

RECEIVED

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OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: EDUCATION

Date Submitted: 3/2/2016

1b. Department/Division: Kinesiology - Health Promotion

1c. Contact Person

Name: Stephanie Bennett

Email: slbe226@uky.edu

Phone: 257-5687

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year¹ Fall 2016

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: KHP 325

2c. Full Title: Community Organizing in Health Promotion

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. **Course Description for Bulletin:** •This course is designed to provide students with an overview of community organizing and capacity building. There will be a focus on contextual frameworks and approaches used in community organization/building. Students will explore ways to conceptualize, promote and accomplish learning in various health promotion settings through community organizing and building across diverse groups and cultures, by advocating to influence public policy, and addressing ethical challenges that shape community organizing and capacity building.

2k. **Prerequisites, if any:** KHP 270 - Introduction to Health Education Health Promotion

2l. **Supplementary Teaching Component:**

3. **Will this course taught off campus?** No

If YES, enter the off campus address:

4. **Frequency of Course Offering:** Fall,

Will the course be offered every year?: Yes

If No, explain:

5. **Are facilities and personnel necessary for the proposed new course available?:** Yes

If No, explain:

6. **What enrollment (per section per semester) may reasonably be expected?:** 20-25

7. **Anticipated Student Demand**

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: Student in the College of Public Health, Nursing or the College of Arts and Sciences could be interested in this course.

8. **Check the category most applicable to this course:** Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. **Course Relationship to Program(s).**

a. **Is this course part of a proposed new program?:** No

If YES, name the proposed new program:

b. **Will this course be a new requirement for ANY program?:** Yes

If YES, list affected programs: This course is a requirement for the proposed new track (Track 2) in the existing Health Promotion program.

10. **Information to be Placed on Syllabus.**

a. **Is the course 400G or 500?:** No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|BFJO225|Benjamin F Johnson|KHP 325 NEW Dept Review|20150917

SIGNATURE|MYRT|Martha L Geoghegan|KHP 325 NEW College Review|20151023

SIGNATURE|JMETT2|Joanie Ett-Mims|KHP 325 NEW Undergrad Council Review|20160302

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

Upload File

| | ID | Attachment |
|--------|------|--|
| Delete | 5483 | Cardarelli support letter.docx |
| Delete | 5485 | KHP 325 support.pdf |
| Delete | 6350 | KHP 325 syllabus revised 2.29.2016.doc |

1

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
- * Contact Person Name: Email: Phone:
- * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year
- e.
- Should this course be a UK Core Course? Yes No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.
- | | | | |
|---|--|-------------------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> 3 Lecture | <input type="checkbox"/> Laboratory ¹ | <input type="checkbox"/> Recitation | <input type="checkbox"/> Discussion |
| <input type="checkbox"/> Indep. Study | <input type="checkbox"/> Clinical | <input type="checkbox"/> Colloquium | <input type="checkbox"/> Practicum |
| <input type="checkbox"/> Research | <input type="checkbox"/> Residency | <input type="checkbox"/> Seminar | <input type="checkbox"/> Studio |
| <input type="checkbox"/> Other | If Other, Please explain: <input type="text"/> | | |
- g. * Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course is designed to provide students with an overview of community organizing and capacity building. There will be a focus on contextual frameworks and approaches used in community organization/building. Students will explore ways to conceptualize, promote and accomplish learning in various health promotion settings through community organizing and building across diverse groups and cultures, by advocating to influence public policy, and addressing ethical challenges that shape community organizing and capacity building.

k. Prerequisites, if any:

KHP 270 - Introduction to Health Education Health Promotion

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 20-25

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree program? Yes No

If YES, explain:

Student in the College of Public Health, Nursing or the College of Arts and Sciences could be interested in this course.

8. * Check the category most applicable to this course:

- Traditional - Offered in Corresponding Departments at Universities Elsewhere
 Relatively New - Now Being Widely Established
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement for ANY program? Yes No

If YES, list affected programs:

This course is a requirement for the proposed new track (Track 2) in the existing Health Promotion program.

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
² The chair of the cross-listing department must sign off on the Signature Relating Log.

- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

From: [Cardarelli, Kathryn](#)
To: [Bennett, Stephanie L](#)
Subject: RE: KHP 325
Date: Friday, May 15, 2015 8:15:41 AM

Hi Stephanie,

Happy Friday! I shared your email with our health behavior faculty, and there appears to be strong support for your choice of textbook! Thanks again for sharing with us.

