APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

1. Submitted by the College of Education
   Department/Division offering course: Kinesiology and Health Promotion
   Date: 9/1/09

2. What type of change is being proposed? ☑ Major ☐ Minor
   *See the description at the end of this form regarding what constitutes a minor change. Minor changes are sent directly from the dean of the college to the Chair of the Senate Council. If the Senate Council chair deems the change not to be minor, the form will be sent to the appropriate Council for normal processing and an email notification will be sent to the contact person.

3. Current Distance Learning (DL) status: ☐ N/A ☐ Already approved for DL* ☑ Please Add ☐ Please Drop
   If ADDING, check one of the methods below that reflects how the majority of the course content will be delivered.
   Internet/Web-based ☑ Interactive Video ☐ Extended Campus ☐

*If already approved for DL, a new Distance Learning Form must be submitted with this form unless the department affirms (by checking this box) that the proposed course changes will not affect DL delivery.

PROPOSED CHANGES

Please complete all "Current" fields.

Complete the "Proposed" field only for items being changed. Enter N/A if not changing.

Circle the number for each item(s) being changed. For example: 6.

4. Current prefix & number: KHP 300 Proposed prefix & number: KHP 300

5. Current Title Psychology and Sociology of Physical Education and Sport
   Proposed Title* N/A

*If title is longer than 24 characters, offer a sensible title of 24 characters or less:

6. Current number of credit hours: 3 Proposed number of credit hours: N/A

7. Currently, is this course repeatable? YES ☑ NO ☐ If YES, current maximum credit hours:
   Proposed to be repeatable? YES ☑ NO ☐ If YES, proposed maximum credit hours:

8. Current grading system: ☑ Letter (A, B, C, etc.) ☐ Pass/Fail
   Proposed grading system: ☑ Letter (A, B, C, etc.) ☐ Pass/Fail

9. Courses must be described by at least one of the categories below. Include number of actual contact hours per week for each category.
   Current:
   ☐ CLINICAL ☐ COLLOQUIUM ☐ DISCUSSION ☐ LABORATORY ☑ 3 LECTURE
   ☐ INDEPEND. STUDY ☐ PRACTICUM ☐ RECITATION ☐ RESEARCH ☐ RESIDENCY
   ☐ SEMINAR ☐ STUDIO ☐ OTHER – Please explain:

   Proposed:
   ☐ CLINICAL ☐ COLLOQUIUM ☐ DISCUSSION ☐ LABORATORY ☐ LECTURE
   ☐ INDEPEND. STUDY ☐ PRACTICUM ☐ RECITATION ☐ RESEARCH ☐ RESIDENCY
   ☐ SEMINAR ☐ STUDIO 3 OTHER – Please explain: Online (Internet/Web-Based)

10. Requested effective date (term/year): Summer / 2010
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

11. Supplementary teaching component: ☑ N/A  ☐ Community-Based Experience  ☐ Service Learning  ☐ Both
Proposed supplementary teaching component:  ☐ Community-Based Experience  ☐ Service Learning  ☐ Both

12. Cross-listing: ☑ N/A  or
Current Prefix & Number  ____________________________  ____________________________

  a. Proposed – REMOVE current cross-listing: ☐

  b. Proposed – ADD cross-listing:
Prefix & Number  ____________________________  ____________________________

13. Current prerequisites:
none

  Proposed prerequisites:
N/A

14. Current Bulletin description:
A survey course in the social science of sport. Study of the sociological and psychological concepts which are relevant in 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.

  Proposed Bulletin description:
N/A

5. What has prompted this change?
I would like to offer the course completely online.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
N/A

7. Please list any other department that could be affected by the proposed change:
N/A

8. Will changing this course change the degree requirements for ANY program on campus?  ☐ YES  ☑ NO
If YES, list below the programs that require this course:

1 In order for the course change to be considered, program change form(s) for the programs above must also be submitted.
APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

19. Is this course currently included in the University Studies Program?
   □ Yes  ☑ No

20. ☑ Check box if changed to 400G or 500.
   If changed to 400G+ or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

21. Within the department, who should be contacted for further information on the proposed course change?
   Name: Heather Erwin  Phone: 257-5311  Email: heather.erwin@uky.edu

22. Signatures to report approvals:

   8/27/09
   DATE of Approval by Department Faculty

   10/28/09  
   DATE of Approval by College Faculty

   12/01/09
   *DATE of Approval by Undergraduate Council

   1*DATE of Approval by Graduate Council

   *DATE of Approval by Health Care Colleges Council (HCCC)

   *DATE of Approval by Senate Council

   *DATE of Approval by the University Senate

   *If applicable, as provided by the University Senate Rules. (http://www.uky.edu/USC/New/RulesandRegulations/Main.htm)

   Excerpt from University Senate Rules:

   SR 3.3.0.G.2: Definition. A request may be considered a minor change if it meets one of the following criteria:

   a. change in number within the same hundred series;
   b. editorial change in the course title or description which does not imply change in content or emphasis;
   c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
   d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
   e. correction of typographical errors.

