

## Course Information

Date Submitted: 6/8/2015

Current Prefix and Number: KHP - Kinesiology and Hlth Promotion , KHP 382 PHYS EDU FOR ELEM SCH TCHRS

Other Course:

Proposed Prefix and Number: KHP 382

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

## 1. General Information

a. Submitted by the College of: EDUCATION

b. Department/Division: Kinesiology - Health Promotion

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Aaron Beighle

Email: beighle@uky.edu

Phone: 257-2655

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

## 2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: PHYSICAL EDUCATION FOR ELEMENTARY SCHOOL TEACHERS

Proposed Title: PHYSICAL EDUCATION FOR ELEMENTARY SCHOOL TEACHERS

c. Current Transcript Title: PHYS EDU FOR ELEM SCH TCHRS

Proposed Transcript Title: PHYS EDU FOR ELEM SCH TCHRS

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 2

Proposed Meeting Patterns

LECTURE: 2

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 2

Proposed number of credit hours: 2

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: content to be taught to the elementary students. Includes instructional methods and management techniques appropriate for physical education programs at the elementary school level. Lecture, one hour; laboratory, two hours per week.

Proposed Course Description for Bulletin: This course is a hybrid course that does meet the first day of class. The syllabus provides information about access to student services and that is discussed during the face-to-face course orientation. Provides physical education concepts and content to be taught to the elementary students. Includes instructional methods and management techniques appropriate for physical education programs at the elementary school level.

2j. Current Prerequisites, if any: Prereq: Admission to elementary or early childhood teacher education program or consent of instructor.

Proposed Prerequisites, if any: Prereq: Admission to elementary or early childhood teacher education program or consent of instructor.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

## Distance Learning Form

Instructor Name: Aaron Beighle

Instructor Email: aaron.beighle@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? The instructor has a 24 hour policy. That is, emails and messages received will be addressed within 24 hours. In actuality, most messages are addressed within 4 working hours. The syllabus conforms to the University Senate Syllabus Guidelines.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. The textbook, assignments, goals, and assessments used in this class and the classroom-based sections taught by the instructor are the same. The distance learning version does have some additional assignments such as chapter summaries. These assignments are used to ensure students read the chapters.

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. The integrity of the student work is ensured by using password protected Canvas.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No.

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

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? This course is a hybrid course that does meet the first day of class. The syllabus provides information about access to student services and that is discussed during the face-to-face course orientation.

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. Students in the course utilize a field placement. The majority of the students already have a placement via practicum courses. Students who do not have placements are assigned one by the instructor. The placements are made based on the classroom teachers willingness to work with students and student needs (e.g. proximity to home or school, transportation issues). If students need equipment for teaching equipment can be checked out through the instructor.

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/>)? Students are provided ITC Service Center information. In addition, students are encourage to contact the instructor if they have issues. In addition, early in the semester students complete "test" assignments to ensure they can upload and submit assignments via Canvas.

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. This course is delivered using Canvas.

10. Does the syllabus contain all the required components? YES

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

Instructor Name: Aaron Beighle

SIGNATURE|MNOLA01|Melody P Noland|KHP 382 CHANGE Dept Review|20140930

SIGNATURE|MYRT|Martha L Geoghegan|KHP 382 CHANGE College Review|20141108

SIGNATURE|JMETT2|Joanie Ett-Mims|KHP 382 CHANGE Undergrad Council Review|20150417

SIGNATURE|JEL224|Janie S Ellis|KHP 382 CHANGE Senate Council Review|20150512

SIGNATURE|ABEIG2|Aaron Beighle|KHP 382 CHANGE Approval Returned to Dept|20150609

Course Change Form

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

Open in full window to print or save

Generate R

Attachments:

Browse...

