I. Course Description:
This course is an introductory course that examines the multi-dimensional factors (emotional, environmental, intellectual, occupational, physical, social and spiritual) that affect optimal health. There are two critical assignments in this course related to accountability and accreditation.

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.

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
  - The student will be able to plan and evaluate a community/classroom-based health lesson.
  - The student will construct professional documents (resume and cover letter) to be used as a personal career-marketing tool for employment opportunities.
  - The student will demonstrate the knowledge and skills to search for and write a grant proposal to address a specific health-issue.
  - The student will be able to communicate health information.
  - 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:
1. Apply the principle factors involved in developing one’s optimal health (CH & EC-12 = PLO5).
2. Identify a health behavior that needs to be addressed and then develop an appropriate health behavior change plan (CH & EC-12 = PLO5).
3. Communicate and participate in online health topic discussions (CH & EC-12 = PLO4).
4. Identify the major concepts relative to making positive decisions regarding one’s health (CH & EC-12 = PLO5).
5. Comply with the principle factors that affect quality of life (CH & EC-12 = PLO5).

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

<table>
<thead>
<tr>
<th>Assignments/Assessments</th>
<th>SHAPE/CAEP</th>
<th>TEA Standards</th>
<th>ISTE</th>
<th>InTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Behavior Assessment</td>
<td>I.D/1.1</td>
<td>1.1s, 1.33s, 1.34s, 1.3s</td>
<td>1</td>
<td>3.i</td>
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</table>
Assignments:
A. Discussion Board Posts and Reply to Peers (75 points total ~ 5 points per week)

Each week, you will be responsible for completing the assigned readings. You will then write a thorough and thoughtful post on the D2L Discussion Board for that week of a minimum of two (2) paragraphs as well as citing your references (e.g., textbook with page, news story link). Your discussion post is worth 3 points each week and is due every Wednesday by 10pm. First week is due Sunday Aug. 30.

In addition to your own post, you must review and reply to two (2) of your peers’ discussion posts each week. Each response is worth 1 point, for a total of 2 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. Your discussion post replies are due on every Sunday by 10pm.

B. Quizzes (10 points each, total of 150 points)

There will be fifteen (15) online quizzes (one per week) administered throughout the course. Each quiz will be worth 10 points and will cover all modules and chapters from the corresponding week. Quizzes are due every Sunday by 10pm.
C. Family Medical History (50 points)

Due Sunday, October 18, by 10pm of Week 8, Knowledge of one’s family medical history is one of the best resources you can have to assist health care providers in diagnosing medical conditions; therefore, you will spend time over the semester to educate yourself about the conditions that run in your immediate family. Gather health information from as many family members as possible. A starter Excel sheet will be posted in a folder labeled “Family Medical Tree” on D2L to get you started. Your final project should be in a presentation format (PowerPoint, Prezi, etc.)

D. Health Behavior Change Project (referred to as the HBC Project) (225 points)

This assignment has been broken down into multiple portions. ***This assignment is related to accountability and accreditation. The assignment MUST be completed***

I. Health Behavior Assessment (Worth 15 points)
Complete “How Healthy Are You?” on page 21-23 of the textbook or online at www.pearsonhighered.com/Donatelle. Submit the assessment along with a 250 word (minimum), double-spaced, typed summary with 1 inch margins that answers the following questions:
- What was your highest score and why do you think it was highest?
- What was your lowest score and why do you think it was lowest?
- How do you think your behaviors are impacting your overall health?
- What score do you most want to improve and why?
- What can you do to improve your health behaviors/scores?

Your grade will be determined based on following the instructions, answering of all of the questions, and the specificity and accuracy with which you answer the questions. Worth 15 points. Assessment, along with summary must be submitted to the dropbox on D2L Due Sunday, September 6 by 10pm of Week 2.

II. Health Behavior Change Contract (Goals) (Worth 25 points)
Decide what health behavior you would like to change (e.g., sleeping habits, smoking, exercise, stress, etc.). This must be listed as a SMART Goal. Complete all sections of the “Behavior Change Contract” in the front of the textbook. Please scan the completed “Behavior Change Contract” and attach the document to the drop box on D2L and to LiveText. Due Sunday, September 13 by 10pm of Week 3. Submit to LiveText.

