

RECEIVED

NOV 26 2014

OFFICE OF THE  
SENATE COUNCIL**Course Information**

Date Submitted: 11/11/2014

Current Prefix and Number: KHP - Kinesiology and Hlth Promotion , KHP 601 TEACHING EFFECT & LEADERSHIP  
KINESIOLOGY

Other Course:

Proposed Prefix and Number: KHP 601

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: Heather Erwin

Email: heather.erwin@uky.edu

Phone: 257-5311

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: TEACHING EFFECTIVENESS AND LEADERSHIP IN KINESIOLOGY AND HEALTH EDUCATION

Proposed Title: TEACHING EFFECTIVENESS AND LEADERSHIP IN KINESIOLOGY AND HEALTH EDUCATION

c. Current Transcript Title: TEACHING EFFECT &amp; LEADERSHIP KINESIOLOGY

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: Graduate School Grade Scale

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

g. Current number of credit hours: 3

Proposed number of credit hours: 3

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: This course will examine the current research relevant to teacher effectiveness. The development and implementation of practical methods for improving teacher effectiveness in Kinesiology constitute the primary emphasis of the course. The Kentucky Teacher Standards will be emphasized and used to guide the course.

Proposed Course Description for Bulletin: This course will examine the current research relevant to teacher effectiveness. The development and implementation of practical methods for improving teacher effectiveness in Kinesiology constitute the primary emphasis of the course. The Kentucky Teacher Standards will be emphasized and used to guide the course.

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

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: Heather Erwin

Instructor Email: heather.erwin@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? Timely and appropriate interaction are ensured by both asynchronous (Blackboard and Canvas) and synchronous (Adobe Connect) meeting platforms. Students can work at their own pace, yet they can obtain responses from the instructor via email. Immediate responses can be obtained during synchronous classroom meetings. The course syllabus conforms to the University Senate syllabus guidelines, with specific consideration of 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. The course goals and assessments of student learning outcomes are the same as the course that was offered in the classroom setting. The means of delivery is different, but the synchronous meetings allow for real time interaction and discussion, similar to the classroom-based setting.

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. All materials will be submitted through Blackboard and/or Canvas. Each of these are password protected. Additionally, any synchronous meetings held through Adobe Connect are password protected, and students must be "invited" to attend. Each assignment has instructions indicating that it is an individual assignment to be completed by the student of record.

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)? 20% in the Masters in Kinesiology and Health Promotion with emphasis in Physical Education Teaching

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? Students taking the course via DL will have equal access to student services, and they will be assured through information in the syllabus. If they have any needs, they will have to contact the appropriate individuals. The contact information is in the syllabus.

6. How do course requirements ensure that students make appropriate use of learning resources? Students are provided information in the syllabus regarding the use of UK Libraries and the network to locate articles and other references. As part of their assignments, the instructor will show them how to navigate the UK Library site.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. There are no laboratories or facilities required. Students must have access to a computer, Internet service, a microphone and a camera for Adobe Connect.

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/>)? This information is included in the syllabus. If students have questions, they will be directed to the syllabus.

