

UK SPONSORED PROGRAM PROPOSAL – NEW PROGRAM

Submission requested 9-12 months prior to program departure

UK Education Abroad asks faculty members who are organizing for their department a new credit-bearing, education abroad program to submit the following information for review. Proposals must be submitted with approval signatures from the organizing faculty member (Program Director), the chair of the sponsoring department, and the dean or designee of the sponsoring college. **If this is a recurring program, not a new program**, please submit the recurring program form instead.

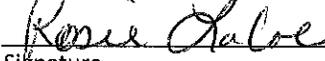
Proposals should be submitted to Dr. Anthony Ogden, director of UK Education Abroad, at a.ogden@uky.edu. Dr. Ogden may be contacted for consultation via email or phone at 859-257-4067.

Department:	Kinesiology and Health Promotion
College:	College of Education
Program Director(s):	Kathryn Rosie LaCoe, Jill Day

ADMINISTRATIVE REGULATION 4:9 REQUIRED AUTHORIZED SIGNATURES

We certify that the information we have submitted is accurate to the best of our knowledge. We also agree that this program is in compliance with UK's academic and administrative policies, including those concerning risk management and Clery Act Compliance. This Program Director understands that he/she must obtain college curriculum committee approval each time a course is delivered abroad per Faculty Senate agreement. To that end, the Program Director must complete a [Curriculum Committee Approval for Education Abroad](#) form at least two months prior to program departure.

Primary UK Program Director:

	Rosie LaCoe, PhD	8/28/2015
Signature	Printed Name	Date

Comments:

Primary Sponsoring Department or Unit (Department Chair):

	Ben Johnson, EdD	9/4/15
Signature	Printed Name	Date

Comments: PD's must provide evidence of having secured classroom/lab space for the expected and normal class/lab requirements

Primary Sponsoring College (Dean or Associate Dean):

	Dean Mary John O'Hair	9/18/15
Signature	Printed Name	Date

Comments:

UK Education Abroad (Director or Assistant Director):

	Anthony Ogden, PhD	
Signature	Printed Name	Date

Comments:

STUDENT LEARNING OUTCOMES

The foundation of every education abroad program is an **emphasis on student learning**. As opposed to *course objectives* which outline the subject matter that the faculty member intends to teach, a *student learning outcome* describes the abilities or knowledge the student should possess upon successful completion of the education abroad program, of which courses are one aspect of the total learning. All UK Sponsored programs must have clearly articulated *learning outcomes*, along with strategies for achieving and measuring those outcomes.

Please (a) provide **at least three specific learning outcomes** for the overall program, (b) describe your pedagogical approach(es) for each intended outcome, (c) describe how each learning outcome will be assessed, and (d) list any resources that may be needed for each learning outcome to succeed:

Intended Learning Outcome: <i>What will students learn?</i>	Pedagogical Approaches: <i>How will students learn?</i>	Method of Assessment: <i>How will you know if the students learned?</i>	Resources Needed: <i>What resources do you need to enhance the learning?</i>
<i>Example:</i> Students will learn to recognize the geological formations which exist across the varied topography of New Zealand.	<i>Example:</i> Lectures will be given on-site of the mountains visited to physically expose students to the sight, smell, and even taste of geological formations.	<i>Example:</i> Students will compose blog posts about pre-assigned formations and give an oral presentation of their knowledge on-site for a grade.	<i>Example:</i> Access to wireless internet for at least a few days.
1a. Students will compare and contrast the economic and logistical challenges with the benefits of hosting an Olympic Games.	1b. Students will visit various Olympic venues, interview, and research opinions on hosting an Olympic games.	1c. Students will synthesize a 2-3 page paper to evaluate if the benefits of hosting an Olympic Games outweigh the costs.	1d. Guided tour of the Olympic venues.
2a. Students will be able to demonstrate basic understanding of the primary adaptations of major organs systems to various forms of exercise training.	2b. Students will attend lectures at a local university classroom.	2c. Students will demonstrate mastery of the lecture content by completing written examinations.	2d. We will need a classroom with power-point capabilities and internet.
3a. Students will be able to participate in a laboratory setting to learn basic techniques for measuring physiological variables.	3b. Students will visit an exercise physiology lab and perform data collection skills by using instruments to observe several variables.	3c. Students will show skill proficiency in a lab practical exercise and will also answer written questions, interpret results, and graph data.	3d. Access to an exercise physiology lab equipped with standard exercise physiology instruments (i.e. metabolic cart, EKG, calipers, BIA).
4a. Students will learn about the different career opportunities in England for Sport Psychology, Exercise Physiology, and Sports Performance degrees.	4b. Students will shadow an expert in their field of study (performance psy, physiology, strength and conditioning, etc.) at the English Institute of Sport (EIS).	4c. Students will compose a 2 page journal summary of their experiences that includes an evaluation of the EIS employee.	4d. Half to full-day internship/shadowing permission and placements for students at the EIS. OR Guided tour of an EIS facility.
5a. Students will be able to demonstrate basic understanding of sports psychology and sociology.	5b. Lectures will be given on this topic at a local university classroom.	5c. Students will demonstrate mastery of the lecture content by completing written examinations.	5d. We will need a classroom with power-point capabilities and internet.

