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OFFICE OF THE  
SENATE COUNCIL**Course Information**

Date Submitted: 9/30/2014

Current Prefix and Number: KHP - Kinesiology and Hlth Promotion , KHP 602 PROMOTING PHYSICAL ACTIVITY FOR YOUTH

Other Course:

Proposed Prefix and Number: KHP 602

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: PROMOTING PHYSICAL ACTIVITY FOR YOUTH

Proposed Title: PROMOTING PHYSICAL ACTIVITY FOR YOUTH

c. Current Transcript Title: PROMOTING PHYSICAL ACTIVITY FOR YOUTH

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

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: The purpose of this course is to provide educators and other professionals with the knowledge and skills necessary to promote physical activity for youth. Current research and philosophies will be presented in a manner that provides a sound philosophical and factual basis for promoting physical activity for youth primarily through schools. Topics such as motivation, health benefits of regular physical activity, physical activity guidelines, and assessment of physical activity will be covered. Students will also be exposed to strategies for increasing physical activity both during the school day and outside of school.

Proposed Course Description for Bulletin: The purpose of this course is to provide educators and other professionals with the knowledge and skills necessary to promote physical activity for youth. Current research and philosophies will be presented in a manner that provides a sound philosophical and factual basis for promoting physical activity for youth primarily through schools. Topics such as motivation, health benefits of regular physical activity, physical activity guidelines, and assessment of physical activity will be covered. Students will also be exposed to strategies for increasing physical activity both during the school day and outside of school.

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any: none

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: 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? There are discussion board sessions on Blackboard that will generate discussion among all students and the faculty. The course syllabus conforms to 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 goals are the same as the course when it was offered face-to-face. The readings are the same (generated by students, but approved by the instructor). The assessments are also the same. Students will present materials electronically instead of face-to-face.

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. Students submit assignments through Blackboard or via email. They will be submitted from their own account. The information will only be shared with them through means such as Blackboard and email directly to their email account. The academic offense policy is presented in the syllabus and reminded when assignments are given.

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)? 10% of a Masters degree in Kinesiology and Health Promotion (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? The technological requirements for students are indicated in the syllabus. Access to student services is defined/outlined in the syllabus. Students are provided with links and contacts if they need assistance.

6. How do course requirements ensure that students make appropriate use of learning resources? Students are required to provide a list of readings for their classmates. The readings can and should be accessed through the University library system.
7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. No laboratories or facilities are required for this course. Information is provided in the syllabus regarding access to the University's library system.
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/>)? The syllabus includes all relevant information regarding student access to technology issues.
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. The course will utilize basic technology such as email and Blackboard. They will use these tools to communicate with the instructor and other students as well as to submit assignments. There is information in the syllabus for students to request help/assistance with these tools, if needed.
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 602 CHANGE Dept Review|20140930

SIGNATURE|MNOLA01|Melody P Noland|KHP 602 CHANGE Dept Review|20140930

SIGNATURE|MYRT|Martha L Geoghegan|KHP 602 CHANGE College Review|20141108

SIGNATURE|ZNNIKO0|Roshan N Nikou|KHP 602 CHANGE Graduate Council Review|20141126

DISTANCE LEARNING COURSE GRANT APPLICATION  
KHP 602-001  
Promoting Physical Activity for Youth

**Course Description and Request**

- **Course content:**

The purpose of this course is to provide educators and other professionals with the knowledge and skills necessary to promote physical activity for youth. Current research and philosophies will be presented in a manner that provides a sound philosophical and factual basis for promoting physical activity for youth primarily through schools. Topics such as motivation, health benefits of regular physical activity, how much is enough, and assessment of physical activity will be covered. Students will also be exposed to strategies for increasing physical activity both during the school day and outside of school.
- **Development and delivery will transform your classroom, engage students and improve student learning outcomes:**
  - Providing this course online will allow us to attract more physical educators and students who are not proximal to campus. Despite the known need for physical activity intervention for youth, classes such as this, specifically at the graduate level are rare. Graduate level instruction will allow students to engage in discussions (via synchronous meetings and discussion boards) related to relevant issues, research, and problems. Student learning will improve and the impact this course can have will improve because the course will be available to a wider spectrum of students. The broader student base will also strengthen discussions as students bring various backgrounds, expertise, and experiences.
- **List goals/objectives of course:**
  1. The student will be able to read and understand current research related to promoting physical activity for youth.
  2. The student will provide both written and oral work demonstrating an understanding of current philosophy regarding youth physical activity promotion.
  3. The student will be able to monitor their own physical activity level and provide qualitative information about their personal activity level via journaling.
  4. The student will be able to create and develop a program designed to increase the physical activity level of students either during the school day or outside of school.
  5. The student will understand current strategies for teaching physical activity to school age children.
- **Training needs of instructor and/or students related to technology, instructional design, course approval, assessment:**
  - The instructor has conducted courses via distance learning before, knows how to utilize Blackboard to post assignments, generate discussion via Discussion Boards. Trainings to coordinate synchronous class meetings via Adobe Connect will be necessary.

