Dewar College of Education and Human Services
Valdosta State University
Department of Department of Kinesiology & Physical Education

KSPE 2000
Online Health and Wellness for Life
2 Semester Hours

Guiding Principles (DEPOSITS)
  (**Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework**)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*
  (*To be used for all teacher preparation program courses. Identify those that apply specifically to this course.*)

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

AAHE Standards

Standard I: Content Knowledge. Candidates demonstrate the knowledge and skills of a health literate educator.
  Key Element C: Candidates describe practices that promote health or safety
  Key Element D: Candidates describe behaviors that might compromise health or safety
  Key Element E: Candidates describe disease etiology and prevention practices.
  Key Element F: Candidates demonstrate the health literacy skills of an informed consumer of health

COURSE DESCRIPTION

A course of study investigating the major health problems in modern society, with emphasis on methods of understanding and developing lifestyle changes for longer and healthier life. Information on topics

such as alcohol, drugs, stress management, nutrition, sexually transmitted diseases, cigarette and tobacco use, cancer, and cardiovascular diseases will be discussed.

REQUIRED TEXTBOOKS/RESOURCE MATERIALS
Hopson, J., Donatelle, R., and Littrell, T. (2015). 3nd Edition. Get Fit, Stay Well; ISBN#: 9780321911841.
With the book, the publisher gives you more resources to practice (code); however, to successfully complete this class you need just the book, a computer and computer skills.

COURSE OBJECTIVES

1.   Students will understand health and wellness as it pertains to their personal life.
2.   Students will understand the importance of proper nutrition and physical activity.
3.   Students will understand and identify risk behaviors associated with disease.
4.   Students will apply basic principles and concepts learned to improve their own lifestyle.

Course Policies and Procedures Access Policy:
Computer Failures and Viruses
Online students must maintain computer access at all times to the online course. Lack of computer access as an excuse for late work or missed exam/quiz will NOT be accepted. Review the Access Policy (Appendix A) to learn how you can take a proactive approach to your online success.

Online Student Participation and Conduct Guidelines
The practices of courtesy and respect that apply in the traditional classroom also apply online. However, the expectations and practice differ in the online classroom to greater extent. Review the Online Student Participation and Conduct Guidelines (Appendix B) to learn of these expectations.

Assignments
Please follow the order of chapters as listed within the Course Navigation area. Each chapter will build onto the next one and will be accessible according to the posted Schedule. Assignments and reading assessments within each chapter are due within specified time frames. Refer to the Schedule for specific due dates.
Be prepared to spend at least four (4) hours per week in the online class, studying and completing assignments.

Submitting Assignments
At the first sign of problems, contact your Internet Service Provider (ISP) immediately.
It is your responsibility to access the class on another computer in the event of hardware or software problems.

Online Discussions
The online discussions are required activities, and full participation is essential for your success of this course.

LABs
LABs are part of the class textbook. There are 20 selected LABs (1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 6.1, 7.1, 7.3, 8.1, 8.2, 9.1, 9.3, 10.1, 11.1, 12.1, 13.1, 13.3, 14.1, and 14.2) that are available in Blazeview **(see class schedule for details)**.

Student-Instructor Communications
While an online class is available 24 hours a day and offers greater flexibility for the student and instructor, **keep in mind that your instructor will not be available 24 hours a day**. I will check my email, voicemail, and online Office messages on a regular basis, but there may be times when I am unavailable due to other commitments and job responsibilities. I will respond to email, voicemail, or online Office messages as time allows. As a general rule, you can expect your direct question to be answered within 24 hours during week days.

Faculty Response
Course emails and discussion posts will be answered within 48 hours. Emails and submissions sent on Saturday or Sunday, or holidays may not be answered until the next school day. It is recommended that you post course-related questions in the discussion area. Other students may have the same questions as you or may even be able to answer your questions. If you need info related to a test or assignment, plan ahead and submit your questions well ahead of the due date. Additionally, you can contact your instructor during their online office hours or schedule an online meeting. **Your instructor is not online 24 hours per day, so please allow time for responses.**

When sending an email, please include your full name so I know to whom I'm responding. Often, the email addresses do not indicate who is sending the message.

Grading Policy Online Exams: Online exams are part of this class to assess your progress and whether you have met the course objectives. Academic integrity is important to VSU, myself the instructor, and yourself the student. You do not need a proctor for the tests.

Assignment: Twenty (20) 10-point Labs, fifteen (15) 10 point quizzes from chapter reading assessments, three (3) discussions worth 15 points each, one (1) Exercise Log worth 25 points, a Midterm worth 50 points, a Final worth 100 points each, and completion of SOI worth 10 points that must be completed within the time-frame as listed in the assignment due section of the course home.

Due Dates:

Twenty **(20) Lab Assignments**: Check each module for lab assignments that are in Blazeview.

Grading Criteria Labs: Students will be required to complete the assigned labs in the time allotted (see Appendix C for LAB rubric)

Quizzes/Reading Assessments: The quizzes/reading assessments will consist of multiple choice and are open book with a half hour limit on each quiz/reading assessment.

