

# HSC 3102, Section 0021

## Personal and Family Health

Department of Health Education & Behavior  
College of Health and Human Performance  
University of Florida  
Fall 2010



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**On-campus/Skype Office Hours:** Tuesday 10:00 am – 11:00 am  
Thursday 9:00 am – 10:00 am  
Scheduled appointments are recommended and can be made outside of the time frames listed above.

**Exam 1 Testing Time:** Monday, October 4 @ 7:15 p.m. OR Tuesday, October 5 @ 7:15 p.m. (you can attend either on-campus testing session)

**Exam 2 Testing Time:** Monday, November 8 @ 7:15 p.m. OR Tuesday, November 9 @ 7:15 p.m. (you can attend either on-campus testing session)

**Exam 3 Testing Time:** Monday, December 13 @ 7:15 p.m. OR Tuesday, December 14 @ 7:15 p.m. (you can attend either on-campus testing session)

**Testing Location:** The Building and classroom number(s) will be sent out prior to examination

**Textbook:** None

**Course Description:** A survey of personal health concerns: emotional health; aging and death; alcohol, tobacco and drug abuse; physical fitness; nutrition and dieting; consumer health; chronic and communicable diseases; human sexuality; and environmental health.

### Course Objectives:

#### Module 1- Health, Health Education and Promotion (Dr. Don Chaney)

Upon successful completion of this module, the student will be able to:

- Formulate a personal definition of health, health education, and health promotion.
- Define common health and medical terms.
- Discuss the evolution of the field of health education and promotion
- Identify and define the 4 determinants of health status.
- Explain the relationship between lifestyle behaviors, social structures, environmental conditions, health care, and health status.
- Identify and define the 3 types of prevention.
- Articulate future needs and trends facing the profession of health education and promotion.

#### Module 2 – Health Behavior Theory (Dr. Don Chaney)

Upon successful completion of this module, the student will be able to:

- Explain why theories are important for use in explaining, predicting and changing health behaviors.
- Identify key concepts and behavioral theories related to health and wellness as influenced by lifestyle and/or social status.
- Discuss how social/behavioral theories can be used for various populations of interest in multiple settings (school, worksite, school, and health care).
- Analyze personal health behaviors in terms of health protective or destructive behavior, and the appropriate theories related to the behavior.

### **Module 3 – Health Disparities (Dr. Delores James)**

Upon successful completion of this module, the student will be able to:

- Discuss the value of a diverse school, work, and social environment
- Define “culture,” “race,” “ethnicity,” “racism,” stereotype,” “discrimination,” “ethnocentricity,” and “xenophobia
- Outline the 4 types of racism
- Distinguish between “assimilation” and acculturation”
- Outline the key dimensions of diversity that generally affect the work and school environment
- Outline the basic elements to becoming culturally competent

### **Module 4 – Nutrition (Dr. Delores James)**

Upon successful completion of this module, the student will be able to:

- State the factors that determine food choices
- List the most influential sources of nutrition information
- Identify the top 10 food trends
- List the Dietary Guidelines for Americans
- State the recommendations of MyPyramid for each food group
- Outline the benefits of a plant-based diet
- Develop a plan to improve personal dietary choices

### **Module 5 – Fitness and Body Image (Taryn Buckley and Janelle Garcia)**

Upon successful completion of this module, the student will be able to:

- List and define five of the components of health related fitness.
- Describe the health benefits of regular physical activity.
- Describe the problems associated with inactivity (aka: the ravages of sedentary living).
- List and explain the physiological principles of exercise.
- Describe and the different forms of cardio-respiratory exercise and resistance training; list the benefits for each and design basic programs for each.
- Describe the various types of stretching techniques; the benefits of maintaining flexibility, and explain how stretching fits into the warm up program.
- Describe how to keep the workouts safe by listing appropriate strategies for prevention, and care, if an injury should occur.
- What are the latest exercise guidelines for all Americans; including those of all ages, disabilities, and more.
- Explain successful motivation techniques and strategies for lifestyle change that work (in order to get active, and stay active).
- Suggest successful adaptation ideas to maximize participation and benefits for everyone, all ages, and including those with disabilities.

