THE UNIVERSITY OF TEXAS AT TYLER
DEPARTMENT OF HEALTH AND KINESIOLOGY
TENTATIVE COURSE SYLLABUS

FALL 2019

Course Title: Personal and Community Wellness
Course Number: ALHS 1300.060
Credits: 3 Hours
Prerequisites: None
Days/Hours of Class: Any time
Room: Not Applicable, as the class is offered asynchronously online via Canvas.

INSTRUCTOR INFORMATION
Name and Title: Sarah Cowan, M.S., RYT 200, CBE
Office Location & Phone Number: HPC 3065, (903) 566-7031
Email Address: scowan@uttyler.edu
Office Hours: No official office hours. Please contact me via email if you need to schedule an in-person meeting.

TEXTBOOK


You may order this book from various sources, including the UT Tyler Bookstore:
http://uttyler.bncollege.com/
Phone: 800-UTTYLER (800-888-9537) or 903-566-7070
Fax: 903-566-1435

Course Description:
ALHS 1300 - Personal and Community Wellness: Study of individual, societal and cultural considerations in health and wellness. Emphasis is on health-related factors that the individual can affect and on individual decision-making.

DEPARTMENTAL AND PROGRAM LEARNING OUTCOMES

By the end of your Bachelor of Science in Kinesiology Program, you are expected to accomplish the following learning outcomes at above average levels including:
- Mastery of Kinesiology and/or Health Related Content
- Application of Critical Thinking Skills
- Demonstration of Communication Skills
- Demonstration of Leadership Skills
- Exhibit Integrity/Ethical behavior in different settings.
- Demonstrate use of Technology
- Demonstrate an appreciation of Human Diversity and Multiculturalism
**Student Learning Outcomes:** By the end of this course, the student will be able to do the following:

1. **Foundational Knowledge:** Identify and discuss the major concepts related to lifespan personal and societal wellness
2. **Application:** Apply fitness principles to design a personal or community fitness and wellness exercise programs to improve wellbeing of the community.
3. **Human Dimension:** Evaluate the changing cognitive, social, physical and motor abilities of an individual over the lifespan and develop a desire to lead an active lifestyle at personal and societal levels.
4. **Learning how to learn:** Incorporate technology to research and blog on important personal and community wellness issues.
5. **Care:** Demonstrate due care and proactive intervention to advocate for active living at the individual level and in the community.
6. **Integration:** Use the trans-theoretical model to explain the relationship between individual willpower and behavior change in a society.
7. **Foundational Knowledge:** Demonstrate an understanding of the assessment for physiological change in physical fitness (i.e., cardiovascular, muscular strength, flexibility, and body composition) and explain the relationship of these changes with fitness and wellness.
8. **Application:** Prepare a sample fitness workout program for an individual of choice.

**Methods of Instruction:**
Student learning experiences to include but not limited to: a) observation and analysis of personal and others’ fitness behaviors b) reading designated textbook and supplementary material c) online engagement via Canvas through YouTube, audio lessons, PowerPoint presentations, blogs, journals, and discussion board.

**Course Procedures:**

**Offered Online via Canvas**
Please read this syllabus carefully and in its entirety before you do anything else in the course. Note important details, but especially take note of the categories of information in this syllabus. The syllabus is intended to provide key information at the outset of the course, as well as throughout the entire semester. I strongly recommend that you refer to the syllabus frequently throughout the course. Note that the course is entirely online, so you are required to do your work via canvas. Make sure you finish your tasks in the specified times. Please, ensure that after your initial reading of this syllabus, you check the various links in the course (in CANVAS) to start to familiarize yourself with “what is where.”

**COMMUNICATION WITH INSTRUCTOR**
Please feel free to contact me throughout the semester, by email or by appointment in person. All email correspondence associated with this course should be directed to the email above (scowan@uttyler.edu). VERY IMPORTANT: Every email you send to me related to the course should have “ALHS 1300.061” in the subject line. This helps with automatic sorting of my email. Always be sure your email includes your name somewhere, so it is obvious to me who the sender is. This applies especially if your email address does not include your name.