PROGRAM INFORMATION

Program Director name: Rosie LaCoe, PhD
Email: rosie.lacoe@uky.edu
Name(s) of other participating UK faculty/staff: Jill Day, EdD
Destination city(s): London
Destination country(s): England
Proposed program title: Kinesiology and Health Promotion in England
Term & year: Summer 2016
Travel dates: June 10th-July 8th, 2016

COLLEGE/DEPARTMENT INFORMATION

Primary sponsoring college: College of Education
Primary sponsoring department: Kinesiology and Health Promotion
Department chair: Ben Johnson, EdD
Curriculum Committee chair: Doug Smith
Has the Curriculum Committee been informed? No
Secondary sponsoring college (if applicable):
Secondary sponsoring department (if applicable):

ACADEMIC PROGRAM DEVELOPMENT

Experience type (study, intern., research, teaching, S-L): Study
Total number of credits to be offered: 7
Host institution (if applicable):
Participants' minimum class standing: Sophomore
Participants' minimum GPA (must be ≥ 2.0): 2.5
Is the program open to both grad. and undergraduates? no
Students' required major, dept., or college (if applicable): NA
Language of instruction: English
Minimum level of foreign lang. proficiency (if applicable): none
Additional eligibility requirements (if applicable): none
Will non-student applicants be permitted to participate in the program? Who are the anticipated non-student participants? no

PROGRAM DESCRIPTION AND HIGHLIGHTS

Please **provide an overview of the proposed program** (approximately 200 words), including what topics will be covered and how the program location enhances the course(s). This text will be used to promote the program to potential student participants on the UK Education Abroad website and promotional materials.

European countries currently lead the world in the study and advancements in the fields of exercise performance, sports psychology, and related exercise sciences. England in particular greatly focuses on exercise performance, sports psychology, and sports medicine and has several institutions dedicated to sport. These institutions research and implement innovations in sport performance and provide the perfect educational setting for health and fitness professionals. In the historically rich setting of London, England, students will engage in the comparative study of the American and English lifestyles relating to exercise, health, and sport sociology/psychology. During this four-week program, students will participate in a variety of educational excursions and cultural experiences as well as classroom sessions at a local University. During their time in England, participants may opt to visit some major cities in the United Kingdom's region (Manchester, Liverpool, Glasgow, Brighton) as well as European neighboring countries (Ireland, Wales, France, Scotland, etc.). This is the ideal location to study the economical impact of hosting an Olympic Games, to tour an Olympic Games facility, and apply basic knowledge of exercise physiology and exercise testing to elite performance training by visiting institutions such as the English Institute of Sport.

Please list **three to five program highlights** about the program that will be of interest to potential student participants. This can include specific site visits, guest lectures, excursions, special activities, etc. These highlights may be used to promote the program on the UK Education Abroad website and promotional materials.

