

RECEIVED

MAR 8 2013

UNIVERSITY OF  
KENTUCKY

## Current Course Report

3/11/2013 10:07 AM  
OFFICE OF THE  
SENATE COUNCIL

### Course Information

Date Submitted: 3/11/2013

Current Prefix and Number: KHP - Kinesiology and Hlth Promotion , KHP 230 - HUMAN HEALTH &WELLNESS

Other Course:

Proposed Prefix and Number: KHP 230-201

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

### 1. General Information

a. Submitted by the College of: College of Education

b. Department/Division: Kinesiology - Health Promotion

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: JOAQUIN FENOLLAR

Email: joaquin.fenollar@uky.edu

Phone: 801-477-0345

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

### 2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: HUMAN HEALTH AND WELLNESS

Proposed Title: HUMAN HEALTH AND WELLNESS

c. Current Transcript Title: HUMAN HEALTH &WELLNESS

Proposed Transcript Title: HUMAN HEALTH &WELLNESS

d. Current Cross-listing: none

Proposed – ADD Cross-listing : KHP 230-201

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3.0

Proposed Meeting Patterns

LECTURE: 3.0

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3.0

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: The study of health promotion, wellness, and disease prevention concepts as applied to individual, familial, and community health.

Proposed Course Description for Bulletin: Same: The study of health promotion, wellness, and disease prevention concepts as applied to individual, familial, and community health.

2j. Current Prerequisites, if any: None

Proposed Prerequisites, if any: None

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale: No

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms: No

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here: No

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name: Joaquin Fenollar

Instructor Email: joaquin.fenollar@uky.edu

Internet/Web-based: Yes

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? The course will have a structure. A week by week calendar is presented in the syllabus with clear instructions regarding materials to read, assignments, individual and group projects, deadlines of each assignment, quizzes, and final exam. Students will be asked to establish contact with the instructor in regular basis. Students are asked to participate in individual projects and deliver an audiovisual report of the learning experiences. Students are asked to participate in different forums and interact with each other in weekly basis through the Discussion Board tool available through Blackboard as well as through presentations using Adobe Connect. Rubrics are provided to students so they know how to meet expected criteria to obtain full grades in assignments. Students will receive weekly feedback from instructor based on forum postings, assignment reports, or quizzes. The course syllabus conforms to the University Senate Syllabus Guidelines for Distance Learning Considerations. See attached Syllabus, please.

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. The course goals will be the same as the classroom face-to-face course. Students will also use the same textbook, with an additional option to choose the e-book version or loose-leaf version of the same book (less expensive). Students will also obtain a passcode from the publisher in order to access to the ebook online and learning tools offered from publisher, McGraw Hill Higher Education Tool, which is integrated in Blackboard. Students have the same reading assignments. Same quizzes (online format). Same discussion opportunities using the Discussion Board in Blackboard. Same individual projects and assignments. Same assessment tool as classroom-based: quizzes, final exam, presentations, and experiential assignments. Because students may live in different regions, it is expected that their presentation projects will enrich the learning of all the students.

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. Students are asked to sign a statement of honesty. Students are asked to watch a video on plagiarism and sign an agreement stating that they will abide to the statement of honesty and avoid any kind of plagiarism or dishonest conduct. Students are required to report written assignments on the different topics covered in this course. They have also to work in two projects and present them to the instructor through an interview via internet (webcam). The instructor will ask questions regarding the projects in order to assess the understanding of the students. The instructor will monitor time and occasions in which students visit Blackboard as instructor has access to Blackboard use Stats. All the materials and resources of the course will be available through Blackboard. Students can access to Blackboard by using an individualized username and password. State consequences of cheating, etc. according to Univ. policies. Offenses to the academic policy and conduct are described in the syllabus.

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? No

If yes, which percentage, and which program(s)? No

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? Students can contact at any time with instructor via email and/or phone. Students will have distance access to the same student services that those taking the class in a traditional classroom settings. The syllabus specifies the ways in which students can access to student services, even if they live hundreds of miles away from campus. The following information is also included in the syllabus: Distance Learning Library Services: (<http://www.uky.edu/Libraries/DLLS>) ?Carla Cantagallo, DL Librarian, Email: [dlservice@email.uky.edu](mailto:dlservice@email.uky.edu) ?Local phone number: 859. 257.0500, ext. 2171; ?Long-distance phone number: (800) 828-0439 (option #6)

6. How do course requirements ensure that students make appropriate use of learning resources? There are a variety of activities and tools in this online version of the course, so students can learn in many different ways (Hands-on projects such as Field Trips and interviews, Self-improvement Project including small group support, Individual Audiovisual Presentations, Learning Journal, Interview with instructor, Forums,.... For each of these course requirements students are encouraged to use all the tools available to them online and through Distance Learning Library Services: (<http://www.uky.edu/Libraries/DLLS>. Students will be encouraged to contact Carla Cantagallo, Distance Learning Librarian, and ask questions regarding the use of learning resources (Email: [dlservice@email.uky.edu](mailto:dlservice@email.uky.edu), 859. 257.0500, ext. 2171; Long-distance phone number: (800) 828-0439, #6).

