“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.”

Instructor: Nosa Obanor  
Phone Number: 910/672-1524  
Email Address: nobanor@uncfsu.edu  
Semester: Fall 2016  
Course Location: On-line  
Meeting Day & Time:  
Office Hours: MW: 10-12:00pm, 2:00 – 4:00pm; TTH: 9:30-9:30am  
Course Credit Hours: 3
Department of Middle Grades, Secondary and Specialized Subjects

VISION STATEMENT:

The Department of Middle Grades, Secondary and Specialized Subjects is committed to educating and preparing individuals at the undergraduate and graduate levels for professions in the field of education, research, service, community health and sport management.

MISSION STATEMENT

The Department of Middle Grades, Secondary and Specialized Subjects’ mission is consistent with the mission of Fayetteville State University and the School of Education. The MSSS department is committed to providing academic quality in educator preparation and support services leading to candidate degree attainment and skill development in the areas of: (a) teaching academic content using current technology, (b) developing content connections within diverse learning environments, (c) reflecting on teacher beliefs and assumptions, and (d) engaging in continuous professional development. The MSSS department is further committed to strengthening faculty involvement in research, professional development and community engagement to enhance candidate and P-12 student outcomes and teacher quality in response to 21st Century, southeastern region of North Carolina communities and global expectations.

School of Education Conceptual Framework

<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>
<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>
</tbody>
</table>
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**
1. Teacher candidates will know their content based on the Common Core State Standards, NC Essential Standards and CAEP.
2. Teacher candidates will know how to utilize technology to enhance instruction, learning, research, assessment and data management.
3. 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. **SPECIFIC COURSE 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. 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.
Technology skills will be developed through the use of Blackboard as an additional source of course information and communication.

## THEMES AND INDICATORS

<table>
<thead>
<tr>
<th>Caring Disposition &amp; Ethical Responsibility (1)</th>
<th>Communication (2)</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>
<td>Recognize and understand the diversity of families and the importance of interacting positively with students and their families</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>Apply and demonstrate competence in the use of innovative technologies for instruction, management, and assessment</td>
<td>Use varied research methods, observation, and inquiry to understand the family and its role in education</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>Effectively use technology for reporting purposes, and communicating with parents/guardians of students</td>
<td>Work with parents, guardians, and/or caregivers, colleagues, local schools, agencies, and communities to support learning and achievement</td>
</tr>
<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>Apply information literacy skills for evidence-based decision-making, content knowledge, critical thinking, problem solving, and the evaluation of the accuracy and credibility of technological sources</td>
<td>Engage parents, guardians, and/or caregivers from diverse backgrounds in their child’s education and in the school culture</td>
</tr>
<tr>
<td>Demonstrate equity and fairness and promote respect and appreciation of diversity</td>
<td>Apply teaching methodologies and strategies to ensure student progress and learning</td>
<td>Become familiar with systems in the profession that result in the recruitment, induction, support, evaluation, development, and retention</td>
<td>Maintain high expectations for learners and practice responsive pedagogy</td>
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</tr>
<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>
<td>Working with Families &amp; Communities (7)</td>
</tr>
<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</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>
<tr>
<td>Caring Disposition &amp; Ethical Responsibility (1)</td>
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<tr>
<td>Demonstrate enthusiasm about the field of education by practicing lifelong learning through professional development</td>
<td>Promote global awareness and the interconnectedness of content area/discipline</td>
<td>Demonstrate knowledge of the relationship between core content and 21st Century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness</td>
<td>Collaborate within the school for the design of highly engaging schoolwork for students, the ongoing peer review of this work and sharing this work throughout the school and community</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>
<td>Support and value the traditions, artifacts, symbols, and positive values and norms of the school and community</td>
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</tr>
</tbody>
</table>
Standards of the Council for the Accreditation of Educator Preparation (CAEP)

Standard 1: CONTENT AND PEDAGOGICAL KNOWLEDGE
The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard 2: CLINICAL PARTNERSHIPS AND PRACTICE
The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.

Standard 3: CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY
The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program’s meeting of Standard 4.