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

**KHP 602**

**Promoting Physical Activity for Youth**

<b>Term/Section</b>	Spring 2016 / Section 001
<b>Class Day/Time/Location</b>	100% Online Online activities supplemented with five virtual synchronous meetings via Adobe Connect: Days 1, 7, 10, 14, & 15 on Tuesday nights in the Course Outline from 4-6pm EST
<b>Instructor Information</b>	Aaron Beighle, Ph.D. Office: Seaton 123 Phone: 859-257-2655 Email: <a href="mailto:beighle@uky.edu">beighle@uky.edu</a> Office Hours: by appointment
<b>Preferred Contact Method and Anticipated Response Time</b>	E-mail is the preferred method of communication. 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

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**Course Description**

The purpose of this course is to provide educators and other professionals with the knowledge and skills necessary to promote physical activity for youth. Current research and philosophies will be presented in a manner that provides a sound philosophical and factual basis for promoting physical activity for youth primarily through schools. Topics such as motivation, health benefits of regular physical activity, how much is enough, and assessment of physical activity will be covered. Students will also be exposed to strategies for increasing physical activity both during the school day and outside of school.

**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 be able to read and understand current research related to promoting physical activity for youth.
2. The student will provide both written and oral work demonstrating an understanding of current philosophy regarding youth physical activity promotion.
3. The student will be able to monitor their own physical activity level and provide qualitative information about their personal activity level via journaling.
4. The student will be able to create and develop a program designed to increase the physical activity level of students either during the school day or outside of school.
5. The student will understand current strategies for teaching physical activity to school age children.

### **Textbook and Readings**

Ward, D.S., Saunders, R.P., & Pate, R.R. (2007). *Physical Activity Interventions in Children and Adolescents*. Human Kinetics, Champaign, IL.

**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 five virtual synchronous meetings via Adobe Connect: Days 1, 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.

### Absences:

Students are expected to be in attendance online during synchronous meeting dates. Students are permitted one absence for these meetings. Each absence beyond one will result in a 10% decrease in the final grade. As is evident by this policy, attendance during synchronous meetings is essential to maximize learning during this course.

### 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 to 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) 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. 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 **10% 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

This is a graduate class. It is expected that all work will be handed in on time and of high quality. Thus, all work must be typed (12 pt font, double spaced, one inch margins, etc.) and handed in the day it is due, no later than the end of class. For each day your work is not turned in you will lose 10% of the points possible. Work handed in after class on the day it is due, will be counted as one day late.

**Readings** Throughout the semester readings will be assigned. These readings will be assigned by me, you, and your classmates. You are expected to have read the articles thoroughly and to be prepared to discuss the article either during synchronous meetings or via blackboard discussion. Throughout the semester, students will be asked to lead the discussion on specific articles or topics.

**Literature search** During the semester one student or a group of students will provide the reading assignments for the group. They will be responsible for corresponding with the instructor to determine 2-3 appropriate readings for their topic. **One week prior to the date the readings should be read, you will provide references to the class.**  
DUE DATE: TBA  
POINTS POSSIBLE: 100

**Discussion Board** There will be five DB assignments. 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 and posted by Wednesday at 4pm**. 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 by Friday at 4pm** 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.
- This is not Facebook, MySpace, or a text message to your friend – 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.

**DUE DATES:**

**POINTS POSSIBLE: 100 each**

**Physical Activity Monitoring and Journal** Beginning with the first day of class, you will be tracking your physical activity levels via pedometry. In addition to recording your physical activity level on a daily basis, you will also be keeping a journal. Each day you should write a few sentences

describing how you felt and the activities you engaged in throughout the day. Details of this project will be discussed in class.