Upload File

ID	Attachment
Delete 4879	KHP_382_Syllabus.docx

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number (\*denotes required fields)

Current Prefix and Number:		KHP - Kinesiology and Hlth Promotion KHP 382 PHYS EDU FOR ELEM SCH TCHRS	Proposed Prefix & Number: (example: PHY 401G) <input type="checkbox"/> Check if same as current	KHP 382
* What type of change is being proposed?		<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception for the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not im in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in cc content or emphasis, or which is made necessary by the elimination or sig alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No				
If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
<b>1. General Information</b>				
a. Submitted by the College of:		EDUCATION		Submission Date: 6/8/2015
b. Department/Division:		Kinesiology - Health Promotion		
c.* Is there a change in "ownership" of the course?				
<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...				
e.* * Contact Person Name:		Aaron Beighle	Email: beighle@uky.edu	Phone: 257-2655
* Responsible Faculty ID (if different from Contact):			Email:	Phone:
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval	OR	Specific Term: 2
<b>2. Designation and Description of Proposed Course.</b>				
a. Current Distance Learning(DL) Status:		<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box ) that the proposed changes do not affect DL delivery.				
b. Full Title:		PHYSICAL EDUCATION FOR ELEMENTARY SCHOOL TEACHERS	Proposed Title: *	PHYSICAL EDUCATION FOR ELEMENTARY SCHOOL TEACHERS
c. Current Transcript Title (if full title is more than 40 characters):			PHYS EDU FOR ELEM SCH TCHRS	
c. Proposed Transcript Title (if full title is more than 40 characters):			PHYS EDU FOR ELEM SCH TCHRS	
d. Current Cross-listing:		<input checked="" type="checkbox"/> N/A	OR	Currently <sup>2</sup> Cross-listed with (Prefix & Number): none
Proposed - ADD <sup>2</sup> Cross-listing (Prefix & Number):				

Proposed - REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number):					
<b>e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours <sup>5</sup> for each meeting pattern type.</b>					
Current:	Lecture 2	Laboratory <sup>2</sup>	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain: ;		
Proposed: *	Lecture 2	Laboratory <sup>5</sup>	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain: ;		
<b>f. Current Grading System:</b>		ABC Letter Grade Scale			
Proposed Grading System:*		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
<b>g. Current number of credit hours:</b>		2	Proposed number of credit hours:*		2
<b>h.* Currently, is this course repeatable for additional credit?</b>					<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>* Proposed to be repeatable for additional credit?</b>					<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>if YES:</b>		Maximum number of credit hours:			
<b>if YES:</b>		Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes <input checked="" type="radio"/> No
<b>i. Current Course Description for Bulletin:</b>					
content to be taught to the elementary students. Includes instructional methods and management techniques appropriate for physical education programs at the elementary school level. Lecture, one hour; laboratory, two hours per week.					
<b>* Proposed Course Description for Bulletin:</b>					
This course is a hybrid course that does meet the first day of class. The syllabus provides information about access to student services and that is discussed during the face-to-face course orientation. Provides physical education concepts and content to be taught to the elementary students. Includes instructional methods and management techniques appropriate for physical education programs at the elementary school level.					
<b>j. Current Prerequisites, if any:</b>					
Prereq: Admission to elementary or early childhood teacher education program or consent of instructor.					
<b>* Proposed Prerequisites, if any:</b>					
Prereq: Admission to elementary or early childhood teacher education program or consent of instructor.					
<b>* </b>					
<b>k. Current Supplementary Teaching Component, if any:</b>					<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both

Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change
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<b>3. Currently, is this course taught off campus?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
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* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
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If YES, enter the off campus address:

<b>4.* Are significant changes in content/student learning outcomes of the course being proposed?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
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If YES, explain and offer brief rationale:

<b>5. Course Relationship to Program(s).</b>	
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<b>a.* Are there other depts and/or pgms that could be affected by the proposed change?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
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If YES, identify the depts. and/or pgms:

<b>b.* Will modifying this course result in a new requirement<sup>2</sup> for ANY program?</b>	<input type="radio"/> Yes <input checked="" type="radio"/> No
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If YES<sup>2</sup>, list the program(s) here:

<b>6. Information to be Placed on Syllabus.</b>	
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a. <input type="checkbox"/>	Check box if <b>changed</b> to 400G or 500.	If <b>changed</b> to 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiator</i> undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)
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### Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for  
**All fields are required!**

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructor in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer techn

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: <b>KHP 382</b>	Date: <b>10/22/2014</b>
Instructor Name: <b>Aaron Beighle</b>	Instructor Email: <b>aaron.beighle@uky.edu</b>
Check the method below that best reflects how the majority of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input type="checkbox"/>	

**Curriculum and Instruction**

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

The instructor has a 24 hour policy. That is, emails and messages received will be addressed within 24 hours. In actuality, most messages are addressed within 4 working hours. The syllabus conforms to the University Senate

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 assessment of student learning outcomes, etc.