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

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. N/A

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: Heather Erwin

SIGNATURE|MNOLA01|Melody P Noland|KHP 601 CHANGE Dept Review|20140929

SIGNATURE|MYRT|Martha L Geoghegan|KHP 601 CHANGE College Review|20141108

SIGNATURE|ZNNIKO0|Roshan N Nikou|KHP 601 CHANGE Graduate Council Review|20141126

SIGNATURE|MNOLA01|Melody P Noland|KHP 601 CHANGE Dept Review|20140929

SIGNATURE|MNOLA01|Melody P Noland|KHP 601 CHANGE Dept Review|20141111

SIGNATURE|MNOLA01|Melody P Noland|KHP 601 CHANGE Dept Review|20141111

UNIVERSITY OF KENTUCKY  
COLLEGE OF EDUCATION  
DEPARTMENT OF KINESIOLOGY AND HEALTH PROMOTION

## KHP 601

### Teacher Effectiveness and Leadership in Kinesiology and Health Education

<b>Term/Section</b>	Spring 2015 / Section 001
<b>Class Day/Time/Location</b>	100% Online Online activities supplemented with seven virtual synchronous meetings via Adobe Connect: Days 1, 3, 5, 7, 10, 14, & 15 on Tuesday nights in the Course Outline from 4-6pm EST
<b>Instructor Information</b>	Heather Erwin, Ph.D. Office: Seaton 115 Phone: 859-257-5311 Email: <a href="mailto:heather.erwin@uky.edu">heather.erwin@uky.edu</a> Office Hours: by appointment
<b>Preferred Contact Method and Anticipated Response Time</b>	E-mail is the best way to contact me. I will respond within 24 hours (not including weekends). Please plan ahead if you have questions regarding assignments or exams.
<b>Technological Requirements</b>	Students will need a computer with internet access or access to UK computer facilities.
<b>For Technological Assistance</b>	Contact TASC at <a href="http://www.uky.edu/TASC">http://www.uky.edu/TASC</a> or call 859.257.8272 Contact Information Technology Customer Service Center <a href="http://www.uky.edu/UKIT">http://www.uky.edu/UKIT</a> or 859.257.1300
<b>Technical Complaints</b>	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

---

#### **Course Description**

This course will examine the current research relevant to teacher effectiveness. The development and implementation of practical methods for improving teacher effectiveness in Kinesiology and Health Promotion constitute the primary emphasis of the course. The Experienced Teacher Standards will be emphasized and used to guide this course.

### **UK College of Education Professional Themes**

***“Research and Reflection for Learning and Leading”*** is the theme of the College of Education’s conceptual framework. This statement summarizes how the College and this course approach the preparation of professional educators. This course will examine the **research** that impacts what is deemed “effective” instruction. It is crucial that teachers select research-based strategies when teaching. During this course **reflection** will also be discussed. You will be expected to reflect on your teaching experiences and analyze data you obtain via systematic observation. As in all areas of education, **learning** is an important component of this course. Not only will you learn, but you will be exposed to methodologies for helping your students learn. **Leading** is an expectation of both faculty and students. This course will expose you to strategies for becoming a leader in your field.

### **Course Objectives**

1. The student will demonstrate each of the Kentucky Teacher Standards.
2. The student will analyze current research as it relates to effective instruction in health education and physical education.
3. The student will evaluate his/her health education or physical education instruction for teaching and learning effectiveness.
4. The student will demonstrate characteristics of effective health education or physical education instruction.
5. The student will be able to apply course content to implement and assess a personal plan to enhance instructional effectiveness.

### **Textbook and Readings**

**Supplemental readings** include several items accessible through the course Blackboard site.

- Due to copyright restrictions, you should not share these readings with anyone not enrolled in the course. Password protection in Blackboard creates a secure environment for access to copyrighted works that allows University Libraries to make materials available to students under the provisions of fair use. Limiting access to only those students registered for a class helps assure that materials are used only for educational purposes and minimizes any impact on the market for the original work. This restriction is essential to a good faith assertion of fair use in electronic reserves service. ([http://libraries.uky.edu/page.php?lweb\\_id=537&ltab\\_id=1034](http://libraries.uky.edu/page.php?lweb_id=537&ltab_id=1034))

### **Class Resources**

#### **Blackboard class website**

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).

