Course Information

Date Submitted: 1/2/2013

Current Prefix and Number: KHP - Kinesiology and Hlth Promotion , KHP 270 - INTRO TO HEALTH EDUCATION AND PROMOTION

Other Course:

Proposed Prefix and Number: KHP 270 -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: INTRODUCTION TO HEALTH EDUCATION AND PROMOTION

Proposed Title: INTRODUCTION TO HEALTH EDUCATION AND PROMOTION

c. Current Transcript Title: INTRO TO HEALTH EDUCATION AND PROMOTION

Proposed Transcript Title: INTRO TO HEALTH EDUCATION AND PROMOTION

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d. Current Cross-listing: none

  Proposed – ADD Cross-listing :   KHP 270-201

  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

  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: 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, and improving the students? ability to make application in the areas of health education and health promotion.

   Proposed 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, and improving the students? ability to make application in the areas of health education and health promotion.

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 rational: 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, and tests. 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 tests. 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 (newer edition; 5th edition). Students have the same reading assignments. Same type of tests (but online format). Perhaps even more discussion opportunities through the Discussion Board in Blackboard (as some students are more comfortable sharing much more through the online forum than in the classroom). Same individual projects and assignments. Same assessment tool as classroom-based: tests, presentations, and experiential assignments. Also, because students may live in different regions, it is expected that their presentation projects will enrich the learning of all the students.

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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 ?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, Individual Audiovisual Presentations, 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, 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, online tests, 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. 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 270|20121102

SIGNATURE|MYRT|Martha L Geoghegan|College approval for ZCOURSE_CHANGE KHP 270|20121104

SIGNATURE|MNOLA01|Melody P Noland|Approval resent to department for ZCOURSE_CHANGE KHP 270|20121116

SIGNATURE|MYRT|Martha L Geoghegan|College approval for ZCOURSE_CHANGE KHP 270|20121116

SIGNATURE|JEL224|Janie S Ellis|Senate Council approval for ZCOURSE_CHANGE KHP 270|20121116

SIGNATURE|JEL224|Janie S Ellis|Subworkflow for college notifications|20121127

SIGNATURE|MYRT|Martha L Geoghegan|Approval resent to approvers for ZCOURSE_CHANGE KHP 270|20121127

SIGNATURE|WF-BATCH|Batch User|Subworkflow for college notifications|20121204

SIGNATURE|WF-BATCH|Batch User|Reminder for minor course work item|20130101

INTRODUCTION TO HEALTH EDUCATION AND HEALTH PROMOTION
KHP 270 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 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 applications in the different areas of health promotion and health education.

PREREQUISITES: No course prerequisites are required.

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

IMPORTANT COMMUNICATION: <u>Please, carefully read and understand the entire syllabus</u> 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:

- understand and be able to explain the main concepts and terms relating to the field of Health Education and Health Promotion,
- recognize and describe basic philosophies of health education,
- learn how different health theories and planning models are used in health ed/promotion,
- learn how such concepts and theories are applied in different settings of health ed/prom.,
- identify initiatives by health services and agencies (i.e., government),
- identify and access to commonly used literature in the field of health education/prom., and
- learn how to share and communicate the course knowledge with others.

COURSE REQUIREMENTS:

REQUIRED TEXT and MATERIALS:

- Cottrell, Girvan, & McKenzie (2012). Principles and Foundations of Health Promotion and Education. 5th Ed. Benjamin Cummings (Pearson Ed. Inc.), San Francisco, CA. ISBN-13: 978-0-321-73495-2.
- 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" and "Statement of Honesty"
2. Complete **weekly readings**
3. Participate in weekly **Discussion Board**: "Weekly Question" + "Students' posts"
4. Complete three "experiential" projects: Three **Field Trips and Interviews**
5. **Individual Audiovisual Presentation**
6. Be present and actively engaged during the three synchronized sessions for presentations
7. Complete a **5 minutes personal interview**
8. Complete 6 online timed **tests** based on the topics.

