REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a - 1f & 2a - 2c. Fill out the remainder of the form as applicable for items being changed.

1. General information.
   a. Submitted by the College of: Education
      Today's Date: 11/16/2009
   b. Department/Division: Kinesiology & Health Promotion
   c. Is there a change in "ownership" of the course? YES [ ] NO [x]
      If YES, what college/department will offer the course instead?
   d. What type of change is being proposed? [x] Major [ ] Minor
      (place cursor here for minor definition)
   e. Contact Person Name: Mark Abel
      Email: mark.abel@uky.edu
      Phone: 257-5687
   f. Requested Effective Date: [ ] Semester Following Approval [ ] Specific Term: Summer 2010

2. Designation and Description of Proposed Course.
   a. Current Prefix and Number: KHP 240
      Proposed Prefix & Number:
   b. Full Title: Nutrition and Physical Fitness
      Proposed Title:
   c. Current Transcript Title (if full title is more than 40 characters):
   c. Proposed Transcript Title (if full title is more than 40 characters):
   d. Current Cross-listing: [ ] N/A [ ] OR Currently Cross-listed with (Prefix & Number):
      Proposed -- ADD [ ] Cross-listing (Prefix & Number):
      Proposed -- REMOVE [ ] Cross-listing (Prefix & Number):

   e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours for each meeting pattern type.

<table>
<thead>
<tr>
<th>Current:</th>
<th>Lecture</th>
<th>Laboratory</th>
<th>Recitation</th>
<th>Discussion</th>
<th>Indep. Study</th>
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</table>

1 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 "not minor," the form will be sent to appropriate academic council for normal processing and contact person is informed.
2 Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
3 Signature of the chair of the cross-listing department is required on the Signature Routing Log.
4 Removing a cross-listing does not drop the other course -- it merely unlinks the two courses.
5 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. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 3.3.1.)

Rev 8/09
REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

<table>
<thead>
<tr>
<th>Proposed: Lecture</th>
<th>Laboratory</th>
<th>Recitation</th>
<th>Discussion</th>
<th>Indep. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clinical</td>
<td>Colloquium</td>
<td>Practicum</td>
<td>Research</td>
</tr>
<tr>
<td></td>
<td>Seminar</td>
<td>Studio</td>
<td>3 Other – Please explain:</td>
<td>On-line (Internet/web-based)</td>
</tr>
</tbody>
</table>

f. Current Grading System: ☑ Letter (A, B, C, etc.) ☐ Pass/Fail

| Proposed Grading System: | ☑ Letter (A, B, C, etc.) | ☐ Pass/Fail |

g. Current number of credit hours: 3

| Proposed number of credit hours: |

h. Currently, is this course repeatable for additional credit? YES ☐ NO ☒

| Proposed to be repeatable for additional credit? | YES ☐ NO ☒ |

i. If YES: Maximum number of credit hours: __________

| If YES: Will this course allow multiple registrations during the same semester? | YES ☐ NO ☒ |

j. Current Course Description for Bulletin:

This course focuses on the relationship between nutrition and physical fitness. The intent is to provide the student with the information necessary to formulate an individualized plan for the achievement and maintenance of adequate nutrition and physical fitness. Weight control will be discussed in this context.

| Proposed Course Description for Bulletin: | no change |

k. Current Prerequisites, if any: __________

| Proposed Prerequisites, if any: |

l. Current Distance Learning (DL) Status: ☐ N/A ☑ Already approved for DL* ☑ Please Add* ☐ Please Drop

| *If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box ☑) that the proposed changes do not affect DL delivery. |

m. Current Supplementary Teaching Component, if any: ☑ Community-Based Experience ☑ Service Learning ☑ Both

| Proposed Supplementary Teaching Component: ☑ Community-Based Experience ☑ Service Learning ☑ Both |

n. Currently, is this course taught off campus? YES ☐ NO ☒

| Proposed to be taught off campus? | YES ☐ NO ☒ |

o. Are significant changes in content/teaching objectives of the course being proposed? YES ☐ NO ☒

| If YES, explain and offer brief rationale: |

p. Course Relationship to Program(s):

| Are there other depts and/or pgms that could be affected by the proposed change? | YES ☐ NO ☒ |

