EDCI 518T-A online

health principles for educators (1 credit hour)

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| **Summer 2023: Location:**  **Instructor:**  **Phone:**  **Office Hours:**  **Email:** | **Session 2: May 30th – July 16th**  **Online**  **Robert L. Overstreet**  **706.272.2345**  **M-Rh, 9 to 10 A.M., ET**  [robertoverstreet@southern.edu](mailto:robertoverstreet@southern.edu) |
| **Live Sessions:** | **Wednesday's on the following dates:  June 6, June 27, and July 11  at 9:00 ET** |
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# Academic Online Support:

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| For Online Campus related questions, please contact:  Deanna Walker  Online Campus Advisor  Email: [online@southern.edu](file:///C:\Users\DM\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.IE5\MB5ZWNLH\online@southern.edu)  Office: 423.236.2087  **Gus Martin**  Online Campus Director  [Gmartin@southern.edu](mailto:Gmartin@southern.edu)  423.236.2083  **Online Campus Curriculum Development Specialist**  Polina Kadaska  [kadatskap@southern.edu](mailto:kadatskap@southern.edu)  423.236.2084 | For course related questions, please contact:  **K**athleen Ordonez  **eClass Coach** |
| For technical or system support, please contact:  **Greg Merchant**, eClass Support Supervisor Email: [eclasshelp@southern.edu](mailto:eclasshelp@southern.edu)  Office: 423.236.2086  Skype: [eclasshelp@southern.edu](mailto:eclasshelp@southern.edu)  **Sonja Fordham**  Director of Writing Center, McKee Library  [sfordham@southern.edu](mailto:sfordham@southern.edu)  423.236.2384  **Information Technology Workstation Support**: Desktop Computer Support.  Go to IT Workstation Support Desk in Wright Hall, or call 423.236.2712   |  | | --- | |  | |  |

## System Requirements

For system requirements, visit this page: <https://www.southern.edu/academics/academic-sites/online-campus/successful.html>

## SABBATH POLICY

Southern Adventist University, including Online Campus, share the belief in honoring the seventh-day Sabbath as a day of rest, worship, and freedom from academic pursuits. The Sabbath, as it is celebrated on the SAU campus, begins at sundown on Friday and ends at sundown on Saturday each week. Southern’s Online Campus respects the personal beliefs of each student enrolled in online courses, and the freedom to make personal choices about when and how to worship. Please know, however, that your faculty honor the Sabbath and will not be responding to student emails and concerns during this time.

**biblical foundations of the course**

The subject matter of this course illustrates the biblical concept of your body being the temple. This course will demonstrate biblical connections concerned with the study of health-physical and mental, relationships, original diet plan and lifestyle choices. This concept of your body being the temple provides biblical examples, assignments, and assessments.

## REQUIRED TEXT

No required text.

**SUPPLEMENTAL READING**

Please communicate with me in the event you’d like to consider further reading on any topic covered.

## PROFILE PICTURE POLICY

All students enrolled in an online class at Southern Adventist University must upload a profile picture (instructions [here](https://docs.google.com/document/d/11N5gyF1zjskxSLzgrqpksExFHgAkccvRgnmvaT_JuSE/edit?usp=sharing)) of themselves to the learning management system (LMS) used by Southern: eClass. The purpose of this is so that students and professors can better connect with the individual they will be working with over the course of the semester. Students who do not comply may not be able to register for future online courses. Please keep in mind when uploading your profile picture, that it must meet the following guidelines:

1. The photo should be a full face likeness, similar to a passport photo or driver’s license photo. No variations permitted.
2. Attire worn in the photo should adhere to the Southern Adventist University dress code.
3. The photo should show *only* you; there should be no distractions such as additional people or pets in the photo.

## STUDENT AUTHENTICATION

To ensure the integrity of the education Southern Adventist University provides, it is critical that students who are enrolled in distance education courses adhere to university policies related to Academic Honesty and that students who enroll in distance education courses and programs are the same students who complete and submit work and assignments in those courses or programs. Violation of this policy will be considered Academic Dishonesty and will be dealt with according to the Procedures for Handling Academic Dishonesty (Southern Adventist University 2017-2018 Catalog, p. 32). The full statement from the Higher Education Opportunity Act of 2008 (HEOA), can be found [here](https://www.gpo.gov/fdsys/pkg/PLAW-110publ315/pdf/PLAW-110publ315.pdf).

All students, including those who enroll in a distance education courses at Southern Adventist University for the first time, are required to authenticate their identity at the time of initial registration in their first semester at Southern. Students who do not authenticate their identity during the semester in which they are asked to do so will receive an incomplete in the online course(s) they are currently enrolled in. This incomplete will become an F at the end of the semester if the authentication has not been completed. The student will also be barred from registering for any online class in subsequent semesters until the authentication is completed.

The student may accomplish this using one of the following options: 1) Authenticate in person at Southern Adventist University, or 2) Authenticate online with Southern’s secure identity verification partner, UCard, a subdivision of ProctorU. Fees for this authentication are the responsibility of the student. Student instructions for completing their authentication with UCard are available here.

# Mission Statement

The Seventh-day Adventist Church recognizes teaching as a ministry and, therefore, an essential element in spreading the Gospel to the entire world. By fostering a growing relationship with Jesus Christ, our Creator and Redeemer, Seventh-day Adventist teachers have the privilege of leading and encouraging students on their journey toward wholeness. The online teacher certification courses are designed for professionals who teach in Seventh-day Adventist schools. The focus is to advance scholarship and innovative teaching and learning practices to meet the needs of today’s diverse learners. The courses will provide opportunities for collegiality, discussion of important issues, and collaboration while utilizing the best available technology to promote excellence in teaching and learning.

# Attendance and Excused absences

Please review Southern’s Absence and Attendance Policy in the University Catalog-Academic Policies Section. These policies are in both the Undergraduate and the Graduate Catalog.