III. Journal Blog Entries (Worth 35 points)
Each student will need to write journal entries reflecting on the HBC Project, preferably in a Microsoft Word document. Journal blog entries should be meaningful, monitor behavior progression, and report successes and obstacles changing the behavior. You will submit your journal via Dropbox no later than Tuesday, December 1 by 10pm. You should refer to this journal blog when writing up your evaluation of the HBC Project. Therefore, you should just to write on the blog every day; however, you will be required to post a minimum of 10 journal blog entries between Monday, August 24 – December 1. Upload journal in Dropbox by, Tuesday, December 1 by 10pm. There are ideas to assist you on D2L in the Journal section.

IV. Health Behavior Change Evaluation (Worth 150 points)
At the end of the semester, type a 750 page minimum, double spaced, 12-point Times New Roman font with 1-inch margins, summary of the project. Attach document to the drop box on D2L. Due THURSDAY, December 3 by 10pm of Week 15. Submit to Dropbox and to LiveText. See directions on page 9 of syllabi.

IV. Evaluation and Assessments (Grading):

Evaluation Criteria: Grade Scale:
Discussion Board Posts and Replies………. 75 points (5 points each week) A = 90% and above
Quizzes (15)……………………………….. 150 points (10 points each) B = 80-89%
Family Medical History…………………… 50 points C = 70-79%
Health Behavior Change Project…………… 225 points D = 60-69%
Total: 500
### V. Tentative Course Outline/Calendar:
ATTENDANCE is expected and will be monitored by the instructor. To give feedback you must be present if you miss class, your classmates miss valuable insight into their performance. Thus, YOU are expected to be in class and on time!! Poor attendance can lead to failure! For reporting purposes, a student who does not attend class and/or shows participation will be dropped from financial aid for that course.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates:</th>
<th>Topic:</th>
<th>Due:</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 24 – 30</td>
<td>Ch. 1 Assessing your Health and Ch. 2 Promoting and Preserving Your Physical Health</td>
<td>Read Ch.1 &amp; 2; Discussion board posts and replies; Quiz on readings;</td>
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<tr>
<td>2</td>
<td>Aug. 31 – Sept. 6</td>
<td>Chapter 3: Managing Stress and Coping with Life’s Challenges</td>
<td>Read Ch.3; Discussion board posts and replies; Quiz on readings; journal blog; HBC assessment due Sept. 6 by 10:00pm</td>
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<tr>
<td>3</td>
<td>Sept. 7 – 13</td>
<td>Chapter 4: Improving Your Sleep</td>
<td>Read Ch.4; Discussion board posts and replies; Quiz on readings; journal blog</td>
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<td>4</td>
<td>Sept. 14 – 20</td>
<td>Chapter 5: Violence and Injury Prevention</td>
<td>Read Ch.5; Discussion board posts and replies; Quiz on readings; journal blog</td>
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<td>5</td>
<td>Sept. 21 – 27</td>
<td>Chapter 6: Connecting and Communicating in Modern World</td>
<td>Read Ch.6; Discussion board posts and replies; Quiz on readings; journal blog</td>
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<td>6</td>
<td>Sept. 28 – Oct. 4</td>
<td>Chapter 7: Considering Your Reproductive Choices</td>
<td>Read Ch.7; Discussion board posts and replies; Quiz on readings; journal blog</td>
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<td>7</td>
<td>Oct. 5 - 11</td>
<td>Chapter 8: Recognizing and Avoiding Addiction and Drug Abuse</td>
<td>Read Ch.8; Discussion board posts and replies; Quiz on readings; journal blog</td>
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<td>8</td>
<td>Oct. 12 - 18</td>
<td>Chapter 9: Drinking Alcohol Responsibly and Ending Tobacco Use</td>
<td>Read Ch.9; Discussion board posts and replies; Quiz on readings; journal blog; Family Medical History Due Oct. 18 by 10pm</td>
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<td>9</td>
<td>Oct. 19 - 25</td>
<td>Chapter 10: Nutrition: Eating for a Healthier You</td>
<td>Read Ch.10; Discussion board posts and replies; Quiz on readings; journal blog</td>
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<td>10</td>
<td>Oct. 26 – Nov. 1</td>
<td>Chapter 11: Reaching and Maintaining a Healthy Weight</td>
<td>Read Ch.11; Discussion board posts and replies; Quiz on readings; journal blog</td>
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<tr>
<td>11</td>
<td>Nov. 2 - 8</td>
<td>Chapter 12: Improving Your Personal Fitness</td>
<td>Read Ch.12; Discussion board posts and replies; Quiz on readings; journal blog</td>
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<tr>
<td>12</td>
<td>Nov. 9 - 15</td>
<td>Chapter 13: Reducing Your Risk of Cardiovascular Disease and Cancer</td>
<td>Read Ch.13; Discussion board posts and replies; Quiz on readings; journal blog</td>
</tr>
<tr>
<td>13</td>
<td>Nov. 16 - 22</td>
<td>Chapter 14: Protecting Against Infectious Diseases and Sexually Transmitted Infections</td>
<td>Read Ch.14; Discussion board posts and replies; Quiz on readings; journal blog</td>
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<tr>
<td>14</td>
<td>Nov. 23 - 29</td>
<td>No Class Thanksgiving Break</td>
<td>No assignment Thanksgiving Break</td>
</tr>
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</table>
VI. Readings (Required and recommended—including texts, websites, articles, etc.):