DUE DATE:

POINTS POSSIBLE: 100

Personal  
Intervention

After establishing your baseline physical activity level over two weeks, you will create a personal intervention designed to increase your physical activity level. This project will also involve goal setting, which will be discussed in class prior to this assignment. Following implementation of your "intervention" you will write a mini-research paper (5-6 pages) with a brief introduction, methods, results, and discussion section, as well as references and figures or tables if applicable. This should be a formal paper written in a style consistent with what you see in research articles.

DUE DATE:

POINTS POSSIBLE: 200

Midterm

The midterm will be entirely essay and cover all topics presented in the first half of the semester.

DUE DATE:

POINTS POSSIBLE: 100

Intervention Program

The culminating project of this course will be the development of a physical activity program for youth. This will be an individual or group project. Your program should be grounded in research and demonstrate a sound understanding of the literature. After working throughout the semester on the development of your program you will make an oral presentation via Adobe Connect and turn in a paper. The paper should be 8-10 pages and demonstrate a need for the program and provide evidence of extensive thought and planning for the implementation of the program. In essence, this is a proposal to a funding source; thus, it is your job to demonstrate you are worthy of their money. Your presentation will be a summary of your paper and should last 20-30 minutes.

DUE DATE:

POINTS POSSIBLE: 150 paper/50 presentation

Final

Your final will be essay questions primarily covering the latter half of the semester.

DUE DATE:

POINTS POSSIBLE: 200

#### Assignment Summary

Assignment	Points
Physical Activity Monitoring & Journal	100
Literature Search	100
Discussion Board (20 pts each/ 5 total)	100
Midterm	100
Personal Intervention	200

Intervention Program	200
Final	200
<b>TOTAL</b>	<b>1000</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 70	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.

Week Date	Topic
1*	Course Orientation
2	Youth physical activity
3	<b>Current PA levels/MVPA v PA</b>
4	<b>Interventions – School based, youth sports, community, etc.</b>
5	<b>Comprehensive School Physical Activity Programs/PALs</b>
6	<b>Midterm</b>
7*	Physical education and School day
8	<b>Before and after school</b>
9	Families and Community
3/19	<b>SPRING BREAK</b>
10*	<b>Motivation</b>
11	<b>Measuring PA</b>
12	<b>PA and cognition, learning, etc.</b>
13*	Student Presentations
14*	Student Presentations
Final	

Sample Readings (the following are examples of readings I used in Spring of 14 and Spring of 12. Many of the readings change each semester but are used to guide students during their Literature Search project.)

Corbin, C.B. & Pangrazi, R. P. (1996). What you need to know about the Surgeon General's Report on Physical Activity and Health. *President's Council on Physical Fitness and Sport Research Digest*. 2(6), 1-8

Haskell, W.L, Lee, I., Pate, R. et al (2007). Physical activity and public health. Updated recommendations for adults from the American College of Sports Medicine and the American Heart Association. *Circulation*.

Strong, W.B., Malina, R.M., Bumkic, C.J et al (2005). Evidence based physical activity for school-age youth. *Journal of Pediatrics*, 146, 732-737

Caspersen, C.J, Powell, K.E., & Christenson, G.M (1985). Physical activity, exercise and physical fitness: Definitions and distinctions for health-related research. *Public Health Reports*, 100(2), 126-130.

Corbin, C.B., Pangrazi, R.P., Le Masurier, G. (2004). Physical activity for children: Current patterns and guidelines. *President's Council on Physical Fitness and Sport Research Digest*. 5(2), 1-8

Malina, R. M. (2001). Tracking of physical activity across the lifespan. *President's Council on Physical Fitness and Sport Research Digest*. 3(14), 1-8

Wickel, E.E. & Eisenmann, J.C. (2007). Contribution of youth sport to total daily physical activity among 6-12 yr old boys. *Medicine and Science in Sport and Exercise*, 39(9), 1493-1500.

Harris, K.C., Kuramoto, L.S., Schulzer, M., and Retallack, J.E. (2009). Effect of school-based physical activity interventions on body mass index in children: a meta-analysis. *Canadian Medical Association Journal*, 180(7), 719-726.

Van Sluijs, E.M.F., McMinn, A.M., and Griffin, S.J. (2008). Effectiveness of interventions to promote physical activity in children and adolescents: Systematic review of controlled British Medical Journal, 335, 703-

American Academy of Pediatrics (2009). The built environment: Designing communities to promote physical activity in children. *Pediatrics*, 123(6), 1591-1598.

C Tudor-Locke, JJ McClain, TL Hart (2009). Pedometer methods for assessing free-living youth. *Research quarterly for exercise and sport*. 80(2).