1.	Through required field trips, explore and discuss the value of different cultural lifestyles relating to exercise and health, fitness culture, and big city urban living.
2.	Visit to the 2012 Olympic Facilities
3.	Visit to Wimbledon Tennis Championships
4.	Visit to the English Institute of Sport
5.	Tours of historical English landmarks

ACADEMIC COURSE INFORMATION

In order for residential UK courses to be taught off campus, the academic content must be consonant with the original intent and learning outcomes of the course. In cases where the learning outcomes are substantially different, a "special topics" designation within the major must be used. When the learning outcomes remain consistent with an already approved UK course, the regular course number and title should be used. If available, please attach draft copy of the syllabus for each course to be taught abroad. Final syllabi will be requested closer to the program date of departure. **It is the responsibility of the home department to build the course(s) associated with the education abroad program in myUK.**

If the program is open to graduate students, please include both the undergraduate and graduate course information. It is acceptable to list the graduate credit as something that must be arranged individually.

First UK course number & title:	KHP 420G, Physiology of Exercise
Total credit hours:	3
Pre-requisites (if any):	ANA 209, PGY 206 or equivalent
Total contact hours of instruction:	45
Language of instruction:	English
Instructor of record for course catalog:	Dr. Rosie LaCoe
Does this course fulfill degree or UK Core requirements? Please specify.	Yes, Required for exercise science majors
Will any part of this course be taught on campus? If so, please specify dates for on-campus meetings.	No
Second UK course number & title (if applicable):	KHP 300, Psychology and Sociology of Sport
Total credit hours:	3
Pre-requisites (if any):	None
Total contact hours of instruction:	45
Language of instruction:	English
Instructor of record for course catalog:	Dr. Jill Day
Does this course fulfill degree or UK Core requirements? Please specify.	Yes, Required course for all KHP majors
Will any part of this course be taught on campus? If so, please specify dates for on-campus meetings.	No
Third UK course number & title (if applicable):	
Total credit hours:	
Pre-requisites (if any):	
Total contact hours of instruction:	
Language of instruction:	
Instructor of record for course catalog:	
Does this course fulfill degree or UK Core requirements? Please specify.	
Will any part of this course be taught on campus? If so, please specify dates for on-campus meetings.	

GENERAL PROGRAM DEVELOPMENT

Program Customization: UK Education Abroad partners with a number of reputable organizations to provide customized support for faculty-directed programming. Customized programming can include planning and logistics, arrangements for housing and academic facilities, planned cultural excursions, coordination of guest speakers, on-site support for health and security, assistance with promotion and outreach, etc.

1. Would you like to receive more information on customized programming?
2. Is there a particular provider organization you would like to work with?
3. Are you independently working with any external agent to plan program logistics or host any excursions? If so, please provide the name, affiliation, and contact info for this agent.

Yes

ISA or other

No

Budgeting: As all expenses associated with this program must be covered by student fees and Education Abroad scholarships are limited, please indicate any sources of potential funding that may offset the overall program cost to students.

1. Type and amount of financial support from sponsoring college/department:
2. Type and amount of financial support from other sources (e.g., grant funding):
3. External financial aid/scholarship support for students:

None

None

Education Abroad Scholarships

Student Accommodations:

1. Types of housing that will be utilized during program:
2. Which, if any, meal costs will be included in the program fee?
3. What methods of in-country transportation will be utilized?

Home stays are preferred

Group meals

Bus

Promotion & Outreach:

1. Estimated number of participants:
2. Describe your outreach strategies to enroll traditionally underrepresented student populations (e.g., racial minorities, first generation, low SES, etc.)
3. Will the Program Director(s) recruit at other institutions? If so, list key institutions.

Maximum of 23

Fliers, announcements in class, emails to KHP faculty

Yes; ECU, Georgetown College, Transylvania Univ and other regional institutions

Participant Selection & Acceptance:

1. Person responsible for approving student applications:
2. Approving person's myUK user ID (do not provide password):
3. What, if any, additional application materials do you require?

Rosie LaCoe and Jill Day

krla225, jaday2

Student interview

HEALTH, SAFETY & SECURITY

All UK Education Abroad programs must adhere to best practices in health, safety and security. Additionally, UK Risk Management may be asked to review program structures to minimize institutional liability.

Per AR 4:9, **the University does not sponsor or approve international travel for educational purposes in a country for which a U.S. Department of State Travel Warning is in effect.** However, the University will consider exceptions based upon petitions submitted by each student, faculty, or staff employee proposing the travel, which will be reviewed by the Travel Warning Subcommittee of the Education Abroad Advisory Committee. The Subcommittee will then make a recommendation to the Associate Provost for Internationalization, who will consult with the college dean or designee before making a final decision.