Please see the following website if you want more information specific to **distance learning**:  
<http://www.uky.edu/DistanceLearning/>

**Distance Learning Library Services** (<http://www.uky.edu/Libraries/DLLS>):

- Carla Cantagallo, DL Librarian
- Local phone number: 859-257-0500, ext. 2171
- Long-distance phone number: 800-828-0429 (option #6)
- Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)
- DL Interlibrary Loan service:  
[http://www.uky.edu/Libraries/libpage.php?lweb\\_id253&llib\\_id=6](http://www.uky.edu/Libraries/libpage.php?lweb_id253&llib_id=6)

**Course Delivery**

This course is designed as 100% online **with seven virtual synchronous meetings via Adobe Connect: Days 1, 3, 5, 7, 10, 14, & 15 on Tuesday nights in the Course Outline from 4-6pm EST.**

**Senate Bill 1 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.

**Mid-term Grade**

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

**University and Class Policies****A. Academic Integrity and Scholastic Dishonesty**

*Academic integrity* means that all students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. *Scholastic dishonesty* includes (but is not necessarily limited to): cheating on assignments or examinations; plagiarizing, which means misrepresenting any part of work done by another as your own; submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work.

According the American Psychological Association (APA) Publication Manual (2001), *plagiarism* refers to misrepresenting the words or ideas of another person as your own. To avoid plagiarism, “quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text” (p. 349).

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 should consult their instructors on the matter before submission.**

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

## **B. Participation and Professionalism**

Students are expected to demonstrate 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.

## **C. Diversity and Ethics**

Every class is influenced by the fact that students come from diverse ethnic and cultural backgrounds and hold different values. A key to optimal learning and successful teaching is to hear, analyze, and draw from diverse views. Across course topics, the instructor encourages respectful, active, and lively dialogue.

This course and its participants will not tolerate discrimination, violence, or vandalism. Kinesiology and Health Promotion 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 students 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 program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct.

#### **D. Academic Accommodations**

If you have a documented disability that requires academic accommodations, please let me know early in the semester. 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.

#### **E. Late Policy and Make-up Work**

**All assignments are due** on date listed in the course outline. **Late assignments will not be given full credit.** If you foresee a problem with your schedule, you are encouraged to turn in your assignment ahead of the assigned date or speak with or e-mail me ahead of time if extenuating circumstances arise. Please note that **I do not accept assignments as e-mail attachments; please submit all assignments on Blackboard.** If you do not turn in your assignment on time, you may choose to turn it in late for partial credit. Each weekday that an assignment is late will result in a **25% reduction in grade**. On the 4<sup>th</sup> day an assignment is late, the student will receive a zero for that assignment.

Exams can only be made up in the event of unavoidable or legitimate circumstances. Such circumstances include, but are not limited to, verified illness, participation in intercollegiate athletic events or other group activities sponsored by the University, jury duty, military service, and religious observances. **You must provide documentation to verify the reason for the absence.** Students should let me know of any conflicts as far in advance as possible so that we can schedule a make-up exam or additional make-up assignments.

Students anticipating an absence for a major religious holiday are responsible for notifying me in advance of anticipated absences due to their observance of such holidays. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

#### **F. Grading Grievances**

Students with a grade dispute must present their argument or discussion **within 48 hours of the posting of the grades** (this includes the final grade for the course). Please see me in person or set up a way to discuss via phone or Adobe Connect.

**Class Procedures/Expectations**

1. Students and the instructor should be **prepared and engaged** throughout the 16-week course.
2. Students should **complete assigned readings** to provide a knowledge base needed for assignments, exams, and greater understanding of posted material.
3. Students should **keep up** with the course schedule, **be responsible** for their learning, and **e-mail me with any questions** or concerns throughout the course. Issues are most likely to be resolved when they are addressed earlier rather than later.

**Student Workload Statement: Hour-Credit Ratio**

One credit is equivalent to an average of three hours of learning effort per week (over a 16-week semester) necessary for a University of Kentucky graduate student to achieve an average grade. Since this is a three-credit, 16-week course, **students should expect to spend on average about 9 hours per week on coursework.**

## **Course Evaluation**

### **Synchronous Meetings with Group Discussion (100 points)**

This class will meet seven times using Adobe Connect. During these meetings, I will reinforce lecture content and then facilitate small and large group discussions where students will apply course content and share examples with peers.