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. The attached syllabus contains specific details regarding online access to all the materials and tools needed for the course as well as tutorials on how to use some online tools. Through Blackboard, students will have access to different resources, learning tools, student-student interaction tools, students-instructor interaction tools. Some of these tools are online training materials (free tutorials online), Adobe Connect, Discussion Board, McGraw-Hill Higher Education Connect, online quizzes, online grades, online library services, email, phone number.

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/>)? The first line to solve any problem students may encounter is the instructor (phone, cell phone, and email provided). The syllabus also contains a specific contact for technical difficulties that may be beyond the scope of the instructor. The following paragraph is included as well in the syllabus: If you experience technical difficulties contact Customer Service Center at 859-218- HELP (4357) or by e-mail at [helpdesk@uky.edu](mailto:helpdesk@uky.edu). Please also inform the instructor when having technical difficulties. It is the student's responsibility to resolve technical problems and to notify the instructor.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

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. Yes

10. Does the syllabus contain all the required components? YES

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

Instructor Name: Joaquin Fenollar

SIGNATURE|MNOLA01|Melody P Noland|Dept approval for ZCOURSE\_CHANGE KHP 230|20121102

SIGNATURE|MYRT|Martha L Geoghegan|College approval for ZCOURSE\_CHANGE KHP 230|20121104

SIGNATURE|MNOLA01|Melody P Noland|Approval resent to department for ZCOURSE\_CHANGE KHP 230|20121116

SIGNATURE|MYRT|Martha L Geoghegan|College approval for ZCOURSE\_CHANGE KHP 230|20121116

SIGNATURE|JMETT2|Joanie Eit-Mims|Undergrad Council approval for ZCOURSE\_CHANGE KHP 230|20121116

SIGNATURE|MYRT|Martha L Geoghegan|Approval resent to college for ZCOURSE\_CHANGE KHP 230|20121116

SIGNATURE|JMETT2|Joanie Eit-Mims|Undergrad Council approval for ZCOURSE\_CHANGE KHP 230|20121218

Courses	Request Tracking
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Course Change Form

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

Open in full window to print or save

Generate F

Attachments:

Upload File

ID	Attachment
Delete 948	KHP 230 Distance Learning Syllabus 1 FENOLLAR.pdf

First 1 Last

Select saved project to retrieve...

Got  Now

NOTE: Start form entry by choosing the Current Prefix and Number (\*denotes required fields)

<b>Current Prefix and Number:</b>	KHP - Kinesiology and Hlth Promotion KHP 230 - HUMAN HEALTH & WELLNESS	<b>Proposed Prefix &amp; Number:</b>	KHP 230-201
* What type of change is being proposed?		<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception for same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not im: content or emphasis <input type="checkbox"/> Minor - a change in prerequisi(t)s which does not imply a change in cc or emphasis, or which is made necessary by the elimination or significant z the prerequisi(t)s <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No			
If YES, check the areas that apply:			
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
1. General Information			
a. Submitted by the College of:		College of Education	
b. Department/Division:		Kinesiology - Health Promotion	
c.* Is there a change in "ownership" of the course?		<input type="radio"/> Yes <input checked="" type="radio"/> No      If YES, what college/department will offer the course instead? <input type="text" value="Select..."/>	
e.* Contact Person Name:		JOAQUIN FENOLLAR      Email: joaquin.fenollar@uky.edu      Phone: 801-477-0345	
* Responsible Faculty ID (if different from Contact)		Email:      Phone:	
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval      OR <input type="checkbox"/> Specific Term: <sup>2</sup>	
2. Designation and Description of Proposed Course.			
a. Current Distance Learning(DL) Status:		<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box ) the proposed changes do not affect DL delivery.			
b. Full Title:		HUMAN HEALTH AND WELLNESS	
Proposed Title: *		HUMAN HEALTH AND WELLNESS	
c. Current Transcript Title (if full title is more than 40 characters):		HUMAN HEALTH & WELLNESS	
c. Proposed Transcript Title (if full title is more than 40 characters):		HUMAN HEALTH & WELLNESS	

