

1. General Information

1a. Submitted by the College of: EDUCATION

Date Submitted: 5/13/2016

1b. Department/Division: Kinesiology - Health Promotion

1c. Contact Person

Name: Heather Erwin

Email: heather.erwin@uky.edu

Phone: 257-5311

Responsible Faculty ID (if different from Contact)

Name: Aaron Beighle

Email: beighle@uky.edu

Phone: 257-2655

1d. Requested Effective Date: Specific Term/Year¹ Fall 2016

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: KHP 205

2c. Full Title: Kinesiology for Health and Physical Education

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course is an examination of the structure and function of the major body systems, with emphasis on the muscular, skeletal, and cardiorespiratory systems role in human movement and physical activity.

2k. Prerequisites, if any:

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MAY 17 2016

OFFICE OF THE
SENATE COUNCIL

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 20

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: KINE - teacher certification HEPR - teacher certification KINE/HEPR double major - teacher certification

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

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?

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.

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.

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?

If yes, which percentage, and which program(s)?

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?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

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/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

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.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|BFJO225|Benjamin F. Johnson|KHP 205 NEW Dept Review|20151116

SIGNATURE|MYRT|Martha L. Geoghegan|KHP 205 NEW College Review|20160303

SIGNATURE|JMETT2|Joanie Ett-Mims|KHP 205 NEW Undergrad Council Review|20160517

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate F

Attachments:

Upload File

	ID	Attachment
Delete	5954	New KHP Course email from ANA.pdf
Delete	6018	KHP 205 email Coll of Med.docx
Delete	6833	KHP 205 syllabus 5-13-16.docx

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
- * Contact Person Name: Email: Phone:
- * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year
- e.
- Should this course be a UK Core Course? Yes No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.
- | | | | |
|--|--|---------------------------------|---------------------------------|
| <input type="text" value="3"/> Lecture | <input type="text"/> Laboratory ⁴ | <input type="text"/> Recitation | <input type="text"/> Discussion |
| <input type="text"/> Indep. Study | <input type="text"/> Clinical | <input type="text"/> Colloquium | <input type="text"/> Practicum |
| <input type="text"/> Research | <input type="text"/> Residency | <input type="text"/> Seminar | <input type="text"/> Studio |
| <input type="text"/> Other | If Other, Please explain: <input type="text"/> | | |
- g. * Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course is an examination of the structure and function of the major body systems, with emphasis on the muscular, skeletal, and cardiorespiratory systems role in human movement and physical activity.

k. Prerequisites, if any:

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address: _____

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: _____

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain: _____

6. * What enrollment (per section per semester) may reasonably be expected? 20

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain: _____

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program: _____

b. * Will this course be a new requirement ⁵ for ANY program? Yes No

If YES ⁵, list affected programs: _____

KINE - teacher certification

HEER - teacher certification

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable 10.a above) are attached.

⁵ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
⁶ The chair of the cross-listing department must sign off on the Signature Routing Log.

- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

From: Speck, Dexter F
Sent: Monday, December 14, 2015 10:22 AM
To: Shapiro, Robert
Subject: RE: new KHP course

Dear Dr. Shapiro:

It was a pleasure speaking with you this morning and discussing the new KHP course that has been proposed for a select group of your students. Under the state-mandated requirements, it seems a very appropriate solution and the Department of Physiology does not object to your faculty presenting a limited survey of exercise-related physiology in the new course that has been designed for the select group of students you described. If there is anything we can do as a department to further facilitate this in any way, do not hesitate to contact me.

Dexter F. Speck, Ph.D.

Professor and Director of Teaching

Physiology Department

UK College of Medicine

MS-515 Willard Building

859.323.5383

From: [Beighle, Aaron](#)
To: [Erwin, Heather](#)
Subject: FW: New KHP Course
Date: Thursday, November 12, 2015 7:32:47 PM

From: Shapiro, Robert
Sent: Thursday, November 12, 2015 10:14 AM
To: Beighle, Aaron
Cc: Johnson, Ben
Subject: FW: New KHP Course

Here is the letter from anatomy, still working on physiology.

From: MacPherson, Brian R
Sent: Thursday, November 12, 2015 9:44 AM
To: Shapiro, Robert
Subject: New KHP Course

Dear Dr. Shapiro:

I want to thank you and Dr. Beighle for meeting with me last week and explaining exactly what your new KHP course in anatomy and physiology entailed. This email is to reaffirm that the Department of Anatomy and Neurobiology has no problem with your faculty teaching a course that contains a significant amount of anatomy to a limited number of students, choosing a specific career path and thereby need this course. Should we be able to further facilitate this in any way, do not hesitate to contact me.