In an online class, attendance looks different than it does in a face-to-face course. For the most part, other than on Sabbath, you should enter eClass daily, especially given that this course is an intensive. Please note that the professor and course coach check logs of eClass to ensure that students are actively engaging with the course materials. If you are inactive or miss an assignment, you will be contacted. If an assignment has not been submitted by the due date, a grade of zero is entered in the gradebook. If you wish to submit that assignment, please contact the professor to find out if you may and what procedures should be followed unless that information is provided in the gradebook comment accompanying your grade of 0. On days and times designated in the Course Schedule, we will hold a class meeting where we will have a worship thought, a brief review of that week’s content, and a time for questions and clarification. Please plan to attend these meetings. Attendance is STRONGLY encouraged. If for some reason you cannot attend, each session will be recorded. We will generate a link to that recording and place it in eClass in the week in which the meeting took place.

**Reporting an Illness.** Personal/family emergencies do sometimes occur, and in such an event, please contact the instructor as soon as possible.  Documentation may be requested.

**Extra Credit Work.** No extra credit work will be granted.

## COURSE ACCESS AND TEACHER CERTIFICATION INFORMATION

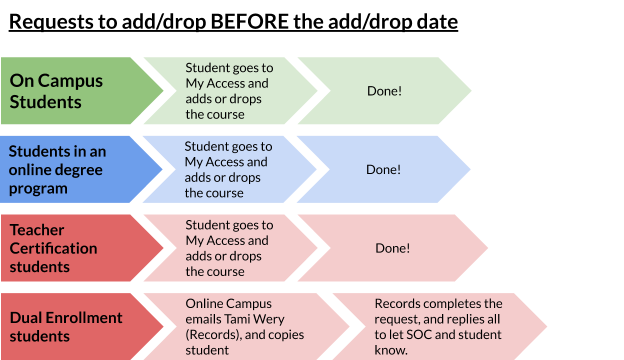
The website for course access is <http://eclass.e.southern.edu/>. Here you will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. This is also where you will access course grades. There are two ways that you can login to your online course. The course will appear as a link on your Southern Access account [http://access.southern.edu.](http://access.southern.edu) You can also put **eclass.e.southern.edu** into your browser and enter your username and password. If one method does not work, try the other method.

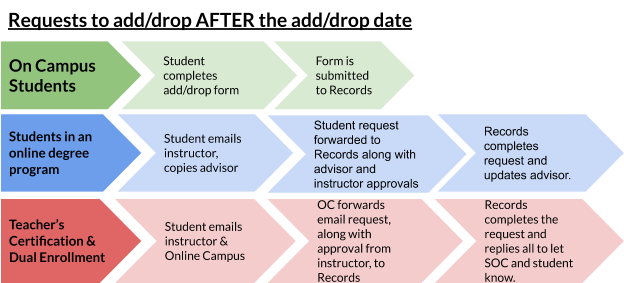
**Transcripts:** It is your responsibility to request a transcript to be sent to your parent institution and/or your union registrar. You may access more information at <http://www.southern.edu/administration/records/transcripts.html>

**Accommodation for Disabilities.** During short summer sessions, in keeping with university policy, any student who believes they may need an accommodation based on the impact of a disability or learning challenge should contact Disability Support Services at 423-236-2544 or stop by Lynn Wood Hall, room 1082 as soon as possible to arrange a confidential appointment with the Disability Services Director.  Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS.  Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is a legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website at <https://www.southern.edu/administration/student-success/disability/> For online courses, please include the following e-contact information (placed after on-campus contact information):

* Students taking online courses from off-campus locations may also contact the DSS through email at [dss@southern.edu](mailto:dss@southern.edu).

## drops/incompletes





**Dropping a class, and completing all parts of the process to ensure that a class is dropped is the student’s responsibility.  Failure to comply with this procedure may result in a failing grade for the course.**  A grade of Incomplete (I) will be given only under extreme circumstances. Students must complete a written request for an Incomplete before any extensions will be considered.  According to the policy of the College, any incomplete (I) grade that is not removed by the end of the following term (fall, winter) will automatically become an “F.” **It is the student’s responsibility to make arrangements with the professor to complete the course on time.**

**Tuition Refund.** A student who drops a class will/will not receive a tuition refund based on the date he or she is officially dropped from the course. Consult the Undergraduate or Graduate Handbook for the semester dates by which you must drop a class in order to receive a tuition refund.

**Note:** Because the Summer sessions are condensed into a shorter period of time than the fall and winter semesters, the last day to drop a summer teacher certification course and receive a 100% refund is **June 7, 2020.**

## general feedback from students

You will be asked for your feedback once during the semester.  You will be asked to respond to a survey accessed via a Google Form that will be posted in the News Forum.  All comments will be kept confidential but will be used to help the instructor pace the course and review the effectiveness of assigned activities.

**Course Evaluation.** Southern requires all students enrolled in courses, on campus or online, to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. As an online student, you are encouraged to fill out the course evaluation. A few minutes of your time and your honest feedback will assist your professor in shaping the course for future semesters and will provide academic administration additional information regarding the professor’s qualification when his or her professional portfolio is reviewed. **The faculty welcome your feedback and would like to strongly encourage you to add your own comments, both telling them how you were positively impacted and if you have any suggestions for improvement.**

You may access the course evaluation at <http://myaccess.southern.edu/apps/courseevaluation>.

1. Log in using your Southern username and password.

2. Choose the professor and class you wish to evaluate from the list you see.

If you have problems with, or questions regarding this online course evaluation, please contact Teresa Adams at [teresas@southern.edu](mailto:teresas@southern.edu).

All comments and evaluations are completely anonymous, and the results are made available to the professor only after grades are submitted to the Records Office. Thank you very much for taking the time to do to this.