<b>d.</b>	Current Cross-listing: <input checked="" type="checkbox"/> N/A	OR	Currently <sup>2</sup> Cross-listed with (Prefix & Number): none		
	Proposed – ADD <sup>3</sup> Cross-listing (Prefix & Number):		KHP 230-201		
	Proposed – REMOVE <sup>2,4</sup> Cross-listing (Prefix & Number):				
<b>e.</b>	Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.				
Current:	Lecture 3.0	Laboratory <sup>2</sup>	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other _____ Please explain: _____		
Proposed: *	Lecture 3.0	Laboratory <sup>2</sup>	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other _____ Please explain: _____		
<b>f.</b>	Current Grading System:	ABC Letter Grade Scale			
	Proposed Grading System:*	<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade)			
<b>g.</b>	Current number of credit hours:	3.0	Proposed number of credit hours:*	3	
<b>h.*</b>	Currently, is this course repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/> No
	* Proposed to be repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES:	Maximum number of credit hours:			
	If YES:	Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>i.</b>	Current Course Description for Bulletin:				
	The study of health promotion, wellness, and disease prevention concepts as applied to individual, familial, and community health.				
	* Proposed Course Description for Bulletin:				
	Same: The study of health promotion, wellness, and disease prevention concepts as applied to individual, familial, and community health.				
<b>j.</b>	Current Prerequisites, if any:				
	None				
	* Proposed Prerequisites, if any:				
	None				
<b>k.</b>	Current Supplementary Teaching Component, if any:			<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both	

<p><i>Proposed Supplementary Teaching Component:</i></p>	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change
<p><b>3. Currently, is this course taught off campus?</b></p>	<input type="radio"/> Yes <input checked="" type="radio"/> No
<p><b>* Proposed to be taught off campus?</b></p>	<input type="radio"/> Yes <input checked="" type="radio"/> No
<p>If YES, enter the off campus address:</p>	
<p><b>4.* Are significant changes in content/student learning outcomes of the course being proposed?</b></p>	<input type="radio"/> Yes <input checked="" type="radio"/> No
<p>If YES, explain and offer brief rationale:</p>	
<p>No</p>	
<p><b>5. Course Relationship to Program(s).</b></p>	
<p><b>a.* Are there other depts and/or pgms that could be affected by the proposed change?</b></p>	<input type="radio"/> Yes <input checked="" type="radio"/> No
<p>If YES, identify the depts. and/or pgms:</p>	
<p>No</p>	
<p><b>b.* Will modifying this course result in a new requirement<sup>2</sup> for ANY program?</b></p>	<input type="radio"/> Yes <input checked="" type="radio"/> No
<p>If YES<sup>2</sup>, list the program(s) here:</p>	
<p>No</p>	
<p><b>6. Information to be Placed on Syllabus.</b></p>	
<p>a. <input type="checkbox"/> Check box if changed to 400G or 500.</p>	<p>If changed to 400G- or 500-level course you must send in a syllabus and <i>you must include the difference</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)</p>

**Distance Learning Form**

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for distance learning. **Fields are required!**

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technology.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent course for students utilizing DL. (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: <u>KHP 230 201</u>	Date: <u>11/2/2012</u>
Instructor Name: <u>Joaquin Fenollar</u>	Instructor Email: <u>joaquin.fenollar@uky.edu</u>

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based   
  Interactive Video   
  Hybrid

**Curriculum and Instruction**

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

The course will have a structure. A week by week calendar is presented in the syllabus with clear instructions regarding materials to read, assignments, individual and group projects, deadlines of each assignment, quizzes, and tests.
- 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 of student learning outcomes, etc.
 

The course goals will be the same as the classroom face-to-face course. Students will also use the same textbook, with an additional option to choose the e-book version or loose-leaf version of the same book (less expensive).



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 policy; etc.

Students are asked to sign a statement of honesty. Students are asked to watch a video on plagiarism and sign an agreement stating that they will abide to the statement of honesty and avoid any kind of plagiarism or dishonest

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 an as defined above?

No

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

No

\*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery is 12 months from the date of approval.

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?

Students can contact at any time with instructor via email and/or phone.

Students will have distance access to the same student services that those taking the class in a traditional

#### Library and Learning Resources

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

There are a variety of activities and tools in this online version of the course, so students can learn in many different ways (Hands-on projects such as Field Trips and interviews, Self-improvement Project including small

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

The attached syllabus contains specific details regarding online access to all the materials and tools needed for the course as well as tutorials on how to use some online tools. Through Blackboard, students will have access to

#### Student Services

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 the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

The first line to solve any problem students may encounter is the instructor (phone, cell phone, and email provided). The syllabus also contains a specific contact for technical difficulties that may be beyond the scope of

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

Yes

No

If no, explain how students 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, below?  Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
  - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation detailing the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859-257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: [dliservice@email.uky.edu](mailto:dliservice@email.uky.edu)
  - DL Interlibrary Loan Service: [http://www.uky.edu/Libraries/libpage.php?web\\_id=253&lib\\_id=16](http://www.uky.edu/Libraries/libpage.php?web_id=253&lib_id=16)

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

Instructor Name: Joaquín Fenollar

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help/>)

Revised 8-02

<sup>11</sup> See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "normal" form will be sent to appropriate academic Council for normal processing and contact person is informed.