   Rev 3/09
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).

Course Number and Prefix: KHP 300
Instructor Name: Heather Erwin
Date: 10/7/09
Instructor Email: heather.erwin@uky.edu

Check the method below that best reflects how the majority of course of the course content will be delivered.
Internet/Web-based ☒
Interactive Video ☐
Hybrid ☐

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?

This course will allow students to complete coursework and course materials from a remote location. The students will be required to log in and complete assignments weekly, which will amount to similar time commitment at that of a classroom-based course. Discussion boards and email access will allow the instructor and students to interact with one another.

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 is comparable to that of a classroom-based student's experience because of the similar textbooks, course goals and assessments of student learning outcomes. Readings and assignments that will be expected of the student are the same (or comparable) in both settings. There are review-type of individual assignments to ensure the students complete the readings, a research paper to summarize and synthesize current research conducted on specific topical areas, and individual exams required.

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 having the academic offense policy highlighted and included within the course syllabus. Additionally, students will be required to log in to Blackboard to access all assignments. Several assignments and all exams will be timed assessments.

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?

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

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!

<table>
<thead>
<tr>
<th>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?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students taking a course via DL will be assured equivalent access to student services by notification through the syllabus and Blackboard. The instructor's office hours and other contact information will be listed on the syllabus and posted as an announcement on Blackboard. Students will be notified if they have special needs, they will need to notify the instructor to work out an individualized plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Library and Learning Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. How do course requirements ensure that students make appropriate use of learning resources?</td>
</tr>
<tr>
<td>Students will be informed of steps to search for research articles and where they may go to receive help accessing these items.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are no specific needs for laboratories, facilities or equipment for this course. Students will need access to a computer with internet and Word documents.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 (<a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a>) and the Information Technology Customer Service Center (<a href="http://www.uky.edu/IT">http://www.uky.edu/IT</a>)?</td>
</tr>
<tr>
<td>Procedures for resolving technical complaints will be included as an announcement on Blackboard. The Teaching and Academic Support Center web site and the Information Technology Customer Service center URL addresses will be listed on the announcement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Will the course be delivered via services available through the Teaching and Academic Support Center?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ✗</td>
</tr>
<tr>
<td>No □</td>
</tr>
</tbody>
</table>

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
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.

<table>
<thead>
<tr>
<th>10.</th>
<th>Does the syllabus contain all the required components, below?</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Instructor's virtual office hours, if any.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ The technological requirements for the course.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Contact Information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Procedure for resolving technical complaints.</td>
<td></td>
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<tr>
<td></td>
<td>□ Preferred method for reaching instructor, e.g. email, phone, text message.</td>
<td></td>
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<tr>
<td></td>
<td>□ Maximum timeframe for responding to student communications.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Language pertaining academic accommodations:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ &quot;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 Barnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>.&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>)</td>
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</tr>
<tr>
<td></td>
<td>□ Carla Cantagallo, DL Librarian</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>11.</th>
<th>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</th>
</tr>
</thead>
</table>
|     | Instructor Name: Heather Erwin                                                              Instructor Signature: ❇️

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

Revised 8/09
UNIVERSITY OF KENTUCKY
DEPARTMENT OF KINESIOLOGY AND HEALTH PROMOTION

KHP 300-XXX
PSYCHOLOGY AND SOCIETY OF PHYSICAL EDUCATION AND SPORT
SUMMER XXXX

INSTRUCTOR: Heather Erwin
OFFICE: 115 Seaton Center
E-MAIL: heather.erwin@uky.edu (preferred method for reaching me)
PHONE: 257-5311

PURPOSE OF THE COURSE
The purpose of the course is to provide the student with psychological and sociological concepts relevant in understanding sport, fitness, and physical education worldwide while developing educators for "research and reflection for learning and leading." The course reinforces the College of Education’s Conceptual Framework of, “research and reflection for learning and leading”.