The textbook, assignments, goals, and assessments used in this class and the classroom-based sections taught by the instructor are the same. The distance learning version does have some additional assignments such as chapter

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.

The integrity of the student work is ensured by using password protected Canvas.

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 a DL, as defined above?

No.

Which percentage, and which program(s)?

\*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery is six months from the date of approval.

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?
- This course is a hybrid course that does meet the first day of class. The syllabus provides information about access to student services and that is discussed during the face-to-face course orientation.

#### Library and Learning Resources

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.

Students in the course utilize a field placement. The majority of the students already have a placement via practicum courses. Students who do not have placements are assigned one by the instructor. The placements are

#### Student Services

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 the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Students are provided ITC Service Center information. In addition, students are encouraged to contact the instructor if they have issues. In addition, early in the semester students complete "test" assignments to

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

Yes

No

If no, explain how students 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.

This course is delivered using Canvas.

10. Does the syllabus contain all the required components, below?  Yes

- o Instructor's *virtual* office hours, if any.
- o The technological requirements for the course.
- o Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- o Procedure for resolving technical complaints.
- o Preferred method for reaching instructor, e.g. email, phone, text message.
- o Maximum timeframe for responding to student communications.
- o Language pertaining academic accommodations:
  - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)."
- o Specific dates of face-to-face or synchronous class meetings, if any.
- o Information on Distance Learning Library Services (<http://www.uky.edu/libraries/DLIS>)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)
  - DL Interlibrary Loan Service: [http://www.uky.edu/libraries/libpage.php?web\\_id=2538lib\\_id=16](http://www.uky.edu/libraries/libpage.php?web_id=2538lib_id=16)

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

Instructor Name:

Aaron Beighle

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help/>)

Revised 8/09



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- <sup>[1]</sup> See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "n form will be sent to appropriate academic Council for normal processing and contact person is informed.
  - <sup>[2]</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
  - <sup>[3]</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.
  - <sup>[4]</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
  - <sup>[5]</sup> Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab me meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)
  - <sup>[6]</sup> You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
  - <sup>[7]</sup> In order to change a program, a program change form must also be submitted.

**SYLLABUS**  
**KHP 382-002**  
**Physical Education for Elementary Teachers**

*“Research and Reflection for Learning and Leading”*

Instructor:	Aaron Beighle
Office Location	120 Seaton
Phone Number	257.2655
Email	<a href="mailto:beighle@uky.edu">beighle@uky.edu</a>
Virtual Office Hours	
Technological Requirements	Class materials will be placed on Blackboard. Students are responsible for logging onto the class site to read announcements and download course materials (e.g., assignment instructions, lecture notes, readings).
College of Education Technology Contacting instructor	Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center <a href="http://www.uky.edu/UKIT">http://www.uky.edu/UKIT</a> or 859.257.1300
Information on Distance Learning Library Service	<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>
DL Librarian	Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a>
DL Interlibrary Loan Service	<a href="http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&amp;lilib_id16">http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&amp;lilib_id16</a>
Face-to-Face Librarian	Sarah Vaughn, Education Librarian <a href="mailto:sarah.vaughn@uky.edu">sarah.vaughn@uky.edu</a> , 859.257.7977

**Academic Course Description**

Provides physical education concepts and content to be taught to the elementary students. Includes instructional methods and management techniques appropriate for physical education programs at the elementary school level.

**Clinical Model Course Description**

Using a clinical model approach, students will apply content learned in face-to-face meetings in classrooms during field experiences offered during class time. Students are responsible for

tracking hours in the EPSB Field Experience Tracking System (FETS) and OTIS (handouts for doing this will be provided) as well as journaling experiences using the guidelines provided.

**Prerequisite:**

Admission to elementary or early childhood teacher education program or consent of instructor.

**Field Experience Assignments Included in this Course**

Students will spend between 6 and 8 hours in an elementary classroom. These experiences will include observations, interacting with students, and integrating physical activity into the classroom.