<sup>12</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>13</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>141</sup> Removing a cross-listing does not drop the other course – It merely unlinks the two courses.

<sup>142</sup> Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

<sup>143</sup> You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>144</sup> In order to change a program, a program change form must also be submitted.

Submit as New Proposal    Save Current Changes    Delete Form Data and Attachments

# HUMAN HEALTH AND WELLNESS

KHP 230 Section 201

TBA: (i.e., SUMMER 2013, FALL 2013)

DEPARTMENT OF KINESIOLOGY AND HEALTH  
PROMOTION UNIVERSITY OF KENTUCKY

ONLINE COURSE

Distance Learning Course

SYLLABUS

## GENERAL INFORMATION:

- Instructor – Joaquin Fenollar, PhD
- Office: 100 Seaton Building # 145, Lexington, KY 40506
- Office phone : 859-257-2713 / Cell phone: 801-477-0345
- Email: joaquin.fenollar@uky.edu (Preferred contact method)
- Office Hours: Email or call to set appointment. Students may choose how to communicate with instructor (i.e., phone or video conference via Adobe Connect or Skype).
- Class meeting: Online (TBA: Start date, synchronized mtgs., assignments/quizzes/exam)

## COURSE DESCRIPTION:

- This course is designed to prepare students to gain a basic understanding and a firm foundation on the study of healthy lifestyles, wellness, health promotion and disease prevention concepts as applied to individual, familial, and community health.

**PREREQUISITES:** No course prerequisites are required.

**COURSE DELIVERY:** This course is online.

**IMPORTANT COMMUNICATION:** Please, carefully read and understand the entire syllabus prior to beginning the first class. Explore and become familiar with the entire course site as well. You will need an electronic version of this syllabus to access specific links.

There are assignments, quizzes, and a final exam with specific due dates.

## List of contents:

- COURSE OBJECTIVES
- COURSE REQUIREMENTS & ASSIGNMENTS
- GRADING
- DESCRIPTION ASSIGNMENTS
- TENTATIVE CALENDAR
- COURSE ACCESS (TECHNOLOGY REQUIREMENTS & BLACKBOARD 101 FOR FIRST-TIME ONLINE STUDENTS)
- LATE ASSIGNMENTS AND ABSENCES POLICY
- LEARNING OUTCOMES
- UK COLLEGE OF EDUCATION STANDARDS
- PARTICIPATION AND PROFESSIONALISM/ CLASS CONDUCT
- UNBRIDLED LEARNING INITIATIVES
- STUDENTS WITH DISABILITIES
- ETHICS STATEMENT & PLAGIARISM
- OTHER SERVICES AVAILABLE

## COURSE OBJECTIVES:

Through experiential activities, readings, researching, exploration, and presentations, students will:

- identify and show understanding (through discussion, quizzes and exam) of the basic foundations regarding the main concepts underlying healthy lifestyles, wellness, health promotion and disease prevention,
- recall and identify and understand health risk factors and health protective factors as applied to individuals, families, community, and society in general as it relates to different demographic characteristics.
- learn how to apply the foundations of healthy living in their own lives, and
- learn how to share and communicate the course knowledge with others.

## COURSE REQUIREMENTS:

### **REQUIRED TEXT and MATERIALS:**

- Teague, Mackenzie & Rosenthal (2011). Your health today: Choices in a changing society, 3rd Ed. McGraw-Hill Companies, New York, NY. ISBN-13: 978-0073380926. Students may choose between e-book, loose-leaf (more economical), or softcover versions of the book; however, all students are required to obtain a passcode to access McGraw-Hill Higher Education through Blackboard.
- Weekly questions for discussion, additional readings, specific rubrics for assignments, handouts, and audio visual materials will be made available through **Blackboard** under Assignments.
- Access to a computer and internet throughout the entire course.
  - Optional for group meetings (individual presentations) and video chat meetings with the instructor: internet webcam, microphone, and headset with a mic capable of using Adobe Connect Pro. There are many inexpensive headset with mic options online. Note: USB mics tend to perform better than "Mini- Stereo plug mini-din" connectors. The Headset needs a mic in order for the student's audio communications.
- UK LinkBlue account and login access to Blackboard

### **ASSIGNMENTS**

1. Post a **formal introduction** "Spotlight + What's in the News"
2. Complete **weekly readings** (textbook chapters) and assigned audiovisuals (i.e., lectures, movie/s, and/or instructional videos) as scheduled.
3. Participate in weekly **Discussion Board**: "Weekly Question" + "Students' posts"
4. Complete three "experiential" projects: **Three Field Trips**.
5. Complete **Self-Improvement Project** based on results from two Personal Health Portfolios.
6. Create and participate in one synchronized session in which other students will present an **Individual Audiovisual Presentation** with the outcome learning resulting from Field Trips, Self-Improvement Project, and topic of choice.
7. Complete a **5 minutes personal interview** with instructor online (via Skype or Adobe Connect).
8. Contribute to a class made **Learning Journal**: 100 + Q&A
9. Complete 6 bi-weekly online **quizzes** on the designated topics.
10. **Final Exam**.