LiveText/Watermark Statement:
This course uses the LiveText/Watermark 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/Watermark 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/Watermark 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/Watermark 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/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

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.

*If you complete the course evaluation an additional 5 points may be added to your final grade.*

VIII. Student Ethics and Other Policy Information: Found at [http://www.sfasu.edu/policies/](http://www.sfasu.edu/policies/)
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.

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/](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. 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).

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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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
Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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 Early Alert Program at SFA.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


Revised July 27, 2020
Additional Information Specific to Educator Preparation:

**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:**

1. 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/.

2. 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 TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.
IX. Other Relevant Course Information:

- Late Assignments will not be accepted
  - Without prior approval
  - Except for unforeseen circumstances (appropriate documentation required)

- Email etiquette (adapted from Dr. John Janowiak at UNC Chapel Hill)
  - 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. Waguespack or Dear Professor Waguespack
  - 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:
    - 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 receive numerous e-mails from hundreds of students; therefore identify yourself as a student in the class you are enrolled in, such as: “Dear Mrs. Waguespack, I am a student enrolled in your online HLTH 1304-504 course.”
  - 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).

- In conclusion, if you do not use a formal salutation and my name (Mrs. Waguespack or Professor) or establish who you are and what class you are enrolled; your e-mail message will not be read or responded to.

Revised December 4, 2019
Health Behavior Change Contract Description

The student will choose a health behavior (i.e., sleeping habits, smoking, exercise, stress, etc.) that they would like to change or alter and monitor for the semester. The students will then complete the Health Behavior Change Contract.

Health Behavior Change Evaluation

At the end of the semester, each student will write a paper about their experience trying to change the health related behavior identified in their health behavior contract. Each student will type a 750 page minimum, double spaced, 12-point Times New Roman font with 1-inch margins evaluation. Answer the following questions in the body of the paper:

a) **HEALTH BEHAVIOR**: Describe your original SMART goal and why you chose this goal to work on. Were you successful in changing your behavior?

b) **PLAN**: Talk about your original short-term goals, whether you met them in the time you allotted, why or why not you met them in the time allotted, and how they helped or did not help you achieve your SMART goal/behavior change.

c) **CLASS HELPFUL**: How did this class help you achieve your SMART goal/health behavior change? How could the class have been more helpful to you in achieving your goal?

d) **SUPPORT/BARRIERS**: Name two barriers to your original behavior change goal. a. If you were successful—describe how you overcame these barriers? b. If you were not successful—how could you have overcome these barriers?

e) **FRIENDS/FAMILY**: Did you have helpful support from your friends or family? a. If so, who supported you, what did they do and how was their support helpful? b. If not, why not? i. Was it that you did not ask for support? Why not? ii. Was it that the support was not helpful? Why not? How could it have been?

f) **GOALS CHALLENGING REALISTIC/ATTAINABLE**: Were your goals realistic yet challenging? a. If so, how? b. If not how could they have been more realistic yet challenging?

g) **EFFORT**: How do you feel about the efforts you made in attempting to achieve your goal?

h) **MAINTENANCE**: How will you maintain your changed behavior?

i) **PROFESSIONAL DEVELOPMENT**: How will the completion and experience of this project influence your approach to your future work/job?

j) **WORKING WITH OTHERS**: How will understanding the factors that influenced your behavior change and your application of these help you do a better job working with others to influence their health habits?

Your grade on this portion of the project is not based on changing behaviors (I hope you were successful though), but on your evaluation of the project. Your Health Behavior Change Evaluation will be evaluated on the following criteria: paper content (thoroughly answered questions) and writing style (grammar, spelling and format). See D2L for associated rubric.

**This assignment is related to accountability and accreditation. This assignment MUST be submitted via D2L & LiveText by the assigned due date and time. Failure to submit assignments to D2L AND Livetext will result in a zero on the assignment. Worth 150 points.**