**Disclaimers.** This course syllabus and attached schedule is subject to change at short notice. The instructor will endeavor to keep the changes minimal and communicate changes within the course site on eClass, but change may be necessary during the semester. Kindly be alert to announcements (either via eClass or via email) that may modify the syllabus or schedule.The subject material is often of such nature that there are many good approaches or answers. Therefore, although the instructor is educated and experienced, he/she does not know everything, nor does he/she have the answer to every question that may be asked. In addition, there will be subjects and issues on which he/she may have a biased viewpoint. However, the instructor will make every effort to indicate bias, and learners are free to agree or disagree.

## UNIVERSITY STANDARD FOR WRITING

Southern has specific expectations for written work from graduate level scholars. Although you will turn in your papers and other written assignments electronically, the correct mechanics of proper punctuation, sentence structure, and paragraph organization is expected.

You will be required to format your work according to American Psychological Association 6 (APA 6) style. If you are not familiar with that style, we have provided a helpful link <https://owl.english.purdue.edu/>

## SAFE ENVIRONMENT TO LEARN

Students in online courses must recognize that the online classroom is a classroom with expectations for behavior that make that classroom a safe and healthy environment to learn.

When **communicating within the online classroom**, it is important to keep in mind the following guidelines:

* Treat the instructor with respect, even in email or in any other online communication
* Always use your professors’ proper title: Dr. or Prof., or if doubt use Mr. or Ms. Unless specifically invited, don’t refer to them by first name.
* Use clear and concise language.
* Remember that all college level communication should have correct spelling and grammar.
  + Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you”
  + Use standard fonts such as Times New Roman and use a size 12 or 14 pt. Font
  + Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING
  + Limit and possibly avoid the use of emoticons like :)
  + Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive
* Be careful with personal information (both yours and others’)
* Do not send confidential information via email

When **emailing** the instructor or others within the class, please keep in mind the following guidelines:

* Use a descriptive subject line
* Be brief
* Avoid attachments unless you are sure your recipients can open them
* Avoid HTML in favor of plain text
* Sign your message with your name and return email address
* Think before you send the email to more than one person. Does everyone really need to see your message?
* Be sure you REALLY want everyone to receive your response when you click, “reply all”
* Be sure that the message author intended for the information to be passed along before you click the “forward” button

When posting in an **online discussion forum**, please keep in mind the following guidelines:

* Make posts that are on topic and within the scope of the course material
* Take your posts seriously and review and edit your posts before sending
* Be as brief as possible while still making a thorough comment
* Always give proper credit when referencing or quoting another source
* Be sure to read all messages in a thread before replying
* Don’t repeat someone else’s post without adding something of your own to it
* Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point
* Always be respectful of others’ opinions even when they differ from your own
* When you disagree with someone, you should express your differing opinion in a respectful, non-critical way
* Do not make personal or insulting remarks
* Be open-minded

## Academic Integrity/Ethics

SAU is committed to honesty in all things, including academics. Always give credit to any sources you use in your work. Presenting someone else’s work as your own is dishonest and will have consequences ranging from a zero on the assignment to a failing grade or even expulsion.

See <https://www.southern.edu/administration/academic-administration/docs/academic_honesty.pdf> for the procedures followed in dealing with infractions in this arena.

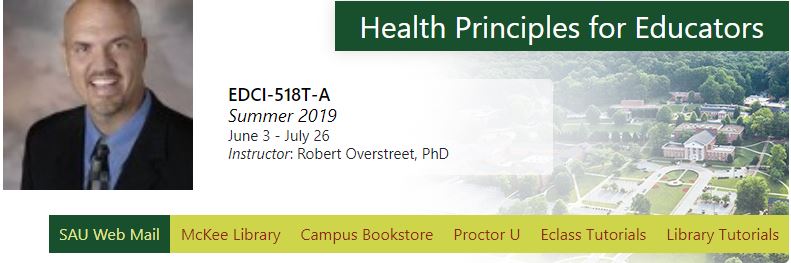
**Plagiarism Policy:**

* Work that is submitted for credit must be the original work of the learner and specifically prepared for this course.
* Assignments that are not the original work of the learner are considered plagiarized and in violation of the honesty code.
* Plagiarism occurs when another person’s work, words, or ideas are represented as one’s own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another co-learner without properly acknowledging the actual writer/author).
* Plagiarism also occurs when knowingly giving or allowing one’s own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one’s own work for academic credit.
* Using any content from the Web without citing is plagiarism.
* The penalty for plagiarism may include a grade of F being recorded for the course.

**Turnitin** is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted.

## COURSE HEADER

**In eClass, you will see the following header and important links. These links will remain at the top of every course to give you quick access to these very important resources.**



**SAU Web Mail:** This is a direct link to access your Southern email. All information for this course will be communicated via Southern Adventist University email. Emails sent with subject lines such as “hi,” “assignment problem,” or “missed quiz” are not specific. When you need to send an email, the email subject should reflect the purpose of that email.  For instance, if you have a problem while taking the week 1 reading quiz, your email subject could say something like "Week 1 Reading Quiz."

**McKee Library Online:** This is the online website for Southern’s McKee Library. This is your doorway to resources relating to your research and scholarly sources for your course work.

**Writing Center:** Online students can access McKee Library’s writing center by visiting them online at [www.southern.edu/writingcenter](http://www.southern.edu/writingcenter). The Writing Center is your writing resource on campus. The Center offers free one-to-one, individualized tutorial sessions for undergraduate and graduate students. Writing tutors are trained to respond to writing assignments from across the curriculum and help writers with brainstorming, paragraph development, organization, grammar, citation, the conventions of academic writing, English as a Second Language, and issues of clarity and style. Schedule an appointment at [www.southern.mywconline.com](http://www.southern.mywconline.com).