The ultimate goal of educator preparation is the impact of program completers on P-12 student learning and development, as framed by the Commission in the following standard:

Standard 4: PROGRAM IMPACT
The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

In keeping with CAEP’s strategic goals to be both a model accrediting body and a model learning organization, the Commission also explored attributes of high-performing education organizations. Key concepts for such organizations are a relentless focus on results and a systematic and purposeful use of evidence for continuous improvement. The fifth standard is built upon these concepts:

Standard 5: PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT
The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Read syllabus and ethics agreement and post in the “submit assignment” area when you open up the assignment.</td>
<td>Due date: Friday August 19, 2016 10pm</td>
</tr>
<tr>
<td>Aug. 15 - 19</td>
<td>Introduce yourself to me and the class on discussion board.</td>
<td></td>
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<tr>
<td></td>
<td>Review a sample of posted research article.</td>
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<td></td>
<td>Purchase your textbook.</td>
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<tr>
<td></td>
<td><strong>Module 1</strong></td>
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<tr>
<td></td>
<td>Chapter 1 - History, Philosophy, and Uses of Epidemiology</td>
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<tr>
<td></td>
<td><strong>Assignment: The Tuskegee Syphilis Study</strong></td>
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</tr>
<tr>
<td>Week 2</td>
<td><strong>Module 2</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Aug. 22 - 26| Chapter 2: Epidemiologic Measurements Used to Describe Disease Occurrence | Exam on Chapter 1  
Due date: Thursday August 25, 2016 10pm         |
| Week 3     | **Module 3**                                                        |                                                    |
| Aug. 29 - Sept. 2| Chapter 3: Data and Additional Measures of Disease Occurrence | Assignment: The Tuskegee Syphilis Study  
Due date: Thursday September 1 2016 10pm        |
| Week 4     | **Exam on Chapter 2**                                               |                                                    |
| Sept. 5 - 9| Due date: Thursday September 8, 2016 10pm                           |                                                    |
|            | **Article Critique 1**                                               |                                                    |
|            | Due date: Thursday September 8, 2016 10pm                           |                                                    |
| Week 5     | **Module 4**                                                        |                                                    |
| Sept. 12 - 16| Chapter 4: Descriptive Epidemiology Patterns of Disease - Person, Place, Time | Exam on Chapter 3  
Due date: Thursday September 15, 2016 10pm    |
| Week 6     | **Module 5**                                                        |                                                    |
| Sept. 19 - 23| Chapter 5: Association and Causality                                | Exam on Chapter 4  
Due date: Thursday September 22, 2016 10pm      |
| Week 7     | **Module 6**                                                        |                                                    |
| Sept. 26 – 30| Chapter 6: Analytic Epidemiology: Types of Study Designs            | Exam on Chapter 5  
Due date: Thursday September 29, 2016 10pm      |
<p>| Week 8     | <strong>Exam on Chapter 6</strong>                                               |                                                    |</p>
<table>
<thead>
<tr>
<th>Week 9</th>
<th>Module 7</th>
<th>Article Critique 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 10 - 14</td>
<td>Chapter 7: Epidemiology and the Policy Arena</td>
<td>Due date: Thursday October 20, 2016 10pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Module 7</th>
<th>Article Critique 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 17 - 21</td>
<td>Chapter 7: Epidemiology and the Policy Arena</td>
<td>Due date: Thursday October 20, 2016 10pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Ch. 8: Infectious Diseases and Outbreak Investigation</th>
<th>Exam on Chapter 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 24 - 28</td>
<td></td>
<td>Due date: Thursday October 27, 2016 10pm</td>
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<table>
<thead>
<tr>
<th>Week 12</th>
<th>Issue: Persistent Diseases (to be announced)</th>
<th>Exam on Chapter 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 31 – Nov. 4</td>
<td></td>
<td>Due date: Thursday November 3, 2016 10pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 13</th>
<th>Module 9</th>
<th>Persistent Diseases Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 7 -11</td>
<td>Chapter 9: Social and Behavioral Epidemiology</td>
<td>Due date: Thursday November 10, 2016 10pm</td>
</tr>
</tbody>
</table>

Emerging Disease Assignment: To be announced

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Exam on Chapter 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 14 - 18</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Module 10</th>
<th>Emerging Disease Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 21 - 25</td>
<td>Chapter 10: Special Epidemiologic Applications</td>
<td>Due date: Thursday November 24, 2016 10pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 16</th>
<th>Exam on Chapter 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 28 – Dec. 2</td>
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</table>

<table>
<thead>
<tr>
<th>Week 17</th>
<th>Exam on Chapter 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 5 - 9</td>
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</table>

**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 CANVAS.

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

**Examinations:**
Exams may consist of multiple choices, true/false, matching and essays. All assignments including exams must be completed and submitted on the CANVAS system of Fayetteville State University. Students are strongly encouraged to read each assigned chapters of the textbook and use any related outside 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 exam. There will be no extension of the time. Make sure you carefully read the directions 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 boards menus with due dates. Pay attention to current events via news report, 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 are 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 is highly discouraged in this course. Cheating is counter-productive to the learning process and to the stated objectives of this course. Cheating of any type (e.g. copying somebody else’s work, plagiarism, etc.) 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 from the course. 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.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>% OF GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Examinations</td>
<td>65%</td>
</tr>
<tr>
<td>2. Article critique</td>
<td>10%</td>
</tr>
<tr>
<td>4. Assignments</td>
<td>25%</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. *Fayetteville State University Undergraduate Catalog pg. 85*

**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, 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".

**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 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

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.