### **Abstracts (100 points)**

For each research article that is assigned, you must prepare a list of the following information (or indicate that it is not there):

- Provide the article title and a 2-3 sentence overview of the introduction and/or review of literature.
- What is the purpose of the study?
- Where does the study take place? Describe the general physical and social context of the setting and note salient details.
- In what sequence did the major elements of the study occur? Describe the timing, frequency, order, and/or relationships used in organizing the study.
- Describe the participants giving number and important characteristics.
- How were data collected? What instruments were used?
- Describe the analysis of data. What types of tests were used?
- Describe the major results of the study. What was significant?
- Discuss implications of the study. How can this study be translated into your profession? What does this study mean for you as a teacher, coach, administrator, etc.?

### **Class Presentation (150 points)**

- Prepare an extended reference list for this topic to be distributed to the class (10 or more references).
- Select and obtain a key reading from the references that you and your partner think best exemplifies the work being done on this topic. Show the article to the instructor before distributing to the class. If the article is approved, distribute it to the class one week PRIOR to your presentation date. Consider journals such as Journal of Teaching in Physical Education, Journal of School Health, Pediatric Exercise Science, JOPERD, Research Quarterly in Exercise and Sport, American Journal of Health Education, etc.
- Prepare a class lecture (Power Point presentation) that will do the following:
  - Identify key research being conducted on the topic.
  - Identify key questions in this area of research. If there is a theoretical base for the work, identify it.
  - What were the research methodologies used to answer the questions?
  - What are the strengths/limitations of the work being done in this area?
  - What do we know from this work and what do we still need to find out?
  - Suggest future research in this field.
- Presentations must last 10 minutes.

**Philosophy (25 points)**

You will develop an instructional philosophy for your area or field. For example, if your area is coaching, develop a coaching philosophy. The philosophy should be 1-2 pages. Include information related to content knowledge and instruction. On a separate page, cite and discuss two philosophy statements you have read.

**Midterm (100 points)**

The midterm will be all essays and cover lecture as well as reading materials.

**Leadership Presentation (75 points)**

For this project you will create a project that demonstrates your ability to lead others in your profession. For example, a physical education teacher may develop an after-school program for students and then present the process at a convention. A coach may develop a workshop on how to motivate players. You will present your idea via a power point presentation on Blackboard. Your presentation will include a discussion of the background for the project and should address relevant RESEARCH. The purpose of the project is to determine if you can relate relevant research to a project that demonstrates leadership.

**Video Analysis – Part I and II (100 points)**

The primary objective of Part I of this assignment is for you to observe yourself instructing others. Video tape yourself teaching (if you move a lot have someone video you). Simply observe the instruction and write down what you see (positive or constructive).

For Part II of this assignment, choose a teaching behavior you would like to track (e.g. teacher movement, first names used, number of times you say, “um”, etc.), design or borrow a previously-utilized tool to monitor/track the behavior, and observe the tape while tracking the behavior. Write a two page paper on your observation of the specific teaching behavior. Also, feel free to make this part of your intervention (see below). If you plan ahead, I don't mind letting you double dip.

**Discussion Board (DB) (25 points each x 2 = 50 points)**

There will be two DB assignments, which will discuss Leadership Presentations. Everyone will be expected to respond to the instructor's original posting using guidelines that have been presented in class. An adequate initial posting will be **at least 500 words**. The content will be graded not only in length, but also in quality of the content. Each student is also expected to **respond to at least two postings** of other students in a constructive and considerate nature addressing some of the issues that were brought up in the initial posting.

**General Instructions for DB:**

- When you initially ask a question or change topics, begin a new thread.
- Please do not use abbreviations and remember that everyone in the class will be reading what you write.
- When you are responding to another class member or the instructor, please use a salutation and be sure to sign your name at the end of the comment.
- Respect that not all of your classmates will always agree with you. **The instructor will not accept ridicule, vicious arguing and putdowns, or disrespectful comments.**
- “Factual” comments and quotes should be backed up with the appropriate references.

