SYLLABUS

HEED 410 D1 or D2 – Introduction to Epidemiology (On-line)
Credit Hours – 3

Instructor: Dr. Chandrika Johnson
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Email Address: chjohnson01@uncfsu.edu
Semester: Spring 2015
Course Location: On-line
Meeting Day & Time: On-line
Office Hours: Tuesday 9 am - 2:00 pm  Wednesday 9 am - 12 noon
Course Credit Hours: 3

“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.”

Disclaimer: The Conceptual Framework Themes are aligned alphabetically and not by priority or importance. These indicators are constructed to prepare candidates for their roles in learning environments.
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 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 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>
</tr>
</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>
</tbody>
</table>
Caring Disposition & Ethical Responsibility (1)

<table>
<thead>
<tr>
<th>Research and Leadership (4)</th>
<th>Knowledgeable &amp; Reflective (3)</th>
<th>Research and Leadership (4)</th>
<th>Respect for Diversity &amp; Individual Worth (5)</th>
<th>Technological Competence &amp; Applications for Student Learning (6)</th>
<th>Working with Families &amp; Communities (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish a safe and supportive learning environment</td>
<td>Improve communication and collaboration skills</td>
<td>Possess in-depth knowledge of the content they plan to teach</td>
<td>Strategically review the school’s vision, mission, and goals in the 21st century.</td>
<td>Demonstrate a belief that all students can learn and that student learning is the primary responsibility of the teacher and school stakeholders</td>
<td>Acquire personal technological excellence/proficiency to support professional development and competency</td>
</tr>
<tr>
<td>Facilitate a caring and nurturing climate for all</td>
<td>Model effective oral, written, and non-verbal communication</td>
<td>Demonstrate how to teach the content so that all students can learn</td>
<td>Practice effective leadership skills to improve the profession and contribute to the establishment of positive working conditions</td>
<td>Display respect for the world views of diverse people, wide-ranging family structures, different ability levels, varied economic groups, and different perspectives</td>
<td>Recognize and understand the diversity of families and the importance of interacting positively with students and their families</td>
</tr>
<tr>
<td>Demonstrate dedication to high levels of ethical and responsible behavior</td>
<td>Design effective linguistic strategies to deliver instruction to diverse students</td>
<td>Use a variety of assessments methods, taking into account the students’ diverse backgrounds and abilities</td>
<td>Advocate for positive change in policy and practice in schools</td>
<td>Implement long and short term plans to accommodate cultural and ability differences when teaching, assessing, and evaluating learners</td>
<td>Use varied research methods, observation, and inquiry to understand the family and its role in education</td>
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<tr>
<td>Model professional ethical standards at all times using digital technology and social media</td>
<td>Assist students in articulating thoughts and ideas clearly and effectively</td>
<td>Use data assessment outcomes from teaching and learning to align with students’ instructional needs</td>
<td>Assist in determining school budget and professional development</td>
<td>Establish and maintain a positive climate in the learning environment</td>
<td>Work with parents, guardians, and/or caregivers, colleagues, local schools, agencies, and communities to support learning and achievement</td>
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<tr>
<td>Demonstrate</td>
<td>Apply teaching</td>
<td>Become familiar</td>
<td>Maintain high</td>
<td></td>
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<tr>
<td>Caring Disposition &amp; Ethical Responsibility (1)</td>
<td>Communication (2)</td>
<td>Knowledgeable &amp; Reflective (3)</td>
<td>Research and Leadership (4)</td>
<td>Respect for Diversity &amp; Individual Worth (5)</td>
<td>Technological Competence &amp; Applications for Student Learning (6)</td>
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<tr>
<td>Develop positive relationships with parents, guardians, and/or caregivers</td>
<td>Possess in-depth knowledge of the North Carolina Standard Course Of Study (NCSCOS) and professional standards</td>
<td>Conduct action and other types of research and use results to inform practice</td>
<td>Collaborate with a range of support specialists to meet the diverse needs of all students</td>
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<tr>
<td>Promote and participate in collegial interactions within the educational environment</td>
<td>Use continuous reflection of teaching and assessment to analyze how knowledge gained from past experiences can be used in future teaching, learning, and professional growth</td>
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<td></td>
<td>Demonstrate enthusiasm about the field of education by practicing lifelong learning through professional development</td>
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<td></td>
<td>Promote global awareness and the interconnectedness of content area/discipline</td>
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<tr>
<td>Caring Disposition &amp; Ethical Responsibility (1)</td>
<td>Communication (2)</td>
<td>Knowledgeable &amp; Reflective (3)</td>
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</tr>
<tr>
<td></td>
<td>Demonstrate knowledge of the relationship between core content and 21st</td>
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</table>