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:

- Ms. Pamela C. Fisher
  Licensed Professional Counselor
  Spaulding Building, Room 165
  (910) 672-387
  psmith@uncfsu.edu

- Ms. Linda Melvin
  Director, Student Health Services
  Spaulding Building, Room 121
  (910) 672-1454
  lmelvi10@uncfsu.edu

Reporting an Incidents 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, 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 such will not impede the University's investigation of the complaint as required by federal regulations."

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

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.

Student Success Program Campus Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Services</th>
<th>Contact/Access Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>University College Learning Center</td>
<td>Tutoring for MATH 121-123; tutoring for ENGL 108, 110, 120 and for</td>
<td>Location: HTC 216C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hours: MTWR 8:00-8:00, F 8:00-5:00;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Phone: 910-672-1864</td>
</tr>
<tr>
<td>Service</td>
<td>Description</td>
<td>Location/Hours/Phone/Email</td>
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<tr>
<td>----------------------------------------------</td>
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<td>-------------------------------------------------------------------------------------------</td>
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</tbody>
</table>
| **Supplemental Instruction (SI)**            | Extra study sessions for selected courses         | Location: check website  
Hours: check website  
Phone: 910-672-2007  
Web: [http://www.uncfsu.edu/learning-center/si/](http://www.uncfsu.edu/learning-center/si/)  
E-mail: jmwalker02@uncfsu.edu  
Note: ask instructor about SI availability |
| **Smarthinking**                             | Online tutoring in a variety of subjects, including writing, math, science, etc. | Location: Access through the Tools area of any Blackboard course  
Hours: Pretty much 24/7 (see Smarthinking for specific hours) |
| **Career Services**                          | Provides career development programs for all students | Location: SBE 230  
Hours: MTWRF 8:00-5:00  
Phone: 910-672-1205  
Web: [http://www.uncfsu.edu/career-services/](http://www.uncfsu.edu/career-services/) |
| **Center for Personal Development**          | Personal counseling, substance abuse education, disabled student services | Location: Spaulding 155  
Hours: MTWRF 8:00-5:00  
Phone: 910-672-1222  
Web: [http://www.uncfsu.edu/studentaffairs/CFPD/](http://www.uncfsu.edu/studentaffairs/CFPD/) |
| **Student Success Program**                  | Clearinghouse for information about student success; academic appeals | Location: Transfer and Advisement Center, HTC 103  
Hours: MTWRF 8:00-5:00  
Phone: 910-672-2286  
Web: [http://www.uncfsu.edu/advisement/](http://www.uncfsu.edu/advisement/) |
| **University College Freshman Center**       | Advisement and counseling for first-time freshmen | Location: HTC 107  
Hours: MTWRF 8:00-5:00  
Phone: 910-672-1060  
Web: [http://www.uncfsu.edu/universitycollege/](http://www.uncfsu.edu/universitycollege/) |
| **Evening Academic Support Program**         | Study Sessions with tutoring support and workshops | Location: HTC 216-A-C  
Hours: MTWR 7:00-9:00 p.m.  
Phone: 672-2526  
Web: [http://fsubroncos.cstv.com/ot/fast-AASC.html](http://fsubroncos.cstv.com/ot/fast-AASC.html) |
| **Center for Promoting STEM & Education Research** | Tutorial Services in 100-200-level BIOL, CHEM, CSC, MATH and PHYS | Location: LSA 329  
Hours: MTWRF 8:00-5:00  
Phone 672-2516  
Email: pnelson1@uncfsu.edu |
<p>| <strong>Smarthinking</strong>                             | Online tutoring for many subjects                | Course tools section of any Blackboard course, or Smarthinking Blackboard course          |</p>
<table>
<thead>
<tr>
<th>Extension Grade</th>
<th>Available in a limited number of courses</th>
</tr>
</thead>
</table>

### Catalog Policy
- Academic Support Availability
  - ENGL 108, 110, 120
  - MATH 121-123 (Learning Center, Support Lab)
  - Classes with Supplemental Instruction link.
  - Any Course with Academic Support (Math Center, Writing Center, SI, CSPER, etc)

### 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.
Enters your Banner ID.
Enter your cell phone number, then enter it again to verify.
Click Submit.

### Teaching Strategies
1. Lecture and discussion
2. Audio-visual aids
3. Reading and written assignments
4. Field trips/visiting consultants
5. Seminars
6. Research topics
7. Hands on computer competencies

### References
7. American Health
8. Annual Editions – Nutrition
10. [http://www.NIH.gov](http://www.NIH.gov)
11. American Journal of Health Education