**Instructional Intervention (300 points)**

The purpose of this assignment is for you to identify one area of your teaching that you would like to improve. You will then develop a strategy for enhancing that teaching skill and implement your strategy. After your strategy has been implemented you will assess the impact your strategy had on your teaching. Finally, you will write your findings in the form of an 8-10 page action research paper (12 pt font, 1 inch margins, double spaced) and present your findings in a presentation. Your paper should include:

- 1) "Introduction" - An introduction discussing why the teaching behavior you have selected is important. This should include some empirical evidence, or research, that supports your claims.
- 2) "Methods" - A discussion of your strategy. Tell the reader exactly what you are going to do and what you expect to find. An explanation of your assessment tool. This should be considered when designing your strategy. You must have a measurable outcome.
- 4) "Results"- The findings of your assessment. You may want to use a pre and post assessment.
- 5) "Discussion" - What implications does this have for you? How can you use this to improve your teaching? Why was your strategy effective or ineffective?

Finally, create a Power Point presentation of your intervention to be presented during one of the final two days of class (30 minutes).

**BRIEF EXAMPLE:**

- 1) In order to promote physical activity for children, physical educators must maximize activity time during physical education.
- 2) Instructional time will be minimized by providing short bouts of instruction "chained" together to teach skills. In addition, each class will begin with students moving upon entering the gym.
- 3) The physical activity levels of a single 2<sup>nd</sup> grade class will be assessed during physical education via pedometry. Data will be collected prior to implementing the strategy, during the implementation, and one month after implementing the strategy. In addition, random lessons will be videotaped and analyzed to determine instructional time.
- 4) The physical activity levels of students increased through the first three weeks and then "plateaued". Basketball and rhythmic dance lessons were most active.
- 5) This strategy allowed for instruction and increased the physical activity levels of students. Although teaching with short bouts of instruction takes more planning, it was effective in increasing physical activity levels.

**Final Exam (100 points)**

The final will be all essays and cover lecture as well as reading materials.

**Assignment Summary**

Assignment	Points
Synchronous Meetings	100
Abstracts	100
Class Presentation	150
Philosophy	25
Midterm	100
Leadership Presentation (via Blackboard)	75
Video Analysis – Part I/II	100
Discussion Board I	25
Discussion Board II	25
Instructional Intervention/Presentation	300
Final	100
<b>TOTAL</b>	<b>1100</b>

% Earned	Letter Grade	Description
90.0-100	A	Achievement that is outstanding relative to the level necessary to meet course requirements.
80.0-89.9	B	Achievement that is significantly above the level necessary to meet course requirements.
70.0-79.9	C	Achievement that meets the course requirements in every respect.
Below 69.9	E	Signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an "I"
Incomplete	I	Assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., hospitalization), a student is prevented from completing the work of the course on time. <i>Requires a written agreement between instructor and student by the end of the current term.</i>

Note: Each assignment has specific requirements that need to be met to be considered complete. **If you do not meet the criteria listed (e.g., page length, peer-reviewed articles), you will not receive credit for that assignment.** If you have any questions about the assignment requirements, please ask.

**Supplemental Readings:** (posted on Blackboard)

It is your responsibility to locate assigned articles and read them each week. Class discussion will be based on these articles. Since this is a graduate class, my intention is to make the course discussion based rather than entirely lecture. For that reason, you are expected to be prepared for each class. This includes having thoughtfully read the articles in advance.

