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: Senior – level status > 90 hours

About the Professor: After being a student of my own for quite some time, I have come to realize that every student learns in their own way. Traditional lecturing methods have been proven ineffective with retention rates and after some research I have found that a student learns most when they’re active in the learning process. The “active” classroom allows students to engage their learning strategies by incorporating group-work, visual aids, and discussion into the lectures. This class will help prepare you to enter the workforce and I want you to be able to find a job within the health field. I like to laugh and hope to get you laughing at LEAST once this semester. I want you to finish this semester and say “This class was fun, but I learned something too.” I look forward to teaching this course and having you as my students.

Course Description: Capstone experience for senior-level health majors. There are two critical assignments in this course related to accountability and accreditation.

Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

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

Program Learning Outcomes:
Community Health Program
1. The student will be able to plan and evaluate a community based health lesson.
2. The student will construct a professional portfolio to be used as a personal career-marketing tool for employment opportunities.
3. The student will write a grant and submit the grant’s request for funding proposal (RFP).
4. The student will be able to communicate health information.
5. The student will design and implement a health behavior change plan that they will monitor for the semester.

Student Learning Outcomes:
At the conclusion of this class, the student will be able to:
1. Develop a cover letter, resume, and reference list.
2. Participate in a job interview experience and develop a series of interview skills.
3. Develop and present information about a health-related issue as if to an interview committee. (NCHEC VI, & VII)
4. Assess and identify critical elements of an employment interview presentation. (NCHEC I)
5. Identify organizations that support professional development in his/her desired career direction. (NCHEC I & VII)
6. Identify certifications that would demonstrate professional competence in the desired career direction. (NCHEC I & VII)
7. Identify sources that are quality information sources pertinent to their career choice. (NCHEC I)
8. Identify and thoroughly review a potential internship/job site and present their findings. (NCHEC I, VI, & VII)

James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

Course Assignments, Activities, Instructional Strategies, use of Technology:
The course may include lecture, discussion, films, videos, guest speakers, panels, homework assignments, in-class work, group projects, quizzes, tests and optional research participation. Credit may be gained by satisfactory: 1) regular daily attendance and participation in class activities, 2) completion of in-class work, homework, projects, and exams on due date.
Course Policies:

1. Late Work: I do not accept late work. Please read that phrase again – I do not accept late work. Late assignments turned in or posted after a deadline will not be accepted unless I have granted you an official extension prior to the deadline.

2. 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.)

3. Class Attendance and Excused Absence: Policy 6.7. Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments is 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.

As a future professional in your field that will represent Stephen F. Austin State University and me, I expect you to exhibit professionalism in all areas. This means that I expect you to attend every class meeting. I view class attendance as outward sign of how much you value your education and personal growth. 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. If you must be absent from class, I expect the professional courtesy of a telephone call or e-mail notifying me in advance. You are all seniors and know about parking, weather, etc., so please leave earlier to be in your seat at the start of class. I will take attendance at the beginning of each class. It is your responsibility to see me after class if you show up late to receive the attendance points.

See Professionalism and Civility under section III: Course Assignments, Activities, Instructional Strategies, use of Technology regarding class attendance and tardiness policy.

4. 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.
6. 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.

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.

7. 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 dishonesty will be filed with the department.
8. 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.

9. 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.

10. 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.

11. Email Procedures: Please use my SFA email address. Please use the examples listed below for e-mail 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.

12. 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.

13. 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.

14. Cell Phones: Due to the proliferation of cell phones in my classes, I have had to add this policy to all my syllabi. Please turn off your cell phone when you enter my classroom and place it inside your book bag. Please familiarize yourself with the student code of conduct (Policy 10.4).

15. Limited consumption of food or beverages is permitted in the public areas of the Steen Library. Consumption of food or beverages is prohibited in all indoor classrooms and laboratories. NO FOOD OR DRINK IN THE HPE CLASSROOMS.

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/.

17. 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.


Course Assignments & Evaluation Requirements:

A. **Professional Document Project** (100 points)-Students will prepare a professional resume, cover letter and reference list. Students will also participate in a mock interview with Career Services. Resume, cover letter and references will be graded on information provided by career services and in class. Some information will also be provided on D2L. Mock interview points will be earned based on the submission of a confirmation form or email from Career Services to the D2L dropbox titled “Completed Mock Interview”. Please note: Career Services is tracking Mock Interview No-Shows (failure to cancel with at least 24 hours notice or failure to show up at all for your scheduled appointment) for this class. Any "no-shows" will result in a 0 for the mock interview portion. **Worth 100 points.** (Resume=40, Cover Letter=30, References=10, Mock Interview=20).

**The resume and cover letter are related to accountability and accreditation. The assignments MUST be submitted to D2L as well as uploaded to LiveText before the start of class on the day that they are due.**

B. **Interview Project (75 points)** –You will do a panel interview. This will help prepare yourself for when you go out looking for a job. Sometimes you might get one person, while others will be multiple people. I want you gain experience with both. This will be based off of a job that you will potentially apply for. You will also BE on a panel interview to gain the experience of being on the other side. (Interview 50= points, Sitting on Panel= 25 points)
C. **Interview Assessment (25 points)** - Students will provide a brief summary and evaluation of a student while sitting on the panel for an interview. The assessment must provide two specific elements of the presentation that the student thinks were effective and why, and one element that the student thinks should be changed or that they would do differently and why. Assessments will be turned in via D2L Dropbox and due on the day of each presentation by 11:59 pm.