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

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* You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

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### REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

<table>
<thead>
<tr>
<th></th>
<th>Will modifying this course result in a new requirement for ANY program?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>IF YES</strong>, list the program(s) here:</td>
<td></td>
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</tbody>
</table>

### Information to be Placed on Syllabus.

- **a.** Check box if changed to 400G or 500G.

   - If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

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7 In order to change a program, a program change form must also be submitted.

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REQUEST FOR COURSE CHANGE

Signature Routing Log

**General Information:**

Course Prefix and Number: KHP 240
Proposal Contact Person Name: Mark Abel Phone: 257-5687 Email: mark.abel@uky.edu

**INSTRUCTIONS:**
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

<table>
<thead>
<tr>
<th>Reviewing Group</th>
<th>Date Approved</th>
<th>Contact Person (name/phone/email)</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinesiology + Health Promotion Dept Faculty</td>
<td>8/29/09</td>
<td>Melody Noland 7-5826/melody.noland@uky.edu</td>
<td>Mark Abel</td>
</tr>
<tr>
<td>Courses + Curricula</td>
<td>12/3/09</td>
<td>Jeff Reese 7-4909 <a href="mailto:jeff.reese@uky.edu">jeff.reese@uky.edu</a></td>
<td>Jeff Reese</td>
</tr>
<tr>
<td>College of Education</td>
<td>12/3/09</td>
<td>Rosetta Sandidge 7-8847 <a href="mailto:rosetta.sandidge@uky.edu">rosetta.sandidge@uky.edu</a></td>
<td>Rosetta Sandidge</td>
</tr>
</tbody>
</table>

**External-to-College Approvals:**

| Council | Date Approved | Signature | Approval of Revision
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Undergraduate Council</td>
<td>3/2/2010</td>
<td>S. J.</td>
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<tr>
<td>Graduate Council</td>
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<td>Health Care Colleges Council</td>
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<tr>
<td>Senate Council Approval</td>
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<td></td>
<td>University Senate Approval</td>
</tr>
</tbody>
</table>

**Comments:**

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\(^6\) Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Rev 8/09
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 DL delivery. 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 a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

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

<table>
<thead>
<tr>
<th>Course Number and Prefix: KHP 240</th>
<th>Date: 11/16/09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Name: Mark Abel</td>
<td>Instructor Email: <a href="mailto:mark.abel@uky.edu">mark.abel@uky.edu</a></td>
</tr>
<tr>
<td>Check the method below that best reflects how the majority of course of the course content will be delivered.</td>
<td></td>
</tr>
<tr>
<td>Internet/Web-based [x]</td>
<td>Interactive Video [ ]</td>
</tr>
</tbody>
</table>

**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?

   Blackboard will be used as a medium to actively communicate between the professor and students and among students. Specifically, to provide timely and appropriate interaction among these parties the "Announcement" and "Discussion Board" features on Blackboard, and e-mail correspondence will be used. The professor will check the postings and respond appropriately at least one time during each business day. Yes, the course syllabus conforms to the University Senate's DL 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 experience for a DL student will be comparable to that of classroom-based student because the same textbook will be used, similar goals will be set for the students, and similar assessments (e.g., quizzes, exams, assignments, projects) will be used to evaluate student learning outcomes. Regular online quizzes will be taken to hold the DL students accountable for completing reading assignments. In addition, to keep students on task in completing a capstone paper and presentation, intermediate checkpoints will be used, where students will be required to provide an outline of the paper and presentation.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

   The integrity of student work will be ensured by using password based-Blackboard to communicate, issue assignments and lectures, and post grades. The academic offense policy will be highlighted in the syllabus. Quizzes and exams will be timed to minimize academic misconduct.