Discussion Grading Criteria
You are expected to respond to discussion questions and to two of your classmates. At least 3 entries to receive full credit (see Appendix D for discussion rubric). Each posting must be relevant and substantive. Responses to classmates must also be relevant and substantive (more than "I agree.")

Course Policies:
Assignments & Grading
- Late discussion board postings, assignments, reading assessments, or exams will not be accepted. The course assignment deadlines are the student's responsibility to monitor and cannot be modified for individual students.
- A malfunctioning computer and/or bad internet connection will not be an acceptable excuse for missing due dates. It is the students' responsibility to maintain a working computer to complete required assignments and exams. It is highly recommended that students have an alternative internet connection available (i.e. local library or coffee shop, friend, neighbor, or family member's computer, etc.) in the event of experiencing technical difficulties with a primary internet connection.
- All grade inquiries MUST be addressed within ONE week of the posted grade. Any inquiries after one week of posting will not be addressed unless a legitimate grading error is found.

Communication Procedures:
In an academic community, students, faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity and respect. As such the following are course policies for effective communication among all:

- General course questions should be posted in the "General Discussion Forum" so that all participants can benefit from the exchange.
- Private matters, of course, may be communicated by email or telephone.
- Provide full name and course number in all email communication.
- All email communication should be conducted in a respectful and professional manner.

- Address all inquiries and concerns as soon as possible. A delay in contacting the instructor may result in points lost.

Guidelines for a productive and effective online classroom:
- It is expected that each student will participate in the discussion board conversations in a mature and respectful fashion.
- Pay close attention to what classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
- Think through and reread comments before posting them.
- Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.
- Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments at all.
- Be open to be challenged or confronted on your ideas or prejudices.
- All online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course.
- What you put into an online course reflects on your level of professionalism. Here is a reference that discusses this: http://www.albion.com/netiquette/corerules.html.
- Please check the "Announcements" area and the course syllabus before you ask general course questions. If you do not see your answer there, then contact the instructor.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, go to Blazeview for technical resources.

Conduct in this Online Classroom
Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

COURSE EVALUATION

You will be given the opportunity to earn points in six (6) different areas: Fifteen (15) quizzes/reading assessments, Midterm, Final Exam, three (3) discussion boards, seven (20) LAB assignments, a one-week Exercise Log, and completion of SOI.
Assignments will not be accepted late.

Each student will earn a letter grade based on the following evaluation:

Quizzes/Reading Assessments (15)	150 points
Midterm Exam	50 points
Final Exam	100 points
Discussion Board Participation (3) (1) Introduction and (2) Technology and Fitness and Nutrition (3) Stress	45 points
LABs (20)	200 points
Exercise Log	25 points
SOI	10 points
Total	**580 points**

Grading Scale (A) 90 – 100 %   (B) 80 – 89% (C) 70 – 79% (D) 60 – 69 % (F) below 60%

522 – 580 points   A
464 – 521 points   B
406 – 463 points   C
348 – 405 points   D
Below 348   F

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

   http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

ACCESSIBILITY STATEMENT

Access Statement: Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and

regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

COURSE REQUIREMENTS AND ASSIGNMENTS

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using **APA style**. Proofread and correct papers before they are submitted. Those individuals whose communication skills indicate a need for assistance will be referred to the appropriate services on campus.

DIVERSITY

A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for the abilities and beliefs of all learners are the benchmarks of effective professionals.

TECHNOLOGY

As part of our conceptual framework, the College of Education and Human Services is committed to preparing professional teachers who are technology competent. As a result, technology has been infused into our education courses as directly related to effective teaching and student learning. You will be submitting assignments electronically. Please be sure to back up your work in multiple places.

Appendix A
ACCESS POLICY: COMPUTER FAILURES AND VIRUSES

Online students must maintain access at all times. The responsibility to maintain Web access rests with each individual student.

Please read carefully the following course policy.

- Each student must maintain consistent access to Web based course materials via a well operating computer and reliable Internet Service Provider (ISP).

- As an online student, you are committed to have regular access, or if your service is interrupted, to have an alternate available.

- If service is interrupted for any reason for more than 24 hours (power outage, Virus attack) or during an exam, assignment submission period, or other, each student must have a back-up plan in place.

- Work with your computer support to resolve problems specific to your computer. Make sure to have the correct telephone number or email address to contact them BEFORE the course begins.

- Blazeview has technical resources available.

- Realize that your instructor is NOT going to accept lack of access as an excuse for late work or missed exam/quiz access.

- Online active learners are proactive.

Before class begins:

- Make arrangements with a friend to use their computer as a back-up.

- Check out Internet access at your nearest library and find out the hours.

- Inquire at a public school for access to their computer lab or library.

- Complete and submit your work early.

- Don't wait until the deadline to submit your work in case you do have a problem (technical or other).

