



HEALTH PRINCIPLES FOR EDUCATORS (1 CREDIT HOUR)

Summer 2025: June 2 – July 11
Location: Online
Instructor: Robert L. Overstreet
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Live Sessions: Monday's on the following dates: June 2, 16, 30 at 10:00 a.m. EST.

ACADEMIC ONLINE SUPPORT:

University policies and additional syllabus information
Additional information on important policies and procedures, such as, but not limited to, disabilities and accommodations, academic honesty, and student authentication, can be found in the link provided at the end of this paragraph. The document also provides valuable information regarding instructional strategies/methodologies and how to access eClass, technology support, learning methods, resources available in eClass, etc. **To access the document, click [here](#).** Be aware that you will be accountable for the provided information.

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SYSTEM REQUIREMENTS

For system requirements, visit this page: https://www.southern.edu/academics/online-campus/online_FAQ.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.

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](#).

All students, including those who enroll in a distance education course at Southern Adventist University, 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. You will receive information from your teacher, Online Campus and/or the IT Help Desk about how to authenticate

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. If you are unable to access your class or account please contact your eClass Coach (listed above)

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.

DROPS/INCOMPLETES

<https://docs.google.com/document/d/1pEBbTrF5UsoJypdixdaMwEKfer37SA3ExIJQYinpJPk/edit?tab=t.0#heading=h.hyi7h6oct3ro>

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, please note the following important dates regarding dropping and adding:

Last date with no charge: Jun-02-2025

Fee charged: Jun-03-2025

Last day to add: Jun-06-2025

Last day to drop: Jul-06-2025

GENERAL FEEDBACK FROM STUDENTS

You will be asked for your feedback once during the semester by responding to a survey that will be posted in the class. 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.

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.

AI Statement:

<https://docs.google.com/document/d/1pEBbTrF5UsoJypdixdaMwEKfer37SA3ExlJQYinpJPk/edit?tab=t.0#heading=h.yi7h6oct3ro>

LEARNING COLLABORATIVELY

Due to the nature of recertification coursework, this course is geared to in-service 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 “Announcement Forum” under **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. You will join the live session by clicking on the link provided in Course Resources in eClass. You must use a computer with a microphone and webcam, whether built into the computer/laptop or added externally.

If you're having trouble connecting to the live session, please contact your eClass Coach (info at the top of this syllabus or one of the other options listed).

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.

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 presented in a vertical label-based view that arranges weekly course content into various learning categories. Beneath each label, you will find a list of relevant weekly course content. Please see below for the various requirements for the different sections. **Week 1 is orientation, so read everything beneath each week 1 label, and you will know what to expect in weeks 2 – 6.**

- Welcome and spiritual emphasis for the week, as well as the essential question and introduction to the week's material.
- Readings for the week. These may include journal articles, book chapters, textbook readings, and media.
- Lecture material, narrated PowerPoint, or video lectures.
- 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.
- 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 an 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.

To check your grades please use the 'Grades' link found at the top of the class 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.

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 Discussion Forum	25
Weeks 2 – 7 Discussion Forum	80
Weeks 1 – 7 Assignments	350
COURSE TOTAL	455

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 (First Post) is due Tuesday 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 you will have learning activities where you will apply what you have learned in various ways. It is essential that you read all 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 submit 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.

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:
 - a. Demonstrating an ideal of fairness and belief that all students can learn.

- b. Recognizing and respecting diversity, individual worth, and integrity
 - c. Considering the influence of community, school, and family context
 - d. 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
 - a. Providing nurturing environments, services, and programs
 - b. Demonstrating understanding of central concepts
 - c. Demonstrating understanding of how individuals develop
 - d. Meeting the needs of a diverse student population
 - e. 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
 - a. Demonstrating intellectual curiosity, critical thinking, and strategic decision-making
 - b. Using theory, based on scientific research, to enhance pedagogical and professional practice
 - c. Using formal and informal assessments to make informed professional decisions
 - d. Reflecting on professional practice
- 4. As a committed professional, the candidate/school professional will demonstrate knowledge, skills, and dispositions by
 - a. Collaborating with peers and consulting with professionals
 - b. Demonstrating professional, legal, and ethical responsibilities
 - c. participating in opportunities to achieve professional excellence
 - d. Recognizing the value of health and a commitment to a lifestyle of wellness
 - e. 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).

Date/Week	Devotional	Watch/Read	Activites	Discussions	Assignments
Week 1 June 2	<p>"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.</p>	<p>Meet your teacher... VIDEO CLIP from ME</p> <p>Meet and Greet Classmates/Professor (VIDEO LINK-MYSELF)</p>	<p>https://youtu.be/RtOh31OS6E</p> <p>Watch this video clip from Creation Health and how it relates to your bodies being vessels.</p>	<p>Personal Introduction Create a personal profile to be seen by your classmates</p>	<p>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.</p>
Week 2 June 8	<p>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.</p> <p>How has God given you strength to overcome and claim victory?</p>	<p>"The Heart of Seventh-day Adventist Health Message" Access Creation Health website (http://creationhealth.com/OurStory) and become familiar with the overall message</p>	<p>"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</p>	<p>Watch at least two video clips posted by a classmate. As you respond, examine closely how that person/people claimed victory.</p>	<p>In examining Ellen G. White's writings Choose one challenge that a person may have to overcome: Physical, Mental or Spiritual</p> <p>Provide a 10 - Step plan to overcome that challenge.</p>

Week 3 June 15th	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.	Select one topic listed and respond to the importance of exercise
Week 4 June 22	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/devotionals/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?	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.
Week 5 June 29	Joyce Meyer has an interesting perspective on the topic of "emotions". Take sometime this week and preview her article entitle "Toxic Emotions". Toxic Emotions	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?	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
Week 6 July 6	Numbers 35:33-34, Genesis 2:15, Deuteronomy 22:6, Genesis	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/	Review CREATION HEALTH and NEWSTART

1:26 are examples of how the Bible instructs us to "Care for the world we live in".	important" which one would you choose? How does this relate to lifestyle choices?

ESSENTIAL QUESTIONS AND LESSON ALIGNMENT

	Essential Questions	Lessons
Week 1	Course Orientation	<ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • Assigned Readings • Forum • Do an internet <i>video</i> search (Or choose a story you already know) of a person's life who overcame a challenge (Mental, Physical or Spiritual) and claimed victory. <p>In examining Ellen G. White's writings (http://www.whiteestate.org/about/egwbio.asp)</p> <ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • 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	How Can Unity Play a Role in Your School Setting?	<ul style="list-style-type: none"> • 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. <i>Always include your opinion for each topic.</i>
Week 5	What are some emotional strategies or practices you can use to become the teacher God has called you to become?	<ul style="list-style-type: none"> • 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. <i>Always include your opinion for each topic.</i>

	What lessons can be taught to our students about the value of family and community health?	
Week 6	<ul style="list-style-type: none"> • What should the lifestyle of an Adventist youth look like? • What role do you as a teacher play in modeling and teaching that lifestyle? 	<ul style="list-style-type: none"> • Assigned Readings • Forum • Review Creation Life and NEWSTART. Compare/contrast how Creation Health and Newstart share commonalities/differences pertaining to emotional health.

Graduate Level Forum Rubric

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.