Purposes of course include:
1. Research serves as one method for the educator to locate and access current and scientifically valid physical education content information to be taught to students. Additionally, it provides the basis for selecting or developing the most effective teaching and learning strategies used to enable and empower all students to learn.
2. Reflection is emphasized for the purpose of decision-making in order to gain physical education knowledge and skills and to learn how to apply it to personal, teaching, and learning situations. Reflection also enables the teacher to refine teaching and learning processes. Reflection requirements include evaluating learning processes and making adaptations to improve the quality of teaching and learning that occurs. Leading is an expectation for all teachers and candidates for future teaching positions. Teachers must become leaders in their classroom, school and in the community. They serve as leaders for curriculum development, program planning, lesson plan development, policy development, in addition to many other leadership roles. All educators must commit to learning and the need to address different learning styles and the effectiveness of various teaching strategies with diverse and changing student populations in a multicultural environment.

Catalog Description: A survey course in the social science of sport. Study of the sociological and psychological concepts which are relevant in 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.

REQUIRED TEXT


CLASS STRUCTURE
100% online course

Students are responsible for the content covered in all videotapes, CD’s, etc. that are posted to Blackboard.

LEARNING OUTCOMES
As a result of this course:

1. Students will be able to describe psychological and sociological concepts and their use in sport, fitness, and physical education in this country and the world.

2. Students will be able to describe the role of sociology and psychology within sport, fitness, and physical education activities.

3. Students will be able to identify and describe contributions of sociologists and psychologists in sport, fitness, and physical education.

4. Students will be able to identify and describe sport, fitness, and physical education social issues or problems which have influenced or are influencing various societies and apply them to their current situation and future career.

5. Students will be able to describe and identify psychological and sociological theories which will help to explain how sport, fitness, and physical education performance is affected by his/her environment.

6. The student will be expected to apply on a limited bases certain psychological and sociological methods and skills in a sport, fitness or physical education setting.

EDUCATIONAL PROFESSIONAL STANDARDS BOARD (EPSB)
KENTUCKY TEACHER STANDARDS
Standard I Demonstrates Applied Content Knowledge
Standard III Creates and Maintains Learning Climates
Standard IV Implements and Manages Instruction
Standard V Assesses and Communicates Learning Results
Standard VIII Collaborates with Colleagues, Parents, and Others
Standard X Provides Leadership within School, Community, Profession

NCATE & NASPE STANDARDS
Standard I Content Knowledge
Standard II Growth and Development
Standard III Diverse Students
Standard IV Management and Motivation
Standard VIII Reflection
Standard X Collaboration
Standards for Technology, Skills and Dispositions of UK Educator Preparation Unit, EPSB Themes are also addressed (see attached matrix).

ASSESSMENT

- Individual exams (4 @ 50 points) 200 points
- Individual assignments (10 @ 25 points) 250 points
- Individual worksheets (10 @ 10 points) 100 points
- Research paper 50 points
- 600 points

REQUIREMENTS AND GRADING

Technological requirements:
- Access to the Internet (Explorer, Mozilla, etc.)
- Microsoft Word (.doc) or Rich Text Format (.rtf)

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 for response)

*All assignments must be submitted at the beginning of the class in which they are due. Any assignments not submitted on time without prior consent of the instructor will lose 10% credit for each day they are late.

*Please allow 24 hours for a response to an email you send to me.

*While there is no class attendance, it is STRONGLY recommended that you do not get behind in this course and follow the reading/assignment schedule.

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

ACADEMIC DISHONESTY

Students will be held accountable for the academic integrity of their work. Violations of academic integrity include:

1. PLAGIARISM – this includes copying work (either directly or indirectly) from a source and not referencing it (i.e., books, website, peers, notebooks, exams, projects, etc). Students should familiarize themselves with the Student Code
regarding plagiarism (section 6.3.1), which can be obtained from the office of the Dean of Students or retrieved from http://www.uky.edu/StudentAffairs/Code/part2.html section 6.3.1. Plagiarism of any type will result in a failing grade. Students making unauthorized copies of copyrighted microcomputer software will receive a failing grade.

2. CHEATING – on examinations or assignments by unauthorized collaboration with other students.

3. PURCHASING PAPERS/PROJECTS – using crib sheets or other aides during an examination, or presenting the same written work as the requirement for more than one course without the permission of the professors involved.

Any student suspected of academic dishonesty will be reported to the university. Sanctions may include receiving a failing grade for the assignment, examination, or course; being placed on probation; or being dismissed from the university.

*If you have ANY concerns relating to the academic integrity of your work, please ask. It’s much better to be safe than sorry.