GRADING:	Point Value	Percent of Grade
1. **Formal Introduction/News & Statement of Honesty**	**2**	**2%**
2. **Six Tests (8 points each)**	**48**	**48%**
3. **Discussion Board (15 x 1 pts.)**	**15**	**15%**
4. **Field Trips** + Interviews (3 x 6 pts.)	**18**	**18%**
5. **Individual Presentation (Interviews + Topic)**	**15**	**15%**
6. **One-on-one interview with instructor**	**2**	**2%**
Total Possible Points:	***100***	***100%***

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 and test. Every assignment missed will result in points missing pertaining to the assignment/s. All students must take all six Tests, and the Individual Presentation. If any part of those two 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 = Test # 6: 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 including length and formatting of assignments will be also provided via *Bb*.

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 270. Students will be also asked to read and sign a statement in which they give their word of honor about being honest in all the work done during this course (**Statement of Honesty**). 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. Each student must answer the main question and then make at least two comments (expressing agreement or disagreement, but always supporting with facts) on the answers of two other students. Steps on how to complete each posting and the rubric for posting answers to questions and comments will be available under Discussion Board, in **Bb, each week along with the questions.** Your answers and comments must be posted to Blackboard by 11pm EST on the due date to receive credit.

4. Three **Field Trips with interviews.** Students must select a topic within the breadth of KHP 270 and then select three different agencies, institutions, or organizations in connection with that topic. Students must contact those agencies in advance and set up times to interview the supervisors or professionals of most interest to the topic. Questions for the interview will be provided. More sspecific details on how to complete this assignment will be posted under **Assignments**, on *Bb*.

5. **Individual Audiovisual Presentation.** Based on the learning resulting from the different interviews (Field Trips) and the topic of choice, students will prepare a 10 to 15 minutes Audio visual Presentation in order to share with all classmates the outcomes of the learning experience. Specific details on how to prepare and deliver this online presentation will be posted under **Assignments**, on *Bb*.

6. All students must be present and actively engaged during the three synchronized sessions in which students will present their Individual Audiovisual Presentation. Rubrics will be provided. In order to get full grade for individual presentations, each student must be present during the other presentations. The instructor will select some notes from the individual presentations that will be part of the last test.

7. **5 minutes personal interview** with instructor online (via Skype or Adobe Connect). Schedule the interview during first two weeks of class. Further instructions will be given the first day of class.

8. Complete **six online tests** on the topics/chapters designated. Approximately, every two weeks, each student must complete an online timed test (approx. 45 min.) in order to demonstrate understanding of the readings and other class materials. ***Note:*** (1) In order to receive credit, the tests must be taken on Blackboard; (2) Students should read the readings and materials on which the tests are based very carefully in advance; (3) Tests 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 test will be available on Blackboard ahead of time.