TL McKenzie. (2010) Seeing Is Believing: Observing Physical Activity and Its Contexts. *Research quarterly for exercise and sport*. 81(2).

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Sallis, J.F., McKenzie, T.L., Beets, M.W., Beighle, A., Erwin, H., & Lee, S. (2012). Physical education's role in public health: Steps forward and backward over 20 years and HOPE for the future. *Research Quarterly for Sport and Exercise and Sport*. 83(2), 125-135.

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**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

**Instructor CV**  
**Aaron E Beighle, Ph.D.**  
**Department of Kinesiology and Health Promotion**  
**University of Kentucky**  
**Lexington, Kentucky**  
**beighle@uky.edu**

**Educational Background**

Ph.D.	Arizona State University	2003	Curriculum and Instruction (Physical Education)
M.S.	Texas Christian University	1998	Exercise Physiology
B.A.	Northern Kentucky University	1996	Physical Education (Recreation/Fitness)

**Experience**

**University of Kentucky** Lexington, Kentucky (5/10 – present) Position: Associate Professor  
**University of Kentucky** Lexington, Kentucky (8/04 – 5/10) Position: Assistant Professor  
**Cal Poly – Pomona** Pomona, California (9/03 – 8/04) Position: Assistant Professor

**Sample Refereed Publications (selected from 76)**

Weaver, R.G., Beets, M.W., Saunders, R., Webster, C., Beighle, A., (in press). A Comprehensive Professional Development Training's Effect on Afterschool Program Staff Behaviors to Promote Healthy Eating and Physical Activity. *Journal Public Health Management and Practice*.

Huberty, J., Beets, M. W., & Beighle, A. (in press). Effects of a policy-level intervention on children's pedometer-determined physical activity: Preliminary findings from Movin' Afterschool. *Journal of Public Health Management & Practice*.

Beighle, A., & Morrow, J. (2014). Promoting physical activity: Addressing barriers and moving forward. *Journal of Health Physical Education Recreation and Dance*, 85(7), 23-26.

Erwin, H. E., Beighle, A., Carson, R. L., & Castelli, D. M. (2013). Comprehensive school-based physical activity programs: A review. *Quest*, 65, 412-428

Beighle, A. & Moore, M. (2012). Physical activity before and after school. *Journal of Physical Education Recreation and Dance*. 83(6). 25-28.

Huberty, J., Wolcott, D., Coleman, J., Beighle, A., & Apenteng, B. (2012). The role of schools in youth physical activity participation: Staff and parent perceptions. *Health Education Research*, June 2012, epub ahead of print.

Beighle, A., Erwin, H., Morgan, C. & Alderman, B. (2012). Children's in-school and out-of-school physical activity during two seasons. *Research Quarterly in Sport and Exercise*. 83(1), 103-107.

### **Books and Reports**

Pangrazi, R.P. & Beighle A. (2013). *Dynamic Physical Education for Elementary School Children* (17<sup>th</sup> ed.) San Francisco: Benjamin Cummings.

Pangrazi, R.P. & Beighle A. (2010). *Dynamic Physical Education for Elementary School Children* (16<sup>th</sup> ed.) San Francisco: Benjamin Cummings.

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

Pangrazi, R.P., Beighle, A., & Sidman, C. (2007). *Pedometer Power* (2<sup>nd</sup> ed). Champaign, IL: Human Kinetics.

Beighle, A. (2012) *Increasing physical activity through recess. A research brief*. San Diego, CA: Robert Wood Johnson – Active Living Research.

Beighle, A. & Erwin, H. (2010). *Child care setting and physical activity manual*. Kentucky Department of Public Health, Frankfort, KY.

Centers for Disease Control and Prevention and National Association for Sport and Physical Education (in review). *Developing a Comprehensive School Physical Activity Program: A Guide for Schools* (working title). Atlanta, GA

Move More After-School Collaborative (2009). *Move More North Carolina: Recommended standards for after-school physical activity*. North Carolina Division of Public Health, Raleigh, NC.

National Association for Sport and Physical Education (2008). *Comprehensive school physical activity programs: A position statement from the National Association for Sport and Physical Education*. Reston, VA.