**Campus Bookstore:** This is a link to the Southern campus bookstore’s website where you can purchase books, collectibles and clothing with Southern’s logo.

**eClass Tutorials:** This is a link to a list of tutorials on how to navigate and use eClass. If this is your first online course, make sure you review these tutorials before you begin the course work in these courses!

**Library Research Tutorials:** This is a link to tutorials on how to use the research material specific to McKee Library. If you are new to Southern and have not previously utilized the online materials at the McKee Library, make sure you review these tutorials before attempting to locate articles or information from a library database.

**ProctorU / UCard**: For those enrolled in an online course at Southern Adventist University, it is required that students authenticate their identity using UCard. Once this has been completed, the student will not need to repeat the process for subsequent online courses. For courses which require proctored exams, ProctorU provides this service to students for a small fee from the comfort of their home. Follow this link to log in and schedule (and take) exams through ProctorU. <https://www.proctoru.com/portal/southern-adventist-university>

**Course Resources**

****Just below the course header you will see several links that contain course content that does not attach to a specific week in the course. These are important resources you will access repeatedly through the course. The resources listed in this section will vary from course, to course and new material may be added to this section as each course progresses, so be sure to check this section of eClass often.

**News forum:** This forum contains announcements to the course from the professor. You will also receive a copy of these announcements to your Southern email.

**Syllabus:** This document is the heart of the course. It gives the outline for the entire course as well as course expectations and guidelines. Always refer back to this document if you have questions about the course.

**Rubrics:** These documentscontain the grading rubrics for specific assignments through the course. If you have questions on the way a specific assignment is graded, refer to these documents.

**Professor Introduction video:** This is an introduction to the professor and his or her role in the course.

**Introduce Yourself:** This forum is a place where you can learn about the other students in the course as well as give them a chance to learn about you.

**LEARNING COLLABORATIVELY**

Due to the nature of recertification coursework, this course is geared to inservice educators and seeks to foster a collegial teaching/learning modality, in which the function of the professor is primarily that of guide and facilitator. The instructional context seeks to attain the highest level of critical thinking and scholarly synthesis possible. This course will utilize the following instructional methods, among others: presentation of core concepts and methodologies via media-enhanced lectures and video presentations, full class discussions in eClass, based on professional experiences, readings undertaken, and assigned projects, and group and individual projects specifically designed to assimilate real-life scenarios.

**LEARNINg ONLINE**

In online courses, students must actively participate in learning experiences through various technology media and to prepare quality work. Basic competencies in word processing, Web browsing, email, and a compatible operating system are required as course entry points.  
This course will employ the following instructional methodologies, among others:

* Weekly learning goals
* Select readings from scripture, Ellen White, and other experts
* Integration of core values into daily thought processes
* Video lectures
* Web-based reference materials and resources
* Group discussion forums
* Live video-conferencing sessions

Your participation in this class is vitally important to the learning process. Access your course several times weekly. Actively participate in all required activities, assignments, and assessments. Complete all reading assignments. Credit will be given based on the quality and consistency of each student’s work. Carefully read the course schedule that concludes this syllabus.

Course assignments are to be submitted electronically to the course site, unless specifically indicated otherwise. All assignments are due on or before the dates specified in the course schedule. It is your responsibility to plan ahead and deliver a professional product in a timely manner. Other arrangements must be made with the course professor in advance. If you do experience atypical circumstances that impede your progress, please contact the professor immediately.

We suggest that you backup all projects in at least two locations (e.g., your server space, on the cloud, or on a USB drive). All course components must be completed before a final grade is given.

**communication**

**Keeping in Touch.** To facilitate communication between the professor and learners, all class members are encouraged and expected to regularly check their southern.edu email account and the “News Forum” under the **Course Resources** within your eClass course. All eClass announcements posted to the class will be considered public class announcements.

**Southern Email.** To facilitate communication between the professor and every co-learner, all class members are encouraged and expected to **regularly check their southern.edu email account.** Students should email questions or comments to the professor. The student can expect to receive an electronic reply to questions or comments within **24-48 hours**, except on the weekend. An important reminder: when you need to send an email, the email subject should reflect the purpose of that email. Additionally, as your professor may teach more than one course simultaneously, be sure to also include the course prefix and number in every email subject line. For instance, if you have a problem while taking the week 1 reading quiz, your email subject could say something like "EDCI 538 Week 2 Reading Quiz."

**Live Sessions.** In this course, we will be having live sessions using Adobe Connect in weeks 2, 3, 4, and 6. You will join the live session by clicking on the link provided in Course Resources in eClass. The link is also provided on page 16 of the syllabus. We recommend that you use a computer with a microphone and webcam or at a minimum that you purchase a [headset](https://www.walmart.com/ip/Logitech-H111-Binaural-Over-the-Head-Stereo-Headset-Black-Silver/46436703?athcpid=46436703&athpgid=athenaItemPage&athcgid=null&athznid=PWVUB&athieid=v0&athstid=CS002&athguid=466001f5-48cf27b7-45d7b53747e2bcc7&athena=true) with a built-in microphone that has either a stereo jack or a USB plug in, depending on your specific computer. Students without these headsets can struggle to participate fully in live sessions and may experience echoing or other issues when attempting to speak into their computer’s microphone. Background noise is also minimized with the use of a headset.

When you use Adobe Connect for the first time, you may be prompted to download the Adobe Connect software. Follow the prompts to allow this download and to allow the program to run. This process should not take more than a few moments on a high-speed connection. You will not need to download the software each time – it will load automatically. It is advised that you attempt to log in to the meeting room for the first time in advance of the scheduled meeting to allow time for you to download and launch the software. Troubleshooting suggestions: If you do not see a prompt and Adobe Meeting Room does not load, disable your pop-up blocker. Additionally, if you receive an Adobe Flash error, ensure that you have the latest version of Adobe Flash or have enabled Adobe Flash on this site.