Best regards,
Katie

From: Bennett, Stephanie L
Sent: Friday, May 08, 2015 8:18 AM
To: Cardarelli, Kathryn
Subject: KHP 325

Hello Katie,

We are all very excited to receive Public Health's support for our new track in Health Promotion. Now to address the issue of the proposed community health course KHP 325. You suggested in our meeting that the focus should emphasize community capacity building. I found the following option as a possible text...*Community Organizing and Community Building for Health and Welfare --Edited by Meredith Minkler -- ISBN 0813524369*

<http://rutgerspress.rutgers.edu/product/Community-Organizing-and-Community-Building-for-He.4573.aspx>

I would welcome any information you might have regarding this book or other suggestions for texts for the course.

Thank you,
Stephanie

Stephanie Bennett, PhD.
Dept. of Kinesiology and Health Promotion
University of Kentucky
Seaton Center 211
Lexington, KY 40506
Cell - 812-604-8884
Office - 859-257-5687

From: Cardarelli, Kathryn
Sent: Wednesday, May 06, 2015 4:49 PM
To: Noland, Melody; Bennett, Stephanie L; Mark, Kristen P
Cc: Tumlin, Kimberly I; Oser, Carrie; Koch, Erin; Sanderson, Wayne
Subject: BS in Health Promotion

Hello all,

I had the fortune of discussing the proposed new track with Dean Sanderson this afternoon, and I am pleased to offer our support for your new non-teacher certification track. We are glad to see the new requirement of CPH 201, and we look forward to assisting you with modifications to KHP 325.

Thank you for your collaboration, and we look forward to continued strong relationships between our colleges.

Best regards,
Katie

Kathryn M. Cardarelli, Ph.D.
Associate Dean for Academic and Student Affairs
University of Kentucky College of Public Health
111 Washington Ave, Suite 120
Lexington, KY 40536
859-218-0241
Kathryn.cardarelli@uky.edu

UNIVERSITY OF KENTUCKY
KINESIOLOGY AND HEALTH PROMOTION DEPARTMENT
KHP 325– COMMUNITY ORGANIZING IN HEALTH PROMOTION
Class Meeting Day/Time: TBD

GENERAL INFORMATION:

- Instructor – Stephanie Bennett
- Office – Seaton Building 211
- Office phone – 859-257-5687
- Email – stephanie.bennett@uky.edu* (preferred method for contacting the instructor)
- Office Hours – TBA

TEXTBOOK:

- Textbooks required for this course:
 - Minkler, M. (2014) *Community Organizing and Capacity Building for Health and Welfare*, 3rd ed.; Rutgers University Press.

COURSE DESCRIPTION:

- This course is designed to provide students with an overview of community organizing and capacity building. There will be a focus on contextual frameworks and approaches used in community organization/building. Students will explore ways to conceptualize, promote and accomplish learning in various health promotion settings through community organizing and building across diverse groups and cultures, by advocating to influence public policy, and addressing ethical challenges that shape community organizing and capacity building.

PREREQUISITES: Students must have completed KHP 270 – Introduction to Health Education/Health Promotion.

COURSE DELIVERY: This course is designed as a face-to-face course.

LEARNING OUTCOMES:

The student will:

| LEARNER OUTCOME | ASSESSMENT | NCEC STANDARD |
|--|--|--|
| <ul style="list-style-type: none"> • Be able to define terminology related to community organizing and capacity building | Through participation in class discussions, quizzes and exams students will define and demonstrate their understanding of terminology. | |
| <ul style="list-style-type: none"> • Be able to relate the history of community organizing and capacity building health in the twentieth century. | Through participation in class discussions, quizzes and exams students will demonstrate their understanding of the history. | |
| <ul style="list-style-type: none"> • Be able to identify contextual frameworks utilized in community organizing and capacity building | Through participation in class discussions, quizzes and exams students will be able to identify different contextual frameworks | Responsibility 1 Competencies 1.1.3 |

| | | |
|--|---|---|
| | utilized in community organizing and building | |
| <ul style="list-style-type: none"> Be able to identify ethical challenges in building effective partnerships in the community | Through participation in class discussions, quizzes and exams students will be able to identify ethical challenges in building effective partnerships | Responsibility 2 Competency 2.3.4 Responsibility 5 Competencies 5.3.4, 5.3.5, 5.3.6, 5.4.8 |
| <ul style="list-style-type: none"> Examine community organizing and community building within and across diverse populations | Through class discussion, quizzes, and exams students will be able to examine community organizing across diverse populations | Responsibility 2 Competencies 2.3.5 Responsibility 5 Competency 5.5 |
| <ul style="list-style-type: none"> Explain the socioeconomics, cultural beliefs, and practices, and community dynamics that influence health within diverse populations | Through participation in class discussions, quizzes and exams students will be able to explain the socioeconomics, cultural beliefs, and practices, and community dynamics that influence health within diverse populations | Responsibility 2 Competencies 2.3.4 and 2.3.5 |
| <ul style="list-style-type: none"> Explain and examine the role of the internet and media as tools for community organizing and capacity building | Through participation in class discussions, quizzes and exams students explain and examine the role of the internet and media as tools to aid in community building | Responsibility 2 Competencies 2.3.1 and 2.3.3 Responsibility 7 Competencies 7.2, 7.3 |
| <ul style="list-style-type: none"> Discuss media advocacy as it relates to influencing public policy | Through participation in class discussions, quizzes and exams students will be able to explain media advocacy and its potential influence on public policy. | Responsibility 7 Competency 7.4 and 7.5 |