**IMPORTANT NOTE ON EMAILS:** Students are required to use their Patriot email accounts for course work. If all is working properly, your Patriot email address will be automatically loaded into CANVAS for this course. I don’t mind if you send me emails from another account (as long as I can tell who has sent the email!),

Cowan, Sarah – PERSONAL AND COMMUNITY WELLNESS
but I will send email via addresses in the course from time to time. Therefore, it is essential that you check your
Patriot account on a regular basis.

Course Outline
Important information is provided in the “Announcements”, in CANVAS (link located in the navigation bar on
the left side of the screen in the course). The “Announcements, Getting Started and Modules” links on your
CANVAS page will have most of your learning tasks including information about assigned reading,
assignments and other important information. Please familiarize yourself with these links, as well as journals,
discussion board, quizzes, examination, and blogs, at the beginning of the course; you will use them a lot
throughout the course.

Discussions
Online discussions are an essential component of this course. To do well in the course, you must participate
regularly and insightfully in the online discussions. To stay abreast of discussions, I strongly recommend that
you check the discussion forums daily. Participation in discussions is so important that you will receive points
toward your course grade based on the quantity, and especially the quality, of your participation. More
information related to online discussions, including details of grading of participation, is presented later in this
syllabus.

Assignments

Quizzes: Every chapter in each module has a quiz at the end. After the completion of a quiz, you will
automatically have access to the next chapter of the course and the related assignments.

Blogs: This is an opportunity for you to express your thoughts on given issues based on experience, observation
and reading in between 300-350 words. This is meant to capture your informed opinion based on knowledge
derived from reading and how that knowledge applies in real life situations. Your opinion is important, so
articulate it here! Cite at least one source, have a reference section and indicate the number of words used in
your blog.

Discussion Board: This is where you make original comments on given themes (200 words) and comment on
two other posts in the course (100 words each x 2). This is interactive. Let us be as civil with our language as
possible. Stick to issues under discussion without use of derogatory language even when disagreeing. You must
make original post before you can see others’ posts. Your main post should have a reference and citations. Indicate the number of words used in your posts.

Journals: The Journals require you to articulate the key concepts and ideas that have stood out during your
reading of a particular chapter. These are concepts you deem important to you. Every takeaway should be
explained well USING AT LEAST 100 WORDS. Answer the questions “what did I learn? And why is it
important?”. Use citations, add a reference and indicate number of words used in the post.

Volunteer Experience and report: Volunteer to serve in any wellness related activity such as youth
sport/recreational camp, food bank, road race (i.e. marathon volunteer), homeless shelter, or community garden,
for a minimum of 5 hours and submit a two -page report accompanied by evidence e.g. Photographs and letter
from supervisor, participation numbers, registration receipt, signature from supervisor etc. The report should
detail the place, what they normally do, what you did/roles, how you benefited and your reflection on the
experience. *This checklist is at the appendix at the end of the syllabus.*
Note very carefully: I encourage each student to complete and submit assignments as per the schedule in the syllabus. Doing exactly what is instructed for a given assignment will greatly improve your chances of getting a good grade on the assignment. The responsibility is on the student to complete the work as per syllabus schedule. This is akin to the working-world, where it is your choice to report to work and employers love “self-supervised workers”.

Exams
There will be a midterm and final examination. Specific dates are in the schedule below.

Time Requirements
In general, you should expect to spend a similar amount of time completing the requirements of this online course as you would in the traditional classroom format. “Rule of thumb”: a successful college student should spend two extra hours of study per one credit hour of course work. Thus a 3-hour traditional course leads to 9 hours a week and therefore 135 hours a semester. It is critical that you do not fall behind. The course is set up so the schedule is relatively light and expectations less rigorous early in the course, and they progress to a heavier schedule and more rigorous expectations as the course goes along. Therefore, it is advisable to work ahead on readings, quizzes, blogs, discussion boards and journals when that is possible.
You will have access to all course materials systematically including exams, assignments and discussion board forums, from the start of the course to the end, just as you move through a book from start to finish. This is a partially self-paced course, as you can complete some assignments ahead of time, but you must keep up with due dates as per the syllabus schedule. Assigned discussions, written assignments, exams, and the like will follow a schedule spread over the semester (similar to a class in the traditional format). There will be quizzes, journal entries, blogs and discussion boards and the week in which they are due. Please refer to the syllabus schedule for due dates.