D. **Career Interview (100 points)** - Students in the class will interview two different people from two different careers and write a paper about their experiences. The projects will require the submission of written assignments (spaced out over the semester) summary of the meetings, trainings and activities in which students participated. See D2L for more specific assignment information and grading criteria.

**Evaluation and Assessments (Grading):**

| Professional Documents Project | 100 points |
| Interview Project             | 75 points  |
| Interview Assessment          | 25 points  |
| Career Interview              | 100 points |
| Office Visit                  | 15 points  |
| **TOTAL**                     | **315 points** |

**Grade Summary**

- A=90-100%
- B=80-89%
- C=70-79%
- D=60-69%
- F=Below 60%

**Tentative Course Outline/Calendar:** This is a tentative course calendar and is subject to change.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>August 25</td>
<td><strong>Course Introduction</strong>&lt;br&gt;Student and instructor introductions, overview of course objectives, assignments and expectations for the class.</td>
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<tr>
<td>August 27</td>
<td><strong>Career Options for Bachelor's in Health Science</strong>&lt;br&gt;This class will provide an overview of jobs/positions that students will be qualified to apply for with a Bachelor of Science in Health Science as well as other opportunities/pursuits students could consider for professional development after graduation.</td>
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<tr>
<td>September 1</td>
<td><strong>Certifications in Health</strong></td>
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<tr>
<td>September 3</td>
<td><strong>Electronic Communication &amp; Social Media in Health Promotion</strong></td>
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<tr>
<td>September 8</td>
<td><strong>Marketing Yourself and Networking</strong>&lt;br&gt;Class will cover the specific job search strategy of networking. Lecture will include the top five most successful ways to find a job, the definition of networking, effective networking strategies, how to identify opportunities for networking and why this is the most effective strategy in job hunting.</td>
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<td>September 10</td>
<td><strong>Conducting a Job Search</strong>&lt;br&gt;This class will provide an overview of effective strategies in searching for and finding employment after graduation with a Bachelor of Science Degree in Health Science. <strong>Office visit Due</strong></td>
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<tr>
<td>September 15</td>
<td><strong>Writing a Professional Resume</strong>&lt;br&gt;Elements of resume writing will be covered including Heading, Objective, Education, Relevant Experience, Accomplishment Statements and Involvement. <strong>Must have potential job announcement due to me via D2L on this date</strong></td>
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<tr>
<td>September 17</td>
<td><strong>Professional Resume WORKSHOP- GROUP 1</strong></td>
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<td>Date</td>
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<tr>
<td>September 22</td>
<td>Professional Resume WORKSHOP- GROUP 2</td>
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<td>September 24</td>
<td>Professional Resume WORKSHOP- GROUP 3</td>
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| September 29 | Writing and Finding Professional References  
|             | This lecture will cover appropriate people to list as professional references, how to request them to serve as a reference, how to write references and when to submit them to potential employers. |
| October 1   | Writing a Cover Letter  
|             | Class will cover the elements of a professional cover letter including business letter formatting, grammar, spelling, introduction, using the job description to highlight relevant experience, closing statements and following up after submission of a cover letter and resume. |
| October 6   | Cover Letter WORKSHOP-GROUP 1                                                            |
| October 8   | Cover Letter WORKSHOP-GROUP 2                                                            |
| October 13  | Cover Letter WORKSHOP-GROUP 3                                                            |
| October 15  | Interview Training  
|             | This lecture will cover interview preparation, scheduling an interview, appropriate interview attire, common traits and behaviors interviewers are looking for, common interview questions, interview questions employers should not ask, how to conduct oneself during the interview process, etiquette and common mistakes made by interviewees during the interview process. |
| October 20  | Interview Practice- GROUP 1                                                             |
| October 22  | Interview Practice- GROUP 2                                                             |
| October 27  | Interview Practice- GROUP 3                                                             |
| October 29  | Interview Project                                                                      |
| November 3  | Interview Project                                                                      |
| November 5  | Interview Project                                                                      |
|             | Interview # 2 Due                                                                       |
| November 10 | Interview Project                                                                      |
| November 12 | Interview Project  
|             | Professional Documents Project Due (Cover Letter, Resume, Letter of Rec and Mock Interview) |
| November 17 | Interview Project                                                                      |
| November 19 | Interview Project                                                                      |
| November 24 | THANKSGIVING-NO CLASS                                                                  |
November 26 | THANKSGIVING-NO CLASS

December 1 | Interview Project

December 3 | Interview Project

December 10 | Interview Project

**Readings** (Required and recommended—including texts, websites, articles, etc.):
Reading materials assigned by the instructor.

**LiveText 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.

**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, 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 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.