



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Course Prefix: HLTH

Course Title: Senior Capstone

Year: 2025

Course and Section #: 4950-X01

Credits: 3

Course Description

Assesses both content knowledge and skills developed during the course of the Public Health program. Provides students an opportunity to reflect on their learning and demonstrate the program outcomes through the development and presentation of a professional electronic portfolio, and the completion of a cumulative post-test. This course is for Public Health seniors in their last semester. It is a graduation requirement and is intended to assist students in synthesizing their skills and abilities via the electronic portfolio and reflection.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Georgia Halkia

Student Learning Outcomes

Apply knowledge and skills acquired throughout the program of study
Compile evidence of academic performance
Compile evidence of personal and professional accomplishments.

Course Materials and Texts

There is no textbook for this course, however, students should be able to use CanvasLinks to an external site., PortfoliumLinks to an external site., or Google SitesLinks to an external site.. Click on the links if you would like to be directed to their User Guides.

Course Requirements

Course Assignments, Assessments, and Grading Policy

How the Course Works: Canvas is where course content, grades, and communications will reside for this course. There are 10 modules in this course covering the entire semester. Some modules cover multiple weeks. The modules correspond with the eight Areas of Responsibility for the Health Education Specialist. Start with the first module and proceed sequentially through the rest of the modules. For this one (1) credit-hour course students should expect to spend up to 3+ hours a week completing course activities. Student Responsibilities: Start class the first week of the term. Be accountable by setting aside regular time each week to complete course activities and assignments on time as noted per the due dates. Learn how to use Canvas including communication tools (e.g. discussion, Canvas inbox, etc.). If you have technology-related problems contact the Service DeskLinks to an external site.. Abide by ethical standards. Your work must be your own. Contact your instructor as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension. Instructor Responsibilities: Respond to emails within ONE business day. If multiple emails are received regarding the same question or concern, they may be responded to with an announcement to the entire class. Provide timely, meaningful and constructive feedback on assignments. Facilitate an effective learning experience. Refer students to appropriate services for issues that are non-course content-specific. For instance, technical issue, writing labs, accessibility services, etc. Mentor students through the course. Inclusion Statement My intent for this class is to create a space where students feel included, heard, and respected, and students' diverse identities and backgrounds are valued and viewed as an asset to our shared learning community. We all come to this course with unique life experiences, and there will be diversity of perspectives in our discussions. This diversity is our strength as we strive to communicate and connect across differences and build an inclusive and equitable learning environment. If you have a conflict with a class or assignment and a religious/cultural/spiritual event, please notify me as soon as possible and we will discuss it. Please feel free to contact me if you would like to talk about any suggestions and/or concerns. If that feels uncomfortable to you, you can also contact the Inclusion and Diversity Committee to ask for help and support. (Links to an external sit Religious Accommodations Syllabus Statement UVU values and acknowledges a wide range of faiths and religions as part of our student body, and as such provides accommodations for students. Religious belief includes the student's faith or conscience as well as the student's participation in an organized activity conducted under the auspices of the student's religious tradition or religious organization. The accommodations include reasonable student absences from scheduled examinations or academic requirements if they create an undue hardship for sincerely held religious beliefs. For this to occur, the student must provide a written notice to the instructor of the course for which the student seeks said accommodation prior to the event. The UVU campus has a place for meditation, prayer, reflection, or other forms of individual religious expression as is described at

<https://www.uvu.edu/interfaith/reflectioncenter/Links to an external site.> Grading and Late Work Statement Grading Scale:
Grading Scale Grade Percent A 94-100 A- 90-93 B+ 87-89 B 83-86 B-80-82 C+ 77-79 C 73-76 C- 70-72 D+ 67-69 D 63-66 D- 60-62 E 0-59 Assignment Categories Activity
Approximate Points Artifacts 80 Reflections 160 Discussions 40 Quizzes 10 Assignments 83 Final Assessments 115

Late Work Statement: In order to be successful in this class, you should follow the assignment due dates and the course schedule. However, I recognize you may still be in courses, completing key assignments which will be the artifacts used in your electronic portfolio so the artifacts and reflections may be submitted up to Week 14 (except Module 9 artifact and reflection). Artifacts and reflections submitted after Week 14 will not be accepted (except Module 9 artifact and reflection). All other assignments (not the artifacts or reflections) must be completed on time with no late work accepted. Please do as much as you can each week so you are not scrambling at the end of the semester. I want your portfolio to be something you can be proud of. Assignment and Assessment Descriptions Assignments: There will be assignments required in each Module. In Modules 2-9 you are required to submit an artifact for each of the Eight Areas of Responsibility in Canvas which will then be uploaded to your electronic portfolio after instructor approval and feedback. In addition, you will submit a reflection in Canvas for each of the artifacts which will also be uploaded to your electronic portfolio. You can find instructions on how to write the reflection and grading rubrics in each assignment description. Additional assignments will help you to network, apply the Areas, and look for job opportunities. Assignments will be due on Mondays at 11:59 PM. Initial discussion posts are due by Friday with peer responses posted by Monday. You are expected to complete the Exit Survey in Qualtrics. You will find a link to the survey

embedded in the course. Take a screenshot upon completion of the survey and upload the image for credit. The Student Rating of Instructor (SRI) is an important way for instructors to gather feedback on how to improve courses. Your honest assessment and thoughtful comments are encouraged. Discussions: There will be several Discussions to provide you opportunities to share your thoughts and opinions on specific topics. You will be required to respond to peers and are expected to be respectful with your comments. Assessments: The final assessment will include a thorough reflection paper on your learning throughout the Public Health program at UVU. Instructions and a grading rubric are provided in the assignment. You will present your professional portfolios at the end of the semester.

Required or Recommended Reading Assignments

General Description of the Subject Matter of Each Lecture or Discussion

Required Course Syllabus Statements

Generative AI

AI programs are evolving and we are learning how to incorporate them properly without harming independent thought, creativity, and critical thinking skills. These skills are vital and will continue to be throughout your education and beyond. Writing, thinking, and researching are skills you must develop over time to influence your independent thought and voice. That said, it is beneficial and timely to consider learning how AI can be helpful to you, and how to use AI for those purposes. The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities: Brainstorming and refining your ideas; Fine tuning your research questions; Finding information on your topic; Drafting an outline to organize your thoughts; and Checking grammar and style. The use of generative AI tools is NOT permitted in this course for the following activities: Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat. Completing group work that your group has assigned to you. Writing a draft of a writing assignment. Writing entire sentences, paragraphs or papers to complete class assignments. You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI tool. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to discuss it with me before submitting your work.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.