

NEW COURSE FORM

1. General Information.				
a.	Submitted by the College of: Education	Today's Date: 8/2/2011		
b.	Department/Division: Kinesiology and Health Promotion			
c.	Contact person name: Stephanie Bennett	Email: slbe226@uky.edu	Phone: 859-257-5687	
d.	Requested Effective Date: <input checked="" type="checkbox"/> Semester following approval OR <input type="checkbox"/> Specific Term/Year ¹ : fall 2011			
2. Designation and Description of Proposed Course.				
a.	Prefix and Number: KHP 270			
b.	Full Title: Introduction to Health Education and Health Promotion			
c.	Transcript Title (if full title is more than 40 characters): Intro to Health Education and Promotion			
d.	To be Cross-Listed ² with (Prefix and Number): _____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.			
	3 Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail			
g.	Number of credits: 3			
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES:	Maximum number of credit hours: _____		
	If YES:	Will this course allow multiple registrations during the same semester? YES <input type="checkbox"/> NO <input type="checkbox"/>		
i.	Course Description for Bulletin:	This course is designed to provide students with an overview of the emerging professions of health education and health promotion. This course will focus on the history of health, future trends in health, increasing students' knowledge and skill development in health, and improving the students' ability to make application in the area's of health education and health promotion.		
j.	Prerequisites, if any: _____			
k.	Will this course also be offered through Distance Learning?			YES ⁴ <input type="checkbox"/> NO <input checked="" type="checkbox"/>
l.	Supplementary teaching component, if any: <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both			
3.	Will this course be taught off campus?			YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
4. Frequency of Course Offering.				

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 Routing Log.

³ 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, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

a.	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input type="checkbox"/> Spring	<input type="checkbox"/> Summer
b.	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain: _____			
5.	Are facilities and personnel necessary for the proposed new course available?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain: _____			
6.	What enrollment (per section per semester) may reasonably be expected?	25		
7.	Anticipated Student Demand			
a.	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
b.	Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, explain: _____	Students in the Minor in Health Promotion will be required to take this class.		
8.	Check the category most applicable to this course:			
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> 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 <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, name the proposed new program: _____			
b.	Will this course be a new requirement ⁵ for ANY program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES ⁵ , list affected programs:	Health Promotion; Kinesiology Teacher Education program (double major in Kinesiology and Health Promotion; minor in Health Promotion)		
10.	Information to be Placed on Syllabus.			
a.	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the differentiation for undergraduate and graduate students must be included in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)			
b.	<input checked="" type="checkbox"/> 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.			

⁵ In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: KHP 270

Proposal Contact Person Name: Stephanie Bennett Phone: 257-5687 Email: sbe226@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
KHP	9/12/11	Dr. Melody Noland / 257-5826 / mnola0@email.uky.edu	
C & C	9/22/11	Doug Smith / 7-1824 / dcsmit1@uky.edu	
College of Ed Faculty	10/10/11	Steve Parker / 7-5443 / spark01@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council	2/8/2012	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

UNIVERSITY OF KENTUCKY
KHP DEPARTMENT
KHP 270– INTRODUCTION TO HEALTH EDUCATION AND HEALTH PROMOTION

GENERAL INFORMATION:

Instructor – Stephanie Bennett
Office – Seaton Building 211
Office phone – 257-5687
Email – stephanie.bennett@uky.edu
Office Hours – Mon./Wed. – 12:00 – 2:00pm; Tue./Thurs. – 11:00 – 1:00pm
Other times are available by appointment

REQUIRED TEXT:

Butler, J. T. (2001) Principle of Health Education & Health Promotion(3rd ed.)
Wadsworth, Cengage Learning.

COURSE DESCRIPTION:

This course is designed to provide students with an overview of the emerging professions of health education and health promotion. This course will focus on the history of health, future trends in health, increasing students' knowledge and skill development in health, and improving the students' ability to make application in the area's of health education and health promotion.

PREREQUISITES: No course prerequisites are required.

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

STUDENT LEARNING OUTCOMES:

The student will:

