I. Course Description
HLTH 300: Foundations of Health Education – A comprehensive study of the historical, educational, social, and political foundations of health education, the roles and responsibilities of the health education specialist, professional associations, and career opportunities in health education.

II. Diversity Statement
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

III. Rationale
Learning and Leading through Reflective Practice is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that students be exposed to learning experiences that will enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice. Health and physical educators must engage in many decision-making processes in the course of delivering a variety of services for students within the educational context. Therefore, students are expected to make data-driven decisions based on reflection of context, theory, research, inquiry, and culturally competent practice. The Division of Kinesiology & Sport Management is committed to preparing reflective leaders in its professional preparation program. In this course, the faculty understands that students must understand the foundations of the profession.

IV. Required Textbook and Materials

V. Student Learning Outcomes
Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Course Outcomes</th>
<th>Assessment Techniques</th>
<th>Cross-Curricular Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong> – use communication skills with individuals and groups; disseminate information in a variety of oral, written and electronic formats to diverse populations, such as students, customers, clients, employees and managers.</td>
<td>Demonstrate an ability to synthesize and present relevant information, express personal opinions, and respectfully discuss with peers a variety of health-related topics</td>
<td>Discussion boards</td>
<td>Use inquiry and analysis, as well as critical and creative thinking</td>
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</tbody>
</table>
### VI. Course Schedule

Please see accompanying course schedule posted under Content on Desire2Learn (D2L).

### VII. Methods of Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>5 Online chapter quizzes</td>
<td>50 points</td>
</tr>
<tr>
<td>5 Online discussion boards</td>
<td>50 points</td>
</tr>
<tr>
<td>2 Interview Sessions</td>
<td>50 points</td>
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<tr>
<td>Midterm</td>
<td>100 points</td>
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<tr>
<td>Final Project</td>
<td>100 points</td>
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</table>

Total points: 350
VIII. Grading Scale
Grades will be determined by computing a percentage of the total points earned for the semester. The grading scale is a straight standard scale:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>90--100%</td>
<td>A</td>
<td>314 – 350 points</td>
</tr>
<tr>
<td>80--89%</td>
<td>B</td>
<td>279 – 313 points</td>
</tr>
<tr>
<td>70--79%</td>
<td>C</td>
<td>244 – 278 points</td>
</tr>
<tr>
<td>60--69%</td>
<td>D</td>
<td>209 – 243 points</td>
</tr>
<tr>
<td>≤ 59%</td>
<td>F</td>
<td>≤ 208 points</td>
</tr>
</tbody>
</table>

Please note: Any work which meets the basic requirements of an assignment is not worth an “A”; it is an indication of a “C” paper or project. Work that is characteristic of an “A” grade is unusual, creative, insightful, and imaginative. I bring this up because some students are under the mistaken impression that work that meets the basic requirements of an assignment deserves an “A” grade.

IX. Expectations for Graded Assessments
1) Discussion Assignments: For each discussion board, a question or set of questions will be posed by the instructor. Each student is expected to participate professionally. This includes not only expressing the student’s own thoughts, but also providing his/her peers with feedback and asking constructive questions. (Refer to details below.) Each student is expected to have read the assigned material in advance and be prepared to discuss the material with supporting references as appropriate.

I will assess your Discussion postings based on the following:

- Frequency of postings—Students will be required to submit at least 2 postings per discussion board on two different days. At least one post should be an original thought. For example, your first post would be in response to the discussion board question and the second post could be in response to one of your peer’s postings. Posting two times in one day is not an acceptable frequency (unless you post more than twice per discussion board). The quality of participation and learning increases when postings are spread out over the course of the discussion board. This method of posting provides a greater ability to synthesize other perspectives, demonstrate and increase student listening skills, and contribute more fully to an evolving discussion.

- Quality of postings—The quality of student postings will be evaluated using the following criteria:
  - Relevance and substance (1-word and short phrase posts (ex: I agree) will not count as a post.)
  - Ability to synthesize readings and main concepts
  - Clear demonstration that the student is listening to peers and synthesizing their comments
  - Demonstration of a clear understanding of the topic area
  - Postings are on topic and contribute to the quality of the discussion
  - Attention to grammar, punctuation, and spelling
  - Good organization of thought and well-constructed postings
  - Ability to present more than one opinion or point of view and provide an informed opinion based upon rational discourse, readings, observation of others, relationship to your past experiences, etc.
  - Postings relate the topic area to a personal experience whenever possible
  - Taking the dialogue to a deeper level – this element goes towards a person’s ability to go beyond meeting the minimum requirements to enhance and transform the dialogue examples include offering resource information, links, news, etc.
  - Demonstration of proper “net etiquette” in postings