## Development and Implementation Timeline

<b>Task</b>	<b>Date</b>
Departmental (KHP) faculty approved	9/25/14
Submit course information to eCATS	10/2/14
Submit grant application to Jennifer Edwards	10/3/14
Decision on UK Analytics & Technologies Grant	11/3/14
Decision by College of Education courses and curricula	10/21/14
University Senate/Graduate Council approval	5/15/14
KHP 602 offered online	Spring 2016

### Assessment Plan

Effectiveness of the course will be measured by student evaluations and instructor reflection. Students will be asked to complete an anonymous administered by the University. This feedback will be used to make changes to the course. In addition, the instructor regularly attends conferences and meetings associated with physical activity and youth. Information garnered from these experiences and student feedback will be used to evaluate the course, but more importantly to strengthen the course. Lastly, student performance on assignments will be compared to those from previous semesters in which the course was taught face-to-face.

**Courses** | **Request Tracking**

**Course Change Form**

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

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

Generate F

**Attachments:**

Upload File

ID	Attachment
Delete 4008	KHP 602 DISTANCE LEARNING COURSE GRANT APPLICATION

1

Select saved project to retrieve...

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

<b>Current Prefix and Number:</b>	KHP - Kinesiology and Hlth Promotion KHP 602 PROMOTING PHYSICAL ACTIVITY FOR YOUTH	<b>Proposed Prefix &amp; Number:</b> (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	KHP 602
* 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 to 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 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: 9/30/2014	
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? <input type="text" value="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:		PROMOTING PHYSICAL ACTIVITY FOR YOUTH	Proposed Title: * PROMOTING PHYSICAL ACTIVITY YOUTH
c. Current Transcript Title (if full title is more than 40 characters):		PROMOTING PHYSICAL ACTIVITY FOR YOUTH	
c. Proposed Transcript Title (if full title is more than 40 characters):			

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):					
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.					
Current:	Lecture 3	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:	
f. 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			
g. Current number of credit hours:	3	Proposed number of credit hours:*	3		
h.* 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	
i. Current Course Description for Bulletin:					
The purpose of this course is to provide educators and other professionals with the knowledge and skills necessary to promote physical activity for youth. Current research and philosophies will be presented in a manner that provides a sound philosophical and factual basis for promoting physical activity for youth primarily through schools. Topics such as motivation, health benefits of regular physical activity, physical activity guidelines, and assessment of physical activity will be covered. Students will also be exposed to strategies for increasing physical activity both during the school day and outside of school.					
* Proposed Course Description for Bulletin:					
The purpose of this course is to provide educators and other professionals with the knowledge and skills necessary to promote physical activity for youth. Current research and philosophies will be presented in a manner that provides a sound philosophical and factual basis for promoting physical activity for youth primarily through schools. Topics such as motivation, health benefits of regular physical activity, physical activity guidelines, and assessment of physical activity will be covered. Students will also be exposed to strategies for increasing physical activity both during the school day and outside of school.					
j. Current Prerequisites, if any:					
* Proposed Prerequisites, if any:					
none					
*					
k. 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 checked="" 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 <u>changed</u> to 400G or 500.	If <u>changed</u> to 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</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 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 equitable experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: <b>KHP 602</b>	Date: <b>9/30/2014</b>
Instructor Name: <b>Aaron Beighle</b>	Instructor Email: <b>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?

There are discussion board sessions on Blackboard that will generate discussion among all students and the faculty. The course syllabus conforms to 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 goal assessment of student learning outcomes, etc.

The goals are the same as the course when it was offered face-to-face. The readings are the same (generated by students, but approved by the instructor). The assessments are also the same. Students will present materials

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.

Students submit assignments through Blackboard or via email. They will be submitted from their own account. The information will only be shared with them through means such as Blackboard and email directly to their email

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)?

10% of a Masters degree in Kinesiology and Health Promotion (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 delivery will 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 setting?

The technological requirements for students are indicated in the syllabus. Access to student services is defined/outlined in the syllabus. Students are provided with links and contacts if they need assistance.

#### Library and Learning Resources

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

Students are required to provide a list of readings for their classmates. The readings can and should be accessed through the University library system.

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

No laboratories or facilities are required for this course. Information is provided in the syllabus regarding access to the University's library system.

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

The syllabus includes all relevant information regarding student access to technology issues.

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.

The course will utilize basic technology such as email and Blackboard. They will use these tools to communicate with the instructor and other students as well as to submit assignments. There is information in the syllabus

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 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)."
- Specific dates of face-to-face or synchronous class meetings, if any.
- 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?lweb\\_id=253&lhb\\_id=16](http://www.uky.edu/libraries/libpage.php?lweb_id=253&lhb_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

<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 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.

Submit as New Proposal    Save Current Changes