Brian

Brian R. MacPherson, Ph.D.
Vice-Chair, Educational Programs
Holsinger Endowed Professor of Anatomy
Immediate Past-President AACA, 2015-2017
Anatomy and Neurobiology
University of Kentucky College of Medicine
MN366 Wm R. Willard Education Bldg.
Lexington, KY 40536-0298
Phone: (859) 323-5539
FAX: (859) 323-5946

SYLLABUS

KHP 205

Kinesiology for Health and Physical Education

“Research and Reflection for Learning and Leading”

Instructor:	
Office Location	
Phone Number	
Email	
Virtual Office	
Hours	
Technological Requirements	Access to email, word processing software, and access to the internet
College of Education Technology	Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Contacting instructor	
Information on Distance Learning Library Service	http://www.uky.edu/Libraries/DLLS
DL Librarian	Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 dllservice@email.uky.edu
DL Interlibrary Loan Service	http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&llib_id16
Face-to-Face Librarian	Sarah Vaughn, Education Librarian sarah.vaughn@uky.edu , 859.257.7977

Academic Course Description

This course is an examination of the structure and function of the major body systems, with emphasis on the muscular, skeletal, and cardiorespiratory systems role in human movement and physical activity.

Course Purpose and Rationale:

This course introduces major body systems and their role in human movement and physical activity. Students will develop knowledge of the interaction of these systems and physiological principles of exercise and sedentary lifestyles. This foundation is essential in order to apply anatomical and physiological concepts in the design of developmentally appropriate health and physical education instruction. For this reason, this course is open to students in the physical education and/or health education track only.

UK College of Education Professional Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: *research, reflection, learning, and leading*. Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. *Reflection* will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students

take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Student Learning Outcomes

Students will be able to:	Assessment	HEALTH STANDARDS	SHAPEAmerica Standard
1. explain the anatomy and physiology of the musculoskeletal system (e.g., bones, muscles).	Quizzes Exams Online assignments	1	1,2,3,4
2. describe cardiorespiratory system structure and function.	Quizzes Exams Online assignments	1	1,2,3,4
3. explain complementary major organ systems structure and function (endocrine, digestive, immune, reproductive).	Quizzes Exams Online assignments	1	1,2,3,4
4. describe changes to major organ systems due to growth and physical maturity.	Quizzes Exams Online assignments Application Project	1	1,2,3,4
5. explain structure and function of body systems as they relate to motor performance and physical activity.	Quizzes Exams Online assignments Application Project	1	1,2,3,4
6. explain the structure and function of body systems as they relate to healthy lifestyle and disease prevention.	Quizzes Exams Online assignments Application Project	1	
7. apply anatomical and physiological concepts to development of P-12 health and physical education programming.	Quizzes Exams Online assignments Application Project	1, 2, 3, 4	1,2,3,4

These **course objectives** lead to meeting the ShapeAmerica Physical Education Initial Teacher Standards that guide our undergraduate Physical Education Teacher Education program:

1. Identify and apply the fundamental concepts and methods of a life science.
2. Understand and describe the basic physiological principles of cells and tissue, and muscular, skeletal, immune, and nervous systems.
3. Understand, identify, and describe the basic anatomical structures associated with cells and tissue, and muscular, skeletal, cardiovascular, cardiorespiratory and nervous systems.
4. Develop basic laboratory techniques relevant to the field of anatomy and physiology.

Additionally, these course objectives meet the professional standards of practice for entry- level health education teacher education candidates. As such, this course is designed to meet the following standards and key elements of those standards:

1. Candidates describe disease etiology and prevention practices. (Standard 1, Key Element E)
2. Candidates describe practices that promote health or safety. (Standard 1, Key Element C).
3. Candidates design a logical scope and sequence of learning experiences that accommodate all students. (Standard 3, Key Element B).
4. Candidates select developmentally appropriate strategies to meet learning objectives (Standard 3, Key Element D).
5. Candidates demonstrate multiple instructional strategies that reflect effective pedagogy, and health education theories and models that facilitate learning for all students (Standard 4, Key element A).

Evaluation Points Breakdown:

Assignment	Pts
Quizzes	200
Online Lab Assignments	150
Application projects	200
Exam 1	100
Exam 2	100
Exam 3	100
Attendance/Professionalism	150
TOTAL	1000

Course Delivery

Class sessions will consist of discussion, lecture and active learning. Students are expected to complete assigned readings prior to appropriate class lectures. Exams will cover both lecture material and reading assignments. Students will also be responsible for on-line lab assignments related to essential classroom and lab concepts.

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.