Sample readings include:

- Gusthart, J. L., Kelly, I. M., & Rink, J. E. (1997). The validity of the qualitative measures of teaching performance scale as a measure of teacher effectiveness. *Journal of Teaching in Physical Education*, 16, 196-210.
- Hebert, E. P., Landin, D., & Solmon, M. A. (2000). The impact of task progressions on students' practice quality and task-related thoughts. *Journal of Teaching in Physical Education*, 19, 338-354.
- Little, S. G., Akin-Little, A. (2008). Psychology's contributions to classroom management. *Psychology in the Schools*, 45, 227-234.
- Rink, J. E., French, K. E., Werner, P. H., Lynn, S., & Mays, A. (1991). The influence of content development on the effectiveness of instruction. *Journal of Teaching in Physical Education*, 11, 139-149.
- Wallhead, T. L., & Ntoumanis, N. (2004). Effects of a sport education intervention on students' motivational responses in physical education. *Journal of Teaching in Physical Education*, 23, 4-18.
- Zhu, W. (2008). Promoting physical activity using technology. *Research Digest*, 9(3), 1-8.

**Course Outline and Calendar**

<b>Day</b>	<b>Topic</b>	<b>Assignments Due</b>
1	Good Teaching Process Effective Teaching Action-Based Research	Synchronous Meeting #1 (introduction)
2	Historical Overview of Education Conceptual Frameworks Philosophy Statements	
3	Standard 1: Content Knowledge Standard 2: Designs and Plans Instruction	Synchronous Meeting #2 <ul style="list-style-type: none"> <li>• Individual Class Presentations (Content Development; Standards/Accountability; Alternative Curriculum; Value Orientation)</li> <li>• Abstracts due</li> </ul>
4	Standard 8: Collaborates Standard 10: Leadership	Philosophy due
5	Standard 3: Creates and Maintains Learning Climate	Synchronous Meeting #3 <ul style="list-style-type: none"> <li>• Individual Class Presentations (Student Motivation; Character Education or Social Responsibility)</li> <li>• Abstracts due</li> </ul>
6	MIDTERM	Midterm due by 6:00pm
7	Standard 4: Implements and Manages Instruction Standard 7: Reflects and Evaluates Teaching and Learning	Synchronous Meeting #4 <ul style="list-style-type: none"> <li>• Individual Class Presentations (Teacher Observation Systems; Classroom Management; Teacher Feedback)</li> <li>• Abstracts due</li> </ul>
8	Leadership Presentations on Blackboard	Leadership Presentations due Abstracts due
9	SPRING BREAK – NO CLASS	
10	Standard 5: Assesses and Communicates Learning Results Standard 6: Implements Technology	Synchronous Meeting #5 <ul style="list-style-type: none"> <li>• Individual Class Presentations (Student Cognition; Assessment in Physical Education; Technology in Teaching)</li> <li>• Discussion Board I due</li> <li>• Abstracts due</li> </ul>
11	Leadership Presentations on Blackboard	Leadership Presentations due
12	Video Analysis assignments	Discussion Board II due Video Analysis due
13	Standard 9: Professional Development	Discussion Board III due
14	Intervention presentations	Synchronous Meeting #6
15	Intervention presentations	Synchronous Meeting #7
16	FINAL	Final exam due by 6:00pm

**Physical Education Initial Preparation Program: Standards Alignment**  
KHP 601 Teaching Effectiveness and Leadership in Kinesiology and Health Education