### **Module 6 – Alcohol (Dr. Virginia Dodd)**

Upon successful completion of this module, the student will be able to:

- Discuss the effects of alcohol on behavior.
- Define terminology associated with field of study.
- Differentiate between low, moderate, high, and excessive levels of alcohol use.
- Recognize the signs, symptoms, and risk factors for alcohol misuse.
- Discuss the social aspects of alcohol use.
- List the signs/symptoms of alcohol poisoning.
- Discuss the negative consequences associated with alcohol use among college students.
- Discuss the effects of mixing alcohol with energy drinks.
- Discuss effects of alcohol on other drugs (OTC and prescription).
- Define BAC and corresponding values.

### **Module 7 – Relationships and Sexuality (Monica Webb)**

Upon successful completion of this module, the student will be able to:

- Define Sexuality and discuss the role of psychological factors and social conditioning in shaping human sexuality.
- Distinguish between sex and gender, and discuss related components including sexual identity, gender identity, and gender roles.
- Identify and discuss male and female sexual anatomy.
- Discuss current types of intimate relationship and factors
- Recognize characteristics common to lasting and satisfying love relationships.
- Discuss the problems of violence and abuse in intimate relationships.
- Analyze the effects of the media on sexual attitudes and behaviors

### **Module 8 – Health Consumerism and Advocacy (Dr. Michael Stellefson)**

Upon successful completion of this module, the student will be able to:

- Understand what factors to consider when making health care decisions
- Describe the US health care system in terms of types of insurance
- Understand issues concerning cost, quality and access to health care services
- Understand the role health insurers play in providing health care
- Define complementary and alternative medicine
- Understand how to evaluate testimonials and claims related to complementary and alternative products services, and practitioners to ensure that you are getting accurate information and safe treatment
- Define advocacy
- State the reasons that advocacy is important

### **Module 9 –Environmental Health (Monica Webb)**

Upon successful completion of this module, the student will be able to:

- Explain the environmental impact associated with the current global population and its projected growth
- Discuss the major causes of air pollution and the global consequences of the accumulation of greenhouse gases and ozone depletion
- Identify sources of water pollution and chemical contaminants often found in water
- Distinguish municipal solid waste from hazardous waste
- List strategies for reducing land pollution
- Describe the physiological consequences of noise pollution

### **Module 10 – Aging (Dr. Delores James)**

Upon successful completion of this module, the student will be able to:

- Describe the demographics of aging
- Define “life expectancy” and “life span”
- Define “Baby Boomers” and describe their current and potential impact on American society
- Outline some of the myths and stereotypes about the elderly
- State the factors that affect the health, quality of life, and longevity among the elderly
- Outline the health promotion and disease prevention goals for the elderly

### **Module 11 – Injury Prevention, Safety, and Violence Prevention (Dr. Virginia Dodd)**

Upon completion of this course, the student will be able to:

- Define injury and describe the concepts of intentionality and mechanism as they relate to injury.
- Discuss the importance of injuries as a major public health problem.
- Identify the nature and magnitude of major unintentional injuries across the lifespan.
- Describe the major risk and protective factors of specific unintentional injuries.
- Explain how injuries are preventable.
- Explain the continuum of injury prevention, from primary prevention to acute care and rehabilitation.
- Describe levels where injury prevention activities can be focused (e.g. individual, community, public policy).
- Describe how education/behavior change, legislation/enforcement, and technology/engineering work together to prevent injuries.

### **Module 12 –Tobacco and Other Drugs**

Upon successful completion of this module, the student will be able to:

- List and discuss the reasons why people initiate tobacco use and why they continue to use it.
- Explain the short- and long-term health consequences associated with tobacco use.
- Describe the social costs of tobacco and list actions that have been taken to combat smoking in the public and private sectors.
- Define and discuss the concepts of addictive behavior, substance abuse, and substance dependence.
- Explain factors contributing to drug use and dependence.
- List the major categories of psychoactive drugs and describe their harmful effects and potential for misuse and abuse.
- Discuss the social issues related to psychoactive drug use and its prevention and treatment.

### **Module 13 – Mental Health**

Upon successful completion of this module, the student will be able to:

- Define Mental Health.
- Discuss common characteristics shared by people with good mental health.
- Describe how psychosocial and environmental factors affect mental health.
- Identify common mental health problems and discuss their causes and risk factors.
- Name various types of health professionals and describe the methods they use in treating common mental health problems.
- Demonstrate strategies to enhance mental health.