**Caring Disposition & Ethical Responsibility**

- **Communication**
  - Develop positive relationships with parents, guardians, and/or caregivers
  - Promote and participate in collegial interactions within the educational environment

**Knowledgeable & Reflective**

- Possess in-depth knowledge of the North Carolina Standard Course Of Study (NCSCOS) and professional standards

**Research and Leadership**

- Conduct action and other types of research and use results to inform practice

**Respect for Diversity & Individual Worth**

- Collaborate with a range of support specialists to meet the diverse needs of all students

**Technological Competence & Applications for Student Learning**

- Support and value the traditions, artifacts, symbols, and positive values and norms of the school and community

**Working with Families & Communities**

- Demonstrate knowledge of the relationship between core content and 21st
1. Course Description

For classroom teachers to be effective facilitators of learning and agents for a healthier society, they must have a background of knowledge and awareness of various concepts and principles that comprise specific knowledge in the principles and practices of disease control. This course deals with the principles of epidemiology used in the investigation of events such as disease, accidents and other health-related problems. It also deals with the application of epidemiologic methods to evaluate the distribution and determinants of disease in the population. The use of biostatistical principles and the interpretation of evaluation and conclusions from data will be investigated.

2. Textbook

**Student Learning Outcome**

**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.

**University College Core**
1. Scientific Literacy: Students will create and assess hypotheses using research methods, interpret and express the results of observation and experimentation, understand the fundamental concepts of natural and social sciences, and apply scientific knowledge to situations common to daily life to promote physical and psychological well-being.
3. **COURSE GOALS AND OBJECTIVES**

**General Objective:**
The student will learn, understand and be able to apply epidemiologic principles and methods in evaluating the distribution and determinants of disease in the population.

**SPECIFIC COURSE OBJECTIVES**
Upon completing this course, the student will be able to demonstrate a competency level of at least 85% in each of the following:
1. Understand and state the historical and theoretical bases of epidemiology.
2. Identify the statistical methods used in epidemiology.
3. Assess and explain the distribution of disease over person, place and time.
4. Identify the research methods used in analytic epidemiology.
5. Explain and apply epidemiology to the prevention of disease and health promotion.