Students may use mobile devices for Adobe Connect live sessions and will need to download the Adobe Connect app from their app store. Alternatively, you may use your device to go into eClass where you should click the meeting room link provided in Course Resources and follow the prompts for downloading the app. If you plan on using this approach, please ensure that you go through this process well in advance of the live session in order to have time for troubleshooting and acclimating to the way Adobe Connect navigates on a mobile device.

If you’re having trouble connecting to the live session, please contact [eClasshelp@southern.edu](mailto:eClasshelp@southern.edu) or [gmerchant@southern.edu](mailto:gmerchant@southern.edu) for assistance. You may also let your online coach know you’re having difficulties by posting in the Tech Forum in eClass or by emailing the coach directly. (Coach email address is provided above in the initial portion of the syllabus.) If your coach is working during the time that the live session is occurring, he or she may be able to assist you.

These live sessions will benefit you by providing the opportunity for you to interact in real time with your professor and fellow students. During live sessions you will be able to ask questions about projects or papers as well as course content. While points are not given in this course for live session attendance, students are expected to attend. Those who have a scheduling conflict and are unable to attend are expected to view the recording of the live session as soon as possible. If you are aware in advance that you cannot attend a live session, you are urged to submit your questions in advance to the professor via email or in the course Q&A forum. During the live session, your questions will be answered for you, and you can watch the recording at your convenience. Please see the course schedule for the tentative day/time of our weekly live sessions. If a live session must be cancelled, your professor will post an announcement in the eClass News Forum as soon in advance as possible.

**QUESTION AND ANSWER FORUMS**

You will also see a link to a weekly Question and Answer forum. If you ever have a question, consider posting that question on the Question & Answer (Q & A) forum because classmates can benefit from seeing your question along with the answer you receive from your professor. The Q & A forum is not graded, and it is provided for you to ask questions during each week. Sometimes, classmates will realize they are able to respond to each other’s Q & A posts, and we strongly encourage you to help each other in this manner. You may see the question long before your professor does and can help a classmate keep going in their work by posting an answer. If your answer is incorrect or partially incorrect, one of your classmates can comment to correct you or your professor will do so. There is no shame in being wrong but commendation for trying! Remember, you also have an option to email questions to your professor if they are of a personal nature. Post courteously in the Q & A Forum. You should avoid sharing frustrations and instead email those types of things directly to your professor.

**Weekly LEARNING Content**



As you scroll below the course header, you will notice that each week is indicated with the week number and dates (e.g., Week 1: June 4 – 10) presented in a vertical label-based view that arranges weekly course content into these learning categories: PRAISE, PREPARE, PRACTICE, PONDER, and PROVE. Beneath each label, you will find a list of relevant weekly course content. **Week 1 is orientation, so read everything beneath each week 1 label, and you will know what to expect in weeks 2 – 7.**

1. **Praise**: Contains the welcome and spiritual emphasis for the week, as well as the essential question and introduction to the week’s material.
2. **Prepare**: Contains the readings for the week. These may include journal articles, book chapters, textbook readings, and media.
3. **Practice**: Contains the main lecture material and instructor voice for the week. These are usually narrated PowerPoint or video lectures.
4. **Ponder**: The Ponder section is the discussion forum where you will dialog with the professor and the other students in the course about the week’s material. Much of the learning in an online course happens in these forums, so don’t neglect this very important part of the program. Check daily for updates and don’t forget to post regularly.
5. **Prove**: Contains the application of your learning for the week. This may be in the form of quizzes, interactive exercises, written reflection papers, research papers, or other proof of applied learning.

**Grades AND FEEDBACK TO STUDENTS**

Feedback on graded assignments will be provided within the eClass gradebook within which you can see feedback files, graded rubrics with comments, and comments on specific assignments. Assignments are graded within 48-72 hours unless otherwise noted by your professor within the syllabus or through a News Forum announcement or email. If you would like additional feedback from your professor, please contact him or her via email or schedule a phone call or video conference during office hours as posted in the syllabus.

There are two places in eClass pertaining to grades. One place is the “Grades” link found in the navigation drawer on the very left side of the page. This section contains the overview of the grades you have received so far in the course. The list of items and the points received for each item is provided here.

The other location is called the Moodlerooms Grader, which can be found by clicking on the course gear icon located near the top right side of the course page. This section contains a detailed look at each assignment and forum item in the grade book. You can view the grading rubric as it was returned to you, along with any comments made in the rubric by the professor. You can also dialog with the professor about your grade. A list of all the posts you made in a graded discussion is also available in this location.

## Grade symbols for this course

|  |  |  |
| --- | --- | --- |
| **Grade** | **Percentage** | **GPA Points** |
| **A** | 90% - 100% | 4.00 |
| **B** | 80% - 89% | 3.00 |
| **C** | 70% - 79% | 2.00 |
| **F** | 0% - 69% | 0.00 |

**COURSE GRADING AND POINT VALUES**

|  |  |
| --- | --- |
| **Assignment Category** | **Total Points Possible** |
| Week 1 Ponder | 25 |
| Weeks 2 – 7 Ponder | 96 |
| Weeks 1 – 7 Prove | 400 |
| **COURSE TOTAL** | **521** |

To pass the course, you must earn a minimum overall of a C average in the course. Across the entire program, the minimum grade of C is permitted in **no more than two courses**.

# COURSE DESCRIPTION

This course is designed for Seventh-day Adventist in-service teachers. A study of the theoretical and scientific basis of health and wellness education with an emphasis on the development and organization of the school health instructional program through instruction and modelling. The course will focus on the Seventh-day Adventist health message as identified in the Bible and Spirit of Prophecy with applications in the classroom and beyond.