**Program Assessment(s) (Assessments 1-8) Associated with this Course**

Assessment 1: Content Assessment: Praxis II: Subject Assessment in Physical Education

Assessment 3: Assessment of Professional Capabilities

**Education Professional Standards Board (EPSB) Teacher Standards you will demonstrate through your physical education student teaching placement(s) include Standards I, II, III, IV, V, VI, VII, VIII, and IX.**

**NASPE Standards you will demonstrate through your student teaching placement(s) includes Standards I, II, III, IV, V, VI, VII, VII, VII, IX, and X.**

**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.

Objective	Assessment
1. Understand that physical education has a purpose, beyond fun, and that it is essential to accomplishing overall educational goals.	Exam
2. Critically analyze personal experiences and common misconceptions in physical education.	Exams and journals
3. Understand the importance of creating a learning environment to encourage students to develop and sustain a physically active lifestyle.	Exams and assignments
4. Demonstrate knowledge of content and methods to plan an equitable and developmentally appropriate curriculum for elementary physical education students.	Exams  Journals
5. Demonstrate sensitivity to all learners through use of appropriate speech and writing during class and related laboratory communications.	Lessons and journals
6. Employ the principles of developmentally appropriate practices and developmental readiness as applied to activity selection.	Exams and lessons
7. Be familiar with a variety of appropriate activities for each of the skill themes and movement concepts.	Lessons, peer teaching
8. Demonstrate the ability to effectively integrate movement into the classroom.	Reflections Lesson plans and exams
9. Systematically observe, analyze, and refine teaching skills.	Exams, journals
10. Identify and utilize appropriate skill progressions.	Assignments
11. Apply content knowledge through refinements and extensions to individualize activities and provide success for all students.	Assignments
12. Identify methods for creating a safe environment focused on learning in elementary physical education.	Journals
13. Explain the role of classroom teachers in the physical education of children	
14. The clinical portion of the course is designed to give preservice elementary teachers the opportunity to encounter developmentally and instructionally appropriate learning experiences for future reference. Students in Teacher Education will have the opportunity to teach lessons to integrate physical movement within the classroom.	

**Evaluation Points Breakdown:**

<b>Lecture</b>	<b>Pts</b>
<b>Exams (2 @ 50 pts)</b>	<b>100</b>
<b>Bulletin Board</b>	<b>50</b>
<b>Peer teaching</b>	<b>25</b>
<b>Movement Bank</b>	<b>25</b>
<b>Homework Calendar</b>	<b>25</b>
<b>Nutritious school parties</b>	<b>25</b>
<b>Active Recess</b>	<b>25</b>
<b>Children with Special needs</b>	<b>25</b>
<b>Field Experiences</b>	
<b>Physical education observation</b>	<b>25</b>
<b>Classroom Observation 1</b>	<b>25</b>
<b>Classroom Observation 2</b>	<b>25</b>
<b>Professionalism 25 pts</b>	<b>25</b>
<b>Chapter summaries</b>	
<b>Chapter 2</b>	<b>20</b>
<b>Chapter 3</b>	<b>20</b>
<b>Chapter 10</b>	<b>20</b>
<b>Chapter 5</b>	<b>20</b>
<b>Chapter 8</b>	<b>20</b>
<b>TOTAL</b>	<b>500</b>

**Course Delivery**

Instructional techniques are learned through required involvement in actual teaching settings. Course content will be delivered via lecture/discussion, self-directed activities, and field experiences. During this class you will spend clinical hours in the schools integrating physical activity in the classroom setting. On the dates provided below you are expected to be in your assigned school(s) observing, assisting the teacher, and teaching by integrating physical activity. This is to take place during class hours (8-9 a.m.). You will accumulate no fewer than 5 hours in the schools during this course. These hours will be documented, reflected on, and your activities discussed in your assignments. If you have scheduling issues please let me know.

This course is a hybrid course. Approximately 36% of classes will be spent in face-to-face meetings in the classroom. Another 28% of classes will be spent in field experiences. Specifically, you will be an assigned classroom working with a placement teacher. The remaining 28% classes you will be provided assignments to be completed independently (these are not group assignments) and submitted via Canvas.

