SYLLABUS
HEED: 212 Health Promotion and Wellness (Hybrid Course)

Course Number: (3 credits)

1. Locator Information

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Chandrika Johnson</th>
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</thead>
<tbody>
<tr>
<td>Phone Number:</td>
<td>910-672-1258</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:chjohnson01@uncfsu.edu">chjohnson01@uncfsu.edu</a></td>
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<tr>
<td>Semester:</td>
<td>Fall 2014</td>
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<tr>
<td>Course Location:</td>
<td>Hybrid Course (HPERC 142)</td>
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<tr>
<td>Meeting Day &amp; Time:</td>
<td>3:45 pm - 5:00 pm</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Tuesday 9 am - 2:00 pm   Wednesday 9 am - 12 noon</td>
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<tr>
<td>Office Location:</td>
<td>Capel 317</td>
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<tr>
<td>Course Credit Hours:</td>
<td>3</td>
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</table>
2. **Course Description**
An introductory professional course in the Health Education undergraduate program. The course provides health education majors with a foundational understanding of the professional field of health education. This course identifies and explores the theoretical and practical issues of the field of community and school health education. Students successfully completing this course will identify and apply health education principles to health challenges facing individuals, groups, and communities. Students will receive a fundamental understanding of the role of the health education in assessing, planning, executing, and evaluating the health challenges that impact the wellbeing of today’s society. This course will provide students with an experience that assists them in understanding the interrelationships between physical, social, and cultural forces in the etiology of disease and the ensuing practices of public health and disease prevention.

3. **Textbook**
*Principles & foundations of Health Promotion and Education*, Randall R. Cottrell, James T. Girvan and James F. McKenzie. The text is available from the campus bookstore.

4. **Student Learning Outcomes**
   - **Degree Program**
     1. Teacher candidates will know how to utilize technology to enhance instruction, learning, research, assessment and data management.
     2. Teacher candidates will be able to communicate effectively, analyze data, and be a reflective practitioner.
   - **University College Core**
     1. Inquiry Skills: Students will formulate effective questions based on a need; organize, sort, evaluate, and retrieve academic information to address the need; cite sources appropriately for their context.

**Course Objectives**
At the completion of this course, the student will be able to demonstrate a competency level of 85% in each of the following objectives:

1. Identify the roles health educators play in achieving Healthy People 2010 and 2020 health objectives.
2. Describe the tools used by health educators to bring about health change.
3. Demonstrate an understanding of how to obtain and utilize measures of community health needs.
4. Identify the elements of any effective health education plan.
5. Describe the essential components of a Coordinated School Health Program.
6. Discuss the role evaluation plays in health education and demonstrate an understanding of the different types of evaluation procedures employed by health educators.
7. Comprehend and communicate health education needs, concerns, and resources.

**Fayetteville State University School of Education Conceptual Framework**
The vision of the School of Education at Fayetteville State University is predicated upon the belief that we prepare knowledgeable, reflective, and caring professionals for teaching and leadership roles in a global society. Our candidates leave their programs of study knowledgeable about their subject matter, experienced in the teaching process, and prepared to use their knowledge, skills, and abilities to help students succeed academically, as well as to improve family support of education in a technological and global society. The knowledge base represents and is organized around the philosophical and theoretical underpinnings of the seven key tenets of the conceptual framework (caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities).

The conceptual framework, explicated by a philosophy that is grounded in knowledge, has been a guiding force for program development, review, and assessment for over a decade. The conceptual framework embodies the standards by which programs unit-wide are developed, evaluated, and revised. It represents our system of beliefs, our values, and practices that determine how we instruct and interact with candidates, P-12 educators, students, and families. The conceptual framework builds on the unit’s **vision and mission statements**. Through our philosophy, the conceptual framework provides direction for our curriculum and programs. It clearly identifies the knowledge base that under grids our curriculum and programs, what the unit will teach (based on state and national standards); explains how the unit will teach (based on our knowledge base and sound research practices); why it teaches as it does and why these strategies will yield the required results for your knowledgeable, reflective, and caring professionals. It reiterates its commitments to diversity, research, leadership, and technology and delineates the dispositions, attitudes, and values we believe that our candidates should demonstrate.