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
### Physical Education Initial Preparation Program: Standards Alignment

**KHP 300  Psychology and Sociology of Physical Education and Sport**

<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>National Association for Sport and Physical Educators’ Standards for Entry Level Physical Educators</td>
<td></td>
</tr>
<tr>
<td>Standard 1: Content Knowledge</td>
<td>*</td>
</tr>
<tr>
<td>Standard 2: Growth and Development</td>
<td>*</td>
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<tr>
<td>Standard 3: Diverse Students</td>
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<tr>
<td>Standard 4: Management and Motivation</td>
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<td>Standard 5: Communication</td>
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<td>Standard 6: Planning and Instruction</td>
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<td>Standard 7: Student Assessment</td>
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<td>Standard 8: Reflection</td>
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<tr>
<td>Standard 9: Technology</td>
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<td>Standard 10: Collaboration</td>
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<tr>
<td>Kentucky Teacher Standards</td>
<td></td>
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<tr>
<td>Standard 1: Demonstrates Applied Content Knowledge</td>
<td>*</td>
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<tr>
<td>Standard 2: Designs and Plans Instruction</td>
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<tr>
<td>Standard 3: Creates and Maintains Learning Climates</td>
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<tr>
<td>Standard 4: Implements and Manages Instruction</td>
<td>*</td>
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<tr>
<td>Standard 5: Assesses and Communicates Learning Results</td>
<td>*</td>
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<tr>
<td>Standard 6: Demonstrates Implementation of Technology</td>
<td>*</td>
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<tr>
<td>Standard 7: Reflects and Evaluates Teaching and Learning</td>
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<tr>
<td>Standard 8: Collaborates with Colleagues, Parents, and Others</td>
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<tr>
<td>Standard 9: Engages in Professional Development</td>
<td></td>
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<tr>
<td>Standard 10: Provides Leadership within School, Community, Profession</td>
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<tr>
<td>UK Educator Preparation Unit Technology Standards</td>
<td></td>
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<tr>
<td>Standard 1: Candidates integrate media and technology into instruction</td>
<td>*</td>
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<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>*</td>
</tr>
<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></td>
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<tr>
<td>Functional Skills and Disposition (FSD) of UK Educator Preparation Unit</td>
<td></td>
</tr>
<tr>
<td>FSD 1: Candidates communicate appropriately and effectively.</td>
<td>*</td>
</tr>
<tr>
<td>FSD 2: Candidates demonstrate constructive attitudes</td>
<td>*</td>
</tr>
<tr>
<td>FSD 3: Candidates demonstrate ability to conceptualize key subject matter ideas and relationships</td>
<td>*</td>
</tr>
<tr>
<td>FSD 4: Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.</td>
<td>*</td>
</tr>
<tr>
<td>FSD 5: Candidates demonstrate a commitment to professional ethics and behavior.</td>
<td>*</td>
</tr>
<tr>
<td>Educational Professional Standards Board (EPSB) Themes</td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td>*</td>
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<tr>
<td>Assessment</td>
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<tr>
<td>Literacy Education</td>
<td></td>
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<tr>
<td>Closing the Achievement Gap</td>
<td></td>
</tr>
</tbody>
</table>

**Kentucky Education Reform Act (KERA) Initiatives**

| KERA Goals and Academic Expectations                                                            | *                   |
| Program of Studies                                                                             |                     |
| Core Content for Assessment                                                                    |                     |
## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAY 1</td>
<td>Coakley Ch. 1, 2</td>
<td>Ch. 1, 2 worksheets</td>
</tr>
<tr>
<td>DAY 2</td>
<td>Coakley Ch. 3</td>
<td>Ch. 3 worksheet</td>
</tr>
<tr>
<td>DAY 3</td>
<td>Coakley Ch. 4</td>
<td>Ch. 4 worksheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sportography assignment</td>
</tr>
<tr>
<td>DAY 4</td>
<td>Coakley Ch. 5</td>
<td>Ch. 5 worksheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Youth Sport Observation Project</td>
</tr>
<tr>
<td>DAY 5</td>
<td>Coakley Ch. 6</td>
<td>Ch. 6 worksheet</td>
</tr>
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<td>DAY 6</td>
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Research Paper Assignment

The purpose of this assignment is for you to prepare a research paper that disseminates knowledge related to the psychology and/or sociology of sports, fitness, and/or physical education. You will choose a topic provided or check with the instructor if you want one that is not listed. You will be asked to verify your topic with the instructor one week prior to your scheduled due date. Your chapter assignment will be given during the semester. Chapters and possible topics are listed below.