LIBRARY SERVICES
UT Tyler’s Muntz Library may be accessed via http://library.utttyler.edu/. A link to the Muntz Library is also available on UT Tyler’s Home Page (www.utttyler.edu). You will access research articles via the Library link. To get full access, you will have to log on via your Patriot user name and password if you are away from campus.

TECHNICAL SUPPORT
UT Tyler’s IT Support department provides technical support for this online course. Information about technical support for CANVAS and this online course is available on your Blackboard login page (http://ccs.utttyler.edu/?page=canvas). You are welcome to inform me if you have technical difficulties, but I will not likely be able to assist with such difficulties.

COURSE CALENDAR
This semester officially begins on Monday, August 26th and ends on Saturday, December 14th 2019. This course is both content-oriented and process-oriented, so you will be called upon to reflect and apply. Because the course is wholly online, you have to strive to be diligent in the way you learn. So, be diligent and disciplined in reading, online learning tasks, and observation around the home and in the community. The Course Announcements area in Canvas presents occasional updates. You should refer to this schedule frequently throughout the course. I strongly recommend that at the start of the semester you note key weekly due dates and tasks on your own personal calendar.
Grading
1. 2 exams which will be administered at mid semester and end of semester 30% (15% for each exam), Volunteer activity and two-page report (10%), Journals (8%), Discussion Board and Blog (20%) and Quizzes (40%). All total 100%

2. Grading
   A= 90-100%
   B=80-89
   C=70-79
   D=60-69
   F=59 and below

SEMESTER KEY DATES:
1. Classes Begin – August 26
2. Labor Day Holiday- September 2
3. Census Date (11th Class Day) – September 9
4. Filing for summer 2020 graduation- September 16
5. Last Day to Withdraw from Classes – November 4
6. Thanksgiving break – November 25 - 30
7. Study Day – December 9
8. Final Exams for fall semester – December 10 - 14
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>Module and Lesson topic</th>
<th>ACTIVITY</th>
<th>REFERENCE/ RESOURCE/ Due Dates</th>
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<tbody>
<tr>
<td>1. August 26 to September 8</td>
<td>Module 1: Wellness and Behavior change</td>
<td><strong>1. Online familiarization with CANVAS and review of syllabus; Read Instructor’s Profile and expectations on CANVAS</strong></td>
<td>- Course Syllabus&lt;br&gt;- Textbook reading&lt;br&gt;- Chapter 1 and 2&lt;br&gt;- Quizzes 1 to 2.</td>
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<td></td>
<td>• Understanding Wellness</td>
<td><strong>2. Discussion Board 1 (300 words):</strong> Post your self-introduction capturing who you are in terms of names, place of birth, birthday, leisure time activities and hobbies, favorite sports and sports teams, favorite food, career interest and favorite motivational quote, your 3 strong attributes and one weakness that you have and desire to change. Also respond to what two other people have said in their posts (100 words each).</td>
<td><strong>Deadline for Module one assignments: September 8</strong></td>
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<td>• Changing Behavior</td>
<td><strong>3. Discussion Board 2:</strong> (200 words)- Take Lab Activity 1-1 Healthy Lifestyle: Self-Assessment and identify the areas you scored the lowest or you would like to improve on. Additionally, identify three of your risky behaviors and then identify a strategy for making a change (see example on page 19). Also respond to two other posts using 100 words for each.</td>
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<td><strong>4. Discussion Board 3:</strong> (200 words)- Take Lab Activity 1-2- Assessing Your Wellness- and evaluate yourself and explain;</td>
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<td>a. Your areas of strength.</td>
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<td>b. Areas where you are weak.</td>
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<td>And c. What areas can you change. Also respond to two other posts using 100 words for each.</td>
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<td><strong>5. Journal 1 (400 WORDS):</strong> Explain FOUR takeaways from module 1 (TWO from each chapter). What did you learn and why is it important to you and career? Use 100 words for each takeaway.</td>
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<td><strong>6. Blog 1:</strong> in 300-400 words, state one of your behaviors that you have had to change or would like to change. Use the</td>
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<td>Module 2: Fitness Concepts and practice</td>
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<td>- Developing and Assessing Physical Fitness</td>
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<td>- Maximizing Cardiorespiratory Fitness</td>
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<td>- Developing Flexibility</td>
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<td>- Developing Muscular Fitness</td>
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7. **Discussion Board 4 (200 words):** This is to invite your perspectives on chapter 3 and specifically respond to the question: Why is it so difficult for people to keep up with their new year resolutions of exercising and eating healthy for an entire year? Also respond to what two other people have said in their posts in 100 words each.