GRADING:	Point Value	Percent of Grade
1. Formal Introduction / What's on News/Research	3	3%
2. Weekly Quiz (6 x 5 each)	30	30%
3. Discussion Board (15 x 1 pts.)	15	15%
4. Field Trips + Interviews (3 x 4 pts.)	12	12%
5. Self-Improvement Project (3 reports: 2+3+5)	10	10%
6. Individual Presentation (Trips + Self Project + Topic)	12	12%
7. One-on-one interview with instructor	3	3%
8. Final exam	15	15%
<b><u>Total Possible Points:</u></b>	<b>100</b>	<b>100%</b>

Students can review scores by going to MY GRADES in *Bd*. Grades will be updated every two weeks.

**Grading Scale:**

Point Range	Letter Grade
90-100	A
80-89	B
70-79	C
60-69	D
50-59	E

Notice: In order to obtain a full grade, students must complete every assignment, quiz and final exam. Every assignment missed will result in points missing pertaining to the assignment/s. All students must take all six Quizzes, the Final Exam, and the Individual Presentation. If any part of those three categories is missed, the grade will automatically drop 20% of the final total grade. If students miss (or are late) in 20% or more of all remaining assignments, the instructor will automatically drop the student from the class (See Absences Policy).

Final Exam: Online, timed: 60 min. (TBA: Date and time)

\*Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar. These grades will be based on the average grade from Quizzes and Assignments to that date.

(<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

## DESCRIPTION ASSIGNMENTS

**Note:** Students will be provided with a calendar of class assignments (including due dates) and readings listed for each week at the beginning of the course. Assignment sheets will also be provided. Instructions on length and formatting will be also provided.

1. **Spotlight + What's New on the News/Research?** During the first week of class, each student will post a formal introduction (written document or Power Point) in order to introduce himself/herself to the class. After that the student will share a paragraph (150 words minimum) regarding "What's New on the News or in Research" related to any topic of interest in relation with KHP 230. Specific details of how to complete each assignment will be posted under **Assignments, on Bb.**
2. **Weekly readings** of textbook chapters and other materials (lectures, research articles, audiovisuals, and documentaries) during due time as scheduled. More details under **Assignments, on Bb.**
3. **Discussion Board.** The instructor will post **weekly questions** on the Discussion Board in Blackboard and students must participate in the online forum before each class. Follow these steps to complete each posting. Go to Discussions on Bb, identify the Question for that week, and read carefully the question. Click on the question, then, click on **Create a Thread**. First you are asked to **answer the question posted by instructor (sometimes you may choose from options A,B,C)**. After that go to other threads created by your classmates, read them and make an educated (informed) comment on at least two answers from your classmates. Both your answer and your comments must be based on real facts (based on **current research and data, real experiences; after that you should share your personal opinion or exceptional cases**). You must cite your reference/s. I encourage you to read several answers and comments from others...as you may gain a greater understanding on the subject. **FORMAT:** Each response must have a minimum of **150 words**. Each comment to another student's response can be as short as **75 words**. Your answer and comments must be posted to Blackboard by 11pm EST on the due date to receive credit.
4. **Three Field Trips.** Visits and interviews at Health Service Agencies and/or Health Business that seek to promote healthy lifestyles, increase protective factors. You may also explore into a place, event, location that may increase risk factors for health. Specific details of how to complete each assignment will be posted under **Assignments, on Bb.**
5. **Self-Improvement Project.** Once you have decided a goal based on Personal Health Portfolios and have a plan of action, you must create a written online blog in order to share your progress, questions, challenges, relapses, and successes with your specific team of classmates. Specific details of how to complete each assignment will be posted under **Assignments, on Bb.**
6. **Individual Audiovisual Presentation.** Specific details of how to complete each assignment will be posted under **Assignments, on Bb.**
7. **5 minutes personal interview** with instructor online (via Skype or Adobe Connect). Schedule the interview during first two weeks of class.
8. **Learning Journal: 100 + Q&A.** Students will contribute in creating a list of 100+ Questions on the topics to be covered in this course. Each student will contribute with 10 questions and answers chosen from a list of main topics that will be posted under **Assignments on Bb.** Each answer must be based on real facts from current research findings. Cite your reference/s. **NOTICE:** Each response must have a minimum of **150 words**.
9. Complete six bi-weekly online **quizzes** on the topics designated. Once every two weeks, each student must complete a quiz online in order to demonstrate understanding of the readings and class materials. Quizzes are intended to prepare students for the Final Exam. Each quiz will be available at the beginning of the second week and it will be closed at 11 pm on the last day of the unit. **Note:** (1) In order to receive credit, the quizzes must be taken on Blackboard; (2) Students should read the readings and materials on which the quizzes are based very carefully in advance; (3) Quizzes must be completed during the allotted time and by the due date and time in order to receive credit The schedule for due dates and times of each quiz will be available on Blackboard ahead of time.
10. **Final Exam.** At the end of the course there will be a final exam based on the questions, quizzes, and lectures. The exam will be online, open book, and timed (60 min.).