<b>NASPE, EPSB &amp; COE Technology Standards; COE Skills &amp; Dispositions; EPSB Themes; &amp; KERA Initiatives</b>	<b>Addressed in Course</b>
<b>National Association for Sport and Physical Educators' Standards for Advanced Physical Educators</b>	
Standard 1: Content Knowledge	X
Standard 2: Curricular Knowledge	X
Standard 3: Equity/ Fairness/ Diversity	X
Standard 4: Sound Teaching Practices	X
Standard 5: Assessment	X
Standard 6: High Expectations for a Physically Active Lifestyle	X
Standard 7: Methods of Inquiry	X
Standard 8: Collaboration, Reflection, Leadership, and Professionalism	X
Standard 9: Mentoring	X
<b>American Association for Health Education Standards for Entry Level Health Educators</b>	
Standard 1: Assess Individual and Community Needs of Health Education	
Standard 2: Plan Effective Health Education Programs	
Standard 3: Implement Health Education Programs	X
Standard 4: Evaluate Effectiveness of Coordinated School Health Programs	
Standard 5: Coordinate Provision of Health Education Programs and Services	
Standard 6: Act as a Resource Person in Health Education	X
Standard 7: Communicate Health and Health Education Needs, Concerns, and Resources	X
<b>Education Professional Standards Board (EPSB) Kentucky Teacher Standards</b>	
Standard 1: Demonstrates Applied Content Knowledge	X
Standard 2: Designs/ Plans Instruction	X
Standard 3: Creates/ Maintains Learning Climate	X
Standard 4: Implements/ Manages Instruction	X
Standard 5: Assesses and Communicates Learning Results	X
Standard 6: Demonstrates Implementation of Technology	X
Standard 7: Reflects/ Evaluates Teaching/ Learning	X
Standard 8: Collaborates with Colleagues/ Parents/ Others	X
Standard 9: Evaluates Teaching/Implements Professional Development	X
Standard 10: Provides Leadership within School/Community/Profession	X
<b>UK Educator Preparation Unit Technology Standards</b>	
Standard 1: Candidates integrate media and technology into instruction	X
Standard 2: Candidates utilize multiple technology applications to support student learning.	X
Standard 3: Candidates select appropriate technology to enhance instruction.	X
Standard 4: Candidates integrate student use of technology into instruction.	X
Standard 5: Candidates address special learning needs through technology.	
Standard 6: Candidates promote ethical and legal use of technology disciplines.	X
<b>Functional Skills and Disposition (FSD) of UK Educator Preparation Unit</b>	
FSD 1: Candidates communicate appropriately and effectively.	X
FSD 2: Candidates demonstrate constructive attitudes	X
FSD 3: Candidates demonstrate ability to conceptualize key subject matter ideas and relationships.	X
FSD 4: Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.	X
FSD 5: Candidates demonstrate a commitment to professional ethics and behavior.	X

<b>Additional Functional Skills and Dispositions for Health Educators</b>	
FSD 1: Candidates demonstrate health literacy.	X
FSD 2: Candidates demonstrate conceptual knowledge and skills.	X
<b>Educational Professional Standards Board (EPSB) Themes</b>	
Diversity	X
Assessment	X
Literacy Education	
Closing the Achievement Gap	X
<b>Kentucky Education Reform Act (KERA) Initiatives</b>	
KERA Goals and Academic Expectations	X
Program of Studies	X
Core Content for Assessment	X

Courses	Request Tracking
---------	------------------

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 4007	KHP 601 online syllabus 11-11-14.docx

First 1 Last

Select saved project to retrieve...

Get New

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

Current Prefix and Number:	KHP - Kinesiology and Hlth Promotion KHP 601 TEACHING EFFECT & LEADERSHIP KINESIOLOGY	Proposed Prefix & Number: (example: PHY 401G) KHP 601	<input checked="" type="checkbox"/> Check if same as current
* 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 61 the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not 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 sign 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: 11/11/2014	
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: Heather Erwin		Email: heather.erwin@uky.edu    Phone: 257-5311	
* Responsible Faculty ID (if different from Contact):		Email:    Phone:	
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval	OR <input type="checkbox"/> Specific Term: <sup>2</sup>
<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 ) the proposed changes do not affect DL delivery.			
b. Full Title:	TEACHING EFFECTIVENESS AND LEADERSHIP IN KINESIOLOGY AND HEALTH EDUCATION	Proposed Title: *	TEACHING EFFECTIVENESS AND LEADERSHIP IN KINESIOLOGY AND HEALTH EDUCATION
c. Current Transcript Title (if full title is more than 40 characters):	TEACHING EFFECT & LEADERSHIP KINESIOLOGY		
c. Proposed Transcript Title (if full title is more than 40 characters):			