8. **Blog 2:** Visit a Gymnasium or a restaurant, observe and study the exercise/eating behaviors of the participants/people. Share your findings pertaining to the place, setting, kind of people, unique behaviors, and your thoughts in 300 words. Include citations to support your observations; Indicate number of words and references.

9. **Discussion Board 5 (200 words):** Sharing a family dinner table or going out to watch a sporting event can bring about the best and worst memories in our lives. What are some of the 3 best moments and 2 not so great moments that you can recall around “food” and “sports”. Also respond to what two other people have said in their posts in 100 words each

10. **Module Journal 2:** Explain FOUR takeaways from module 2 (ONE from each chapter). What did you learn and why is it important to you and career? Use 100 words for each takeaway. Indicate word count.

<table>
<thead>
<tr>
<th>Module 3: Exercise Considerations and Injury Prevention</th>
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<tbody>
<tr>
<td>- Exploring Special Exercise Considerations</td>
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<tr>
<td>- Preventing Common Injuries and Caring for the Lower Back</td>
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11. **Discussion Board 6 (200 words):** As an individual how do you prevent injuries in your exercise and life endeavors? What advice would you give to an active 60-year old grandmother to prevent lower back pain? Also respond to what two other people have said in their posts in 100 words each.

12. **Module Journal 3** (400 WORDS): Explain FOUR takeaways from module 1 (TWO from each chapter). What did you learn and why is it important to you and career? Use 100 words for each takeaway. Indicate word count.

- **Chapter3, 4, 5, and 6**
- **Quizzes 3, 4, 5 and 6**
- **Deadline for Module two assignments: September 22**

- **Chapters 7 and 8**
- **Quizzes 7 and 8**
- **Midterm online: OCTOBER 10-11**
- **Deadline for Module 3 is October 13**
| 4. October 14 to November 3 | Module 4: Health and wellbeing  
- Maximizing Heart Health  
- Coping with Stress  
- Eating for Wellness  
- Achieving a Healthy Weight  
- Preventing Cancer | 14. Blog 4 (300-400 words): Take a close interest and look into your community either around college or in your home city. Interview TEN people and establish their various sources of stress and how they manage to cope with those stressors. How can people generally prevent stressful lives? Include citations to support your observations; Indicate number of words and references.  
15. Module Journal 4 (400 WORDS): Explain FOUR takeaways from module 4 (ONE from each chapter). What did you learn and why is it important to you and career? Use 100 words for each takeaway. | Chapter 9, 10, 11, 12 and 13 Quizzes 9 to 13  
- Deadline for Module 4 November 3 |
| 5. November 4 to December 5 | Module 5: Other health and wellness considerations.  
- Understanding Substance Abuse and Addictive Behavior.  
- Preventing Sexually Transmitted Infections.  
- Exploring Lifetime Wellness Issues. | 16. VOLUNTEER PAPER: Post your Volunteer paper of 830 words (Due November 15)  
17. Discussion Board 7 (200 words): Why is it often difficult for people to talk about STDs openly? Is it important to talk more openly about them especially among college students? What would make it easier to discuss them. Also respond to what two other people have said in their posts in 100 words each.  
18. Module Journal 5 (300 WORDS): Explain three takeaways, ONE from each chapter, from module five. What did you learn and why is it important to you and career? Use 100 words for each takeaway  
19. Blog 5 (300 words): Final detailed reflections on your five KEY takeaways from the course and your overall | • Chapter 14, 15 and 16  
• Quiz 14 – 16.  
• Volunteer paper due Nov 15. Other assignments due December 5 |
thoughts on the strengths of the course and what can be improved upon.

