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

About the Professor: After being a student of my own for quite some time and teaching for multiple years, 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. 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: This class is an introductory level course in health. Many topical areas will be discussed and provide a base knowledge for upper level courses.

Course Justification: This online course will meet the 150 minutes of classroom time/direct instruction per week for 15 weeks. This also meets for a 2-hour final examination. Students will have out of class assignments such as weekly behavior change journals, weekly 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:
- 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 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. Deliver a presentation on how to improve health. (NCHEC Standards I, VI, & VII)
2. Identify a health behavior that needs to be addressed and then develop an appropriate health behavior change plan. (NCHEC Standards II)
3. Apply the principle factors involved in developing one’s optimal health. (NCHEC Standards VI & VII)
4. Identify the major concepts relative to making positive decisions regarding one’s health. (NCHEC Standards I & VI)
5. Comply with the principle factors that affect quality of life. (NCHEC Standards VI & VII)

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

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.**

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.

**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.

5. 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**

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. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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.

6. 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.

7. 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.

8. 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.

9. 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. If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

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. 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/.

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

16. Posting Assignments: I will do my best to give you prompt feedback and return graded assignments in a timely manner (i.e., one week from the due date of the assignment). If you don’t get something back from me, please feel free to send me an e-mail and ask why.

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

18. SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Course Assignments & Evaluation Requirements:

The Health Behavior Change Project (280 points).
- The four components of the project are listed below:

**HEALTH BEHAVIOR ASSESSMENT** (30 points)
- Complete “How Healthy Are You” (found under the Content tab in D2L). Include with this assessment a typed one page double-spaced summary of 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/score? You will submit this summary via the D2L drop box.

**HEALTH BEHAVIOR CONTRACT** (50 points)
- Decide what health behavior you would like to change (i.e., sleeping habits, smoking, exercise, stress, etc.) This must be listed as a SMART Goal. Complete “Behavior Change Contract” in the back of the textbook or the copy under the Content tab in D2L.

**The assignment MUST be submitted via D2L**

**WEEKLY JOURNALS OF PROGRESS** (100 points)
- Students will submit weekly progress updates via the drop box folder on D2L. Reflections are due Sunday by 11:59PM.

**HEALTH BEHAVIOR CHANGE EVALUATION** (100 points)
- 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 submit a 2-3 page double-spaced (1 inch margins) summary of the project. Your grade on this portion of the project is not based on changing behaviors (I hope you were successful though), but on the summary of the project. The Health Behavior Change Evaluation will be evaluated on the following criteria: paper content (thoroughly answered questions) and writing style (grammar, spelling, and format). See Content tab under D2L for rubric.

**This assignment is related to accountability and accreditation.**

**The assignment MUST be submitted via D2L and Livetext by the assigned due date and time.**

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-describe how you could have overcame 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?

**Mini-Assignments (220 points)**

I will have a variety of mini-assignments that will sometimes require you to write a short paper (2 pages), and sometimes to complete an activity or presentation relevant to the material we are covering at the time. Please use APA format for all papers (Times New Roman, 12 pt. font, double spaced). While some of these assignments require you to give your opinions, you may want to use some literature/research to substantiate your views. Please provide all resources you use in a reference list attached to your paper. Each mini assignment is worth 20 points. There will be 11, worth a total of 220 points.

**Exams (120 points)**

You will have a midterm and a final exam.

**Evaluation**

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<th>The Health Behavior Change Project</th>
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<td>Mini-Assignments</td>
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| **Week 1**   | **Course Introduction**  
Student and instructor introductions, overview of course objectives, assignments and expectations for the class.  
**Overview of Health Behavior Change Project** |
| **Week 2**   | **Mental Health/Healthy Relationships**  
Health Behavior Assessment Due (D2L)  
**Mental Health-Stress**  
Stress Relief Mini-Assignment Due |
| **Week 3**   | **Nutrition Basics/Weight Management**  
Nutrition Basics/Weight Management  
Food Log Mini-Assignment Due  
Health Behavior Contract Due |
| **Week 4**   | **Personal Health and Fitness**  
**Personal Health and Fitness**  
Physical Activity Mini-Assignment Due  
Weekly Behavior Change Journal Due |
| **Week 5**   | **Cardiovascular Health/Cancer**  
**Cardiovascular Health/Cancer**  
Cardiovascular Mini-Assignment Due  
Weekly Behavior Change Journal Due |
| **Week 6**   | **Pregnancy and Childbirth**  
**Pregnancy and Childbirth**  
Pregnancy Mini-Assignment Due  
Weekly Behavior Change Journal Due |
| **Week 7**   | **Exam 1**  
Weekly Behavior Change Journal Due |
| **Week 8**   | **Sexually Transmitted Infections**  
**Sexually Transmitted Infections**  
STI Mini-Assignment Due  
Weekly Behavior Change Journal Due |
| **Week 9**   | **Consider Your Reproductive Choices**  
**Consider Your Reproductive Choices**  
Reproductive Choices Mini-Assignment Due |
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<td>ATOD Support Group Mini-Assignment Due</td>
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<td>Violence and Abuse</td>
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<td>Making Smart Health Care Choices</td>
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<td>Smart Health Choices Mini-Assignment Due</td>
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<td>THANKSGIVING BREAK - NO CLASS</td>
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<td>Health Change Behavior Project</td>
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**Recommended Readings:**
2. **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, 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.

(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, 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.

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.

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 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. 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.