## GOALS and Objectives

Upon successful completion of this course, the student will be familiar with:

1. EDCI518 will emphasize the awareness of the Seventh-day Adventist health message.
2. EDCI518 will focus on the theoretical and scientific basis of health and wellness education.
3. EDCI518 will focus on school health instructional program through instruction and modelling.
4. EDCI18 will focus on health-related topics through scripture and Spirit of Prophecy for in the classroom and beyond.

## Course assignments

The grading system for this course is designed to assess your work from both a theoretical and practical perspective and covers a variety of assessments to measure performance toward achievement of the class objectives.

**Participation in Class Discussions.** You will interact with the other co-learners in class by posting original thought and replying to others’ posts. There is a minimum of one discussion that will be graded each week covering the essential question and topics for the week. To receive points and a grade you are expected to post a minimum of three posts (one initial post and two responses to classmates). You may respond as many times as you like, but you must meet at least the minimum of three quality posts. Your initial post is due Wednesday at midnight (EST) or GMT plus 4 hours.

Your posts and participation each week represent points that lead to your overall grade.

**Assessments and Applications.** Each week the ***Prove*** icon leads you to learning activities where you will apply what you have learned in various ways. It is essential that you read all of the materials provided for the week and watch any lectures provided. You are expected to incorporate the big ideas and understandings gleaned through the readings and lectures into the work you do in the course. Your timely submission of the assessments/activities/applications that you ***Prove*** each week represents points that lead to your overall grade. Your professor will determine the criteria and method for grading each exercise. Regular communication with your professor will help to ensure success. Check the weekly requirements in eClass for updates.

**Submission Times and Late Work Caution**

Course assignments are to be submitted electronically to the course site, unless specifically indicated otherwise. All posts are due on Thursday 11:55 p.m., ET and all other assignments are due each Sunday at 11:55 p.m., ET. Late work is at risk of not being accepted unless prior approval is received from your professor. It is your responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, you are experiencing an unusual circumstance that is impeding your progress, please contact your professor immediately regarding the situation.

## Class meetings

**Required Technology**. You must have a webcam and a headset with a microphone.  Such a headset can be found on [Amazon](https://www.amazon.com/Logitech-Headset-H390-Noise-Cancelling/dp/B000UXZQ42/ref=sr_1_4?crid=1MZHWFHZRJ7CF&keywords=headset+with+microphone+for+laptop&qid=1555111488&s=gateway&sprefix=headset+with+%2Caps%2C175&sr=8-4) or in your local stores.  Many laptops have a built-in webcam, but if yours does not, you must purchase an external one or have access to one for all live sessions.  Live sessions will be used in most teacher certification courses, so if you take courses with Southern again, you’ll need to use a webcam and headset again. During one or more live sessions, you may be asked by your professor to turn on your webcam. You should be prepared to do so, by having both a webcam and a headset with microphone and having tried them out to be sure everything is working properly before the scheduled live session. Alternatively, your professor may ask to schedule a brief video conference with individual students, during which the same expectations would hold true.

We will have class meetings via Adobe Connect in weeks 2, 3, 4, and 6 held at 8:30 a.m., ET on Fridays. Your first meeting will be held on June 14th. Sign into the Adobe Connect class meeting room via this link:

<http://turner.southern.edu/edci518/>Contact your instructor in advance if you have scheduling conflicts. Sign into the Adobe meeting room as a guest with your first and last name – do not sign in with your username and password. Test your ability to access the meeting room before the first meeting, and contact eClass support at 423-236-2086 if you have trouble.

# Course Alignment with Professional Standards

Southern Adventist University

School of Education and Psychology

Professional Education Programs Conceptual Framework

To Serve, To Lead, To Transform

**The Mission – School of Education & Psychology**

The mission of the School of Education and Psychology at Southern Adventist University is to prepare effective Christian professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a diverse society.

**The Goal – Professional Education Programs**

The goal of the professional education unit is to facilitate the comprehensive development of school professionals as servant leaders in their communities.

This goal is reflected in the conceptual framework, in which we seek to provide opportunities for each candidate to become effective as: (a) a caring person, (b) an informed facilitator of learning, (c) a reflective decision maker, and (d) a committed professional. These core objectives are achieved through specific proficiencies that lay the foundation of professional excellence.

**The Core Objectives and Expected Proficiencies**

1. As a caring person, the candidate/school professional will demonstrate knowledge, skills, and dispositions by:
   1. Demonstrating an ideal of fairness and belief that all students can learn
   2. Recognizing and respecting diversity, individual worth, and integrity
   3. Considering the influence of community, school, and family context
   4. Emulating the example of Christ-like service
2. As an informed facilitator of learning, the candidate/school professional will demonstrate knowledge, skills, and dispositions by
   1. Providing nurturing environments, services, and programs
   2. Demonstrating understanding of central concepts
   3. Demonstrating understanding of how individuals develop
   4. Meeting the needs of a diverse student population
   5. Using technology to enhance communication and student learning
3. As a reflective decision-maker, the candidate/school professional will demonstrate knowledge, skills, and dispositions through
   1. Demonstrating intellectual curiosity, critical thinking, and strategic decision-making
   2. Using theory, based on scientific research, to enhance pedagogical and professional practice
   3. Using formal and informal assessments to make informed professional decisions
   4. Reflecting on professional practice
4. As a committed professional, the candidate/school professional will demonstrate knowledge, skills, and dispositions by
   1. Collaborating with peers and consulting with professionals
   2. Demonstrating professional, legal, and ethical responsibilities
   3. participating in opportunities to achieve professional excellence
   4. Recognizing the value of health and a commitment to a lifestyle of wellness
   5. Demonstrating appropriate communication skills

## selected bibliography

Creation Health. Retrieved March 20, 2016, from https://www.floridahospital.com/events/creation-health-1

Desir, M. (2010). Curriculum-related trends in K-12 Adventist education in the North American Division: An inductive analysis of teacher perspectives as reported in the Profile surveys, 1987-2007. Andrews University, Berrien Springs, MI.