### **Module 14 – Chronic and Infectious Diseases**

Upon successful completion of this module, the student will be able to:

- Explain the difference between communicable (infectious) and chronic (non-infectious) diseases.
- Identify major chronic diseases/conditions affecting US populations.
- Describe controllable factors that may contribute to the development of specified chronic diseases/ conditions.
- Describe non-controllable factors that may contribute to the development of specified chronic diseases/ conditions.
- Describe the symptoms or warning signs of a specified chronic disease/condition.
- Develop a cohesive argument for why or why not obesity should be considered a chronic condition.
- Identify and demonstrate the ability to utilize government or other systems used to track chronic diseases.
- Examine differences between infectious and noninfectious diseases.
- Describe the infectious disease model and illustrate the process of infection.
- Explain how the body's immune system and other body defenses function to protect it.
- Identify and discuss the most common infectious diseases currently in the U.S., the pathogens that cause them, their signs and symptoms, major modes of transmission, and methods to prevent transmission.
- Identify recent trends in the diagnosis and treatment of major infectious diseases.

**Course Textbook:** None

**Required Readings:** Students are responsible for the interpretations of any and all assigned readings. Not all reading materials will be covered in the course lectures. Read carefully and critically. Pay close attention to main headings, and study key words, tables, and figures.

**Class Format:** A combination of lectures, activities, and assigned readings will be used to cover the course content.

**Course Conduct (What is Expected of You):** Students need to be aware that online learning can present significant challenges, particularly to individuals who are not 'self-starters' or those who do not possess good time management skills. The online classroom is available to you 24 hours a day. Unlike traditional instructional settings in which each student gets the same class, the online setting means that every student gets a different class, the class of his or her choosing. In theory, this type of instruction should be more adaptable to a variety of learning styles. The reality is, however, that some students seem unwilling (we believe all are able) to create their own virtual classroom. This results in procrastination and low quality performance. Recognizing that everyone learns differently, I'm not going to prescribe the 'best way' to approach the course. You should note, however, that this course is not self-paced. You are expected to adhere to the class calendar. **Assignments are due by 11:59 P.M. on the date specified on the syllabus. Assignments will not be accepted late.** I do recognize that personal circumstances arise that may interfere with the student's ability to meet a deadline. If these things do occur, let the course coordinator or a course instructor know as soon as you know. I will not be receptive to retrospective requests for extensions. Your emails will be responded to within 24 business hours (typically sooner). Anytime you have a question or problem, email or text the course instructor immediately.

**Academic Honesty:** "The University of Florida requires all members of its community to be honest in all their endeavors. Students are required to commit themselves to academic honesty by signing a prescribed basic statement, including the *Student Honor Code*, as part of the registration process. "As a member of the UF community, students pledge on their honor to neither give nor receive unauthorized aid while working or completing assignments and examinations. "Any individual who becomes aware of a violation of the Student Honor Code is bound by honor to take corrective action." Violations of the UF Academic

Honesty Guidelines will not be tolerated and violators will be treated in accordance with the UF Student Honor Code.

**Assignments:** Students are expected to do their best work. **Assignments are due by 11:59 P.M. on the assigned date. No assignments will be accepted after the due date.** Students are advised to make back-up copies of all work and submit the work early to prevent technical problems.

**Testing, Exam Reviews, and Grade Appeal Policy:** Three exams are given on-campus during the assigned testing dates. These testing sessions are the only face to face requirements for the course. No make-up exams are given unless arrangements have been made prior to the exam day. Students who arrive after the first person completes his/her exam will not be allowed to sit for that examination. It is your responsibility to review your grade on each exam, quiz, exercise activity, etc. when they are posted. **After grades are posted online, students have one week to appeal the grade. After one week, a grade will not be changed. No exceptions.**

**Students who CANNOT make it to campus for exams:** Students can have an exam proctored by a course instructor approved proctoring site. Approved proctoring sites usually are limited to a testing center at another community college, college, or university; OR a private testing facility (i.e. a Sylvan Learning Center. **Any cost associated with such proctoring services is the responsibility of the student.** Typically, a university, college, or community college will charge much less than a private testing facility. **You must locate and submit the name of the facility and a contact person to [dchaney@ufl.edu](mailto:dchaney@ufl.edu) by Friday, September 10<sup>th</sup> if you cannot make it to one of the testing sessions.** All non-UF proctored midterm exams must be completed on or before the first day of on-campus testing for each respective exam.