Abbreviations: TASC = Teaching and Academic Support Center  DL = distance learning  DLP = Distance Learning Programs

Revised 8/09
### Distance Learning Form

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<p>| | |</p>
<table>
<thead>
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| 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)?  
   *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?  
   To ensure that students who are taking the course via DL will be assured of equivalent access to student services the instructor will post his office hours and contact information on the syllabus and on an announcement on Blackboard. Students requiring special needs will be accomodated by the instructor. |
| 6. | How do course requirements ensure that students make appropriate use of learning resources?  
   Regular quizzes will be given on reading material and provided "lecture" material to ensure that students are reading the textbook and reviewing the lecture material. In addition, information will be provided to the students regarding library resources (e.g., how to search for scientific articles, etc.). |
| 7. | Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.  
   There are no specific needs for laboratories, facilities or equipment for this course. Students will need access to a computer that has internet access, and has software that is compatible with with MS Office documents and pdf files. |
| 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 Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?  
   Procedures for resolving technical complaints will be included as an announcement on the syllabus. The Teaching and Academic Support Center web site and the Information Technology Customer Service center URL addresses will be listed on the syllabus. |
| 9. | Will the course be delivered via services available through the Teaching and Academic Support Center?  
   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. |

**Abbreviations:** TASC = Teaching and Academic Support Center  
DL = distance learning  
DLP = Distance Learning Programs  

Revised 8/09
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 DL delivery. All fields are required!

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 TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).
   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."

Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
- Carla Cantagallo, DL Librarian
- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu

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

   Instructor Name: Mark Abel

   Instructor Signature: [Signature]

Abbreviations: TASC = Teaching and Academic Support Center  DL = distance learning  DLP = Distance Learning Programs

Revised 8/09
Course Instructors: Mark Abel, Ph.D., CSCS
Office: Rm. 211, Seaton Bldg.
E-mail: mark.abel@uky.edu (Preferred method)
Phone: 257-5687
Office hours: By appointment


Course Description: Course focuses on the relationship between nutrition and physical fitness. The intent is to provide the student with the information necessary to formulate an individualized plan for the achievement and maintenance of adequate nutrition and physical fitness. Weight control will be discussed in this context.

This course also serves to reinforce the College of Education’s Conceptual Framework of “research and reflection for learning and leading”. Research provides the scientific foundation for which the principals of nutrition and physical fitness presented in this course are based on. Reflection is emphasized in this course to support the student’s intellectual curiosity and foster higher levels of learning. Learning is a dynamic process that students must be engaged in to stay abreast of the scientific literature supporting principles nutrition and physical fitness for various populations. Leading is an expectation of all exercise science professionals as athletes and other clients will look to you for advice and guidance on improving performance in a safe and effective manner.

Course Objectives: By the end of this course the student should be able to:

1. Identify the six basic nutrients that are vital to the body.
2. Describe the primary methods the body uses to produce energy.
3. Describe the relationship between the rate of energy utilization and the primary method used to produce that energy.
4. Be able to define DRI, RDA and EAR.
5. Have a basic understanding of how food is digested and absorbed into the body.
6. Be able to describe the basic structure and function of carbohydrates, fats and proteins in the body.
7. Understand the function of vitamins and minerals in health and performance.
8. Be able to describe the importance of water for normal body functions and its vital role in performance.
10. Be able to define ergogenic aid and how they affect performance.
11. Be able to develop and basic nutrition plan for an athlete of their choice.
12. Understand the basic methods used to determine body composition and the role body composition plays in sports performance.
13. Be able to describe the basic types of eating disorders.
Grading	Grading Scale
Exam I	24 pts	A: 90-100%
Exam 2 (comprehensive	25 pts	B: 80-89%
Quizzes (4; 4 pts each)	16 pts	C: 70-79%
Dietary Review Assignment	15 pts	D: 60-69%
Personal Dietary Analysis	20 pts	E: ≤ 59%
Total	100 pts