STUDENT LEARNING OUTCOME	ASSESSMENT
Explain concepts and principles used in health education and health promotion.	Through participation in class discussions, a quiz and an exam students will demonstrate their understanding of concepts and principles used in health education and health promotion
Recognize and describe basic 5 philosophies used of health education.	In a class activity students will be given a scenario and they will have to apply one or more of the philosophies and explain to the class why they selected the philosophies they did. An exam will also be used to assess students

	understanding of the 5 philosophies
<ul style="list-style-type: none"> Identify theories and models focusing on behavior change. 	<p>In a class activity students will be given a scenario and they will have to apply one or more of the behavior change theories and explain to the class why they selected the theory they did.</p> <p>An exam will also be used to assess students understanding of behavior change theories</p>
<ul style="list-style-type: none"> Define ethics and explain why it is important to act ethically. 	Students will be given handouts for SOPHE and AAHE's code of ethics they will then write a reflective paper over ethics
<ul style="list-style-type: none"> List and describe the responsibilities of a health educator. 	An exam will also be used to assess students understanding of the responsibilities of a health educator
<ul style="list-style-type: none"> Identify major settings in which health educators are employed 	An exam will also be used to assess students understanding of different settings in which health education occurs and educators are employed.
<ul style="list-style-type: none"> Identify agencies, associations, and organizations associated with health education. 	<p>Agency project – students will select an agency, conduct an interview and create a power point presentation to share with the class.</p> <p>A rubric is used to grade the agency project</p>
<ul style="list-style-type: none"> Explain concepts and principles related to needs assessment, planning, and program implementation. 	<p>Agency project – Students must address in their power point need assessments conducted by their agency. Students will also discuss in their power point programs created and implemented by their agency.</p> <p>Students will also write a reflective paper over the agency project using program planning terminology.</p> <p>A rubric will be used to grade the project and reflective paper</p>
<ul style="list-style-type: none"> Explain the role of the CSHP and its systematic approach schools use to meet the needs of students, schools, and communities. 	An exam will be used to assess students understanding of the role of the CSHP.
<ul style="list-style-type: none"> Identify government initiatives being used in health education and health promotion. 	<p>Agency project – Students, during their interview, will ask about and identify in their power point any government initiatives their agency might be involved with.</p> <p>A rubric will be used to grade the agency project.</p>
<ul style="list-style-type: none"> Identify characteristics of effective programs used in health education/promotion 	An exam will be used to assess students understanding of the role of the CSHP.
<ul style="list-style-type: none"> Identify commonly used journals in the 	Out of class assignment- Students must

field of health education and health promotion.	identify at least 5 commonly used journals in the field of health education and health promotion
<ul style="list-style-type: none"> Identify the most commonly used on-line computerized databases for finding health education/promotion information. 	Out of class assignment – Students must identify 3 databases for finding health education and health promotion

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 270

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

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.

COURSE BIBLIOGRAPHY:

American Cancer Society. (2007) National Health Education Standards: Achieving Excellence (2nd ed.)

Centers for Disease Control and Prevention. (2000). School health programs: An investment in our nation’s future [Online]. Available: <http://cdc.gov/nccdphp/dash/ataglanc.htm>

Cottrell, R. R., Girvan, J. T., & McKenzie, J. F., (1999). *Principles & foundations of health promotion and education*. Boston: Allyn and Bacon. Chapter 3: Philosophical Foundations

Cottrell, R. R., Girvan, J. T., & McKenzie, J. F., (1999). *Principles & foundations of health promotion and education*. Boston: Allyn and Bacon. Chapter 5: Ethics and Health Education

Cottrell, R. R., Girvan, J. T., & McKenzie, J. F., (1999). *Principles & foundations of health promotion and education*. Boston: Allyn and Bacon. Chapter 8: Organizations and Agencies

Greener, J. S. (2004). *Health education and health promotion: learning centered instructional strategies* (5th ed). Boston: McGraw Hill. Chapter 4: Service Learning in Health Education

COURSE REQUIREMENTS:

1. 3 Exams – Students will complete 3 written examinations that include information from class activities, class lecture, class power points, and class readings.
2. 3 Quizzes – Students will complete 3 quizzes that include information from class activities, class lecture, class power points, and class readings.
3. Code of Ethics Paper – Copies of the code of ethics from SOPHE and AAHE can be found on blackboard under “assignments”. Students are to read through each organizations code of ethics. Students will then write a 1 page paper for each organization answering the following questions:
 - What is your overall opinion of the code? Does it include everything you thought it would? Were there any surprises?
 - Is there anything in the code you feel should not be there? If so what?
 - If you could add something else to the code, what would it be?
 - Do you think the profession should strive for a single code of ethics? Why or Why not?
4. Group Agency Interview , Presentation, and Reflective Paper – Students 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.
 - Give a 15 minute power point presentation to class over agency.
 - Students are to 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.