RESEARCH AND REFLECTION FOR LEARNING AND LEADING:

- This is the theme of the conceptual framework for the College of Education and reflects how our College and this course approach the preparation of professional educators. **Research** serves as one of the major ways for the student to locate and access current and scientifically valid health content information. Also research provides the basis for selecting, and developing the most effective health education and health promotion in schools, worksites, and the community. **Reflection** is emphasized for the purpose of decision-making in order to gain health related knowledge and skills and to learn how to apply health knowledge in various settings. **Learning** is part of the conceptual framework because health educators are committed to their own learning as well as the learning of others. The students will explore ways to conceptualize, promote and accomplish learning in various health education settings. **Leading** is an expectation for all health professionals. Health educators must become leaders in the health profession, in their classroom, school and in the community. Health educators serve as leaders for curriculum development, program planning, policy development, in addition to fulfilling many other leadership roles.

STANDARDS:

National Commission for Health Education Credentialing

Seven Areas of Responsibility:

Area I: Assess Needs, Assets and Capacity for Health Education

Area II: Plan Health Education

Area III: Implement Health Education

Area IV: Conduct Evaluation and Research Related to Health Education

Area V: Administer and Manage Health Education

Area VI: Serve as a Health Education Resource Person

Area VII: Communicate and Advocate for Health and Health Education

COURSE REQUIREMENTS:

1. 4 Exams – Students will complete 4 written examinations that include information from class activities, class lecture, and chapter readings.
 - a. All exams will be taken in class during class time.
 - b. Make up exam times and locations will be determined by the instructor.
2. 3 Quizzes – Students will complete 3 quizzes that include information from class activities, class lecture, and chapter readings.
 - a. All exams will be taken in class during class time.
 - b. Make up exam times and locations will be determined by the instructor.
3. 3 Case Study Reflection Papers – 3 Case studies will be presented in class as part of the lecture. Students will then be asked to write a reflection paper for each study addressing a series of questions in the paper related to:
 - a. Identifying key issues, prioritize problems.
 - b. Being aware of resource constraints.
 - c. Identify community needs.
 - i. Student will turn in, at the beginning of class, a hard copy for each paper.
 - ii. Due dates for the reflection papers may be found in the course calendar at the end of the syllabus.
4. Group Agency Interview, Presentation, and Reflective Paper – Groups will select a local agency/organization:
 - Contact agency/organization and set up a time to interview supervisor.
 - Interview the agency's supervisor. Questions will be provided.
 - Each group will give a 20 minute power point presentation to the class over the agency.
 - Individually students will write a reflective paper over their agency interview experience. Students should demonstrate a synthesis of the program planning process as it relates to the agency they interviewed. More information will be given in class.
 - A rubric will be provided on blackboard for the presentation and the reflective paper.
 - Groups will be asked to select from a list of dates, found in the calendar at the end of the syllabus, to present their power point. Individually each student will turn in their reflective paper, at the beginning of class, on the day of their presentation.
- **If you are going to miss an exam or quiz the absence must be excused by the instructor before you may take a make-up. The student must set up a time to complete the exam or quiz. (see excused absence policy)**

- If you are going to miss a class when a homework assignment is due you must turn in the assignment early in order to receive full credit, unless you have an excused absence (see excused absence policy).
- Assignments accepted late will receive a letter grade reduction penalty for ***EACH DAY LATE*** ("each day late" does not mean "each class meeting day".... "each day late" means if an assignment is due in class on Monday but is not turned in until class on Wednesday the assignment is 2 days late...resulting in 2 letter grades or 20 percentage points being deducted from the assignment)

GRADING:

- Grades are based on total points accumulated divided by total points possible.
- 2 Examples:
 - Student accumulated 560 points -- Total points possible were 625.
 - $560/625 = .896$ multiply $.896 \times 100 = 89.6\%$...Students grade = A
 - Student accumulated 559 points -- Total points possible were 625.
 - $559/625 = .894$ multiply $.894 \times 100 = 89.4\%$...Students grade = B

GRADING:

| Grading Scale | |
|--|----------------|
| 4 Exams (100pts each) | 400 |
| 3 Quizzes (2 @15 pts each and 1@ 20pts) | 50 |
| 3 Case Study Reflection Papers (25 pts each) | 75 |
| Agency Interview/Presentation | 50 |
| Agency Reflective Paper | 50 |
| | |
| TOTAL | 625 |
| A = 100 – 90 | 625 - 560 pts. |
| B = 89 – 80 | 559 - 497 pts. |
| C = 79 – 70 | 496 - 435 pts. |
| D = 69 – 60..... | 434 - 372 pts. |
| E = 59 and below..... | 371 - 0 pts. |

Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)

- Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar <http://www.uky.edu/Registrar/AcademicCalendar.htm>

Final Exam Information

- Final Exam Date - TBA
- Final grades will be posted in myUK by the deadline established in the Academic Calendar <http://www.uky.edu/Registrar/AcademicCalendar.htm>

ATTENDANCE POLICY:

Excused Absences:

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences:

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

- A student must notify the Instructor of an absence prior to the absence or within one week after the absence. SR 5.2.4.2.E.
- A student must submit any written documentation supporting an excused absence within one week after the period of absence, except when the absence is for the observation of a major religious holiday.

Documentation Provided by University Health Services:

UHS provides 3 different levels of documentation for students:

- Tier 1 Documentation – a form completed and attested to by the student. This form is not an "appropriate verification" of illness and will not be accepted by the instructor.
- Tier 2 and Tier 3 Documentation – will be accepted as appropriate verification for an excused absence once verified by the instructor.
 - Students must forward the email from UHS to the Instructor. The Instructor will confirm the UHS visit by emailing the identified sender of the confirming email and request that the sender verify the authenticity of the email sent to the student.
 - This process will be used to excuse an absence so a student may make-up a missed exam or quiz.

Documentation Provided by Other Health Care Providers:

- The instructor will take steps to confirm the authenticity of documentation used by students from other providers. Students should provide the instructor with contact information for the health care provider. Once the instructor has contacted the health care provider to verify the illness and student absence...the absence may be excused.
 - This process will be used to excuse an absence so a student may make-up a missed exam or quiz.

Academic Integrity:

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Participation and Professionalism/ Class Conduct:

- The Kinesiology & Health Promotion program is a teacher preparation program, and as such expects you to work and to transition into the teaching profession. This entails both mature personal behavior and professional conduct based on the College of Education's Functional Skills

and Dispositions (see Student Handbook at <http://education.uky.edu/AcadServ/content/student-handbook-education-programs>). These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Ethics Statement:

- This course and its participants will not tolerate discrimination, violence, or vandalism. The Kinesiology and Health Promotions Department is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.
- The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.
- All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field experiences may result in failure for the course and/or expulsion from the KHP program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult the instructor of the course or the KHP department chair if you have questions regarding this requirement.

TENTATIVE CALENDAR

| Week | Chapter Readings Assigned | Content to be covered | Due Dates (TBD) |
|------|---------------------------|--|---|
| WK 1 | Chapter 1 | Introduction to Community Organizing and Community Building | |
| WK 2 | Chapter 3 | Improving Health through Community Organization and Community Building: Perspectives from Health Education and Social Work | |
| WK 3 | Chapter 4 | Contrasting Organizing Approaches | Quiz 1 |
| WK 4 | Chapter 6 | Community, Community Development, and the forming of Authentic Partnerships | Exam 1 |
| WK 5 | Chapter 7 | Ethical issues in Community Organizing and Capacity Building | Agency Presentations & Reflective Paper |
| WK 6 | Chapter 12,13,14 | Community Organizing and Community Building within and Across Diverse | |

| | | Groups and Cultures | |
|-------|------------------|---|---|
| WK 7 | Chapter 12,13,14 | Community Organizing and Community Building within and Across Diverse Groups and Cultures | Quiz 2 |
| WK 8 | Chapter 20 | Using Community Organizing and Community Building to Influence Public Policy | Exam 2 |
| WK 9 | Chapter 22 | Media Advocacy: A Strategy for Helping Communities Change Policy | Agency Presentations & Reflective Paper |
| WK 10 | Chapter 8 | Case Study -Building Partnership between Local Health Departments and Communities | C.S Reflective Paper 1 |
| WK 11 | Chapter 14 | Case Study – Popular Education, Participatory Research, and Community Organizing with Immigrant Restaurant Workers in San Francisco’s Chinatown | Quiz 3 C.S. Reflective Paper 2 |
| WK 12 | Chapter 16 | Case study – Using the Arts and New Media in Community Organizing and Community Building: Post Katrina New Orleans | Exam 3 C.S. Reflective Paper 3 |
| WK 13 | Chapter 17 | A Coalition Model for Community Action | Agency Presentation & Reflective Paper |
| WK 14 | Chapter 10 | Mapping Community Capacity | |
| WK 15 | Chapter 11 | Selecting an “Cutting” the Issue | Agency Presentation & Reflective Paper |
| WK 16 | | DEAD WEEK | |
| WK 17 | | FINAL EXAM WEEK | Exam 4 |