<b>d.</b>	Current Cross-listing: <input 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>2,4</sup> Cross-listing (Prefix & Number):				
<b>e.</b>	Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours <sup>2</sup> for each meeting pattern type.				
Current:	Lecture	Laboratory <sup>2</sup>	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other:	Please explain:	
Proposed: *	Lecture 3	Laboratory <sup>2</sup>	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other:	Please explain:	
<b>f.</b>	Current Grading System:	Graduate School 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.</b>	Current number of credit hours:	3	Proposed number of credit hours:*	3	
<b>h.*</b>	Currently, is this course repeatable for additional credit?			<input type="radio"/> Yes <input checked="" type="radio"/> No	
*	Proposed to be repeatable for additional credit?			<input type="radio"/> Yes <input checked="" type="radio"/> No	
	If YES:	Maximum number of credit hours:			
	If YES:	Will this course allow multiple registrations during the same semester?	<input type="radio"/> Yes <input checked="" type="radio"/> No		
<b>i.</b>	Current Course Description for Bulletin:				
	This course will examine the current research relevant to teacher effectiveness. The development and implementation of practical methods for improving teacher effectiveness in Kinesiology constitute the primary emphasis of the course. The Kentucky Teacher Standards will be emphasized and used to guide the course.				
*	Proposed Course Description for Bulletin:				
	This course will examine the current research relevant to teacher effectiveness. The development and implementation of practical methods for improving teacher effectiveness in Kinesiology constitute the primary emphasis of the course. The Kentucky Teacher Standards will be emphasized and used to guide the course.				
<b>j.</b>	Current Prerequisites, if any:				
*	Proposed Prerequisites, if any:				
<b>k.</b>	Current Supplementary Teaching Component, if any:			<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 type="radio"/> No Change
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address:	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, explain and offer brief rationale:	
5. Course Relationship to Program(s).	
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, identify the depts. and/or pgms:	
b.* Will modifying this course result in a new requirement <sup>2</sup> for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES <sup>2</sup> , list the program(s) here:	
6. Information to be Placed on Syllabus.	
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.)

### 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 instruct 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 require 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 equi experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	KHP 601	Date:	10/22/2014
Instructor Name:	Heather Erwin	Instructor Email:	heather.erwin@uky.edu
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 Univers Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

Timely and appropriate interaction are ensured by both asynchronous (Blackboard and Canvas) and synchronous (Adobe Connect) meeting platforms. Students can work at their own pace, yet they can obtain responses from the

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 go assessment of student learning outcomes, etc.

The course goals and assessments of student learning outcomes are the same as the course that was offered in the classroom setting. The means of delivery is different, but the synchronous meetings allow for real time

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; acad offense policy; etc.

All materials will be submitted through Blackboard and/or Canvas. Each of these are password protected. Additionally, any synchronous meetings held through Adobe Connect are password protected, and students must

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)?

20% in the Masters in Kinesiology and Health Promotion with emphasis in Physical Education Teaching

\*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 deli be 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 se

Students taking the course via DL will have equal access to student services, and they will be assured through information in the syllabus. If they have any needs, they will have to contact the appropriate individuals. The

#### Library and Learning Resources

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

Students are provided information in the syllabus regarding the use of UK Libraries and the network to locate articles and other references. As part of their assignments, the instructor will show them how to navigate the

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

There are no laboratories or facilities required. Students must have access to a computer, Internet service, a microphone and a camera for Adobe Connect.

#### 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/ of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

This information is included in the syllabus. If students have questions, they will be directed to the syllabus.

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.

N/A

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

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- 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).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- 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 Res 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)."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>)
  - 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?lweb\\_id=253&llib\\_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16)

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

Instructor Name:

Heather Erwin

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

Revised 8/09

<sup>11</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>12</sup>Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>13</sup>Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>14</sup>Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>15</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>16</sup>You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>17</sup>In order to change a program, a program change form must also be submitted.

Submit as New Proposal    Save Current Changes