Required Texts

1. Required Textbook: Martini, Timmons, & Tallitsch. Human Anatomy, 8th Edition, Pearson.
2. Required Workbook and CD ROM: Broyles, R. Anatomy and Physiology Revealed 3.0 Workbook and CD ROM, McGraw-Hill/UT.
3. Recommended Textbook: Moore KL, Agur AMR. Clinically Oriented Anatomy. 7th Edition. Lippincott Williams & Wilkins.

Assignments

Exams – Exams will cover content covered in class, lab assignments, and readings. The nature of each exam will be discussed in class.

Quizzes – Quizzes will cover content discussed in the previous class time. They will be in the form of multiple choice, short answer, and brief essay format.

Lab Assignments – Students will engage in both in-class and virtual online lab experiences. Online lab experiences will be completed as homework during a time the student chooses. All lab experiences will be documented via lab reports to Canvas.

Physical Education Application project(s) – Students will develop a learning experience or physical activity/game designed to teach an assigned body system to a specified grade. This assignment will be presented in class and in the form of a lesson plan.

Health Education Application project(s) - Students will interview a parent/guardian regarding diseases/health conditions that tend to “run in their family.” Students should make a record of diseases/health conditions in their parents, grandparents, aunts and uncles (if known). If the student does not know his/her biological parents, he/she can simply choose a prominent diseases/health conditions for this assignment. Students should list the relative with the disease or condition associated with that relative. Once they have that list, students will select the most prominent or most serious one and describe the disease/condition. Included in the description should be the symptoms, the name of the major body systems affected, a description of the normal functioning of that system, and how the disease affects the functioning of that system. Finally, the student will describe healthy lifestyle behaviors that can positively impact the diseases/conditions.

Grades

Your course grade is simply your total number of points earned divided by the total number of points possible. Thus, you do not have to turn in all assignments or take exams. It is your choice which assignments you complete. However, remember, your final grade is based on the percentage of points you accumulate with the following letter grades assigned accordingly.

A	B	C	D	E
100-90	89-80	79-70	69-60	59 -

Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Final Exam

Date, time, location, other information

Submission of Assignments

All assignments must be submitted at the beginning of the class in which they are due, either in class or to Canvas, depending on instructions. Any assignments not submitted on time without prior consent of the instructor will lose 10% credit for each day they are late, unless the student has an excused absence (see policy below). An assignment submitted later in the day it was due is considered late, unless the student has an excused absence.

Attendance

ATTENDANCE POLICY:

Students should consider themselves to be professional scholars and be present at all class meetings and for the entire class period. Students are also expected to participate in all class/lab activities. Therefore, the following policies are in effect:

- Lab days will be announced as necessary. Students should be dressed appropriately for lab participation. There is no make-up of lab work for this course, unless the student has an excused absence. Each student is responsible for having a colleague record notes, get an extra handout/lab if absent from class.
- Failure to attend/participate in a lab session results in a 0 for the grade, unless the student has an excused absence. Failure to participate in an entire lab session results in a grade reduction for the assignment.
- Due dates for course work will be given at the time of assignment. All assignments are to be turned in on the given due date. Assignments will not be accepted late without penalty, unless the student has an excused absence.

For students with unexcused absences, late assignments will be penalized one letter grade per day. After two class periods past the due date, assignments will not be accepted and an 'E' will be assigned. The class period on the day the assignment is due counts as one day. So, an assignment turned in after the class period ends will result in a letter grade reduction.

Classes, and therefore exams, begin and end at the designated times. Therefore, tardiness for an exam will result in an abbreviated examination period. It is the responsibility of the student to make necessary arrangements for a make-up exam or assignment. Students will not be allowed to take a make-up exam or submit a make-up assignment unless a legitimate and verifiable written excuse is provided within one week following the absence(s). A make-up exam will be different from the original exam.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Excessive Absences

According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences:

If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a “W,” and the faculty member may require the student to petition for a “W” or take an “I” in the course. (US: 2/9/87; RC: 11/20/87)

Participation and Professionalism

The physical education 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.

Students who fail to attend class on a regular basis, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals, and may face failure or expulsion based on due process policies set by the College of Education and Teacher Education Preparation program. You are encouraged to communicate regularly with the instructor so that you are aware of your standing. This may be accomplished via face-face meetings during office hours and via email.

Students with Special Needs

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (725 Rose Street, Multidisciplinary Science Building, Suite 407 Lexington, KY 40536-0082, (859) 257-2754) for coordination of campus disability services available to students with disabilities.

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.

Ethics Statement

This course and its participants will not tolerate discrimination, violence, or vandalism. KHP is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment,

programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

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 placements may result in failure for the course and/or expulsion from the physical education 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 Dr. Ben Johnson if you have questions regarding this requirement.