Gittens-St Juste, P. G., Nwosu, C. C., & McGarrell, F.-A. (2005). Profile 2004: What do we know about the quality and commitment of Adventist educators? Journal of Adventist Education, 68(1), 10-17.

Ruiz, A., & Brantley, P. S. (2001). Profile 2001: Results from the 8th biennial survey of Adventist educators. Journal of Adventist Education, 64(2).

## Course SChedule

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date/Week | Praise | Prepare | Practice | Ponder | Prove |
| Week 1  Week of May 30th | “Do you not know that  your bodies are temples of the  Holy Spirit, who is in you, whom you  have received from God?  You are not your own” 1 Cor. 6:19. | Meet your teacher…  VIDEO CLIP from ME    Meet and  Greet  Classmates/Professor  (VIDEO  LINK-MYSELF) | [https://www.yo](https://www.youtube.com/watch?v=RtOtI31QS6E)  [utube.com/watc h?v=RtOtI31QS6](https://www.youtube.com/watch?v=RtOtI31QS6E)  [E](https://www.youtube.com/watch?v=RtOtI31QS6E)  Watch this video clip from  Creation  Health and how it relates  to your bodies  being vessels. | Personal  Introduction Create a personal  profile to be  seen by your classmates  Due: 6/14/20 at 11:59 P.M., ET | Explain your perceptions about God,  yourself, and  the students you are  responsible  for molding  as it  relates to  the topic of  your body being  vessels of Christ.  Due: 6/14/20 at 11:55 P.M., ET |
| Week 2  Week of  June 4th | Scripture tells us (we’ve probably  memorized  this text since we were  young) that  “We can do  ALL things through Christ  who give us strength”  Philippians  4:13. How has  God given you strength to overcome and claim  victory? | “The Heart of Seventh-day  Adventist Health  Message”  Access Creation  Health website  (http://creationh ealth.com/OurStory)  and become familiar with the overall message | “Search for a Story” Do an internet video search (Or  choose a story you already know) of a  person’s life who overcame a  challenge  (Mental,  Physical or  Spiritual) and claimed victory  Due 6/14/20 at 11:55 P.M., ET | Watch at least two video clips posted by a  classmate. As you respond,  examine closely how that  person/people  claimed victory.  Due: 6/16/19 at  11:59 PM | In examining  Ellen G. White’s writings  Choose one challenge that a  person may have to  overcome:  Physical,  Mental or  Spiritual    Provide a  10-  Step plan to overcome that  challenge.  Due: 6/14/20 at 11:55 PM |
| Week 3  Week of  June 11th | Please spend some time  this  week  processing  scripture and its counsel for  treating our  bodies as the temple. | What does exercise look like? How can you apply this  simple piece of your vessel?  How many scripture/verses can you find | How might you  be able to utilize  information to benefit the  young people  you serve within your classroom? | Create an outline/Power Point of key aspects that could be  shared with  your students  on the topic of exercise. Due:  6/21/20 at  11:59 PM ET | Select one topic listed and  respond to the  importance of exercise Due: 6/21/20 at 11:55 PM |
| Week 4  Week of  June 18th | Please spend some time  this  week  processing scripture  Psalm 91:1-  16 and  Romans 14:1-23 | The Center for  Disease Control has many useful and practical tips for  individuals, families and schools to help  prevent the spread of disease.  <https://www.cdc.gov/> | Ministry of  Healing, Ellen G. White speaks about the “True  Physician being an Educator”.  She claims that  “The true physician is an educator | From the readings “True  Physician being an  Educator” what was your biggest “take”  message as it relates to  safety?  Due: 6/28/19 at  11:59 PM | Select at least  12 references from peer reviewed  journals that discuss  strategies  for schools on  implementing  a safe  school  environment. Due: 6/28/20 at 11:55 PM |
| Week 5  Week of  July 2nd | Please spend some time  this  week  processing scripture  1 Cor. 1:10,  Eph. 4:11-13, Colossians  3:13-14, John  17:23 and Psalm 133:1 all speak  about the topic of unity. | Examine different websites and articles that talk about  heredity, unity and  diversity as it relates to lifestyle choices. | Do a general internet search  (preferably  EGW) on 3-5 articles/devotio nals/book  chapters on one of the following  topics:  Heredity, Unity and  Diversity. | What can you do, as an  Adventist  Educator and/or what can you  do within your classroom to promote  diversity or  Unity of your  students?  How can you connect  heredity or life origins to  real life? Due: Due: 07/4/20 at 11:59 PM | What can you do to  “MAKE A  DIFFERENCE” at your  school? Select one internet thread  listed below and  read/come up with ideas for your school on how you can create unity.  Due: 07/4/20 at 11:55 PM |
| Week 6  Week of  July 9th | Joyce Meyer has an  interesting  perspective  on the topic of  “emotions”.  Take some time this  week and  preview her article  entitle  “Toxic Emotions”.  [Toxic](https://www.joycemeyer.org/everydayanswers/ea-teachings/toxic-emotions-how-to-get-rid-of-them)  [Emotions](https://www.joycemeyer.org/everydayanswers/ea-teachings/toxic-emotions-how-to-get-rid-of-them) | Examine different websites and  articles that talk about  many tips on dealing with emotions. | How did Jesus use emotions  while here on earth? | Have you ever dealt with an  “out of control parent” who  expressed the wrong  emotions?  How are emotions  and family  values  similar?  07/12/20 at  11:59 PM | Joyce Meyer has an  interesting  perspective  on the topic of  “emotions” and at the  conclusion  of her articles she  provides 4  statements for us to ponder  07/12/20 at  11:55 PM |
| Week 7  Week of  July 16th | Numbers  35:33-  34, Genesis  2:15,  Deuteronomy 22:6, Genesis  1:26 are examples of  how the Bible instructs us to “Care for the world we live in”. | Read through what Creation Health is and how educators should apply these principles to their lives. | Preview a handful of the video clips to  become aware of the teachings on Creation Health. | If you had to choose one facet of  Creation  Health to claim as “the most relevant/  important” which one would you  choose? How  does this relate to lifestyle choices?  Due at 7/13/20 at 11:55 P.M., ET | Review  CREATION  HEALTH and  NEWSTART   |  | | --- | | 07/13/20 At 7:00 P.M.,  ET | |
| Final Assignments Due July 20th |  |  |  |  |  |