Technological requirements:
- Access to the Internet (Explorer, Mozilla, etc.)
- Microsoft Office (Word, Power Point, Excel)

Procedures/Steps for resolving technical complaints:
1. Contact the Teaching and Academic Support Center (email - http://www.uky.edu/TASC/; phone – 859-257-8272)
3. Email the instructor (allow 24 hours on 1 business day for response)

Reading Assignments

Week 1
- Chapter 1 – Introduction
- Chapter 2 - Ingestion to Energy Metabolism
- Chapter 3 - Carbohydrates
- Chapter 4 - Fats
- Chapter 5 – Proteins / Quiz 1

Week 2
- Introduction to Diet and Analysis
- Chapter 6 - Vitamins (Select pres. topic)
- Chapter 7 - Minerals
- Chapter 8 - Water and other fluids
- Chapter 10 - Nutrition Consultation with Athletes / Quiz 2
- Chapter 9 - Nutritional Ergogenics

Week 3
- Exam 1
- Chapter 11 - Weight Management & Body Composition Assessment
- Chapter 11 - Eating Disorders – Female Triad (continued)
- Chapter 12 - Endurance and Ultra-endurance Athletes
- Training for Endurance / Quiz 3

Week 4
- Chapter 13 - Strength and Power Athletes
- Training for Strength
- Chapter 14 - Team Sport Athletes / Quiz 4
- Chapter 15 - Special Populations

Week 5
- Post Presentations online
- Final Exam
Quizzes (16 points)
Quizzes will be given that cover posted lecture material and material from the text. Be sure to review class notes and read the assigned material prior to the quiz date.

Dietary Review Assignment (15 points; Due: XX/XX/XX)
In a 6-8 page paper (double-spaced) discuss the main principles of the diet and the potential for the diet to meet FDA nutrient guidelines. Point out any potential for macronutrient or micronutrient deficiencies. Also discuss the effectiveness this diet may have on weight loss and provide scientific data to support your answer (if available). You must determine your topic by XX/XX/XX. E-mail the materials to the instructor by 5:00pm EST on the due date.

List of potential diets
Atkins Diet
South Beach Diet
Zone Diet
Cabbage Soup Diet
Low Carb. Diet
Low Fat Diet
Negative Calorie Diet
Beverly Hills Diet
Cambridge Diet
DASH Diet
Jenny Craig Diet
Grapefruit / Mayo Clinic Diet
Leptin Diet
*If you would like to provide a review of a diet not listed, please approve the topic with the professor.

Personal Dietary Analysis (20 points; Due: XX/XX/XX)
Students will record everything they eat and drink for a 3-day period. The food and drink items will be entered into an online diet analysis program (e.g., www.mypyramid.gov) to quantify the quality of their current diet. Students will write a 3-5 page paper (double-spaced) describing their results and comparing their results to the current dietary recommendations by the U.S. Department of Health and Human Services and the U.S. Department of Agriculture. You will need to copy the output from the mypyramid.gov webpage onto MSWord and place this material in an appendix to the paper. More detailed directions will be posted on Blackboard. If the assignment is sent to the instructor after the assigned date and time, 10% will be deducted for each day the assignment is late. E-mail the materials to the instructor by 5:00pm EST on the due date.

Notes:
1. Exams and quizzes will be taken on Blackboard and will be timed. You will have a “window” to take the exam on a scheduled date and time.
2. Lecture Notes: Lecture notes will posted on Blackboard.
3. Extra-credit will not be offered for this course.
4. Plagiarism, cheating, or other violations are serious offenses and may be punished by failure on the assignment, project, exam, course and/or expulsion from the University. For further information, review sections 6.3 and 6.4 of the University Senate rules (available online at: http://www.uky.edu/StudentAffairs/Code/part2.html). Any student with a disability who needs
an accommodation or other assistance in this course should make an appointment to speak with
the instructor as soon as possible.