- Things to avoid:
  - Excessive use of “I agree” responses without explanation – provide reasoning for agreement or disagreement
  - Excessive postings in one forum (informally known as “hogging” the forum)
the key to success in this area is balance
keep in mind that other students will be reading the postings
  o Lack of respect for divergent opinions – show the respect to others that you would like bestowed on yourself
  o Off-topic comments – heading down a new road may be healthy and of value occasionally but try to be mindful of the discussion at hand

2) Interview Sessions: 2 interview sessions will be assigned based on selected chapters of the text. Questions may be found in the required textbook chapter reading. You may also use other resources to ask the questions; however, appropriate resources must be cited.

3) Online quizzes and exams: Assessments are based on a multiple choice selection process but are timed and must be taken without any help or assistance from outside sources. PowerPoint lectures are intended to supplement information in the text, not to be used as a substitute for reading the text. Questions for quizzes and exam will be pulled from text materials. Quizzes and exams will only be available for the specified time period. If you do not take the assessment within this time period and obtain permission from the instructor to make-up the quiz/exam, note that the format will be essay-format.

4) Final project: In this comprehensive assignment, you will synthesize what you have learned about the Health Educator profession by developing a series of lesson plans that serve to teach 3 different areas of health to a specified audience/population.

VIII. Importance of Netiquette during this course
General Netiquette guidelines can be found in the CE Online Orientation (http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf). The expectations are to follow the basic rules of netiquette and to be courteous to all those in the class. Please type in complete sentences and follow the discussion board guidelines. Use only appropriate acronyms, for example DE for distance education and F2F for face to face. For more information on netiquette please review the following site: http://www.albion.com/netiquette/corerules.html. If you need assistance with a spell-checker, you can download a browser based spell-check at http://www.iespell.com or use FireFox. Please treat all communications in this class as you would in the business world. In other words, the expectations for communications are to be formal, using proper grammar, spelling and netiquette. For examples of proper netiquette, please refer to the CE Online Orientation @ http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf.

IX. Student Services
For information about USD’s technical, academic and student support services, as well as how to take advantages of these services, please refer to the CDE Online Student Orientation. This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies.

X. Class Policies
a. Academic Integrity
The value of a University of South Dakota education is determined by the quality and character of the students and alums. Therefore, students are expected to uphold academic integrity.
  • All academic work, including, but not limited to, papers, computer programs, assignments, and tests, must consist of the students’ own work.
  • Students are expected to learn and practice proper techniques for accurately citing resource material.
  • Students are expected to be honest in all academic work, refraining from all forms of cheating.
Academic dishonesty may take many forms. Examples of academic dishonesty include but are not limited to the following:

- Buying, selling, or trading papers, projects, or other assignments;
- Using or attempting to use any unauthorized book, notes, or assistance from any person during a quiz or examination;
- Plagiarizing and/or submitting the work of another as your own;
- Fabricating information or citations;
- Facilitating dishonest acts of others pertaining to academic work;
- Possessing unauthorized examinations;
- Submitting, without instructor permission, work previously used;
- Tampering with the academic work of another person;
- Ghosting—taking a quiz or exam in place of a student or having any person take a quiz or exam in your place;
- Any attempt to falsify an assigned grade or an examination, quiz, report, or program or in a grade book, document, or other record;
- Any attempt, or actual, collusion willfully giving or receiving unauthorized or unacknowledged assistance on any assignment (both parties to the collusion are considered responsible.);
- Forging a faculty member’s or administrator’s signature on any card, form, or document.

b. **Plagiarism**

- Successful students do not claim the words or ideas of others as their own. You must cite where the information came from if it is not completely (100%) your own.

- Plagiarism- 1) to steal and pass off (the ideas or words of another) as one's own 2) use (another's production) without crediting the source 3) to commit literary theft; present as new and original an idea or product from an existing source (Merriam Webster Dictionary). Plagiarism is a white or black issue; there are no shades of gray. Some students are under the mistaken impression that “unintentional” plagiarism may occur; there is no such thing. A good analogy (and I don’t mean to offend anyone) would be pregnancy. What someone meant to happen or didn’t intend to happen is a moot issue. A person is either pregnant or they aren’t. If you have a question about plagiarism, it is your responsibility to ask. Once it occurs, it is too late to act confused.