**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.
- Teachers know the content they teach

**COURSE OUTLINE (with Assignment Schedule)**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Activity/Syllabus</td>
<td>1. Read syllabus and ethics agreement and post in the introduction section of all graded assignments that you have read and agree to both. Introduce yourself to me and the class by putting your name, major, phone # and email address in the same introduction. Tell us something unique about yourself! Due Jan. 16, 2015</td>
</tr>
<tr>
<td>Jan. 10-18</td>
<td>Ch. 1: History, Philosophy, and Uses of Epidemiology</td>
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<tr>
<td></td>
<td>Read Ch. 1</td>
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<tr>
<td></td>
<td>*Introduction</td>
<td>*Quizzes</td>
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<tr>
<td></td>
<td>Due on Friday</td>
<td>Due on Monday</td>
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<tr>
<td>Week 2</td>
<td>Ch. 2: Epidemiologic Measurements Used to Describe Disease Occurrence</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Read Ch. 2</td>
<td>1. Complete Ch. 1 &amp; 2 (Quiz 1) Due Jan. 28 by 12 midnight.</td>
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<tr>
<td>26-Feb. 1</td>
<td>Ch. 3: Data and Additional Measures of Disease Occurrence</td>
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<tr>
<td>Week 4</td>
<td>Read Ch. 3</td>
<td>1. Ch. 1 &amp; 2 (Test 1) Due Feb. 9 by 12 midnight.</td>
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<tr>
<td>2-8</td>
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<tr>
<td>Week 5</td>
<td>Ch. 4: Descriptive Epidemiology Patterns of Disease-Person, Place, Time</td>
<td>1. Complete Ch. 3 &amp; 4 (Quiz 2) Due Feb. 18 by 12 midnight.</td>
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<tr>
<td>9-15</td>
<td>Read Ch. 4</td>
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<tr>
<td>Week 6</td>
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<tr>
<td>16-22</td>
<td></td>
<td>1. Complete Ch. 3 &amp; 4 (Quiz 2) Due Feb. 18 by 12 midnight.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Ch. 5: Association and Causality</td>
<td>1. Ch. 3 &amp; 4 (Mid-term Test 2) Due Mar. 2 by 12 midnight.</td>
</tr>
<tr>
<td>23-Mar. 1</td>
<td>Read Ch. 5</td>
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<tr>
<td>Saturday, Feb. 28 Mid-term exams begin</td>
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<tr>
<td>Week 8</td>
<td>Ch. 6: Analytic Epidemiology: Types of Study Designs</td>
<td>1. Ch. 3 &amp; 4 (Mid-term Test 2) Due Mar. 2 by 12 midnight.</td>
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<tr>
<td>2-8</td>
<td>Read Ch. 6</td>
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<tr>
<td>Friday, Mar. 6 Mid-term exams end</td>
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<tr>
<td>Saturday, Mid-term Break Mar. 7-14</td>
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<tr>
<td>Week 9</td>
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<tr>
<td>9-15</td>
<td></td>
<td>1. Ch. 5 &amp; 6 (Test 3) Mar. 23 by 12 midnight.</td>
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<tr>
<td>Saturday, Mid-term Break Mar. 7-14</td>
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<tr>
<td>Week 10</td>
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<tr>
<td>16-22</td>
<td>Ch. 7: Epidemiology and the Policy Arena</td>
<td>1. Complete Ch. 5 &amp; 6 (Quiz 3) Due Mar. 18 by 12 midnight.</td>
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<tr>
<td></td>
<td>Read Ch. 7</td>
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<tr>
<td>Week 11</td>
<td>Ch. 8: Infectious Diseases and Outbreak Investigation</td>
<td>1. Ch. 5 &amp; 6 (Test 3) Mar. 23 by 12 midnight.</td>
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<tr>
<td>23-29</td>
<td></td>
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</tbody>
</table>
| Week 12 | 30-Apr. 5 | Read Ch. 8 | 1. Term Paper Due Mar. 30, 2015  
2. Complete Ch. 7 & 8 (Quiz 4) Due Apr. 1 by 12 midnight. |
|---------|-----------|-----------|--------------------------------------------------------------------|
| **Week 13** | 6-12 | Ch. 9: Social and Behavioral Epidemiology  
Read Ch. 9 | 1. Ch. 7 & 8 (Test 4) Due Apr. 6 by 12 midnight. |
| **Week 14** | 13-19 | Ch. 10: Special Epidemiologic Applications  
Read Ch. 10 | 1. Complete Ch. 9 & 10 (Quiz 5) Due Apr. 15 by 12 midnight. |
| **Week 15** | 20-26 | | |
| **Week 16** | 27-May 3 | | |
| Final for Graduating Seniors | | | 1. Ch. 9 & 10 (Final Exam)  
**Final Exam for Graduating Seniors**  
*Let me know if you are graduating!!!!*  
Due Monday, Apr. 27 by 12 midnight for graduating seniors |
| Final for students not graduating | | | 1. Ch. 9 & 10 (Final Exam)  
Monday, Due May 4 by 12 midnight for non-graduating students |

**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. Your assignments are always a week ahead of when they are due. This is how I set all my classes up, which gives you time to read and complete your assignments early. Please take advantage of this set up.