Other Information
Student rights and responsibilities relating to policies concerning excused absences,
cheating/plagiarism, withdrawal, incompletes, final exams and common exams can be found at
http://www.uky.edu/StudentAffairs/Code/.

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.

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
• DL Interlibrary Loan service:
### Physical Education Initial Preparation Program: Standards Alignment

#### KHP 240

#### Course Title: Nutrition and Physical Fitness

<table>
<thead>
<tr>
<th>NASPE, EPSB &amp; COE Technology Standards; COE Skills &amp; Dispositions; EPSB Themes; &amp; KERA Initiatives</th>
<th>Addressed in Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National Association for Sport and Physical Educators' Standards for Entry Level Physical Educators</strong></td>
<td></td>
</tr>
<tr>
<td>Standard 1: Content Knowledge.</td>
<td>X</td>
</tr>
<tr>
<td>Standard 2: Growth and Development.</td>
<td></td>
</tr>
<tr>
<td>Standard 3: Diverse Students.</td>
<td></td>
</tr>
<tr>
<td>Standard 4: Management and Motivation.</td>
<td>X</td>
</tr>
<tr>
<td>Standard 5: Communication.</td>
<td>X</td>
</tr>
<tr>
<td>Standard 6: Planning and Instruction.</td>
<td></td>
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<tr>
<td>Standard 7: Student Assessment.</td>
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<tr>
<td>Standard 8: Reflection.</td>
<td>X</td>
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<tr>
<td>Standard 9: Technology.</td>
<td>X</td>
</tr>
<tr>
<td>Standard 10: Collaboration.</td>
<td>X</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Education Professional Standards Board (EPSB) New Teacher Standards</th>
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</thead>
<tbody>
<tr>
<td>Standard 1: Standard Designs and Plans Instruction</td>
<td></td>
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<tr>
<td>Standard 2: Creates and Maintains Learning Climates</td>
<td>X</td>
</tr>
<tr>
<td>Standard 3: Implements and Manages Instruction</td>
<td>X</td>
</tr>
<tr>
<td>Standard 4: Assesses and Communicates Learning Results</td>
<td>X</td>
</tr>
<tr>
<td>Standard 5: Reflects and Evaluates Teaching and Learning</td>
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</tr>
<tr>
<td>Standard 6: Collaborates with Colleagues, Parents, and Others</td>
<td></td>
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<tr>
<td>Standard 7: Engages in Professional Development</td>
<td>X</td>
</tr>
<tr>
<td>Standard 8: Knowledge of Content</td>
<td>X</td>
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<tr>
<td>Standard 9: Demonstrates Implementation of Technology</td>
<td>X</td>
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<table>
<thead>
<tr>
<th>UK Educator Preparation Unit Technology Standards</th>
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<tbody>
<tr>
<td>Standard 1: Candidates integrate media and technology into instruction</td>
<td>X</td>
</tr>
<tr>
<td>Standard 2: Candidates utilize multiple technology applications to support student learning.</td>
<td></td>
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<tr>
<td>Standard 3: Candidates select appropriate technology to enhance instruction.</td>
<td>X</td>
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<tr>
<td>Standard 4: Candidates integrate student use of technology into instruction.</td>
<td></td>
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<tr>
<td>Standard 5: Candidates address special learning needs through technology.</td>
<td></td>
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<tr>
<td>Standard 6: Candidates promote ethical and legal use of technology disciplines.</td>
<td>X</td>
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| Functional Skills and Disposition (FSD) of UK Educator Preparation Unit |                     |
| 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 |

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<th>Educational Professional Standards Board (EPSB) Themes</th>
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<td>Literacy Education</td>
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