The unit’s philosophy helps shape our conceptual framework themes and the knowledge base on which the candidates’ proficiencies, assessments, and evaluations measures are based. The conceptual framework is linked to our beliefs, values, and philosophy about teaching and learning. All facets of the conceptual framework are interrelated, interdependent, and interactive. Our themes are caring dispositions and ethical responsibility; communication; knowledgeable and reflective professionals; research and leadership; respect for diversity and individual worth; technological competence and educational applications; and working with families and communities. The candidate proficiencies, which are an outgrowth of the conceptual framework themes, are accomplished through teaching, research, and service.
The conceptual framework themes help to strengthen the unit’s and institution’s mission and vision of a caring candidate who has in-depth knowledge of teaching, students, and their families and who will be prepared for a diverse, technological, and global society today and in the future. The conceptual framework underscores the importance of assuring that our candidates understand the contemporary family and use that knowledge to help students learn, achieve, and succeed in life. The program helps our education professionals to develop sensitivity to all types of diversity and to practice responsive pedagogy. Candidates understand that technology is a tool to learn with and know how to utilize technology to enhance instruction, learning, research, and data management. The program produces teachers who become leaders in their schools, communities, and professional organizations. The unit graduates teachers and school executives who collect and analyze data and use research effectively to improve teaching and learning for all students. Caring teachers are committed to working with all learners, culturally diverse families, and in promoting the success of all students. In short, our conceptual framework was collaboratively developed, has been shared with all stakeholders, and is coherent, knowledge based, and consistently evaluated and updated.