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 *Announcements* in *Bb*) Watch Video 1: About this class and the instructor. Instructor's "Formal Introduction" Watch Video 2: Plagiarism and any needed video for the course online navigation.	
WK 2		A Background for the Profession of Health Education and Health Promotion: Definitions. – Ch. 1 Future Trends in Health Education/Promotion. –Ch. 10 Choose topic for Individual Presentation & Field Trips	**Formal Intro DB 1 = Discussion Board 1**
WK 3		Basic Underlying Concepts of the Profession – Ch. 1 What is Health Education? What is Health Promotion? (Readings) Field Trip and Interview # 1	**Test # 1 (Ch.1,10) Topic Presentation DB 2**
WK 4		History of Health and Health Education/Promotion – Ch. 2	**Field Trip Report 1 DB 3**
WK 5		Literature of Health Education/Promotion – Ch. 9 Finding and Accessing Health Data, Research, and more. Field Trip and Interview # 2	**Test # 2 (Ch.2,9) DB 4**
WK 6		Philosophical Foundations of Health Ed/Prom – Ch. 3 Ethics and Health Education/Promotion – Ch. 5	**Field Trip Report 2 / DB 5**
WK 7		Importance of using Theories and Planning Models – Ch. 4	**Test # 3 (Ch.3,4,5) DB 6**
WK 8		Public Health and School Health in the United States – Ch. 2 Field Trip and Interview #3	**Interview w. Instructor DB 7**
WK 9		Health Education Specialist (Role, Certifications, Graduate School,...) - Ch. 6	**Test # 4 (Ch.2,6) DB 8**
WK 10		Responsibilities, Competencies of Health Ed. Specialists - Ch. 6	**Field Trip Report 3 DB 9**
WK 11		Settings for Health Education/Promotion: School, Community, Worksite, Health Care, Universities, International. Ch. 7	**Test # 5 (Ch.6,7) DB 10**
WK 12		**Individual Presentations (1 hr.)**	**Presentations / DB 11**
WK 13		**Individual Presentations (1 hr.)**	**Presentations / DB 12**
WK 14		**Individual Presentations (1 hr.)**	**Presentations / DB 13**
WK 15		Government Initiatives. Agencies and Organizations Associated w Health Education/Promotion –Ch. 8	**DB 14**
WK 16		**Review**	**DB 15**
WK 17		**Finals Week**	**Test # 6 (Ch.8 & Presentations)**

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

⇒ Three different times (1 hr. each) on the days for Individual Presentations (TBA)

⇒ One time (5 minutes) on the day of personal interview with instructor (TBA)

Both meetings will be conducted via **Adobe ConnectPro** at **http://connect.uky.edu/khp270** 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 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 Playe**r, 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**. 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
• Understand and explain concepts and principles used in health education and health promotion	Through reading class materials, participation in online forums, tests, and presentations, students will demonstrate their understanding of concepts and principles used in HE/HP as well as their understanding of the underlying philosophies used in HE/HP
• Recognize and describe basic philosophies used in health education and health promotion	
• Identify and understand the applicability and value of theories and planning models when health educators/promoter seek to change health behaviors	Field Trips, readings, and forum sharing will provide with rich opportunities to demonstrate knowledge of how health theories and planning models are utilized in the real world
• Define, understand, and explain the role of ethics and the reasons of why it is important that health educators and professionals act ethically	By regularly participating in forums (discussions) online, and tests, students will be able to demonstrate their knowledge regarding ethics in HE/HP. Field Trips will also help students to share that they understand how ethics are practiced by real health professionals
• List and describe the responsibilities of a health educator	A test will be used to assess students' knowledge of the responsibilities of a health educator
• Identify major settings in which health education and health promotion professionals are employed (including international scope).	Participation in readings, forums and reporting (Presentations) of Field Trips (interviews) will help students to better identify major settings in the profession of HE/HP.
• Identify agencies, associations, and organizations associated with health education and health promotion initiatives to promote healthy lifestyles and prevent disease	The field trip projects and interviews will provide opportunities for students to find agencies, to conduct interviews, and to create a presentation to share online with class.
• Understand, explain, and categorize the applicability of needs assessment, planning, and program implementation	Class online discussions and class online reporting (Audiovisual Presentations) from Field Trips and Interviews will help students to better identify major settings in the profession of HE/HP.
• Understand the role and value of the CSHP (Coordinated School Health Program).	Understanding of CSHP will be measured through a test and forums.
• Identify characteristics of effective programs used in health education and health promotion	The interviews, presentations, and forums will provide opportunities for students to learn about characteristics of most effective health programs.
• Identify most commonly used literature in Health Education/promotion, including online databases	Contents posted in forums will be used to assess that students are accessing to Library Services online in order to identify and use the most valuable literature in the field of HE/HP.
• Identify initiatives by health services, organizations, and governmental agencies	Presentation of field trips and interviews will provide rich opportunities to demonstrate that students can identify and investigate about independent health agencies and government health services.

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 270 - 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 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 or 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 270-201" 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
- 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 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.

- 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.