### TENTATIVE CALENDAR

\*THIS CALENDAR IS SUBJECT TO CHANGE WITH PRIOR COMMUNICATION TO STUDENTS.

WEEK	DATE	CLASS ACTIVITY	DUE (Thursdays)
WK 1	TBA	Review and understand Syllabus and Navigation Online Read and Sign "Statement of Honesty" (See <i>Announcements</i> in <i>Bb</i> ) Create Teams (x3) to support each other with Self-Improvement Project Watch Video 1: About this class and the instructor. Instructor's "Formal Introduction" Watch Video 2: Plagiarism and any video needed for the course online navigation.	
WK 2		Health and Wellness: An Overview // What matters to YOU? Health in a Changing Society – Ch. 1 Self-Improvement Project Health Portfolios	Formal Intro DB 1 = Discussion Board 1
WK 3		Spirituality and Health - Ch. 4 Personal Field Trip # 1 Self-Improvement Project: Choose Goal and Plan	Quiz # 1 Self-Improvement Report #1 / DB 2
WK 4		Mental Health and Stress – Ch. 3 Stress Management Applications Sleep – Ch. 5	Field Trip Report 1 DB 3
WK 5		Body Weight and Body Composition – Ch. 8 Body Image – Ch. 9	Quiz # 2 DB 4
WK 6		Nutrition – Ch. 6 /	Self-Improvement Report #2 / DB 5
WK 7		Alcohol and Tobacco – Ch. 10 Personal Field Trip #2	Quiz # 3 DB 6
WK 8		Drugs – Ch. 11 Injury and Violence – Ch. 17	Field Trip Report 2 DB 7
WK 9		Cardiovascular Health – Ch. 15 Fitness – Ch. 7	Quiz # 4 DB 8
WK 10		Genetics / Family Health History - Ch. 2 Infectious Diseases – Ch. 14	Personal Interviews DB 9
WK 11		Cancer – Ch. 16 Personal Field Trip #3	Quiz # 5 DB 10
WK 12		Relationships and Sexual Health Ch. 12 Reproductive Choices– Ch.13	Field Trip Report 3 DB 11
WK 13		Environmental Health –Ch. 19 Health Promoting EBP in School and Community (Readings in Blackboard)	Quiz # 6 DB 12
WK 14		Complementary and Alternative Medicine – Ch. 18 Self-Improvement Project Report Completion	Self-Improvement Report #3 / DB 13
WK 15		Music, Arts, and Health (Readings in Blackboard) Individual Presentations	Presentations DB 14
WK 16		Review (Protective and Risk Factors, Developmental Assets) Individual Presentations	Presentations DB 15
WK 17		Preparation for Final Exam	Final Exam

Please, check the official academic calendar for important events, dates, or deadlines:  
<http://www.uky.edu/registrar/registrar/fall-2012>

### **COURSE ACCESS (CLASS TIME AND LOCATION)**

Except two instances, this is an asynchronous online course. There are only two required online meetings:

- ⇒ On the days of Individual Presentations (TBA)
- ⇒ On the day of personal interview with instructor (TBA)

Both meetings will be conducted via **Adobe ConnectPro** at <http://connect.uky.edu/khp230> website address. The course is conducted online via Blackboard. To access the course visit <http://elearning.uky.edu> and login to Blackboard with your LINK BLUE username and password.

Notice that all times listed on this Syllabus and Blackboard are Eastern Standard Time.

### **Minimum Technology Requirements**

Follow these steps to verify that your computer is correctly configured and you have all the software needed. **Notice that you may not be able to access course materials if you do not complete the following steps.**

1. [Click here](http://wiki.uky.edu/blackboard/Wiki%20Pages/Bb9%20Hardware%20and%20Software%20Requirements.aspx) to check the **minimum hardware, software and browser requirements.** (<http://wiki.uky.edu/blackboard/Wiki%20Pages/Bb9%20Hardware%20and%20Software%20Requirements.aspx>)
2. Use the recommended internet browser for Blackboard: **Firefox**. Go to <https://download.uky.edu/> to download a free version of Firefox. Log in with your **LINK BLUE** id and password and search for **Firefox**.
3. Go to <http://java.com> Click on **Free Java Download** button.
4. You will also need **Flash, Adobe Acrobat Reader and QuickTime movie player**. [Click here: BbGO!](#) If you need to download and install these programs.
5. To download **Windows Media Player**, [click here](#).
6. Students and faculty can download **Microsoft Office Suite** (including Word and PowerPoint) from this site: <https://download.uky.edu/>.

