Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Education
   Department: Kinesiology

2. Course Prefix and Number: KINE 2723
3. Effective Term: Fall 2014

4. Course Title:
   Keeping Kids Healthy, Active, & Fit
   Abbreviated Title (30 characters or less):
   Keeping Kids Healthy & Active

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

5.1 Current Course Number:
5.2 Proposed Course Number:
5.3 Type of Revision:

6. Course Credit:
   Contact/Group Hours: 3
   Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study)
   Weekly or Per Term?
   Credit Hours
   Anticipated Enrollment
   Maximum Hours (Repeatability): 3
   Total Credit Hours: 3

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

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.
   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)
    Practical and application approach toward developing comprehensive programming that aims to promote physical activity and fitness in preschool- and school-age children.

11. May Count Either:

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

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:
Current KINE course offerings include subject matter related to physical activity and human performance. However, with the growing health concerns in pediatric populations, there is a need for a course that targets this specific population. The course will take a practical application approach to finding solutions to the health crisis that are occurring in children and youth. Specifically, students will learn how to develop developmentally appropriate programs to keep children healthy, active, and fit. Offering this course through distance education, will provide maximum opportunity for students to enroll on- and 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 by the tuition of the course; no additional resources will be required at this time.

(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:
Upon completion of the course objectives, the student will be able to:
1. Describe and be able to assess the critical domains of fitness (cardiovascular endurance, muscular strength and endurance, flexibility, and body composition) and indicators of health in children and youth.
This student learning outcome (SLO) will be achieved by reading course material and listening to lectures, which describe the domain of fitness. This SLO will be primarily assessed via exams/quizzes, discussion board questions, and written and practical assignments.

2. Explain the factors that influence fitness in children and youth.
This SLO will be achieved by reading course material, listening to lectures, and completing assignments. This SLO will be assessed by students’ performance on the assignments. The course material and assignments are specifically designed to have students think and write about the various determinants/factors that adversely or positively influence the health of children and youth. This SLO will be primarily assessed via exams/quizzes, discussion board questions, and written assignments.

3. Demonstrate understanding of the various physical activity and fitness standards for children and youth.
The SLO will be achieved through reading various national societies health and fitness standards for children and listening to correlating lectures. This SLO will be assessed through student’s performance on quizzes, exams, and written assignments.

4. Acquire skills needed to effectively plan, develop, and implement programming that are designed to enhance the health and fitness of children and youth.
This SLO will be achieved by reading specific course material, listening to particular lectures, and completing certain assignments (i.e., oral responses, written assignments). This SLO will be assessed by students’ performances on these assignments.

(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, (a) timely and appropriate interactions between teacher and students will occur primarily through the LMS email system along with the discussion board and web conferences. The instructor will be available for office hours and students may contact the instructor via telephone, email, discussion, and/or chat; (b) students will engage with each week’s content (Narrate PowerPoint presentations, reading materials, other posted links/video clips) asynchronously; discussion among class members will take place primarily on the LMS Chat and Discussion Board; (c) the technology will allow students to engage with the course content via their personal internet connection, engage with their
peers with the LMS system, and allow for personalized support from the instructor; (d) exams/quizzes will be delivered through LMS and are timed, but not proctored. The course will be set up in 4 modules (3 - 4 weeks per Module).

Required Textbook:
Module 1 (Week 1 - 4) - Getting Kids Active and Healthy
Introduction to Course, Explanation of Syllabus, including overview of course content and class policies.
Readings: Chapter 1 - 4
Lectures: The Childhood Health Crisis; Motivating Kids to Be Active; Getting in the Habit of Being Active; Go Offline: Reducing Technology
Learning Activities: 2 Discussion Board Question; Written Assignment, Module Quiz
Module 2 (Week 5 - 8) The Action Plan for Keeping Kids Fit (Part I)
Readings: Chapters 5 - 7
Lectures: Get Moving: The Benefits of Exercise; First Things First; A week of Family Fitness and Fun
Learning Activities: 3 Discussion Board Question; Written Assignment, Module Quiz
Module 3 (Week 9 - 12) - The Action Plan for Keeping Kids Fit (Part II)
Readings: Chapters 8 - 10
Lectures: Get in the Game; The World is my Workout Buddy; Make a Rainy Day and Active Day
Learning Activities: 3 Discussion Board Question; Written Assignment, Module Quiz
Module 4 (Week 13 - 15) - Your Inner Fitness
Readings: Chapter 11 - 14
Lectures: Fuel for Fitness; The Keys to Good Health
Learning Activities: 2 Discussion Board Question; Written Assignment, Module Quiz
Week 16 - Final Exam (Comprehensive)

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

18. Assignments / Projects:

1. Assignments (100 points) - A total of 4 written assignment (1 per each module; 25 points). These assignments will typically involve critically analyzing aspects related to children being healthy, active, and fit.
Assignments include the development of an comprehensive plan that promotes health, activity, and fitness in children.
2. Module Quiz (100 points) - A total of 4 Module Quizzes will be completed. The quizzes will ask students to integrate information to respond to questions rather than simply recite facts.
3. Discussion Board Question (50 points) - A total of 14 discussion board questions will be posed to the class by the instructor. The questions will be based on the class readings, powerpoint lectures, and video clips. Each student must respond to the instructor's question and/or the response given by another student in the class.
4. Comprehensive Final Exam (50 points)

300 points

(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:

Module Quiz (100 points)
Assignments (100 points)
Discussion Board Question (50 points)
Comprehensive Final Exam (50 points)
The grade scale is a typical 10 point scale. Points are described below
A = 270 - 300
B = 240 - 269
C = 210 - 239
(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)

D = 180 - 209
F = 179 and below

20. Justification for Graduate Credit: N/A

(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: Arrangements 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 will 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, 1228 Haley Center, 844-2066 (V/TTT).