<table>
<thead>
<tr>
<th>Conceptual Framework Themes</th>
<th>School of Education Expectations</th>
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<tbody>
<tr>
<td>Caring Dispositions and Ethical Responsibility (1)</td>
<td>Candidates completing these programs are caring and ethically responsible teachers and school executives who are committed to working with all learners, diverse families, and promoting the success of all students.</td>
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<tr>
<td>Communication (2)</td>
<td>Candidates understand the importance of world languages and communicate effectively and proficiently with all students, parents, peers, and administrators.</td>
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<td>Knowledgeable and Reflective (3)</td>
<td>Candidates should be knowledgeable about their subject matter and the teaching process, and they should use this knowledge to help students succeed academically, and to improve family support of education in a technological and global society.</td>
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<td>Research and Leadership (4)</td>
<td>Candidates completing these programs combine theory and practice in preparation to assume the roles of teacher leaders and school, district, and higher education executives. Candidates work to improve the profession and contribute to the establishment of positive working conditions. Candidates are taught to use research to expand their knowledge base and make evidence-based decisions.</td>
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<tr>
<td>Respect for Diversity and Individual Worth (5)</td>
<td>Candidates completing our programs develop sensitivity to all types of diversity and practice responsive pedagogy.</td>
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<td>Technological Competence and Applications for Student Learning (6)</td>
<td>Candidates understand that technology is a tool that supports learning. Candidates incorporate technologies appropriately to enhance instruction, learning, research, and data management.</td>
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<td>Working with Families and Communities (7)</td>
<td>Candidates understand and are able to identify the characteristics of diverse families and communities. Candidates will use that knowledge to help students learn, achieve, and succeed in life.</td>
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<tr>
<td><strong>Week 1 (In Class)</strong>&lt;br&gt;Aug. 18-24</td>
<td>Syllabus/Activity</td>
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<tr>
<td><strong>Week 2 (Out of Class)</strong>&lt;br&gt;Aug. 25-31</td>
<td>Ch. 1: A Background for the Profession&lt;br&gt;Read Chapter 1</td>
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<tr>
<td><strong>Week 3 (In Class)</strong>&lt;br&gt;Sept. 1-7</td>
<td>Activity/Discussion of Ch. 1</td>
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<tr>
<td><strong>Week 4 (Out of Class)</strong>&lt;br&gt;8-14</td>
<td>Ch. 2: The History of Health and Health Education/Promotion&lt;br&gt;Read Ch. 2&lt;br&gt;Activity 1 Out of class Assignment: Interview (Due Week 5 in class)</td>
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<td><strong>Week 5 (In Class)</strong>&lt;br&gt;15-21</td>
<td>Activity/Discussion of Ch. 2 and Activity 1</td>
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<td><strong>Week 6 (Out of Class)</strong>&lt;br&gt;22-28</td>
<td>Ch. 3: Philosophical Foundations&lt;br&gt;Read Ch. 3&lt;br&gt;Activity 2 Out of Class Assignment: Health Education Philosophy One Page Paper (Due Week 7 in class)</td>
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<td><strong>Week 7 (In Class)</strong>&lt;br&gt;29-Oct. 5</td>
<td>Activity/Discussion of Ch. 3 and Activity 2</td>
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<tr>
<td><strong>Week 8 (Out of Class)</strong>&lt;br&gt;6-12&lt;br&gt;Mid-term Exams 8-14</td>
<td>Ch. 4: Theories and Planning Models&lt;br&gt;Read Ch.4&lt;br&gt;Activity 3 Out of Class Assignment: Theory/Model Presentation Assignment</td>
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<tr>
<td><strong>Week 9 (Out of Class)</strong>&lt;br&gt;13-19&lt;br&gt;Mid-term Exam 8-14&lt;br&gt;Mid-term break 16-17</td>
<td>Activity 3 Out of Class Assignment: Theory/Model Presentation Assignment-Work on Presentation</td>
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<tr>
<td><strong>Week 10 (In Class)</strong>&lt;br&gt;20-26</td>
<td>Activity/Discussion of Ch. 4 and Presentation of Activity 3:&lt;br&gt;Theory/Model Presentation</td>
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<td><strong>Week 11 (Out of Class)</strong>&lt;br&gt;</td>
<td>Ch. 6: The Health Education&lt;br&gt;Article Review 2 Due Oct. 31</td>
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<td>Week 12 (In Class)</td>
<td>Activity/Discussion of Ch. 6 and Activity 4</td>
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<td>3-9</td>
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<tr>
<th>Week 13 (Out of Class)</th>
<th>Ch. 7: The Settings for Health Education/Promotion</th>
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<tbody>
<tr>
<td>10-16</td>
<td>Read Ch. 7</td>
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<tr>
<td>11th-Veterans Day-Holiday</td>
<td>Activity 5 Out of Class Assignment: Work Setting</td>
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<tr>
<th>Week 14 (In Class)</th>
<th>Activity/Discussion of Ch. 7 and Activity 5</th>
<th>1. Ch. 6 &amp; 7 (Test 3) Due Nov. 17 by 12 midnight on-line in blackboard.</th>
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<tbody>
<tr>
<td>17-23</td>
<td></td>
<td>1. Activity 5 Due on Nov. 18 in class.</td>
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<tr>
<th>Week 15 (Out of class)</th>
<th>Ch. 8: Agencies/Association/Organizations Associated with Health education/Promotion</th>
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<tbody>
<tr>
<td>24-30</td>
<td>Read Ch. 8</td>
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<tr>
<td>27th 28th Thanksgiving-Holiday</td>
<td>Activity 6 Out of Class Assignment: Health Association/Organization</td>
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<tr>
<th>Week 16 (In Class)</th>
<th>Activity/Discussion of Ch. 8 and Activity 6</th>
<th>1. Ch. 8 (Test 4)</th>
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<tr>
<td>Dec. 1-4</td>
<td></td>
<td>Final Exam for Graduating Seniors</td>
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<td>Final for Graduating Seniors</td>
<td></td>
<td>Let me know if you are graduating!!!!</td>
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<td></td>
<td>Due Dec. 1 by 12 midnight for graduating seniors on-line in blackboard.</td>
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<td></td>
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<td>2. Activity 6 Due on Dec. 2. in class.</td>
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| Final for students not graduating | 1. Ch. 8 (Test 4) | Due Dec. 8 by 12 midnight for non-graduating students on-line in blackboard. |

Note:
1. The instructor reserves the right to add/delete chapters or make any changes to the syllabus or class.
2. It is the students’ responsibility to keep up with all the changes. Any changes will be announced in the announcement section on the web.
3. Please read the last page of this syllabus for an ethical agreement on this issue.