If you experience technical difficulties, contact **Customer Service Center** at 859-218- HELP (4357) or by e-mail at [helpdesk@uky.edu](mailto:helpdesk@uky.edu). Please also inform the instructor when having technical difficulties. It is the student's responsibility to resolve technical problems and to notify the instructor.

### **Blackboard 101 for First-Time Online Students**

This is a brief introduction for students using Blackboard for the first time.

- Go to <http://elearning.uky.edu> and log in with your **Link Blue ID**.
- Click on the **Courses** link near the top left of the page (to the right of My Bb and under the Library tab).
- In the **Course Search** box, type **Bb9-101** (best if you copy and paste as it is).
- Find the Course ID (first column) **Bb9-101-OnLine-Stu**, and click the down arrow next to the Course ID. Click **Enroll** then **Submit**.

### **Accessing to Quizzes and Final Exam**

Sign into **Blackboard (Bb)** from now on) click on **Course Tools** and click on **McGraw-Hill Higher Education**. Then click on [Go to My Connect Section](#). You can go back to **Bb** at any time by clicking on the Blackboard bottom that appears at the left of your screen.



## LATE ASSIGNMENTS

Assignments are due no later than 11:00 pm (Eastern Standard Time) on day listed in the Course Calendar (also available on Blackboard).

No late assignments. Late assignments will be accepted only in the event of **documented** excused inability/absences as defined by **University Senate Rules V, 2.4.2**. Problems associated with a computer, online services, out-of-town trips, procrastination, or forgetfulness are not acceptable excuses for late submission of assignments. It is the student's responsibility to make sure that assignments are submitted on time. **Note:** Once the deadline for submission has passed, these assignments will no longer be accessible on Blackboard and the grade pertaining to such assignment will be missed.

Make-up quizzes and assignments will only be given for **documented** excused absences (or inabilities) and are scheduled as needed. A missed quiz or assignment will result in a score of **zero** for that quiz/assignment/exam, unless an acceptable documented/written excuse is presented within 36 hours of the missed assignment.

## ABSENCES POLICY

**NOTICE:** Because this is an online class format, absences are counted as missed assignments and quizzes. If a student misses 20% of course work, the student will be dropped from the class by the instructor.

- According to the Rules of the University Senate, those students who miss more than 20% of the class (6 sessions) FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.
- Students should read the "Students Rights and Responsibilities Part II Section 5.2.4.2" (<http://www.uky.edu/StudentAffairs/Code/part2.htm>) for UK's policy on excused absences. As the instructor I may request verification for excused absences.
- Excused absences only include:
  - Death of a household member or immediate family.
  - Trips that are university related.
  - Major religious holidays
  - Significant or Serious illness of household member or immediate family.
  - Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

**LEARNING OUTCOMES:**

LEARNER OUTCOME	ASSESSMENT
<ul style="list-style-type: none"> <li>Gain understanding of basic terminology, concepts, principles, and programs related to Health and Wellness</li> </ul>	<p>Through participation in discussions forums, quizzes, and final exam students will demonstrate their understanding of concepts and principles regarding Human Health and Wellness</p>
<ul style="list-style-type: none"> <li>Gain updated information and understanding on how individuals, families, and communities may maintain, improve, or decrease their health</li> </ul>	<p>Students will participate in a variety of activities in which they will have opportunities to search information and then demonstrate (presentation and discussion format) the most updated information on health and wellness as applied to individuals, families, and community.</p>
<ul style="list-style-type: none"> <li>Gain a basic understanding of the physiological effects produced by healthy lifestyles or lack of such healthy habits</li> </ul>	<p>Through participation in specific activities and discussions, quizzes, and final exam students will demonstrate their understanding of the physiological effects produced by healthy lifestyles</p>
<ul style="list-style-type: none"> <li>Become familiar with the various types of healthy and unhealthy behaviors. Risk factors and Protective factors</li> </ul>	<p>Quizzes, a presentation, discussions and the final exam will also be used to assess students' understanding of different types of healthy and unhealthy behaviors. Risk and Protective Factors</p>
<ul style="list-style-type: none"> <li>Gain ability and skills to effectively communicate a chosen topic</li> </ul>	<p>A rubric is used to grade the presentation and discussion posts.</p>
<ul style="list-style-type: none"> <li>Identify current government initiatives to promote healthy lifestyles and prevent disease</li> </ul>	<p>Quizzes, a presentation, and a final exam will be used to assess students' understanding of current government initiatives to promote healthy lifestyles and prevent disease</p>
<ul style="list-style-type: none"> <li>Identify characteristics of effective programs (EBP) used to promote Health and Wellness</li> </ul>	<p>Quizzes and a final exam will be used to assess students' understanding of effective programs (EBP) used to promote Health and Wellness</p>
<ul style="list-style-type: none"> <li>Gain understanding of Health Promotion EBP used in schools and communities</li> </ul>	<p>Quizzes and a final exam will be used to assess students' understanding of current Health Promotion EBP used in schools and communities</p>