December 10-14  FINAL EXAM  DECEMBER 10-11

UNIVERSITY POLICIES (Visit http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf)

Handbook of Operating Procedures -- The University of Texas at Tyler

ACADEMIC DISHONESTY POLICY

At The University of Texas at Tyler students and faculty are responsible for maintaining an environment that encourages academic integrity. Students and faculty members are required to report an observed or a suspected case of academic dishonesty immediately to the faculty member in charge of an examination, classroom or laboratory research project, or other academic exercise.

Since the value of an academic degree depends on the absolute integrity of the work done by the student for the degree, it is imperative that a student maintain a high standard of individual honor in scholastic work. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, and collusion:

"Cheating" includes:
1. Copying from the paper of another student, engaging in written, oral or any other means of communication with another student, or giving aid to or seeking aid from another student when not permitted by the instructor;
2. Using material during an examination or when completing an assignment that is not authorized by the person giving the examination or making the work assignment;
3. Taking or attempting to take an examination for another student, or allowing another student to take an examination for oneself;
4. Using, obtaining, or attempting to obtain by any means, the whole or any part of an examination or work assignment that has not yet been administered.

"Plagiarism" includes the unacknowledged incorporation of the work of another person in work that a student offers for credit. "Collusion" includes the unauthorized collaboration with another person in preparing written work that a student offers for credit. Please abide by The UT Tyler Honor Code: I embrace honor and integrity. Therefore, I choose not to lie, cheat, or steal, nor to accept the actions of those who do.

GRADE APPEAL PROCEDURE

A student who wishes to contest a grade given by an instructor must initiate the procedure by contacting the instructor who assigned the grade. The instructor and the student should informally review the criteria for assignment of grades and the student's performance. The instructor may affirm the grade or revise the grade.

If the student is not satisfied after the informal discussion with the instructor, then the student may initiate a formal grade appeal by completing a Grade Appeal Form that may be obtained from the Office of Student Records. Normal grade appeals should be filed at the earliest date possible, but no later than six months from the final date of assignment. The instructor and the student should complete the appropriate parts of the form clearly indicating the instructor's rationale for the grade given and the student's basis for the grade appeal.

At each administrative level of the appeal process, an attempt will be made to resolve the issue. If the instructor holds one of the administrative positions used in the appeal process, then that level is omitted. If no resolution is reached at a particular level, then the appeal is forwarded with the recommendation of the administrator at that level with all documentation. If the appeal is to be considered by the vice president for academic affairs, then a
copy of the Grade Appeal Form shall be forwarded by the academic dean of the student. The Office of the President is the final step in the appeal process at The University of Texas at Tyler.

**FOOD AND DRINK IN CLASSROOMS**
Consumption of food and drink in university classrooms is prohibited.

**INDOOR SMOKE-FREE CAMPUS**
The University of Texas at Tyler is an indoor tobacco-free campus. No smoking will be permitted in any building, office, hallway, classroom, laboratory, restroom, lounge, or any other indoor location.

**CLASS ATTENDANCE (Fortunately this is online, but be responsible!)**
Responsibility for class attendance rests with the student. When a student has a legitimate reason for being absent, the instructor has the option of permitting make-up work. The university reserves the right to consider individual cases of nonattendance. In general, students are graded on the basis of intellectual effort and performance. In many cases, class participation is a significant measure of performance, and nonattendance can adversely affect a student's grade. When, in the judgment of the instructor, a student has been absent to such a degree as to jeopardize success in the course, the instructor informs the Office of Student Records that the student is to be dropped from the course.

**APPROVED STUDENT ABSENCES**
On those occasions when it may be necessary for students to miss a regularly scheduled class in order to participate in an official university event or activity, faculty sponsors and program directors are requested to observe the following procedures:
1. Faculty sponsors or program directors should draft a memorandum to the vice president for academic affairs. This memorandum should include information concerning the nature of the event, the date(s) on which students would be absent from class, and the names of the students involved.
2. Copies of the memorandum addressed to the vice president should be given to each of the students listed on the memorandum.
3. Students should be directed to communicate with their instructor(s) prior to the date of the planned absence. It is expected that students will not abuse the privilege of being absent from class for authorized university activities, and that make-up assignments will be made at the discretion and convenience of the instructor.

If you know in advance that you will be participating in a university-sponsored event or observing a religious holiday, you are responsible for completing your assignments ahead of time.

**GRADE REPLACEMENT**
If you are repeating this course for a grade replacement, you must file intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler (2006-2008 Catalog, P. 35).