6. **Assessment and Evaluation Criteria**

   **I do not except any e-mail assignments. Everything is submitted through blackboard.**

   **Exams/Tests:**

   Exams may consist of multiple choices, true false, and matching. It will be posted on the blackboard system of Fayetteville State University. Students will be completing these tasks by using the blackboard system. Students are strongly encouraged to read each assigned chapter of the textbook, and visit the Course Information/Course Documents to enhance their understanding of the concepts. **Please note that the mid-term exam and final exam will open at 12 AM, and will remain open for 72 hours (three days).** These two tests have to follow the mid-term calendar schedule and the final exam schedule, and are the only two tests that will not be open until they are due. They will follow the academic calendar schedule. The mid-term and final exams will close at 12 midnight. There will be no extension of the time. Please also note that you have two hours and 30 minutes to take each exam and forty five minutes to take each quiz. **All other exams will be open on the first day of class and can be taken at any time. I will not reopen or reset any test for any reason.** The test answers will come from your readings. You have 3 attempts at your test (Exam only); the highest score will be recorded. **Please also note that you have two hours and 30 minutes to take each exam. All exams except the mid-term and final will be open on the first day of class and can be taken at any time. I will not reopen or reset any test for any reason. All tests have 50 questions; a couple of your questions will be worth more than others. All tests are worth 100 points.**

   **Make-Up Exams:** There will be no formal make-up exam. **There is no make up for the exams, so please do not ask. No exceptions to this policy will be made.**

   **Participation/Attendance/Activities:**

   Participation exercises will be conducted at various times throughout the semester. You can think of the exercises as being interactive quizzes, in that they are generally announced in advance, only attendance and participation is required for you to receive full credit. If you are not in class on the day of an exercise, there is no make-up for the points lost. The majority of the exercises will consist of group discussions and presentations of topics found in the current literature.

   **Class Activity:**

   Out of Class Activity 1 (Interview): Interview at least one individual who is at least 80 years old or older concerning the health care they received as young children. Ask them to describe any health education/promotion they can remember. When was it? Where did it take place? Who provided the education? Was it effective?

   Out of Class Activity 2 (Health Education Philosophy): After reexamining the philosophies of health, write a one page paper explaining your health education philosophy.

   Out of Class Activity 3 (Theory/Model): Conduct an in-depth study of one of the theories/models and apply the theory/model to the health behavior of your choice.

   Out of Class Activity 4 (Future Degree): Make an appointment with a professor at your school to talk about graduate school. Ask about schools the professor attended and the degrees earned. Finally, ask for advice on what degree to earn and what school to attend.

   Out of Class Activity 5 (Work Setting): Select the one setting you think you would most like to work in. Develop a short essay describing why you prefer this setting to other health education/promotion settings and what you think you will need to do to land a job in that setting.

   Out of Class Activity 6 (Health Association/Organization): Closely examine one professional health association/organization and write a one page paper on the history of that association/organization.

   **Article Review:**

   **Journal Articles:** Students will be expected to summarize only 2 articles during the semester. **The two articles must be Health Education Related Articles** (current 2005-present) from a selected journal of their choice. These articles can be on any health related topic. Journal articles are due Friday’s of that week before 12 midnight. Your article must include:

   1. Paper is typed in Microsoft Word.
   2. Cover page and 1-1/2 typed summary page. (12 font, Times New Roman, double-spaced)
   3. Abstract page about the article. (Copy from website that you used)
   4. Must have a reference page with at least 2 references.
(Reference from the actual article you used and one other reference) Use a reference from your article.

