involves “talking to” your peers and giving them growth feedback. After your peers have posted their responses to my case study on the bulletin board, you will be required to read, critique, and respond to several of them. For each module, I recommend that you read 4-5 of your peer’s postings (avoid reading the same students’ postings all the time). You will be required to post 2 formal “growth feedback” type responses.

**Class Proceeds Together**

Because much of the learning will take place via class discussion, we will progress together through the modules at the same pace to facilitate learning from one another and common discussion threads on the bulletin boards. This course is NOT an independent study course where you advance at your own speed. If the course were independent study, it would not be possible to create class discussions on common topics because everyone would be at different points in the course.