**DISABILITY/ACCESSIBILITY SERVICES**
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit
https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, #3150 or call 903.566.7079.

CONCEALED HAND GUNS
“We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php.”

Generally Observed Student Characteristics (John H. Williams, The Teaching Professor, 7,7, pgs. 1-2, 1993)

The "A" Student:

Attendance - "A" students have perfect attendance.
Preparation - "A" students are prepared for class. They always read the material prior to class and their attention to detail is superb.
Curiosity - "A" students show a high level of interest in the subject matter. They look up or search out answers to topics that they don't understand. They often ask interesting questions or make insightful comments.
Retention - "A" students are able to retain new material and connect past learning to the present.
Attitude - "A" students have an attitude that displays both the determination and self-discipline required for success. They also show initiative and do things without being told.
Talent - "A" students possess a special talent. It may be exceptional intelligence and insight or it may be unusual creativity, organizational skills, commitment and perseverance - or a combination thereof. These gifts are evident to the professor and usually to the other students as well.
Results - "A" students make the highest grades on tests and their work is generally a pleasure to grade.

The "C" Student:

Attendance - "C" students miss class frequently and they put other priorities ahead of academic work.
Preparation - "C" students prepare their assignments consistently, but in a perfunctory manner. Their work may be sloppy or careless and at times incomplete or late.
Attitude - "C" students are not visibly committed to the class. They participate, if at all, without enthusiasm and their body language often expresses boredom.
Talent - "C" students vary enormously in talent. Some have exceptional ability, but show undeniable signs of poor self-management or bad attitude. Others are committed and diligent, but are simply average in academic ability.
Results - "C" students obtain mediocre or inconsistent results on tests. They have some concept of the material, but clearly do not show mastery of the subject matter.
APPENDIX 1

UNIVERSITY OF TEXAS AT TYLER

DEPARTMENT OF HEALTH AND KINESIOLOGY

VOLUNTEER FORM

Name of Volunteer…………………………………………………………………………………………………………………………………………………

ID Number……………………………………………………………………………………………………………………………………………………………

Volunteer Site/Organisation……………………………………………………………………………………………………………………………

Date (s) and Hours……………………………………………………………………………………………………………………………………………………………

Describe your activities……………………………………………………………………………………………………………………………………………………………

Name of Supervisor…………………………………………………………………………………………………………………………………………………………

Supervisor’s Contact Information:

a. Phone…………………………………………………………………………………………………………………………………………………………

b. Email…………………………………………………………………………………………………………………………………………………………

Remarks by Supervisor…………………………………………………………………………………………………………………………………………………………

Submit form to Sarah Cowan scowan@uttyler.edu, Department of Health and Kinesiology
ALHS 1300.061 GRADING CHECKLIST FOR VOLUNTEER PROJECT REPORT

PLEASE, STRICTLY ADDRESS THE FOLLOWING IN YOUR REFLECTION ESSAY ON YOUR VOLUNTEER EXPERIENCE AND SUBMIT AS A BLOG:

1. VOLUNTEER REPORT EVIDENCE SHEET ALL FILLED OUT AND NAME OF SUPERVISOR INDICATED------10
2. WRITE AND POST A REFLECTION ON THE EXPERIENCE IN 830 WORDS (INDICATE NUMBER OF WORDS AT THE END OF THE BLOG/ESSAY);
   .......................................................... 10
3. WHY DID YOU CHOOSE THE SITE/ACTIVITY/LOCATION (JUSTIFY) – 10
4. WHAT DID YOU DO/YOUR ROLES – 10
5. WHAT IMPACT DID YOU MAKE/WHAT CONTRIBUTIONS DID YOU MAKE? – 10
6. WHAT WERE YOUR THREE TAKEAWAYS (STATE AND EXPLAIN EACH ONE OF THEM IN A PARAGRAPH) FROM THE EXPERIENCE – 30
7. WOULD YOU VOLUNTEER IN FUTURE AGAIN AND WHY? – 10
8. CONCLUSION – 10

TOTAL POINTS 100

SUBMIT VOLUNTEER REPORT ONLINE BY NOVEMBER 15th

LATE SUBMISSIONS WILL BE PENALIZED