5. When you submit your article to blackboard your 4 page write up plus the original article (Article that you are writing about) must be attached. So, when you attach your article, you should have two attachments your submission and the original article.

6. Please, take a look at the example that you have in the course document section of blackboard. Your article must look exactly like my example or you will receive a zero. Do not add anything extra or delete anything. Please, follow directions.

7. First article due on August 29 and second due on October 31, 2014.

Please use Fayetteville State University Library, the public libraries, and on-line journals. Fayetteville State University on-line library resources are available on blackboard under the academic support link.

**Honor Code**

An honor code will be involved for all coursework. Accordingly, all forms of cheating are highly discouraged in this course. Cheating of any type (e.g. copying somebody else’s work-articles, quizzes, etc.) will result in an automatic zero for the particular assignment. Above all, cheating is counterproductive to the learning process and to the stated objectives of this course. If a student is caught cheating more than once other more drastic measures may be taken, such as deducting points from overall final grade. Other appropriate actions may also be taken, in accordance with University regulation. **Honesty and integrity are our policy.**

**REMEMBER THAT I DO READ EVERYTHING THAT YOU TURN IN WORD FOR WORD BE HONEST AND NO CHEATING OF ANY TYPE IS ALLOWED!**

7. **Grading Policy**

Grades will be determined by a point system. The following distribution will be used:

<table>
<thead>
<tr>
<th>Examinations 1-4 @ 100 points each</th>
<th>400</th>
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<tbody>
<tr>
<td>6 Activities @ 50 points each</td>
<td>300</td>
</tr>
<tr>
<td>2 Article Reviews @ 50 points each</td>
<td>100</td>
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<tr>
<td>Total</td>
<td>800</td>
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**Grade Distribution**

- 720-800 = A
- 719-640 = B
- 639-560 = C
- 559-480 = D
- Below 480 = F

**Due Dates**

**All exams are due on Monday by 12 midnight.**

- Exam/Test 1: September 15, 2014
- Exam/Test 2: October 13, 2014
- Exam/Test 3: November 17, 2014
- Exam/Test 4: December 1, 2014 (Graduating Seniors)
  - December 8, 2014 (Non-Graduating Students)

**All Activities are due on Tuesday during class time.**

- Class Activity 1: September 16, 2014
- Class Activity 2: September 30, 2014
- Class Activity 3: October 21, 2014
- Class Activity 4: November 4, 2014
- Class Activity 5: November 18, 2014
- Class Activity 6: December 2, 2014

**All Articles are due on Friday by 12 midnight.**

- Article Review 1: August 29, 2014
- Article Review 2: October 31, 2014

8. **Institutional Guidelines**
• **Academic Integrity**: Dishonesty in Academic Affairs
  Acts of dishonesty in any work constitute academic misconduct. Such acts include cheating, plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. The handbook may be obtained from the Office of Student Affairs located in the Collins Administration Building.  *Fayetteville State University Undergraduate Catalog pg. 85*

• **Behavior in the Classroom**
  The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

  FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

  The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:
  1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
  2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints;
  3. Use of cell phones and other electronic devices;
  4. Overt inattentiveness (sleeping, reading newspapers);
  5. Eating in class (except as permitted by the faculty member);
  6. Threats or statements that jeopardize the safety of the student and others;
  7. Failure to follow reasonable requests of faculty members;
  8. Entering class late or leaving class early on regular basis; and
  9. Others as specified by the instructor.

  The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.
  1. Direct student to cease disruptive behavior;
  2. Direct student to change seating locations;
  3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior;
  4. Dismiss class for the remainder of the period; (Must be reported to department chair)
  5. Lower the student’s final exam by a maximum of one letter grade; or
  6. File a complaint with the Dean of Students for more severe disciplinary action.

  Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

• **Class Attendance**
  Students are expected to attend all class meetings, laboratories, and other instructional sessions for all courses in which they are enrolled. Students are also expected to arrive to class on time and remain in class for the entire scheduled period. Likewise, students are expected to complete all assigned Blackboard activities within the assigned window of time. When students must miss class(es) for unavoidable reasons, i.e., illness, family emergencies, or participation in official university sponsored activities they are responsible for informing faculty of the reasons for the absences, in advance if possible, and completing all missed assignments.

