### Proposal Form For Addition And Revision Of Courses

1. **Proposing College / School:** Education  
   **Department:** Kinesiology

2. **Course Prefix and Number:** KINE 2803  
   **Effective Term:** Summer 12

3. **Course Title:** Introduction to Kinesiology  
   **Abbreviated Title:** Introduction to Kinesiology

5. **Requested Action:**  
   - [ ] Renumber a Course  
   - [ ] Add a Course  
   - [ ] Revise a Course

6. **Course Credit:**  
<table>
<thead>
<tr>
<th>Maximum Hours</th>
<th>Contact/Group Hours</th>
<th>Scheduled Type</th>
<th>Weekly or Per Term?</th>
<th>Credit Hours</th>
<th>Anticipated Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>Lecture</td>
<td>Weekly</td>
<td>3</td>
<td>20</td>
</tr>
</tbody>
</table>

7. **Grading Type:**  
   - [ ] Regular (ABCDF)  
   - [ ] Satisfactory/Unsatisfactory (S/U)  
   - [ ] Audit

8. **Prerequisites/Corequisites:**  
   None

9. **Restrictions:** List specific restriction in space above.  
   - [ ] College  
   - [ ] Major  
   - [ ] Standing  
   - [ ] Degree

10. **Course Description:**  
    (20 Words or Less; exactly as it should appear in the Bulletin)  
    People, history and programs that have led to the current status of physical education, exercise science and health promotion.

11. **May Count Either:**  
    - [ ] KINE 2800  
    - [ ] KINE 2803

12. **Affected Program(s):**  
   (Respond "N/A" if not included in any program; attach memorandum if more space is required)  
   - [ ] N/A

13. **Overlapping or Duplication of Other Units' Offerings:**  
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)  
   - [ ] Applicable  
   - [ ] Not Applicable
14. Justification:
This course will be the distance education version of the existing KINE 2800 course. A distance version is needed in anticipation of limited classroom space and to be able to serve more students off-campus. (Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:
Any additional resources will be funded by the revenue generated from the tuition from the course. (Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond “Not Applicable”)

16. Student Learning Outcomes:
The students in this course will:
1. Identify significant trends in physical education, exercise science and health promotion and place them in their historical perspective.
2. Identify specific individuals, communities, and organizations and their contributions to the field of physical education, exercise science, and health promotion.
3. Examine the role of sport, physical education, health and exercise science in the twenty-first century, with particular emphasis on current health issues.
4. Identify some concepts of sport, physical education and health, such as those related to the physiological, sociological, psychological, and philosophical aspects.
5. Examine the role and benefits of in-service education and membership in professional organizations.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:
For distance education students the following technologies will support the distance learning delivery. Specifically, the primary interactions between the instructor and students will be through the Auburn University email system and Canvas course site. Student to student interactions will be conducted through the chat room option on Canvas. The instructor will also be available via telephone, email, Canvas chat features or Skype.
Students will engage with each week's content through narrated PowerPoint presentations, reading material, and other posted links and articles.
Students can access course content via their personal internet connection.
Block 1 (Weeks 1 and 2): Lifespan sport, fitness and physical education (Test 1 - 10 points)
Block 2 (Weeks 3,4,5): Sport - basic concepts, institutionalization, the Olympic Games (Test 2 - 10 points)
Block 3 (Weeks 6,7): Sport sociology and psychology
Block 4 (Weeks, 8,9): Fitness - basic concepts, programs and issues (Test 3 - 10 points)
Block 5 (Week 10): Physical Education - basic concepts, programs and issues (Test 4 - 10 points)
Block 6 (Weeks 11,12,13): The scholarly study of kinesiology (presentation due)
Block 7 (Weeks 14,15): Future problems and prospects (Research paper due at end of week 14)
Block 8 (Week 16): Final examination (20 points)
** All assignments and presentation are to be uploaded on the Canvas website through the assignment dropbox.
** Tests will be taken online through the Canvas website.

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:
Tests (60 points): Students will complete written tests following each of the sections of the course. Material for these tests will be from the textbook and class notes. The tests will be open notes and book and will not require a
proctor.
Presentation (20 points): Students will make a presentation relating to a current issue of kinesiology profession. The presentation will be PowerPoint and submitted through Canvas. Students will also be required to view other student presentations.
Research paper (20 points): Students will complete a term paper on a topic relating to a specific intervention in the field of kinesiology. This paper will be accompanied by an extensive annotated bibliography.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tests</td>
<td>60</td>
</tr>
<tr>
<td>Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20</td>
</tr>
<tr>
<td><strong>A</strong> = 90-100 points</td>
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<tr>
<td><strong>B</strong> = 80-89 points</td>
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<tr>
<td><strong>C</strong> = 70-79 points</td>
<td></td>
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<tr>
<td><strong>D</strong> = 60-69 points</td>
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<tr>
<td><strong>F</strong> = Below 60 points</td>
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</tbody>
</table>

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: N/A

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1229 Haley Center, 844-2098 (V/TT).
Supplemental Information For Addition Of Distance Education (DE) Course

1. Proposing College / School: Education
   Department: Kinesiology

2. Course Prefix and Number: KINE 2803
   3. Effective Term: Su 2012

4. Course Title: Introduction to Kinesiology
   Abbreviated Title (30 characters or less): Introduction to Kinesiology

5. On-Campus Pre/Corequisites:
   (Indicate any applicable pre/corequisites for the on-campus version of the course. Use the space provided below to indicate how they will be adjusted to accommodate DE students.)
   Prerequisite(s): None
   Corequisite(s): None
   Pre/Corequisite(s): None
   DE Adjustment: None

6. Affected Program(s):
   (Respond "N/A" if not included in any program; attach memorandum if more space is required)
   Program Type: N/A
   Program Title: N/A
   Requirement or Elective: N/A

7. Justification for DE Delivery:
   A distance version is needed in anticipation of limited classroom space and in an effort to accommodate students off-campus
   (Include a concise, yet adequate rationale for the addition of a distance education version of the course in question (e.g., accreditiation, as part of a proposed distance education program, expansion of opportunity for working professionals/students, etc.)

8. Access to Resources:
   Students will have access to course content & learning materials via Canvas, Learning Resource Centers, Auburn Libraries online and other related resources
   (Indicate how distance education students will be accommodated; laboratroy facilities, and learning centers.)

9. Course Content Delivery:
   Content will be delivered using Canvas modules and discussion boards.
   (Outline, in specific detail, what adjustments will be made to the existing course in order to accommodate learning via distance education. Include delivery of lecture material, discussion sessions, and submission of assignments/papers, as applicable.)

10. Course Interaction:
    Students will interact using Canvas discussion tools. Office hours will be conducted using the Canvas chat features, office telephone and/or Skype.
    (Provide specific information regarding the adjustments that will be made to the course, in order to accommodate interaction between the student and instructor and peers via distance education. Include such aspects as office hours, class participation, and -- if applicable -- any time that the student would be required to be on-campus.)