ESSENTIAL QUESTIONS AND LESSON ALIGNMENT

|  |  |  |
| --- | --- | --- |
|  | **Essential Questions** | **Lessons** |
| **Week 1** | * Course Orientation | * Course Overview * Forum * Short Video * Explain your perceptions about God, yourself, and the students you are responsible for molding as it relates to the topic of your body being vessels of Christ.  Draft a one-page vision statement that focuses on the concept or role as an Adventist teacher. (Due in week 2.) |
| **Week 2** | How can I claim victory over mental, physical and spiritual hurdles as it relates to the Adventist Health Message? | * Assigned Readings * Forum * Do an internet*video*search (Or choose a story you already know) of a person’s life who overcame a challenge (Mental, Physical or Spiritual) and claimed victory.   In examining Ellen G. White’s writings (http://www.whiteestate.org/about/egwbio.asp)   * Choose one challenge that a person may have to overcome: Physical, Mental or Spiritual * Provide a 10-Step plan to overcome that challenge. Be specific (site book, quotes, and challenge) |
| **Week 3** | What does exercise (Physical and Mental) look like? | * Assigned Readings * Forum * Create an outline/PowerPoint of key aspects that could be shared with your students on the topic of exercise. Please be sure that you focus on the mental and physical aspects. |
| **Week 4** | **What does safety look like in your school and what can your school do to prevent the spread of sicknesses and/or illnesses?** | * Assigned Readings * Forum * Select at least 12 references from peer reviewed journals that discuss strategies for schools on implementing a safe school environment. Find appropriate references from peer reviewed journals. Follow APA guidelines to summarize the reference. |
| **Week 5** | **How do I choose, adopt, and embrace choices based on our heredity as it relates to unity and diversity?** | * Assigned Readings * Forum * What can you do to “MAKE A DIFFERENCE” at your school? Select one internet thread (posted in the course) and read/come up with ideas for your school on how you can create unity. Write a 2 paragraph response to the topic/ideas you selected. This should be about 250 words. *Always include your opinion for each topic.* |
| **Week 6** | What are some emotional strategies or practices you can use to become the teacher God has called you to become?  What lessons can be taught to our students about the value of family and community health? | * Assigned Readings * Forum * Select one topic (posted in the course) and respond accordingly. Write a 2- paragraph response (include Biblical support) to the topic/statement you selected. This should be about 250 words. *Always include your opinion for each topic.* |
| **Week 7** | What should the lifestyle of an Adventist youth look like?  What role do you as a teacher play in modeling and teaching that lifestyle? | * Assigned Readings * Forum * Video Clips * Review CREATION HEALTH and NEWSTART. Compare/contrast how Creation Health and Newstart share commonalities/differences pertaining to emotional health.  This should be about 250 words. *Always include your opinion along with your comparison and contrasting.* |

Graduate Level Forum Rubric

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| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Does Not Exist**  **(0 points)** | **Minimal**  **(1 point)** | **Needs Improvement**  **(2 points)** | **Developing**  **(3 points)** | **Advanced**  **(4 points)** |
| **Participation** | Does Not Exist | Limited to 1 or 2 posts on a single day during the week. | Participates 2-3 times on a single day during the week. | Participates 3-4 times with posts distributed across at least 2 different days during the week. | Participates 3-4 times with posts distributed throughout the week. |
| **Initial Assignment Posting** | Does Not Exist | Posts comprised of information that is off-topic and/or irrelevant to discussion or superficial. No references from literature and personal experience are incorporated. | Posts are marginally developed. Some key aspects are addressed. Few references from literature and personal experience are incorporated. | Posts are well-developed and address key aspects of the topic but lack full development of concepts. Some references from literature and personal experience are incorporated. | Posts are well-developed, fully address key aspects of the topic, and demonstrate that content was synthesized. A number of references from literature and personal experience are incorporated. |
| **Follow-Up Posts** | Does Not Exist | Posts are largely limited to agreeing or disagreeing with the posts of others. No references to readings and literature support comments. Little thought, effort, and/or study is evident in posts and replies. | Posts are superficial and do not add substantive info to the discussion. Few references to readings and literature support comments. Marginally adequate thought, effort, and/or study is evident. | Posts extend discussion by elaborating on the posts of other students. Opposing viewpoints are considered and some connections made to move the discussion forward. Some references to readings and literature support comments. Sufficient thought, effort, and/or study is evident. | Posts extend meaningful discussion by elaborating on the posts of other students. Opposing viewpoints are considered, connections made, and ideas are synthesized to move the discussion forward. References to readings and literature support comments. High level of thought, effort, and/or study is evident in posts. |
| **Style and Mechanics** | Does Not Exist | Some use of slang and/or abbreviations as seen in informal texts. Contains many spelling, grammatical, and/or mechanical errors. | Limited use of informal language. Contains several spelling, grammatical, and/or mechanical errors. | Some use of informal language. Some spelling, grammatical, and/or mechanical errors. | Communicates using terminology that exemplifies the professional nature of the field. No spelling, grammatical, and/or mechanical errors. |