*Adapted with Permission from San Antonio College

Appendix B
ONLINE STUDENT PARTICIPATION AND CONDUCT GUIDELINES

Online courses are based on the premise that students learn best in a community. The instructor plays an important role, but this is a different role than most instructors play in the traditional, face-to-face classroom. While you may see a shift in the way classes work, you'll also notice that some things don't change: the practices of courtesy and respect that apply in the ordinary classroom also apply online, and may actually require more attention in this venue.
 Here are some guidelines:
1**. Get involved.** In the online environment, it's not enough to show up! Your voice must be heard in order to show your presence. Your comments are needed to add to the information, the shared learning, and the sense of community in each class.
 2. **Be persistent.** Remember that for many this is a fairly new environment. Each instructor still sets the rules, and you need to abide by them; however, if you run into any difficulties, don't wait! Send your instructor an email immediately or post in the Discussion Area. Most problems are easily solved, but your instructor and your fellow students need to hear from you before they can help.
3. **Share tips, helps, and questions**. For many, taking online courses is a new experience. There are no dumb questions, and even if you think your solution is obvious, please share it by posting it in the Discussion Area. For every student who asks a question, there are 10 others wanting to know the same thing.
4. **Think before you push the Send button.** Did you say just what you meant? How will the person on the other end read the words? While you can't anticipate all reactions, do read over what you've written before you send it.
5. **Consider the context.** Remember that we can't see the grin on your face when you make a sarcastic comment, we can't see the concern on your face if you only say a couple of words, and we can't read your mind and fill in the gaps if you abbreviate your comments. So: help us "see" you by explaining your ideas fully.
6. **Ask for feedback.** Not sure how your ideas and comments will be taken? Remember there's a person on the other side. If you disagree with what someone has said, practice all your communication skills as you express that disagreement. "Flaming," or flying off the handle and ranting at someone is unacceptable; it is the equivalent of having a tantrum, something most of us wouldn't do in an onsite, face to face classroom.
7. **Act with respect**. Any discriminatory, derogatory or inappropriate comments are unacceptable and subject to the same disciplinary action that they would receive if they occurred in the face to face classroom. If you have concerns about something that has been said, please contact your instructor.
8. **Exercise integrity.** Plagiarism, cheating, and other violations of ethical student behavior are serious actions in a learning community. See Academic Integrity Policy in the course syllabus.
9. **Recognize the consequences**. Consequences of online student behavior that contradicts the VSU Academic Integrity policy will be addressed on an individual basis and in accordance with VSU Academic Integrity policy. Refer to the College Catalog for more information.

*Adapted with permission from San Antonio College

Appendix C
LAB Assignment Rubric

	10 Points	5 Points	0 Points
Content	Assignment is complete with all questions answered.	Demonstrates some understanding of assignment but missing some parts	Assignment is not submitted on time.
Using MS Word for Editing worksheet	Assignment created in MS Word, or saved as a PDF file. Template used that was attached to assignment. Assignment file must be uploaded as a separate document to assignment area.	Assignment added to submission box and completed, but not submitted as a word document or PDF file. Assignment was not on the template that was provided.	No assignment was submitted.
Style, Grammar, Spelling, graphs (when appropriate)	Spelling, grammar, punctuation, images all correct	Some errors in grammar and /or punctuation	Numerous errors in grammar, spelling and punctuation are occurring in assignment
Follows assignment directions	Assignment follows directions	Assignment did not follow all directions	Assignment did not follow directions at all. Submitted work but did not answer any questions

Appendix D
Discussion Grading Rubric

	Target 15 Points	Acceptable 10 Points	Needs Work 5 Points	Unacceptable 0 Points
Quality of Posting	• 3-5 entries: • Posting is clearly focused on the prompt and reflects related readings with use of specific evidence and information. • Entries include an outside resource, or a relevant, specific real life application.	• 3-5 entries: • Responds appropriately to the question posted and makes reference to readings	• 2-3 entries: Each entry is posted but is brief (less than 2 sentences) • It has little in the way of thoughtful, substantive ideas concerning the assignment and /or course content related to it.	• Less Than 3 Postings are made in the discussion board area. • Posting is not relevant to the question(s) posed
Quality of Reply	• Response relevant to targeted posting and supports position with appropriate and effective factual information based on source information • All class member's postings were read and taken into account through reply • Response to class mate(s) clearly indicates your position in relation to what fellow students(s) said or wrote (e.g. - agreeing, disagreeing, adding to, modifying, extending or questioning it.) • Responded appropriately to at least 2 class members' postings	• Response relevant to posting(s), but fails to support position • Most classmates' postings were reviewed prior to posting of reply • Responded appropriately to at least 2 classmates' postings	• Responded appropriately to at least 1 fellow student or in response to a fellow student it is a quite simple and just a personal remark not a substantive reply (ex. "Good, I really liked your comment.)	• Response not relevant to original prompt/ posting(s) • Minimal effort demonstrated to read all classmates' postings • Did not respond or responded inappropriately to classmates' postings
Demonstration of Meaning Comprehension through Assigned and Outside Source Material	• Responds to question posted and demonstrates understanding of material through effective use of outside source material • Sources correctly cited in APA	• Postings reflect the reading and some outside source material • Minimal outside source material cited • Correct APA citations	• At least one mention of an outside source • Not correct APA citations	• Responds to the question posted without mention from readings • No outside sources used