  In addition to the University’s policy on absenteeism, any unexcused absence above the allowable minimum will result in one (1) point being deducted from the student’s final grade average. Example: Final grade average 92 = A; 3 unexcused absences = minus 3 points; 3 points deducted (92 - 3 = 89) = B grade. Two (2) tardies = one (1) unexcused absence. Excused absences include DOCUMENTED emergencies, medical or otherwise; University service, i.e., athletics, band, choir, etc., or instructor's approval.  *This policy includes all levels of classes (100 thru 400 level.)*
During the first half of the semester/term, faculty will assign an interim grade of “EA,” Excessive Absences, for students whose class absences exceed 10% of the total contact hours for the class. Students who receive EA interim grades must either withdraw from the class or resume attendance. Students who resume attendance must consult with the instructor about completion of missed assignments. The EA is not a final grade, so students who are assigned an interim grade of EA, but do not withdraw from the class, will receive a final grade based on the evaluation criteria for the class.


  Students shall be allowed a minimum of two (2) excused absences each academic year for religious observances required by the student’s faith of the student. Such absences must be requested in accordance with the procedures in this Policy.

  The minimum of two (2) excused absences from classes for religious observances shall not be counted against any mandatory attendance requirements; however beyond the minimum stated in this Policy, instructors shall maintain authority to establish and enforce the attendance policy for the courses they are teaching.

  Students shall be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Students shall not be relieved of their responsibility for any part of the course work required during their period of absence. Instructors may appropriately respond if a student fails to satisfactorily complete any alternative assignment or examination.

- **Requesting an Absence due to Religious Observance**

  At least ten (10) calendar days prior to the date of the observance, a student shall complete the Request for Class Absence Due to Required Religious Observance form and submit it to the Center for Personal Development.

  B. If the student has provided the Request for Class Absence Due to Required Religious Observance form to the Center for Personal Development in the time prescribed, the student shall be granted the excused absence as prescribed by this Policy. The Center for Personal Development shall be responsible for notifying the student’s instructors of the student’s approved absence.

  C. The Center for Personal Development shall also be responsible for denying a student’s request should the student have exceeded the student’s two (2) excused absences, as allowed by this Policy. In such instances, the student should make a request for an excused absence due to a religious observance directly to the student’s instructors. The instructor will evaluate the student’s request according to the guidelines in the course syllabus regarding excused absences. If the student’s request is approved, the student shall be responsible for completing all make-up assignments.

- **Grade of Incomplete**

  A grade of incomplete will only be assigned upon mutual agreement between instructor and student and in the case of extremely extenuating circumstances. Extenuating circumstances might include significant health issues or death in the immediate family. A contract will be developed between student and instructor outlining a plan for course completion and deadline for work to be submitted.

- **Withdrawal from Class**

  Complete the form available on the registrar’s website [http://www.uncfsu.edu/registrar/forms.htm](http://www.uncfsu.edu/registrar/forms.htm), obtain signatures from instructor and advisor, then return complete form to Registrar's office. You will not receive any refund of tuition and fees for withdrawing from a class. You should strive to earn credit for any and all classes you are enrolled in. If you are withdrawing from all the courses in which you are enrolled, even if you are enrolled in only one course, you must withdraw from the university. Excessive withdrawals will jeopardize your financial aid. Ask Financial Aid about the 67% rule. Effective fall 2009 you will be permitted five no-penalty class withdrawals only. After 5 they will be calculated as “F”.

- **Withdrawal from the University**

  Withdraw from University means you are withdrawing from all classes for the semester due to circumstances that prevent you from being able to complete classes. Locate the deadlines for the drop/add period and withdrawal at the Office of the Registrar’s website: [http://www.uncfsu.edu/registrar/index.htm](http://www.uncfsu.edu/registrar/index.htm). Also, in addition to your instructor, contact the Center for Personal Development at (910) 672 1203/1222 for additional support and information regarding special circumstances that prevent you from being able to complete classes.