Please review the following websites to identify any health and safety risks in the destination country(s):

- [Center for Disease Control](#)
- [Travel Warning and Consular Information](#)
- [Overseas Security Advisory Council \(OSAC\)](#)
- [UK Travel Medicine Clinic](#)
- [HTH Worldwide](#)
- [Business Procedures - Motor vehicle Insurance](#)
- [Business Procedures - Use of Motor Vehicles](#)

Additionally, consider any health and safety risks associated with program activities, including, but not limited to, water activities or travel on water, strenuous physical activity, exposure to dangerous plants and animals, extreme environmental conditions (e.g., high altitude), farm visits or contact with animals, and home stays.

Please identify and address how you will mitigate any location- or program-specific health and safety concerns:

We do not anticipate any program-specific health or safety risks.

CLERY ACT COMPLIANCE: CAMPUS SECURITY AUTHORITY

The Clery Act requires that all program leaders directing student groups abroad must be trained as Campus Security Authorities. Leaders must complete this short online training through myUK. Questions about training should be directed to Casey Henson with UK Crisis Management at casey.henson2@uky.edu or 859-257-9567.

CURRICULUM APPROVAL

To ensure appropriate academic oversight, the University Senate requires that all UK courses taught as part of a credit-bearing, faculty-directed, education abroad program obtain college-level Curriculum Committee/Education Policy Committee approval. This requirement applies to all courses, even those that have already been approved by the University Senate to be taught domestically. The purpose of the approval is to ensure that UK courses taught abroad meet college-approved learning objectives and outcomes.

The Curriculum Committee Approval for Education Abroad form must be submitted to UK Education Abroad at least 2 months prior to program departure.

BUILDING THE COURSE

It is the responsibility of the Program Director, in conjunction with the sponsoring department, to build the course associated with the new Education Abroad program. Each college or program has a designated staff member responsible for building UK courses. Please communicate with that person to ensure that the program's course was built according to the guidelines below:

Stand Alone Education Abroad Programs

UK courses taught entirely abroad (non-embedded courses) should be built as "off-campus" with the international location indicated and a section number of 700-799. In accordance with established section number protocols across campus, the second digit of the section number will indicate the term the course is being offered.

Summer Session I = section number of 710

Winter = section number of 730

Summer Session II = section number of 720

Fall or Spring = section number of 701

Additionally, there should be a note attached to each course that is visible in the course catalog indicating that it is taught overseas. An example course note is: "This course is part of an Education Abroad program and is taught in India. Please contact Dr. ABC, abc@uky.edu or visit <http://www.uky.edu/international/educationabroad> for more information."

Embedded Education Abroad Programs

A UK course taught as an embedded education abroad program (majority of instruction occurs in the US) should be built as a regular semester course. The course should NOT be built with the 700 section number. Additionally, there should be a note attached to each course that is visible in the course catalog indicating that a portion of the course is taught overseas. An example course note is: "This course is part of an Education Abroad program and has a REQUIRED international component. Please contact Dr. ABC, abc@uky.edu or visit <http://www.uky.edu/international/educationabroad> for more information."

PROGRAM IMPLEMENTATION

Prior to teaching abroad, all Program Directors will be required to attend a pre-departure orientation conducted by UK Education Abroad on policies, procedures and best practices on leading an education abroad program.

The materials below will be required from each Program Director no later than 2-3 weeks prior to program departure. Each Program Director will be required to create a "UK Sponsored Program Director" application in the Education Abroad database. The materials will then be submitted electronically to that application. Details for creating the Program Director application will be provided.

Signature Documents

The following documents must be digitally signed indicating awareness of UK Education Abroad policies and procedures.

- Participation Agreement
- Health & Emergency Statement
- Duties and Responsibilities
- Fiscal Responsibilities Agreement
- Clery Act- Campus Security Authority (CSA)
- Instructions for Building an Education Abroad Course
- Release, Indemnification, Waiver and Hold Harmless Agreement

Application Questionnaires

Program Directors will also be asked to complete and submit the following questionnaires, providing more information about the final program arrangements as well as essential health and safety information.