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

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

Legal Action

Students charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or field experiences until the case is settled. Students are responsible for reporting such charges to the Program Faculty Chair.

Commitment to Diversity & Equity

The Physical Education Program is committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth.

Equitable access to high quality instruction in Kentucky's schools is directly and indirectly affected by UK's physical education program's beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its youth to acquire high levels of skill in physical education that can then be used by them as citizens to enhance their communities and participate in the state's ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our teacher candidates to understand issues related to social diversity and make a commitment to value diversity as they engaged in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in educational contexts regardless of their race, ethnicity, gender, social class, sexual orientation, domestic partner status, and so forth.

Commitment to Addressing the Achievement Gap

The Physical Education Program aligns itself with the positions of the SHAPE America regarding cultural and linguistic diversity in physical education.

Commitment to Technology

The Initial Preparation Certification Program in physical education is committed to teaching candidates so they use technology as a personal and professional tool. Our program is guided by NCATE standards, EPSB Kentucky Teacher Standards, EPSB Themes, and UK College of Education Technology Standards as they relate to technology.

Course Components

Course readings and assessments have been selected and arranged in compliance with policies set forth by *Unbridled Learning*, the Kentucky Teacher Standards, SPA Standards, Kentucky Core Academic Standards, University of Kentucky Teacher Leader Standards, University of Kentucky Functional Skills and Dispositions, University of Kentucky Technology Standards, the Kentucky Education Professional Standards Board (EPSB) themes of Diversity, Assessment, Literacy, and Closing the Achievement Gap, and the National Council for the Accreditation of Teacher Education Standards.

Sample Course Calendar

Week	Topic	Readings, Activities, Assignments, etc
1	Introduction Course Syllabus	
1	Chapter 1 – Introduction to the Human Body	Worksheet – Anatomy & Physiology Organization
1	Chapter 1 – Introduction to the Human Body	
2	Chapter 6 – Axial Skeletal System	Quiz – Planes, axes, anatomical terms, systems, organs Worksheet – Spinal Anatomy
2	Chapter 6 – Axial Skeletal System	
2	Chapter 6 – Appendicular Skeletal System	Quiz – Spinal column bones, joints Worksheet – Extremity Anatomy
3	Chapter 6 – Appendicular Skeletal System	
3	Chapter 7 – Upper Body Muscular System	Quiz – Upper and lower extremity bones, joints Worksheet – Upper Body Muscle Identification
4	Chapter 7 – Upper Body Muscular System	
4	Chapter 7 – Lower Body Muscular System	Worksheet – Lower Body Muscle Identification
4	Chapter 7 – Lower Body Muscular System	Quiz – Muscle names, muscle contraction types, joint movements
5	Chapter 7 – Lower Body Muscular System	
5	Chapter 7 – Lower Body Muscular System	Review
5	Review Chapters 1, 6, and 7	
6	Exam 1 (Chapters 1, 6, and 7)	
6	Chapter 8 – Nervous System	
6	Chapter 8 – Nervous System	
7	Chapter 8 – Nervous System	
7	Chapter 8 – Nervous System	Quiz – Neuromuscular
7	Chapter 10 – Endocrine System	
8	Chapter 10 – Endocrine System	
8	Chapter 11 – Blood	Quiz – Glands and hormones
8	Chapter 11 – Blood Chapter 12 – Cardiovascular System	Worksheet – Heart and Blood Vessels
9	Chapter 12 – Cardiovascular System	Quiz – Heart and blood vessels
9	Chapter 12 – Cardiovascular System	

9	Chapter 12 – Cardiovascular System	Quiz – Heart Function
10	Chapter 12 – Cardiovascular System	
10	Review Chapters 8, 10, 11 and 12	
10	Exam 2 (Chapters 8, 10, 11 and 12)	
11	Chapter 14 – Respiratory System	
11	Chapter 14 – Respiratory System	Worksheet – Lungs and Respiration
11	Chapter 14 – Respiratory System	Quiz – Lungs and air passages
12	Chapter 14 – Respiratory System	Quiz – Gas exchange and respiration
12	Chapter 13 – Lymphatic System	Worksheet – Lymphatic System
12	Chapter 13 – Lymphatic System	Quiz – immune system
13	Chapter 15 – Digestive System	Worksheet – Digestive System
13	Chapter 15 – Digestive System	
13	Chapter 15 – Digestive System	Quiz – Digestive System
14	Chapter 15 - Metabolism	
14	Chapter 15 - Metabolism	Quiz – Metabolism
14	Review Chapters 13, 14, and 15	
	Exam 3 (Chapters 13, 14, and 15)	