- **Withdrawal from a On-line Class**

  This is a 300 level class; it is your responsibility to withdraw from it, if you have any reason to do so. Please remember that if you want to withdraw from this class you have to follow the correct procedures. Course Withdrawal Form (Online Course Only) [http://www.uncfsu.edu/registrar/forms.htm#W](http://www.uncfsu.edu/registrar/forms.htm#W)

  Doing nothing will not automatically withdraw you from the class or relieve you from financial burden and you will also receive an F grade for not completing the requirements for the class.

- **Disabled Student Services**
In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

- **FSU Policy on Electronic Mail**
  Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at [http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf](http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf).

- **Inclement Weather**
  We will follow the Fayetteville State University inclement weather schedule. Consult the university webpage, local radio and television statements for announcements. While the university may be closed, online courses may continue as scheduled.

- **Register Your Phone for Emergency Text Alerts** (optional). FSU has a state-of-the-art emergency alert system. One part of that system allows students to register a cell phone to receive text alerts about emergency situations on campus (e.g., closure due to inclement weather). To register a phone, Go to the FSU Bronco Alert Emergency Message Sign-Up page. Enter your Banner ID. Enter your cell phone number, then enter it again to verify. Click Submit.

9. **Course Requirements**

   **Technical Requirements**
   1. Must have easy access to a computer for online interactive assignments.
   2. Must be able to access the web browser: Internet Explorer 5.0 or better.
   3. Must be able to access and skillfully use the word processing program Microsoft Office 97 or later version. All assignments typed using Microsoft Word.
   4. Must have access to Acrobat Reader or be able to download the free version.
   5. Must have an established email account (FSU and/or personal accounts).
   6. Modem: 33.6 Kbps (56bps-V.90 compliant or better recommended)
   7. Internet Connectivity: Local or National ISP Internet Service Provider (ISP) (AOL not recommended). High Speed internet connection recommended.
   9. Processor: Pentium 133 MHZ or better is recommended.
   12. After you logon to blackboard.uncfsu.edu, check to see that your e-mail address is correct.

   **Other Requirements:**
   1. An individual copy of the textbook
   2. Completion of all reading assignments on time.
   3. Completion of all assignments on time.
   4. Taking all the exams on time as scheduled.
   5. Ability to access documents in the University Library and on the Internet.
   6. Students must use their full name, Heed 212, , and proper subject label (Health Promotion and Wellness Hybrid Online Class) in their e-mail to the instructor. There are too many e-mails that contain viruses and therefore all poorly identified e-mails will be deleted without reading.

7. **Students must agree with the Ethics Agreement below and sign the index card on the first day of class.**

   **Ethics Agreement**

   As a student in the Heed 212 course during the Fall 2014, I agree to the following guidelines:
   
   - I will review the course website daily to ensure that I am aware of assignments dates, deadlines, and changes if any.
   - I will use the FSU e-mail account that was given to me by FSU and my full name, HEED 212, and proper subject label (Health Promotion and Wellness Hybrid Online Class) in my e-mail (Subject Line) to the instructor.
   - I am solely responsible for any mistake from my part.
   - I will print a copy of the syllabus as a hard-copy reference.
   - I will complete all assignments before or on the due date. I will complete all assignments on time.
● I will not try to submit late assignments or will not ask the instructor to give me permission to submit a late assignment.
● I am responsible for meeting the class requirements.
● I will read each assigned chapter weekly and be ready to take the exams on the schedule dates.
● I will remind myself of all assignments and exam dates.
● I will neither give nor receive aid on class exams, assignments, and the work that I provide is my own.
● I will also use appropriate language while communicating in the discussion board.
● I will type all assignments in Microsoft Word.
● I understand that I only have 3 attempts on tests/exams. I will not ask for any 3 attempts to be reset.

Index Card: “I have read and understand the Ethics Agreement/syllabus and agree to adhere to both” and sign name.

10. Useful References

Books