- Course Syllabus
- Passport Information
- Program Itinerary
- Flight Itinerary
- Self-Disclosure Form
- On-Site Contact Information
- Site Information for Clery Act Compliance (2 parts)
- Travel Medical Insurance Extended Coverage

UNIVERSITY OF KENTUCKY
Department of Kinesiology and Health Promotion
Summer 2016—London, England
KHP 300-220: Psychology and Sociology of Sport

Instructor: Dr. Jill Day
Office: Seaton 151
Office Hours: By appointment
Phone: 257-3211
E-mail: jill.day@uky.edu
Date of Class: June 25-July 23

Course Delivery: This is a face-to-face course taking place in London, England

Course Description: This is a survey course in the social science of sport. It involves the study of the sociological and psychological concepts which are relevant in the understanding of sport in this country and the world. After the successful completion of the course, the student should be able to define, discuss, and identify the basic social and psychological factors which are related to the pursuit of movement through sport.

This course provides full Graduation Composition and Communication Requirement (GCCR) credit for majors within the Department of Kinesiology and Health Promotion. Students will write and revise papers totaling at least 4500 words. An average of C or better is required on GCCR assignments for GCCR credit. To receive GCCR credit, students must complete this course after their freshman year (after 30 credit hours are obtained).

Learning Outcomes:

After completing this course, students will be able to

1. Describe the sociological and psychological concepts of sport, fitness, and physical education.
2. Describe the role of sociology and psychology within sport, fitness, and physical education activities.
3. Acquire knowledge of sport, fitness, and physical education social issues or problems which have influenced or are influencing various societies.
4. Describe and identify psychological theories, which affect athletic performance.
5. Use what they already know to acquire new knowledge, develop, new skills, or interpret new experiences.
6. Apply sociological and psychological principles to practical situations in physical activity settings, such as coaching and teaching.

Required Textbook:

Coakley, J. (2015). *Sports in Society: Issues and Controversies*. Boston: McGraw-Hill. (11th ed)

UK College of Education Professional Themes:

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

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

Senate Bill 1 Initiatives:

This course will provide students an opportunity to advance their knowledge and mastery of the "tools" associated with the 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.

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.

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.

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.**

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

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and

phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

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

Accommodations Due to Disability:

If you have a documented disability that requires academic accommodations, please see me as soon as possible. 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.

Assignment Submission and Make-up Work:

Assignments are expected to be submitted on Blackboard on time. Do not send assignments as an email attachment. Due dates will be clearly listed on the assignment sheet. **Late assignments will not receive full credit.** You may turn in late assignments for partial credit. **However, you will be penalized 25% of the value of the assignment for each day it is late.** Assignments that are 5 days late will not be accepted.

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).

Grading Grievances:

Students with a grade dispute must present their concern within 48 hours of the grade's posting, which includes the final grade. Please make arrangements to meet with me in person to discuss grading grievances.

Attendance:

Attendance is mandatory. According to the Rules of the University Senate, those students who miss more than 20% of the class **FOR ANY REASON** may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course. Students who miss more than 20% of the class will receive an E for a grade if they choose not to voluntarily drop the course. Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Verification must be provided within one week of the student's absence.

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays (**advanced written notice is required; see policy below**), and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Assessment:

Exam (4 @ 100 points each)	400
Quizzes (~10 @ 10 points each)	100
Reflections (5 @ 10 points each)	50
Dare to Dream Video Analysis	50
Sport Movie Paper	100
Homework Assignments (~10 @ 15 points each)	150 (subject to change)
<u>Discussion Boards (~5 @ 10 points each)</u>	<u>~50 (subject to change)</u>
Total	900

Grading:

810-900	A
720-809	B
630-719	C
540-629	D
Below 539	E

Assignments:

Exams

You will have 4 exams that will cover approximately 5-6 chapters/lectures each (excluding the final exam, which may be comprehensive). Dates of the exams may change slightly, but every effort will be made to maintain the schedule listed on the course outline. Exams are to be taken on the agreed upon date (you are typically reminded of the date approximately one week in advance). In the event that an exam is missed, it must be made up **the next day you return to class** and only with a documented excused absence (school trip, illness, death in the family, etc.). No exceptions! You will not be permitted to make up an exam if you do not have an excused absence.