3. Please read the last page of this syllabus for an ethical agreement on this issue.

4. **Assessment and Evaluation Criteria**
   I do not except any e-mail assignments. Everything is submitted through blackboard.
   **Exams and quizzes:**
   Exams may consist of multiple choices, true false, and matching. Quizzes will be true/false. 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 and quizzes will be open on the first day of class and can be taken at any time. I will not reopen or reset any quiz or 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 and Quizzes:** There will be no formal make-up exam or quiz. There is no make up for the quizzes or exams, so please do not ask. *No exceptions to this policy will be made.*

   **Introduction:** Read syllabus and ethics agreement and post in the introduction section of all graded assignments link that you have read and agree to both. Introduce yourself to me and the class by putting your name, major, phone # and email address in the same introduction. Tell us something unique about yourself!

   **Term Paper:** *Topic will be assigned by instructor on 2nd week of class.* Submit term paper in blackboard section of all graded assignments link. Write a scientific and publishable paper on the assigned topic with focus on, but not limited to the following: a. The disease/condition – definition (what is…?, aka) b. The disease/condition history and/or origin. c. Disease/condition prevalence and incidence.
d. Disease/condition and demographics (people and place).
e. Causes and risk factors
f. Disease pathology (discuss the disease process)
g. Treatment/management of the disease.
h. Health promotional activities (both personal and public) to prevent the onset or to lessen the impact of the disease.

REQUIREMENTS
1. The paper must be typewritten, 12 times new roman font, double-spaced and at least six pages long (one inch margin on all sides).
2. Use no less than seven other references (must be cited in the paper).
3. Use APA style in your citation.
4. Paper can be submitted early in blackboard.
5. You must follow direction given in blackboard in regards to how your paper should look. If you do not follow directions, you will receive a zero for this assignment.

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!

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations 1-5 @ 100 points</td>
<td>500</td>
</tr>
<tr>
<td>5 Quizzes @ 30 points each</td>
<td>150</td>
</tr>
<tr>
<td>Term Paper @ 100 points</td>
<td>100</td>
</tr>
<tr>
<td>Introduction @ 50 points</td>
<td>50</td>
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<tr>
<td>Total</td>
<td>800</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Exam/Test</th>
<th>Date</th>
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<tbody>
<tr>
<td>1</td>
<td>February 9, 2015</td>
</tr>
<tr>
<td>2</td>
<td>March 2, 2015</td>
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<tr>
<td>3</td>
<td>March 23, 2015</td>
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<tr>
<td>4</td>
<td>April 6, 2015</td>
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<tr>
<td>5</td>
<td>April 27, 2015 (Graduating Seniors)</td>
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<td></td>
<td>May 4, 2015 (Non-Graduating Students)</td>
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</tbody>
</table>

All quizzes are due on Wednesday by 12 midnight.

<table>
<thead>
<tr>
<th>Quizzes</th>
<th>Date</th>
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<tbody>
<tr>
<td>1</td>
<td>January 28, 2015</td>
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<tr>
<td>2</td>
<td>February 18, 2015</td>
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<tr>
<td>3</td>
<td>March 18, 2015</td>
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<tr>
<td>4</td>
<td>April 1, 2015</td>
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<td>5</td>
<td>April 15, 2015</td>
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</table>

Term Paper is due on Monday by 12 midnight.

Term Paper 1 March 30, 2015

Introduction is due on Friday by 12 midnight.

Introduction 1 January 16, 2015

6. 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.

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 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**

A. 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, 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 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
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.

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 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.

Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link:
http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:
Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff  
Deputy Title IX Coordinator for Students  
Spaulding Building, Room 155  
(910) 672-1222  
vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

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

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.

7. 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 in the University Library and on the Internet.
6. Students must use their full name, Heed 410-D1 or D2, and proper subject label (Human Sexuality 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 inform the instructor by copying and pasting as well as signing in the introduction page.

Ethics Agreement

As a student in the Heed 410 course during the Spring 2015, 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 410-D1 or D2, and proper subject label (Introduction to Epidemiology On-line 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 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.

Please log on to the website of this class on the blackboard system, go to the all graded class assignments, and then the introduction page link.

“I _______ have read the Ethics Agreement/syllabus and agree to adhere to both.”

REFERENCES

7. American Health
8. Annual Editions – Nutrition

American Journal of Health Education