ONLY EXTRA CREDIT OPPORTUNITY:

- ***Read the book “Six Modern Plagues: And How We Are Causing Them” by Mark Jerome Walters.***
- ***Students must then write a minimum 5 page paper answering a series of questions provided by the instructor.***
- ***The paper is worth 10 points.***

- ***The paper can be turned in at anytime throughout the semester. However no paper will be accepted after Dec. 9th (the last day of classes).***

GRADING:

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

3 Exams (100 pts. each)	300 pts
3 Quizzes.....	50 pts
Ethics Paper.....	100 pts
Agency Interview/Presentation.....	100 pts
<u>Agency Reflective Paper.....</u>	<u>75 pts</u>
TOTAL =	625 pts

- C.
- A = 100 – 90625 - 560 pts.
 - B = 89 – 80559 - 497 pts.
 - C = 79 – 70496 - 435 pts.
 - D = 69 – 60.....434 - 372 pts.
 - F = 59 and below.....371 - 0 pts.

CLASS ATTENDANCE:

- Attendance will be taken every class period.
- According to the Rules of the University Senate, those students who miss more than 20% of the class 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.
- Attendance is expected. Habitual and excessive absences from class will not be tolerated. Such behavior will adversely affect your grade. Attendance will be taken every class period.
- 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.

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 you may contact them at 859-257-2754 or email Mr. Jake Karnes, jkarnes@uky.edu for coordination of services.

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.

Cell Phones and Laptops:

- o Please turn off your cell phones when you come into class. It is simply the courteous thing to do. If your cell phone becomes an issue (i.e. texting during class) you will be asked to leave the class, which will result in a recorded absence for each incident.
- o Laptops may be used for note taking. Class time is not a time to play on the internet, Facebook, MySpace, Google chat, etc. If use of your laptop in class becomes an issue you will be asked to leave the class, which will result in a recorded absence for each incident.

Tardiness: Students are expected to be in class on time. If tardiness is a continuous problem your grade will be affected. Coming to class late excessively will result in the tardy being counted as an absence.

ACADEMIC HONESTY POLICY:

Our instructors believe in the importance of reinforcing academic honesty. An Academic Honesty Code is used by students and faculty to promote an atmosphere of integrity and honesty. Examples of academic dishonesty that would require review by an Academic Honor Board are:

- o Taking an exam for another student.
- o Forging or altering an official document.
- o Paying someone to write a paper to submit under your name.
- o Copying someone else's work.
- o Including item's on a list of references that were not used.
- o Doing assignments for someone else.
- o Obtaining a copy of a test before it is given.
- o Cheating, Fabrication, Plagiarism, or Facilitation (knowingly helping someone else do any of the above.)
- o Students again can go to (<http://www.uky.edu/StudentAffairs/Code/part2.htm>) Part II Section 6.3 for UK's policy on academic integrity.
- o For a definition of plagiarism, how to avoid plagiarism and UK's new academic offense policy go to (<http://www.uky.edu/Ombud>)

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.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) 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 the question of plagiarism involving their own 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 anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. 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 of information, the student must carefully acknowledge exactly what, where and how he/she 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 (Section 6.3.1).

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

TENTATIVE CALENDAR

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

WEEK	MONTH/ DATE	CLASS ACTIVITY
	AUG.	
WK 1		1 ST day of class – Introductions/syllabus
		CHAP. 1 – Meaning of Health and Wellness
WK 2		CHAP. 2 – What is Health Promotion
	SEPT.	
WK 3	5	NO CLASS – LABOR DAY
		CHAP. 3 – What is Health Education
WK 4		CHAP. 4 – History of Health Education/Promotion
WK 5		CHAP. 5 – Health Education/Promotion as a Profession
	21	Philosophy/Ethics (Ch. 3 & 5 Cottrell, Girvan, McKenzie) ETHICS PAPER DUE.
	23	EXAM 1 (CHAPTERS 1-5)
WK 6		CHAP. 6 – Settings for Health Education/Promotion
		Service Learning (Ch. 4 Greenburg)
	OCT.	
WK 7		CHAP. 7 – Coordinated School Health Programs
WK 8		Agencies & Organizations (Ch. 8 Cottrell, Girvan, McKenzie)
	14	NO CLASS – ASHA CONFERENCE
WK 9		CHAP. 8 – Government Initiatives
WK 10		CHAP. 9 – Effective Programs
	28	EXAM 2 (CHAPTERS 6 – 9)
WK 11		CHAP. 10 – Learning and Behavior Change: Theories and Models
	NOV.	
WK 12		CHAP. 11 – Needs Assessment, Planning, and Implementation
WK 13		CHAP. 12 - Evaluation
WK 14	21	PRESENTATIONS
	23	NO CLASS – THANKSGIVING
	25	NO CLASS – THANKSGIVING
WK 15	28	PRESENTATIONS
	30	PRESENTATIONS
	DEC	
	2	PRESENTATIONS
WK 16		CHAP. 13 – Current and Future Issues in Health Education/Promotion
WK 17	16	FINAL EXAM – 1:00PM (CHAPTERS 10 – 13)

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>)