Quizzes

Each day you may potentially have a quiz. These will typically be short questions (5 or less) and may be given at the beginning or end of class. In general, if you have paid attention, reviewed the notes, and read the corresponding chapter, you should do well. With **an excused absence only**, you are permitted to make up **one quiz**. You are also permitted to drop at least one quiz, and possibly more than one depending on how many are given.

Reflections

You will write 5, 2-3 page reflections on your experiences in London. More information will be provided as the summer progresses.

“Dare to Dream” Video

We will watch the documentary “Dare to Dream: The Story of the US Women’s Soccer Team”. During the video you will have several questions to consider, some of which will have to be answered outside of class.

Sports Movie Paper

For this assignment, you will choose a sports movie to watch (*Rudy*, *Remember the Titans*, *The Blind Side*, *Hoosiers*, *Varsity Blues* are a few examples). You will then write a 4-5 page paper using critical thinking and writing skills to explain sociological and/or psychological class concepts and theories using examples from the movie. Additional details for this assignment will be posted on Blackboard.

Homework Assignments

In order to facilitate discussion, you will periodically be given worksheets with questions related to the day’s topic. These assignments are expected to be either typed and turned in during class, or posted on Blackboard. **Hand written assignments will not be accepted.** In some cases, the questions are opinionated in nature, meaning there is no right or wrong answer. Your answers for each question should be a minimum of one paragraph (approximately 4-5 sentences). Providing one-word or one-sentence answers will result in a significant point reduction. Also, articles to read, Internet assignments, or in-class group work may be given in addition to, or instead of, discussion questions. You will be given approximately 10 (maybe more, maybe less), worth about 15 points each. It is your responsibility to know when an assignment is given and when it is due. Late assignments (turned in after the beginning of class) will result in a deduction of points. Missing the class period an activity is assigned is NOT an excuse for failing to turn in an assignment. All papers should be typed.

Discussion Boards

Throughout our session, you may be given a discussion board topic where you will have to express your opinion and interact with other students in the class. You will be given specific information on the structure and format of these discussion. You will have approximately 5 (maybe more, maybe less) worth 10 points each.

Note: The contents of this syllabus are subject to change at the discretion of the instructor.

Course Outline

Dates	Topics Covered
Week 1 June 27-July 1 Exam: July 1	Sociology Ch. 1—The Sociology of Sport Sociology Ch. 3—Sports and Socialization Psychology Ch. 1—Foundations of Sport Psychology Psychology Ch. 3—Self-Confidence and Intrinsic Motivation Psychology Ch. 4—Goal Perspective Theory Sociology Ch. 4—Sports and Children Psychology Ch. 5—Youth Sports
Week 2 July 4-July 8 Exam: July 8	Psychology Ch. 7—Anxiety, Stress, and Mood Relationships Psychology Ch. 10—Goal Setting in Sports Sociology Ch. 5—Deviance in Sports Sociology Ch. 6—Violence in Sports Psychology Ch. 13—Aggression and Violence
Week 3 July 11-July 15 Exam: July 15	Sociology Ch. 7—Gender and Sports Sociology Ch. 8—Race and Ethnicity Psychology Ch. 15—Team Cohesion Psychology Ch. 17—Exercise Psychology Sociology Ch. 9—Social Class
Week 4 July 18-July 22 Exam: July 22	Sociology Ch. 11—Sports and the Economy Sociology Ch. 12—Sports and the Media Sociology Ch. 13—Sports and Politics Sociology Ch. 14—Sports in High School and College Sociology Ch. 15—Sports and Religion



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

Syllabus

**KHP 420G Physiology of Exercise
Summer II 2016 Education Abroad
Location: London, England**

Instructor: Rosie LaCoe, Ph.D.

Class Location:

Emergency Phone:

Email: rosie.lacoe@uky.edu

Office hours: by appointment

Research and Reflection for Learning and Leading. This is the theme of the conceptual framework for the College of Education and reflects how our college and this course approach the preparation of the future leaders in our field of study. **Research** is the foundation for the information you will be learning in this class. **Reflection** an important component of this course as you, with the help of the instructor and laboratory assistants, begin to apply the knowledge gained to maintaining and improving your own health and well beings, as well as the health and well-being of others. **Learning** is an expectation of faculty and students so that we can promote learning among diverse populations and provide much needed information concerning the role of exercise to meet homeostatic disruptions, increase health and well-being, and thus improve both the quantity and quality of life.