**Commercial Sale of Course Lectures:** The content presented in the class is the property of UF and may not be duplicated in any format without permission from the College of Health and Human Performance and UF, and may not be used for any commercial purposes. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

**Special Accommodations:** Students requesting specific classroom accommodations must provide the instructor with an accommodation letter from the Disability Resource Center (Dean of Students Office) by the end of the second week of classes verifying their eligibility and specifying their level of support. Students experiencing difficulty with the course readings, lectures, assignments, or examinations are encouraged to talk with the instructor.

**Testing Classroom Etiquette:** To minimize disruptions on testing dates, students are asked to arrive to class a few minutes early so that we can start on time. I recommend that you arrive to class 10 minutes early on the day of exams. Turn off cell phones and pagers before entering the classroom. Students are expected to be courteous and civil to others at all times. While university policy does not allow eating or drinking in any classroom, drinking bottled water is permissible.

**Course Requirements and Grades:** Grades will be determined based on performance on the following activities:

- A. Three Examinations (300 points): The three exams will cover material presented in the course lectures, and readings posted on E-Learning. No make-up tests are given unless arrangements have been made prior to the test day. Students who arrive after the first person completes their quiz or exam will not be allowed to sit for that examination.
- B. Written Journal (60 points) - Each student will be maintain a Personal and Family Health Journal and will make weekly/module entries into the journal. Each entry is worth 5 points (x12 entries).

- C. Module Quiz (98 points) – Each module (x14) has a graded quiz posted at the completion of the module. Each quiz is worth 7 points.
- D. Module Activity (30 points) – Modules 3 and 4 have graded activities that accompany each module. Each activity is worth 15 points.
- D. Total Points = 488
- F. Course Grading Scale:
- A = 437 and above
  - B+ = 422 – 436
  - B = 388 – 421
  - C+ = 373 – 387
  - C = 339 – 372
  - D+ = 325 – 338
  - D = 290 – 324
  - F = Below 290

**UF Grading Policies:** Information on current UF grading policies for assigning grade points can be found at <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

**Course Assistance:** If you have questions about course expectations or the grading procedures, or if you have difficulty with the course content, the readings, the lectures, the class activities, or the assignments, please see a course instructor immediately. Don't wait until it's too late.

**Tentative Course Schedule:**

Week	Dates	Module #	Activities	Due Date	Points Possible
1	Aug 23 – Aug 27	Intro	View the course introduction video by Dr. Chaney		
			View the LSS tutorial video		
			<b>Complete the webtour, handbook, and contract agreement quiz (You must obtain a perfect score on this quiz to unlock the first set of modules. You can take these set of quizzes as many times as it takes to obtain a perfect score.)</b>	<b>Aug 27</b>	<b>0</b>
2	Aug 30 – Sept 3	1	View the module 1 intro video		
			Complete the values clarification activity (rank order healthy to least healthy)		
			View the module 1 videos (print the PPT slides off in advance)		
			<b>Complete the module 1 quiz on Health, Health Ed, and Health Promotion</b>	<b>Sept 3</b>	<b>7</b>
			<b>Complete your module 1 journal entry</b>	<b>Sept 3</b>	<b>5</b>
3	Sept 6 – Sept 10	2	View the module 2 videos (print the PPT slides off in advance)		
			<b>Complete the module 2 quiz on Health Behavior Theory</b>	<b>Sept 10</b>	<b>7</b>
			<b>Complete your module 2 journal entry</b>	<b>Sept 10</b>	<b>5</b>
4	Sept 13 – Sept 17	3	Begin Module 3 Activity	Sept 10	
			View Dr. James' Intro to Module 3 Video		
			Print, read, and study Dr. James PPT on Living in a Diverse World		
			<b>Complete the module 3 quiz on Diversity</b>	<b>Sept 17</b>	<b>7</b>
			<b>Module 3 Interview Activity is due</b>	<b>Sept 17</b>	<b>15</b>
5	Sept 20 – Sept 24	4	Begin the activity for Module 4 (it takes 3 days to complete)	Sept 17	