## UK COLLEGE OF EDUCATION STANDARDS

**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 Addressed in KHP 230 - 201

**Teacher Standards:** This course is designed to address the following teacher standards as published by the Kentucky Education Professional Standards Board:

1. Applied Content Knowledge
2. Designs and Plans Instruction
3. Creates and Maintains Learning Climate
4. Implements and Manages Instruction
5. Assesses and Communicates Learning Results
6. Demonstrates the Implementation of Technology
7. Reflects On and Evaluates Teaching and Learning
8. Collaborates with Colleagues/Parents/Others
9. Evaluates Teaching and Implements Professional Development
10. Provides Leadership within School/Community/Profession

### National Commission for Health Education Credentialing, Inc, Society for Public Health Education, and American Association for Health Education (AAHE & NACATE Standards)

Standard 1 - Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2 - Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Standard 3 - Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4 - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5 - Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6 - Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7 - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8 - Students will demonstrate the ability to advocate for personal, family and community health

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

**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.

**UNBRIDLED LEARNING INITIATIVES:**

- This course will provide students an opportunity to advance their knowledge and mastery of the "tools" associated with Kentucky education reform, including the Kentucky Core Academic Standards (as they become available), assessment literacy – assessment *for* learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

**STUDENTS WITH DISABILITIES:**

- If you have a documented disability that may require assistance or accommodation, or you have questions related to any accommodations for testing, note taking, note takers, readers, etc., please speak with me as soon as possible. Students may be asked to supply a letter from the Disability Resource Center (Room 2, Alumni Gym). If you have not registered with the Disability Resource Center (DRC) you may contact them at 859-257-2754 or email Mr. Jake Karnes, [jkarnes@uky.edu](mailto:jkarnes@uky.edu) for coordination of services. DRC: <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/index.html>

## 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.

## PLAGIARISM

Plagiarism and Cheating: These are serious offenses and will be treated so. Any active attempt to deceive regarding the student's work will be considered cheating. Any plagiarism or cheating offence will receive the maximum penalty available for that offence. Self-Plagiarism in this class is defined as using the same work (or close enough as to be considered the same work) as is/was used in another class.

All assignments, papers, and exams completed by students for this class should be the product of the personal efforts of the individual whose name appears on the work. Misrepresenting others' work as the student's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the University Senate Rules (6.3.1 and 6.3.2).

Students must watch at least one of these two videos below on plagiarism or read this [article](#):

Option A: [Plagiarism](#)

Option B: [Plagiarism](#)

## **OTHER SERVICES AVAILABLE**

Contacting the Instructor: Joaquin Fenollar, PhD., will be the primary contact for the course, as noted in "Office Hours" at the beginning of the syllabus. Emails sent to the instructor should include "KHP 230-201" in the subject and the student's first and last name within the email. The instructor will respond to emails within 48 hours; if the student fails to receive a response after 48 hours, please try emailing the instructor again. Voicemail messages left on the instructor office's phone or cell phone are also OK.

**Distance Learning Library Services:** (<http://www.uky.edu/Libraries/DLLS>)

- Carla Cantagallo, DL Librarian, Email: [dlservice@email.uky.edu](mailto:dlservice@email.uky.edu)
- Local phone number: 859. 257.0500, ext. 2171;
- Long-distance phone number: (800) 828-0439 (option #6)

## **Useful Websites:**

- <https://elearning.uky.edu/webapps/portal/frameset.jsp> is the link to blackboard (**Bb**)
- [http://www.uky.edu/Libraries/page.php?lweb\\_id=1](http://www.uky.edu/Libraries/page.php?lweb_id=1) is a good place to start if a student is not familiar with the University of Kentucky website and all the resources it has to offer.
- [http://connect.mcgraw-hill.com/connectweb/static\\_pages/index/index.html](http://connect.mcgraw-hill.com/connectweb/static_pages/index/index.html) is the link where you can access to your e-book "Your Health Today" and other learning tools provided by McGraw-Hill Companies.
- <https://connect.uky.edu/khp230-201/> is the link where you will be able to have a face-to-face online interview with instructor as well as the platform from which you will present your Individual Presentation to your classmates as a synchronized event. More instructions will be provided ahead of time.
- <http://owl.english.purdue.edu> is a good source for writing and citation tips. This is a highly regarded resource by people in the profession, and students can take advantage of it for free.
- <http://www.skype.com/intl> is the link to download SKYPE. This program is free and includes versions for both PC and MAC. Calls made between computers are free and can include both audio and video or just audio. Students can conference with the course instructor online.
- <http://www.wix.com>, <http://www.blogspot.com>, and <http://www.weebly.com> are easy-to-use sites that allow for free website creating.