

**HEED/WOMS 3305
Women's Health Issues
May session 2008**

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Office Hours: MWTF 12-1pm, others by appointment

Course Number, Section Number, and Course Title: HEED/WOMS 3305, Women's Health Issues

Time and Place of Class Meetings: Physical Education Building, Room 303, 8-11:45am

Description of Course Content: This course is intended to address specific issues of importance to women and their health, including growth and development, nutrition, reproductive health, pregnancy, chronic diseases and relationship, & family issues.

Student Learning Outcomes:

1. To empower women to make informed decisions about their health & health care.
2. Focus on ways in which women can enhance their well-being physically, socially, emotionally, intellectually, occupationally and spiritually.
3. Empower men with whom women may be associated (i.e. spouse, partner, friend, mother sister, and other family members) to take an active role advocating for women's health issues.

Requirements:

Required Textbooks and Other Course Materials:

Contemporary Women's Health (3rd), Kolander, Ballard, & Chandler.

Descriptions of major assignments and examinations with due dates:

| <u>Class Date:</u> | <u>Lecture Topic:</u> |
|--------------------|------------------------------------|
| <u>Class Date</u> | <u>Lecture Topic</u> |
| M 5/12 | Class Introduction/ Chapters 1 & 2 |
| T 5/13 | Chapters 3 & 4 |
| W 5/14 | Chapter 5 Test 1 |
| Th 5/15 | Chapter 6, (Speaker) |
| F 5/16 | Chapters 7 & 8 (Speaker) |
| S 5/17 | Chapters 9 & 10 |
| | |
| M 5/19 | Chapter 11 Test 2 |
| T 5/20 | Chapters 12 & 13, |
| W 5/21 | Chapter 14 |
| Th 5/22 | Chapter 15 |
| F 5/23 | Chapter 16 |
| | |
| F 5/30 | Test 3 (Final) |

Grading Policy: 300 points total. (3 exams @ 100 points exam) 90-100% A, 89-80% B, 79-70% C, 69-60% D, 59 and below F

Attendance Policy: Class attendance is important. It is the student's responsibility to keep up with the class lecture material.

Drop Policy: It is the student's responsibility to be aware of drop dates and take appropriate action.

Americans With Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Academic Integrity:

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Student Support Services Available:

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Final Review Week:

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabi. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory

examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. Classes are held as scheduled during this week and lectures and presentations may be given.

Make-up Exam Policy:

A valid reason must be presented to makeup a missed test. Missed tests will be scheduled with the instructor.

The University of Texas at Arlington College of Education

Mission, Core Values and Professional Dispositions

MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and

To be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service.

The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
- Technology
- Field Experiences
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.

- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.