Course Description:

A Study of the immediate and long-term effects of exercise in the human organism. The course will include topics such as the role of exercise in health related issues as well as physical training for fitness and sports performance. We will discuss current areas of research and controversies in exercise physiology.

Course Objectives:

Upon completion of this course students will have a basic understanding of:

- The primary adaptations of the major organ systems to various forms of training
- The role of the major organ systems in the performance forms of exercise Anaerobic and aerobic energy production
- Energy expenditure during exercise
- Cardiovascular function and exercise
- Respiration and exercise
- Skeletal muscle and exercise
- Exercise in the environment

Grading:

Exam 1	100 points
Exam 2	100 points
Exam 3	100 points
Lab Report	50 points
Quizzes (12 x 3 pts each)	30 points

Textbook: Required: Powers and Howley Exercise Physiology: Theory and Application to Fitness and Performance 9th edition. McGraw-Hill

Optional: Powers and Howley Ready Notes to accompany Exercise Physiology: Theory and Application to Fitness and Performance 5th edition. McGraw-Hill (Available at Jonny Print)

Attendance Policy: Attendance is MANDATORY and will be taken every class period. If your final grade is “borderline” your attendance will be taken into consideration. In addition, not all materials presented in class and covered on the exams are found in your required text. You are advised to attend class, as past student performance has demonstrated those who regularly attend, tend to perform better in this class. According to the Rules of the University Senate, those students who miss more than 20% of the class **FOR ANY REASON** may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course. Students who miss more than 20% of the class will receive an E for a grade if they choose not to voluntarily drop the course.

Excused absence policies (SR: 5.2.4.1 and 5.2.4.2): Students must notify the instructor of their absence prior to the absence or within **one week** after the absence. Students must submit any written documentation supporting their excused absence within **one week** after the absence. Absences for major religious holidays require **advance** written notification to the instructor no later than 6 days following the first day of the semester. Late work will result in a 10% deduction in grade per day that it is late. If an exam is missed without prior notification, 10% will be deducted from the final grade. The student must notify and schedule the make up the exam with Dr. Lanphere within 3 days of returning to school. If the make-up exam is missed, the student will receive a “0” for that exam grade.

Laboratory Policy: The laboratory session cannot be missed or rescheduled under any circumstance and **WILL RECEIVE A ZERO** for the lab report. Specifically, if you miss the lab session you will not be allowed to submit a laboratory write up. Due to the nature of education abroad there will be no make-up opportunities for the labs.

“Closed toed” shoes are required while in the designated lab areas. You will not be admitted in the laboratory without them and will receive a zero for the laboratory session. Be prepared to participate in every lab, and dressed appropriately i.e. in workout attire (ladies must wear sports bras), regardless of if you volunteered or not.

Additional laboratory procedures and policies will be provided by Dr. Lanphere.

Academic Integrity, Cheating and Plagiarism: All work that is submitted in class is to be written in your own words. All exams completed are to be completed by the student, alone.

without help or guidance from other students; this includes exams completed on blackboard. Academic honesty and integrity is not only expected, but required. Plagiarism and other forms of cheating are absolutely unacceptable and will not be tolerated. Violations will be met with adverse consequences including, but not limited to; a zero on the assignment, quiz or exam; or failing grade for the entire course. UK's plagiarism policy can be found here: <http://www.uky.edu/Ombud/Plagiarism.pdf>

Cell Phone or Inappropriate Use of Computer: Cell phone, pagers, or other electronic devices in the classroom will not be tolerated. Using cell phones, pagers, or their electronic devices in the classroom is disruptive student behavior that interferes with the educational process of other students or prevents faculty or staff from performing their professional responsibilities. You will not receive a warning. If you are found to be using electronic devices inappropriately you will be required to leave the classroom immediately. Additional violations to this policy will result in permanent expulsion from the course. Cell phones CANNOT be used for calculations. An authentic calculator can be used for class and exams; it is encouraged to bring your authentic calculator everyday. **You may never take pictures of PowerPoint slides with any cell phone, camera, or photo device.**