- No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:
  i. Given a zero for that assignment.
  ii. Allowed to rewrite and resubmit the assignment for credit.
  iii. Assigned a reduced grade for the course.
  iv. Dropped from the course
  v. Given an “F” in the course.

Please remember: Students will **NOT** be allowed to use ancillary materials (notes, text, the internet, class materials, and additional readings) on the quizzes or exams. In rare instances, some students use the format of online courses to cheat, collude with others, or plagiarize. I am sure that you all agree that behavior such as this is not only unprofessional but also extremely repugnant. I intend to treat all of my students as ethical and dedicated individuals. However, if I believe unethical behavior is taking place, I may have to resort to proctored assessments, which means you will need to travel to a selected site to take exams. For more information, please see page 18 of your Online Student Handbook.

c. **Contacting the instructor**

The best way to contact me is via D2L email (amshea@d2l.sdbor.edu). Click on “Classlist” under the Resources tab on D2L; then click on my name to send an email. I will do my utmost to respond to your
requests within twenty-four (24) hours during weekdays and forty-eight (48) hours on weekends and holidays. **Note: please do not use the pager tool to contact me.**

d. **Grammar, punctuation, spelling, and capitalization**
Although this is not a writing intensive class, points will be deducted for grammar, punctuation, spelling and/or capitalization errors. All written assignments, including email communications, should not contain grammar, punctuation, spelling or capitalization errors.

e. **Online Attendance**
Anticipated absences that include a family emergency situation, personal illness requiring a physician’s appointment, and/or sponsored University activities require each student to contact the instructor prior to the anticipated absence via email. Consideration will be given to each request based on the circumstances. Students are responsible for updating assignments and keeping up with the course pace, regardless of circumstances.

f. **E-Mail**
Course e-mail will be used to clarify and/or seek additional information on assignments or to otherwise communicate with the instructor. Under no circumstances should students rely on e-mail to get information presented on the website. **It is the student’s responsibility to check the D2L website and D2L e-mail account on a DAILY basis. I WILL use D2L email to contact you and communicate important messages about the course.** In order to check D2L email, you must click on the envelop icon in the top right-hand side of the gray task bar in D2L.

g. **Grading/feedback on assignments**
Notify your instructor within 1 week of receiving assignment grades regarding any discrepancies so this can be corrected quickly.

Preliminary grades for quizzes/exams will be released as soon as you complete them; however, please note that the instructor will review all quiz/exam items and input your final score under the “Grades” section on D2L (under the Assessments tab). You should expect your final grade for quizzes/exams no later than 1 week after all students have completed the quiz/exam. You should expect your final grade/comments on Discussion board postings no later than 1 week after the due date. You should expect your final grade/comments on all other assignments within 2 weeks of the due date. Comments will be provided using track changes in Microsoft Word so please make sure to submit .doc or .docx files only.

h. **Late assignments**
It is the student’s responsibility to submit assignments on time. Due dates are posted in the syllabus as well as on the D2L course homepage under “News”. The instructor reserves the right to accept or decline late assignments. **If accepted, late assignments will be penalized up to 5% of the assignment’s total points for each day beyond the original due date.**

**Board of Regents Statements and University of South Dakota requirements**

“**Freedom in Learning.** Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college which offers the class to initiate a review of the evaluation.”
**Special Assistance or Needs.** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Director of Disability Services (Service Center 119B; 677-6389) as early as possible in the semester.

Disability Services  
Service Center North Room 119B  
414 E. Clark St.  
Vermillion SD 57069  
Office: 605-677-6389  
Fax: 605-677-3172  
disabilityservices@usd.edu  
usd.edu/disabilityservices

**From the University’s Mission and Values:** The University of South Dakota is committed to becoming a regional leader in diversity and inclusiveness initiatives and the practice of Inclusive Excellence.