**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.

## Course Schedule and Outline

Green = Field Experience (8 days)

Yellow = Distance Learning (10 days)

Date	Topic	Assignments Due
1/14	Introduction to Elementary Physical Education	
1/21	Ch. 1 Improving the Health of America's Children	
1/26	Chapter 7 DEMO PEER TEACH Discuss movement bank	
1/28	DL Movement Bank assignment	
2/2	<b>Field Experience</b>	Movement bank due
2/4	<b>Field Experience</b>	
2/9	<b>OBSERVE ROSA PARKS ELEMENTARY</b>	
2/11	DL Ch. 2 Needs and Readiness for PA summary	PE observation due
2/16	DL Ch 3 – Teach PA safely summary	Ch 2 summary due
2/18	<b>Field Experience</b>	Ch 3 summary due
2/23	Ch. 4 Improving the Effectiveness of Instruction and Feedback Discuss Homework Calendar	
2/25	DL – Homework Calendar	
3/2	<b>Field Experience</b>	Homework Calendar due
3/4	<b>Field Experience</b>	
3/9	GYM for management	Classroom observation 1 (5 one hour visits) due
3/11	<b>Exam 1</b>	
3/16	SPRING BREAK	
3/18		
3/23	CSPAP Recess	
3/25	DL - Chapter 10 summary	Teaching Card summary due
3/30	DL – Nutritious School Assignment	Ch 10 summary due
4/1	DL – Active Recess	Nutritious Party due
4/6	Ch. 12 Promoting Children's Health Beyond the School Day	Active Recess due
4/8	DL – Ch 5 Management in PA summary	
4/13	<b>Field Experience</b>	Ch 5 summary due
4/15	Ch. 8 – Increasing PA summary	
4/20	Ch. 6 Teaching Children with Special Needs	Ch 8 summary due
4/22	<b>Field Experience</b>	Children with Special Needs assignment due
4/27	<b>Field Experience</b>	
4/29	Dominoes and Butterflies	Classroom observation 2 (3 one hour visits) due

When unforeseen circumstances necessitate changes, those should be negotiated with the class and reflect the nature of the circumstances necessitating the change. For example, a severe winter storm causing cancelation of classes on exam day would necessitate a change in the exam date or perhaps result in a take-home exam.

### **Required Texts**

Pangrazi, R., Beighle, A., & Pangrazi, D. (2009). *Promoting Physical Activity and Health in the Classroom*. San Francisco, CA: Benjamin Cummings.

\*This text comes with physical activity cards. You will also need these cards.

### **Assignment Details**

All assignments must be submitted 10 am on the due date. For each day an assignment is late, 10% of the assignment value will be deducted.

### **Teaching Card summary (25 pts)**

For this assignment select five activity cards from the cards included with your text. Provide the name of the activity, why you selected it, how you could include the activity in a teaching break, any issues you foresee, and any modifications you could use to make it better. If you have the chance to teach the activity reflect on how it went, what you would change, and any adaptations you could make (e.g. I could see teaching math concepts such as odds and evens with this activity). This should be no more than 2-4 sentences per activity. You do not need to describe the activity.

### **Bulletin Board (50 pts)**

In a group of 2-3 (I will assign your group) create a bulletin board that will cover an area 4' x 5'. You may not use "already made items." Your theme must be related to physical activity (nutrition, safety, fun fall activities, etc). DO NOT include the words fitness or exercise. Be creative in the make-up of your bulletin board. This will be evaluated based on your title, neatness, attractiveness, creativity, and the value of the topic.

### **Movement Bank (25 pts)**

A movement bank is designed to provide a list of physical activities or movements that you can select (e.g., draw out of a hat) for any given "task card." For example, if a game calls for students to march in place for an odd number and complete jumping jacks for an even number, the movement bank will provide alternative activities in place of those that are underlined. Therefore, the next time you decide to play the same game, the movements will be different.

Your assignment is to create a bank of 49 movements that students could perform in place or within their own personal space. Be creative with your ideas and place them in a 7x7 table that fits on one 8" x 11" sheet of paper. THIS IS AN INDIVIDUAL ASSIGNMENT!!

### **Nutritious School Parties (25 pts)**



Identify and outline a plan to ensure that school parties are nutritious. These may include food; however, you must provide healthy choices. Describe how you will ensure that your students are receiving healthy foods or alternative party favors during class parties. Include the following:

- Grade level
- A letter to parents describing the types of foods allowed at school parties and why
- A list of possible alternatives to unhealthy foods
- A list of possible alternatives to food rewards, in general

### **Active Recess (25 pts)**

Identify and outline a plan to promote active recess for students. This should include Activity Zones and/or prompts. Demonstrate how you will encourage students to be active during recess. Include the following:

- Grade level
- Bird's-eye view of outdoor playground area
- Written description of how playground area will be set up
- Complete list of equipment needed for your class plus 3 others of the same grade level to participate at recess concurrently; this includes numbers of equipment
- One example of a point-of-decision prompt or Activity Zone sign

### **Homework Calendar (25 pts)**

Create a physical activity homework calendar for students. This should include specific dates (e.g., a specific month of the year or specific breaks such as fall, Thanksgiving, and/or winter breaks). The calendar should demonstrate how you will encourage students to be active outside of the school day and how you will evaluate/hold them accountable. Include the following:

- Dates (must include at least 2 weeks – you could combine several breaks during the school year)
- Two or more activities from which they can select per day
- Means for holding students accountable for completion (e.g., how will you know if they completed their homework?)
- Combination of individual and family activities
- Combination of indoor and outdoor activities
- Activities may be repeated one time throughout the calendar

### **Children with Special Needs (25 pts)**

Respond to the following questions:

- Your class is playing Centipede Kickball and Georgia is having difficulty kicking the ball. List two things you can do to modify the activity for her. Identify the type of modification (e.g., equipment, rules, environmental, instructional - ERIE) of each.
- Your students are jumping rope on the playground, and Mary cannot jump over the rope as it is moving. List two things you can do to modify the activity. Identify the type of modification of each.
- During a volleyball game on the playground, Jeff is struggling to serve the ball over the net. List two modifications you can make for him. Identify the type of modification of each.

- While shooting baskets on the playground, Lee is having trouble making a basket due to his short height and the big ball. List two modifications you can make to help him have success. Identify the type of modification of each.

### **Field Experiences**

#### **Physical Education Observation (25 pts)**

Complete the following information based on your observation:

- Teacher name
- School
- Grade level
- # students in class
- Students with observable special needs
- Description of lesson observed (e.g., subject area, active/inactive lesson, behavior management, etc.)
- Description of what went well in the lesson observed
- Description of what did not go well in the lesson observed

#### **Classroom Observation (25 pts each)**

**You will complete these after the 5<sup>th</sup> and 8<sup>th</sup> field experience days.**

Complete the following information based on your observation:

- Teacher name
- School
- Grade level
- # students in class
- Bird's eye view of class set-up (including desks, tables, chalkboards, etc.)
- Students with observable special needs
- Description of lesson observed (e.g., subject area, active/inactive lesson, behavior management, etc.)
- Description of what went well in the lesson observed
- Description of what did not go well in the lesson observed
- Discuss how you integrated physical activity or how you would have if given the opportunity.

#### **Chapter Summaries (100 pts: 5 @ 20 pts each)**

Provide a one-page (12 font, 1 inch margins) summary of the chapter. Following this one page, provide three review questions. You may not use questions from the book.

## ASSESSMENT SUMMARY

### Lecture

- Examinations (2 @ 50 points = 100 points)
- Peer Teaching (25 points)
- Movement bank (25 points)
- Nutritious school parties (25 points)
- Active recess (25 points)
- Homework calendar (25 points)
- Children with special needs (25 points)

### Field Experiences

- Physical education observation (25 points)
- Classroom observations (50 points)
- Professionalism (25 points)

### Chapter summaries

- Chapter 2 summary (20 pts)
- Chapter 3 summary (20 pts)
- Chapter 5 summary (20 pts)
- Chapter 8 summary (20 pts)
- Chapter 10 summary (20 pts)

### Final Grade:

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

### 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>)

### Attendance

More than one absence from this class (including scheduled field experiences) will result in a decrease of one letter grade. Each absence thereafter will result in a decrease of an additional letter grade. Absences beyond one will require university verification to be excused. Any absences in which you wish to be excused need to be accompanied by a doctor's note (dated the day of class that you missed) or another valid excuse (e.g., athletic participation, field trip, religious holiday, death in the family, etc.). Two (2) tardies (arriving after class has started) will count as one (1) absence from class.

All field experiences are MANDATORY. Missing a field experience must be made up and will result in an automatic 10% reduction in grade. Incomplete field experiences will result in an E for the course.

### **Excused Absences**

Students need to notify the professor of absences prior to class when possible. S.R. 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. According to Senate policy, students with excused absences have one week to contact the instructor regarding the make-up of missed graded work.

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. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

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

### **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 (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) 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. Melody Noland 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.**