<https://connect.mheducation.com/class/r-lanphere-spring-2015-tr-930-104>

On Site Support through the ISA

ISACP Valencia, Spain
Pasaje Doctor Bartual Moret
No 6, Oficina Ñ
46010 Valencia, Spain
Phone: 963.696.083
Fax: 963.696.083
Email: valencia@studiesabroad.com

TENTATIVE LECTURE SCHEDULE
(TRIPS AND LABS ARE NOT TENTATIVE)

Week	June	Day	Time	Chapter	Lecture (tentative)
1	27	M	8-10am	2	Introduction: Syllabus and Rules, Control of the Internal Environment
	28	T	8-10am	3	Bioenergetics
	29	W	8-10am	3,4	Bioenergetics, Exercise Metabolism
	30	R	8-10am	3,4	Exercise Metabolism
	July				
***	<i>1</i>	<i>F</i>	<i>TBD</i>	-	<i>Visit to Wimbledon with guided tour Guided tour of Olympic Venues</i>
2	4	M	8-10am	Exam 1, Ch. 4	Exam 1, Metabolic Adaptations
	5	T	8-10am	1	Measurement of Work, Power, and Energy Expenditure
	6	W	8-10am	5	The Nervous System
	7	R	8-10am	5	The Nervous System
***	8	<i>F</i>	<i>TBD</i>	-	<i>Shadowing/Visit to EIS facility</i>
3	11	M	10:15am- 12:15pm	7	Skeletal Muscle Structure and Function
	12	T	10:15am- 12:15pm	7	Skeletal Muscle Structure and Function
	13	W	10:15am- 12:15pm	Exam 2, Ch. 8	Circulatory System
	14	R	10:15am- 12:15pm	8	Circulatory System
***	15	<i>F</i>	<i>TBD</i>	-	<i>Exercise Science Lab: Dress in workout clothing</i>
4	18	M	10:15am- 12:15pm	9	Respiration During Exercise
	19	T	10:15am- 12:15pm	9	Respiration During Exercise
	20	W	10:15am- 12:15pm	17	Special Topic: Asthma and COPD
	21	R	10:15am- 12:15pm	Exam 3	Lab reports due , Exam 3, Lecture catch-up
	22	<i>F</i>	<i>TBD</i>	Farewell Dinner	Exam 3 due at Farewell Dinner
	23	S			<i>Flights Home/End of Program</i>

***Field Trip/Lab

CURRICULUM APPROVAL FOR EDUCATION ABROAD COURSES

SUBMISSION REQUESTED 2-4 MONTHS PRIOR TO PROGRAM DEPARTURE.

www.uky.edu/educationabroad/faculty/program_development.html

To ensure appropriate academic oversight, the University Senate requires that all UK courses taught as part of a credit-bearing, faculty-directed, education abroad program obtain college-level Curriculum Committee/Education Policy Committee approval. This requirement applies to all courses, even though the course has already been approved by the University Senate to be taught domestically. The purpose of the approval is to ensure that UK courses taught abroad meet college-approved learning objectives and outcomes.

Each Curriculum Committee may request additional materials be supplied along with this form, including but not limited to a syllabus and course description. The Curriculum Committee Approval for Education Abroad form must be submitted to UK Education Abroad at least **2 months prior to program departure**.

SUBMIT FORM TO:

1. Sponsoring College Curriculum Committee or Education Policy Committee Chair
2. uked@uky.edu Director, UK Education Abroad, 301 Bradley Hall, www.uky.edu/educationabroad

CURRICULUM COMMITTEE APPROVAL

Prefix, number and title course to be offered abroad:	
Total credit hours not including ISP 599:	
Total contact hours of instruction:	
Instructor of Record:	
Prefix, number and title of second course to be offered abroad (if applicable):	
Total credit hours not including ISP 599:	
Total contact hours of instruction:	
Instructor of Record:	

I certify that the course(s) listed above has been reviewed by the College's Curriculum or Educational Policy Committee. The course(s) is approved to be delivered abroad and is in compliance with UK's academic and administrative policies.

UK Education Abroad Program Director

**College Curriculum or Educational Policy Committee:
(Chair)**

Date

Date

Signature

Signature

Printed Name/Title

Printed Name/Title

College

College