### HLTH 300 – Foundations of Health Education: Tentative Course Schedule*

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>Assignments, Quizzes, Exams**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 14 - 20</td>
<td>Review Syllabus</td>
<td>Syllabus (Practice) Quiz</td>
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<tr>
<td></td>
<td>Chapter 1: Health Education Clarified</td>
<td>Begin working on Discussion Board #1: Introductions</td>
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<tr>
<td></td>
<td></td>
<td>Quiz #1 (Chapter 1)</td>
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<tr>
<td></td>
<td></td>
<td>Due Sunday, May 20(^{th}) by 11:55pm</td>
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<tr>
<td><strong>Week 2:</strong></td>
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<tr>
<td>May 21 - 27</td>
<td>Chapter 2: The Certified Health Education Specialist</td>
<td>Discussion Board #1:</td>
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<tr>
<td></td>
<td></td>
<td>Introduction post due Sunday, May 27(^{th}) by 11:55pm</td>
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<tr>
<td></td>
<td></td>
<td>Quiz #2 (Chapter 2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due Sunday, May 27(^{th}) by 11:55pm</td>
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<tr>
<td><strong>Week 3:</strong></td>
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<tr>
<td>May 28 - June 3</td>
<td>Chapter 3: A New Form for Health Education</td>
<td>Discussion Board #1:</td>
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<td></td>
<td></td>
<td>Follow up post(s) due Sunday, June 3(^{rd}) by 11:55pm</td>
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<tr>
<td></td>
<td></td>
<td>Quiz #3 (Chapter 3)</td>
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<tr>
<td></td>
<td></td>
<td>Due Sunday, June 3(^{rd}) by 11:55pm</td>
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<tr>
<td><strong>Week 4:</strong></td>
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<tr>
<td>June 4 - 10</td>
<td>Chapter 4: Service-Learning in Health Education</td>
<td>Quiz #4 (Chapter 4)</td>
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<tr>
<td></td>
<td></td>
<td>Due Sunday, June 10(^{th}) by 11:55pm</td>
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<tr>
<td></td>
<td></td>
<td>Begin working on Discussion Board #2: CHES</td>
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<tr>
<td><strong>Week 5:</strong></td>
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<tr>
<td>June 11 - 17</td>
<td>Chapter 5: Conducting Health Education</td>
<td>Discussion Board #2:</td>
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<tr>
<td></td>
<td></td>
<td>Original post due Sunday, June 17(^{th}) by 11:55pm</td>
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<tr>
<td></td>
<td></td>
<td>Quiz #5 (Chapter 5)</td>
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<tr>
<td></td>
<td></td>
<td>Due Sunday, June 17(^{th}) by 11:55pm</td>
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</tbody>
</table>
| Week 6: June 18 - 24 | Chapter 6: Instructional Strategies for Development of Group Process Skills and the Learning Environment | Discussion Board #2: Follow-up post(s) due Sunday, June 24th by 11:55pm  
Begin working on Interview #1 |
|---------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Week 7: June 25 - July 1 | Chapter 7: Instructional Strategies for Exploring the Relationship between Values and Health | Midterm Exam (Chapters 1-5) Due Sunday, July 1st by 11:55pm  
Interview #1 due Sunday, July 1st to Dropbox folder by 11:55pm |
| Week 8: July 2 - 8 | Chapter 8: Instructional Strategies for Mental Health  
Chapter 9: Instructional Strategies for Substance Abuse | Begin working on Discussion Board #3: Health Behavior Change Theories  
Begin working on Interview #2 |
| Week 9: July 9 - 15 | Chapter 10: Instructional Strategies for Sexuality and Family Living  
Chapter 11: Instructional Strategies for Environmental Health | Discussion Board #3: Original post due Sunday, July 15th by 11:55pm  
Begin working on Final Project: Health Strategies Lesson Plans |
| Week 10: July 16 - 22 | Chapter 12: Instructional Strategies for Nutrition | Interview #2 Due Sunday, July 22nd to Dropbox folder by 11:55pm  
Discussion Board #3: Follow-up post(s) due Sunday, July 22nd by 11:55pm  
Begin working on Discussion Board #4: Health Strategies Continue working on Final Project |
| Week 11: July 23 - 29 | Chapter 13: Instructional Strategies for Aging, Spirituality, and Death | Discussion Board #4: Original post due Sunday, July 29th by 11:55pm  
Begin working on Discussion Board #5: Course Evaluation Continue working on Final Project |
| Week 12: July 30 - August 3 | Chapter 14: Instructional Strategies for Personal Health | Discussion Board #4: Follow-up post(s) due Friday, August 3rd by 11:55pm  
Discussion Board #5 Due Friday, August 3rd by 11:55pm  
Final Project Due Friday, August 3rd to Dropbox Folder by 11:55pm |

*Subject to change - students will be notified of changes via course e-mail, and the new syllabus will be posted on the D2L course site.  
** All times listed are Central time zone.