			View Dr. James' Intro to Module 4 Video		
			Print, read, and study the 3 Dr. James PPT files on Nutrition		
			<b>Complete the module 4 quiz on Nutrition</b>	<b>Sept 24</b>	<b>7</b>
			<b>Module 4 My Pyramid Activity is Due</b>	<b>Sept 24</b>	<b>15</b>
6	Sept 27 – Oct 1	5	View Dr. Chaney's Introduction to Module 5		
			View the presentations on Fitness and Body Image		
			<b>Complete the Module 5 quiz on Fitness and Body Image</b>	<b>Oct 1</b>	<b>7</b>
			<b>Complete the module 5 journal entry</b>	<b>Oct 1</b>	<b>5</b>
7	Oct 4 – Oct 8	<b>EXAM</b>	<b>EXAM 1 (Covers material from Modules 1-5) (Location TBA) You can attend either testing session.</b>	<b>Oct 4 @ 7:15 pm OR Oct 5 @ 7:15 pm</b>	<b>100</b>
		6	View the module 6 videos (print the PPT slides off in advance)		
			<b>Complete the module 6 quiz on Alcohol</b>	<b>Oct 8</b>	<b>7</b>
			<b>Complete your module 6 journal entry</b>	<b>Oct 8</b>	<b>5</b>
8	Oct 11 – Oct 15	7	View the module 7 videos (print the PPT slides off in advance)		
			<b>Complete the module 7 quiz on Relationships and Sexuality</b>	<b>Oct 15</b>	<b>7</b>
			<b>Complete your module 7 journal entry</b>	<b>Oct 15</b>	<b>5</b>
9	Oct 18 – Oct 22	8	View the module 8 videos (print the PPT slides off in advance)		
			<b>Complete the module 8 quiz on Health Care &amp; Consumerism</b>	<b>Oct 22</b>	<b>7</b>
			<b>Complete your module 8 journal entry</b>	<b>Oct 22</b>	<b>5</b>
10	Oct 25 – Oct 29	9	View the module 9 videos (print the PPT slides off in advance)		
			<b>Complete the module 9 quiz on Environmental Health</b>	<b>Oct 29</b>	<b>7</b>
			<b>Complete your module 9 journal entry</b>	<b>Oct 29</b>	<b>5</b>
11	Nov 1 – Nov 5	10	View Dr. James' Intro to Module 10 Video		
			Print, read, and study Dr. James PPT on Aging		
			<b>Complete the module 10 quiz on Aging</b>	<b>Nov 5</b>	<b>7</b>
			<b>Complete your module 10 journal entry</b>	<b>Nov 5</b>	<b>5</b>
12	Nov 8 – Nov 12	<b>EXAM</b>	<b>Exam 2 (Covers material from Modules 6-10) (Location TBA) You can attend either testing session.</b>	<b>Nov 8 @ 7:15 pm OR Nov 9 @ 7:15 pm</b>	<b>100</b>
		11	View Dr. Dodd's Intro to Module 11 Video		
			View the module 11 videos (print the PPT slides off in advance)		
			<b>Complete the module 11 quiz on Injury Prevention</b>	<b>Nov 12</b>	<b>7</b>
			<b>Complete your module 11 journal entry</b>	<b>Nov 12</b>	<b>5</b>
13	Nov 15 – Nov 19	12	View the Intro to Module 12 Video		
			View the module 12 videos (print the PPT slides off in advance)		
			<b>Complete the module 12 quiz on Tobacco and other drugs</b>	<b>Nov 19</b>	<b>7</b>

			<b>Complete your module 12 journal entry</b>	<b>Nov 19</b>	<b>5</b>
14	Nov 22 – Dec 1	13	View the Intro to Module 13 Video		
			View the module 13 videos (print the PPT slides off in advance)		
			<b>Complete the module 13 quiz on mental health</b>	<b>Dec 1</b>	<b>7</b>
			<b>Complete your module 13 journal entry</b>	<b>Dec 1</b>	<b>5</b>
15	Dec 1 – Dec 8	14	View the Intro to Module 14 Video		
			View the module 14 videos (print the PPT slides off in advance)		
			<b>Complete the module 14 quiz on chronic and infectious disease</b>	<b>Dec 8</b>	<b>7</b>
			<b>Complete your module 14 journal entry</b>	<b>Dec 8</b>	<b>5</b>
N/A	Finals Week	<b>EXAM</b>	<b>Exam 3 (Covers material from Modules 11-14) (Location TBA) You can attend either testing session.</b>	<b>Dec 13 @ 7:15 p.m. OR Dec 14 @ 7:15 p.m.</b>	<b>100</b>

### Commonly Asked Questions:

**1. I can't see the modules. How do I get them to open so that I can view them?**

The modules will be released once the handbook quiz, web tour quiz, and contract quiz (found in the “Where do I begin the course” section) are completed with a perfect score on each of them. You can take those 3 quizzes multiple times until you achieve a perfect score.