Coakley Ch. 10 or 12
- describe how social class affects sports participation
- defend your position on “pay to play” types of sports
- explain when sports perpetuate social inequality
- defend or oppose the use of video games as simulated sports
- describe why sports depend on the media and why the media depends on sports
- provide examples of how the media portrays sports in both positive and negative lights and how this impacts the sports

Coakley Ch. 8 or 13
- discuss whether or not Title IX detracts from male-dominated sports
- describe gender and fairness issues in sports
- explain gender ideology in sports and discuss its implications
- discuss how politics influence sports
- defend your position on whether the government should be involved in sports (e.g., drug scandals)
- describe problems and/or issues with the Olympic games and sports

Coakley Ch. 9 or 14
- describe race and fairness issues in sports
- explain race ideology in sports and discuss its implications
- illustrate positions of power in sport organizations based on race/ethnicity and provide implications
- defend your position on whether or not intercollegiate sports are “all the same”
- discuss whether or not high school sports should be commercialized
- defend your position on whether NCAA athletes should be paid
- explain the benefits and negative impacts schools receive by having varsity sports
- describe a large variety of problems and recommendations for high school sports
- describe a large variety of problems and recommendations for intercollegiate sports
Coakley Ch. 15 or 16
- explain how sport is like/unlike a religion
- describe a variety of religions and how sports fit into each culture
- defend your position on whether public prayer should be legal at sports events
- discuss current trends related to sports in society
- describe a variety of factors influencing today's trends in sports

Cox Ch. 5 or 6
- describe the similarities and differences of the three models of situation-specific self-confidence that are discussed in Ch. 5
- list a variety of benefits and negative factors of youth sports and describe implications for each
- differentiate between the youth sports model and the professional sports model and describe implications for each
- describe how Nicholls' goal perspective theory differs from Bandura's theory of self-efficacy
- list and discuss the dimensions of goal orientation, how they are measured, and developmental levels of children in understanding the differences between effort, ability, luck and task difficulty
- discuss what research says about the desirability of being either task or ego oriented and of creating either a mastery or a competitive climate; defend your position on both situations

Cox Ch. 4 or 10
- describe attribution theory, responsible developers, dimensions, and categories of each
- discuss the Causal Dimension Scale, its importance, responsible developers, its development, and limitations
- describe and explain how causal attribution theory can be utilized to help children or fearful adults learn to overcome their fear of failure and to overcome feelings of helplessness
- define goal setting, the basic theory, types of goals, and principles of effective goal setting
- explain the difference between internalized goal setting and self-set goals and provide examples in which it might be important to consider personality differences in goal setting
Cox Ch. 7
- discuss the three major divisions of the nervous system in humans and how the sympathetic and parasympathetic nervous systems work together for smooth operation
- describe the stress response and how it is activated, the sequence of events that lead to the stress response
- explain selective attention and provide implications for its role in helping a quarterback in football, a server in tennis/volleyball, a shooter in basketball, and a receiver in volleyball
- provide a detailed explanation of Easterbrook’s cue utilization theory and describe strengths and weaknesses of the theory
- discuss the concept of “playing in the zone” relative to peak performance and describe three factors that go into making the “physical genius”

Cox Ch. 2 or 8
- describe the key features of the four basic theories of personality and defend which one you think is the best approach
- summarize the basic research that has been conducted and synthesized relative to the relationship between personality and sport performance
- discuss “personality” in terms of athletes/nonathletes, by sport, by position, by gender
- explain the Profile of Mood States and discuss implications of mood profile in relation to athletes
- differentiate among the terms affect, emotion and mood and discuss how emotion is related to anxiety
- describe and explain the concept of stress from a variety of viewpoints
- describe and explain the concept of anxiety, discuss practical applications of the inverted-U theory in sport, and identify theories that challenge the inverted-U theory
- discuss individual zone of optimal functioning theory and provide information applicable to an athlete
Research Paper Evaluation Form

Team #: 

Total = 50 points

Rating Scale
O- Outstanding
W- Well done
S- Satisfactory (meets minimum standards)
B- Below minimum standards

All O’s 50
W’s & O’s 40-49
Mix O’s, W’s, S’s 30-39
Mostly S’s & B’s 29 or below

Paper
1. Identifies purpose of paper
3. Demonstrates adequate knowledge of topic
4. Incorporates 8+ reputable references (e.g., peer-reviewed journal articles, professional Internet sites)
5. Uses correct grammar and punctuation
6. Written using appropriate APA style
7. 5-8 pages (not including title page, references, tables, figures, etc.)

/50 Total

Comments: