“The School of Education prepares knowledgeable, reflective, and caring school executives and teachers who demonstrate leadership in their schools and classrooms, use research to inform practice, communicate effectively with all students and parents, and work diligently to prepare students to live and work in a diverse, global, and technologically advanced society.”
Course Description
An in-depth study of major public health problems, present and future. Emphasis will also be placed upon the K-12 classroom teacher as the change agent for a healthier society by way of a more health educated society. Requirement: Survey of a Contemporary Health Problem.


Student Learning Outcomes

Degree Program
1. Teacher candidates will know their content based on the North Carolina Standard Course of Study, State Standards and CAEP.
2. Teacher candidates will integrate 21st century knowledge and skills in instruction.
3. Teacher candidates will be able to communicate effectively, analyze data, and be a reflective practitioner.

University College Core
1. Communication Skills: Students will comprehend, analyze, and evaluate the effectiveness of various forms of written and spoken communication, and they will assemble original written and spoken communications that display appropriate organization, clarity, and documentation for a given purpose and audience.
2. Inquiry Skills: Students will formulate effective questions based on a need, organize, sort, evaluate and retrieve academic information to address needs; cite sources appropriately for their context.

Course Objectives or Learning Outcomes
Upon satisfactory completion of this course, the student will be able to demonstrate at a competency level of 85% or higher in the following:

1. Identify the factors of causation, prevention, intervention and treatment of contemporary health problems of all age groups in society.
2. Delineate the essential public health services.
3. Analyze the influence of human behavior and interaction with the environment and his health condition.
4. Occurrence of infectious and chronic diseases.
5. Develop a literature review on a selected health problem based on the scientific method of research.
6. Demonstrate computer competencies, utilizing various software and web-sites related to public health problems.

North Carolina Department of Public Instruction (NCDPI) Professional Teaching Standards
The North Carolina Professional Teaching Standards, developed by NCDPI, are aligned to the expectations and requirements of the course. The standards are identified below and will be posted on Blackboard in their entirety.
   o Teachers know the content they teach
School of Education Conceptual Framework

Description
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 undergirds 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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</thead>
<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>
</tr>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
<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>
</tr>
<tr>
<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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<tr>
<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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</table>
## Course Outline/Schedule/Calendar/Requirements

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1.</td>
<td><strong>Review of class requirements and syllabus.</strong></td>
<td>Read and post signed ethics agreement on discussion board. Introduce yourself to me and the rest of the class: Name, major, email and something unique about you. Post on discussion board. <strong>Due Date: Thursday August 22, 2014 10:00pm.</strong></td>
</tr>
</tbody>
</table>
| Aug. 18-22. | **Module 1 Closing Date: Thursday September 4, 2014 at 10:00pm**  
Chapter 1 – Public Health: Science, Politics and Prevention.  
Chapter 2 – Why is Public Health Controversial? | **Module 1: Exam Chapters. 1 & 2 Due Date: Thursday September 4, 2014 at 10:00pm.**  
**Content Project Report:**  
Choose a public health problem topic and post on discussion board. The topic must be approved by the instructor. Make sure you do not pick a topic that has been chosen by another student. You are required to write a comprehensive literature review on the topic using a given outline and rubric. See assignment details on “assignment” on the course menu.  
**Choose a topic:** August 19–September 4, 2014.  
**Example:** “Diabetes among youths”.  
Read the assignment instruction and use the outline to write your paper. Pay attention to the scoring rubrics. |
| WK 4.       | **Module 2 Closing Date: Thursday September 18, 2014 at 10:00pm**  
Chapter 3 – Powers and Responsibilities of the Government. | Article Critique # 1: use outline on Blackboard assignment. **Due Date: Thursday September 11, 2014 at 10:00pm.**                                                                                                                   |
<table>
<thead>
<tr>
<th>Week (WK)</th>
<th>Content Description</th>
</tr>
</thead>
</table>
Module 3  
Closing Date: Thursday Oct. 2, 2014 at 10:00pm  
Chapter 10 – The resurgence of Infectious Disease.  
Chapter 11 - The Biomedical Basis of Chronic Diseases.  
Chapter 13 - Do People Choose Their Own Health?  
Module 2: Exam chapters 3 and 9.  
Due Date: Thursday September 18, 2014 at 10:00pm. |
Closing Date: Thursday October 16, 2014 at 10:00pm  
Chapter 14 – How Psychosocial Factors Affect Health Behavior.  
Chapter 15 - Public Health Number One: Tobacco.  
Chapter 16 - Public Health Number Two and Growing: Poor Diet and Physical Inactivity.  
Due Date: Thursday October 2, 2014 at 10:00pm |
| WK. 7. Sept. 29-Oct. 3. | Module 5  
Closing Date: Thursday October 23, 2014 at 10:00pm  
Chapter 17 - Injuries Are Not Accidents.  
Chapter 18 - Maternal and Child Health as a Social Problem. |
| WK 8. Oct. 6-10 | Article Critique # 2.  
Due Date: Thursday October 10, 2014 at 10:00pm |
Rest but don’t completely forget your studies; Time to catch up!  
Module 4: Exam: Chapters 14, 15 and 16  
Due Date: Tuesday October 16, 2014 at 10:00pm |
| Week 10. Oct. 20-24 | Module 5: Exam: Chapter 17 and 18  
Due Date: Thursday October 23, 2014 at 10:00pm |
| WK 11. Oct. 27-31 | Module 6  
Closing Date: Thursday November 13, 2014 at 10:00pm  
Chapter 21: Clean Air: Is it Safe to Breathe? |
| WK 12. Nov. 3-7 | Content/Project Report  
Due Date: Thursday November 6, |
| WK 13. Nov. 10-14 | Module 7  
Closing Date: Thursday November 27, 2014 at 10:00pm  
Due Date: Thursday November 13, 2014 at 10:00pm. |
Closing Date: Thursday November 27, 2014 at 10:00pm  
Chapter 26 – Is Medical Care System a Public Health Issue? |  |
| WK 15. Nov. 24-28 | Module 8  
Closing Date: Thursday December 11 2013 at 10:00pm  
Due Date: Thursday November 27, 2014 at 10:00pm |
| WK 16. Dec. 2- 
Dec. 1-5 | Module 8  
Closing Date: Thursday December 11, 2014 at 10:00pm  
Chapter 31 – Public Health in the Twenty-First Century: Achievements and Challenges |  |
| Wk. 17. Dec. 8-12 | Exam: Chapters 27 and 31.  
Due Date: Thursday December 11, 2014 at 10:00pm. |  |

**Note:**
1. The instructor reserves the right to add, delete chapters and assignments
2. It is the students’ responsibility to keep up with all the changes. Any changes will be announced in the announcement section on Blackboard.

8. **Assessment and Evaluation Criteria**
I do not accept any e-mail assignments. Everything is submitted through blackboard.

Examinations:
Exams may consist of multiple choices, true/false, matching and essays. All assignments including exams will be posted and completed on the blackboard system of Fayetteville State University. Students are strongly encouraged to read each assigned chapters of the textbook and visit any Course Information/Course Documents to enhance their understanding of the concepts. All exam items will come from your assigned readings. Please note the closing date for individual examination. There will be no extension of the time. Make sure you carefully read the instructions and conditions of each assignment.
Assignments:
From time to time, the instructor will give assignments based on current public health events. These will be posted under assignment or discussion board menus with due dates. Pay attention to current events via news, social and other media.

Make-Up Exams:
There will be no formal make-up exam No exceptions to this policy will be made.

Discussion Board: There are some forums created to facilitate learning through discussion. The discussion questions may be related to particular chapters. The dates of these forums are mentioned on the discussion board and on your course outline. You must participate in all discussions.

Honor Code
An honor code will be involved in all coursework. Accordingly, all forms of cheating are highly discouraged in this course. Cheating is counterproductive to the learning process and to the stated objectives of this course. Cheating of any type (e.g. copying somebody else’s work, plagiarism) will result in an automatic zero for the particular assignment. Repeat offences of cheating may result in other more drastic measures to include deducting of points from overall final grade or recommendation for a withdrawal. Other appropriate actions may also be taken, in accordance with University regulation. Honesty and integrity is our policy.

Assessment and Evaluation Criteria
7. EVALUATION CRITERIA
The final grade in this course will reflect the average of class discussions, school observations, written reports, chapter tests, and class attendance.

A. Grade Distribution

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>% OF GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Examinations</td>
<td>60%</td>
</tr>
<tr>
<td>2. Content Project Report</td>
<td>25%</td>
</tr>
<tr>
<td>3. Article critique</td>
<td>5%</td>
</tr>
<tr>
<td>4. Assignments</td>
<td>10%</td>
</tr>
</tbody>
</table>

B. Grading Scale
92 - 100 = A
83 - 91 = B
73 - 82 = C
64 - 72 = D
Below 64 = F

INSTITUTIONAL GUIDELINES (Some of these guidelines may not apply to online classes)

Academic Integrity: Dishonesty in Academic Affairs.
Any act of dishonesty in any work constitutes 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.  

**Behavior in the Classroom/Online**

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.

**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 completed 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".

**Withdraw 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

**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](http://www.uncfsu.edu/BroncoAlertSignUp.htm) page.
  Enter your Banner ID.
  Enter your cell phone number, then enter it again to verify.
  Click Submit.
8. **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.
10. 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 from the University Library and on the Internet.
6. Students must use their full name, HEED 411 – Public Health Problems - Online 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.

**Useful References**
1. American Health
2. Annual Editions – Nutrition
8. [http://www.cdc.gov](http://www.cdc.gov)

**Journals**

American Journal of Health Education