**2. How do you contact the instructor?**

You can contact Dr. Chaney in several ways: UF email ([dchaney@ufl.edu](mailto:dchaney@ufl.edu)), Skype, text me at 352-226-7981, or phone me at 352-392-0578. I am usually connected to my UF email so that may be the best way to get a timely and clear response.

**3. Do we need to watch the videos?**

YES, you need to watch the videos. There are some quiz questions and definitely will be test questions taken straight from the videos that may or may not be mentioned on the PPT. Based on many of the quiz questions that I have been asked, I can tell many students aren't watching the videos. You will need to do this to do well. The exceptions to this rule are with Modules 3, 4, and 10 where there are not any videos to view. We didn't do videos because of the length of those PPTs. Therefore, you are expected to study those PPT files independently, but don't hesitate to write me with questions.

**4. How do modules work?**

Once you have completed the how to use e-learning module and quiz, the first module will be unlocked. You can then complete Modules 1-5 sooner than the timeline on the syllabus. However, note that all quizzes, activities, and journal entries must be completed by the date listed on the syllabus (they can be completed sooner). Module 6 will be unlocked on Oct 2 and then students can progress through Module 10 in the same manner as the first third of the course. Module 11 will be unlocked on Nov 6 and then students can progress through Module 14.

**5. Why are we only allotted 7 minutes per quiz?**

The goal of the quizzes is for you to be able to answer the questions without looking up the responses. That is why we budget you to 1 minute per question. You can use your materials if you want, but make sure your notes are well-organized prior to beginning the quiz and the time will probably prevent you from looking up every question.

**6. What do you expect regarding the journal entries?**

The journal entries are typically reflective in nature. I typically ask you to reflect on a lecture, activity, or popular culture as it pertains to the module subject matter. I would expect anywhere from approximately a paragraph to a half page entry for each journal entry. Your responses are typically subjective in nature, so there isn't a right or wrong. When grading these, I look for two main things, (1) to see if you did put some thought into the response, and (2) that you do reflect on something learned from the module. I will send out a sample of a good module 1 journal entry once the module 1 journal entries are complete.

**7. What will exams look like?**

Exams are multiple choice (50-80 questions). You will have 1.5 hours to complete each exam. The questions will be similar to the quiz questions. Exam 1 will cover information from Modules 1-5. Exam 2 will cover information from Modules 6-10. Exam 2 will cover information from Modules 11-14.

**8. Will you provide a study guide for the midterm and/or final?**

No, I am not going to provide a study guide. However, I will provide you the specifics such as number of questions per module, the total number of questions on the exam (somewhere between 50-80). You will have 1.5 hours to take it. Please note that questions will come from the lectures and not just the PPT files (modules 3, 4, and 10 are the only exception to this rule).

**9. I cannot make it to campus on the exam dates, so I need to have my exams proctored. What do I do?**

The exams are multiple choice (50-80 questions). You will have 1.5 hours to complete the exam, but it will probably take you 30-45 minutes (of course, this could vary based on how quickly you proceed through exams). They will then fax your answer sheet to me, so they will not need to mail anything.

All I need from you is the following: (1) the location you are taking the exam(s), (2) a contact name, (3) a phone number for that person, (4) an email address to communicate with that person and send the exam information, and (5) date that you are taking your exam.

**10. What is the cost of having my exam proctored?**

You can have your exam proctored on the UF campus free of charge. If you do have your exam proctored off-campus, expect to be charged by the proctoring agency. You are responsible for any cost incurred. Therefore, I would encourage you to shop-around if possible. Every location charges a different rate. However, the average proctoring location appears to be charging around \$20 per exam. Some places are more student friendly than others, so know that going in. For instance, Santa Fe College will proctor one exam for \$20 but will do 2 exams for \$30. In addition to a community college and/or university testing center, you might check your local Kaplan or Sylvan. These agencies are also independent so prices will vary, but are sometimes competitive in pricing.

**11. Can I just have 1 exam proctored?**

Yes, follow the steps in question/response 9.

