

APPLICATION FOR NEW COURSE

1. Submitted by the College of Education Date: _____

Department/Division proposing course: Kinesiology and Health Promotion

2. Proposed designation and Bulletin description of this course:

a. Prefix and Number KHP 601

b. Title* Teaching Effectiveness and Leadership in Kinesiology and Health Education

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

c. Courses must be described by at least one of the categories below. Include number of actual contact hours per week.

CLINICAL COLLOQUIUM DISCUSSION LABORATORY LECTURE
 INDEPEND. STUDY PRACTICUM RECITATION RESEARCH RESIDENCY
 SEMINAR STUDIO OTHER – Please explain: _____

d. Please choose a grading system: Letter (A, B, C, etc.) Pass/Fail

e. Number of credit hours: 3

f. Is this course repeatable? YES NO If YES, maximum number of credit hours: _____

g. Course description:

This course will examine the current research relevant to teacher effectiveness. The development and implementation of practical methods for improving teacher effectiveness in Kinesiology constitute the primary emphasis of the course. The Kentucky Teacher Standards will be emphasized and used to guide this course.

h. Prerequisite(s), if any:

i. Will this course also be offered through Distance Learning? YES NO

If YES, please 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

3. Supplementary teaching component: N/A or Community-Based Experience Service Learning Both

4. To be cross-listed as: _____ / _____
Prefix and Number printed name Cross-listing Department Chair signature

5. Requested effective date (term/year): 8/13/09 / 12/31/9999

APPLICATION FOR NEW COURSE

6. Course to be offered (please check all that apply): Fall Spring Summer
7. Will the course be offered every year? YES NO
If NO, please explain: We do not have enough staffing resources to teach the course each year.
8. Why is this course needed?
This course will be an important component of graduate study related to physical education. Currently it is being taught as KHP 546 PE workshop. Adding this course at the 600 level will provide students with more flexibility with the 500 level courses they make take.
-
9. a. By whom will the course be taught? Heather Erwin, Ph.D.
- b. Are facilities for teaching the course now available? YES NO
If NO, what plans have been made for providing them?
-
10. What yearly enrollment may be reasonably anticipated?
10-15
-
11. a. Will this course serve students primarily within the department? Yes No
- b. Will it be of interest to a significant number of students outside the department? YES NO
If YES, please explain.
-
12. Will the course serve as a University Studies Program course[†]? YES NO
If YES, under what Area?
[†]AS OF SPRING 2007, THERE IS A MORATORIUM ON APPROVAL OF NEW COURSES FOR USP.
13. Check the category most applicable to this course:
- traditional – offered in corresponding departments at universities elsewhere
 - relatively new – now being widely established
 - not yet to be found in many (or any) other universities
14. Is this course applicable to the requirements for at least one degree or certificate at UK? Yes No
15. Is this course part of a proposed new program? YES NO
If YES, please name:
16. Will adding this course change the degree requirements for ANY program on campus? YES NO
If YES[‡], list below the programs that will require this course:
-

APPLICATION FOR NEW COURSE

[‡]In order to change the program(s), a program change form(s) must also be submitted.

17. The major teaching objectives of the proposed course, syllabus and/or reference list to be used are attached.
18. Check box if course is 400G or 500. If the course is 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)
19. Within the department, who should be contacted for further information about the proposed new course?

Name: Heather Erwin Phone: 257-5311 Email: heather.erwin@uky.edu

20. Signatures to report approvals:

10/20/08
DATE of Approval by Department Faculty

Melody Noland / Melody Noland
printed name Reported by Department Chair signature

12/9/08
DATE of Approval by College Faculty

Deborah Slaton / Deborah Slaton
printed name Reported by College Dean signature

* DATE of Approval by Undergraduate Council

printed name Reported by Undergraduate Council Chair signature

* DATE of Approval by Graduate Council

printed name Reported by Graduate Council Chair signature

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

printed name Reported by Health Care Colleges Council Chair signature

* DATE of Approval by Senate Council

Reported by Office of the Senate Council

* DATE of Approval by University Senate

Reported by Office of the Senate Council

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

KHP 601

TEACHING EFFECTIVENESS AND LEADERSHIP IN KINESIOLOGY AND HEALTH EDUCATION

Instructor: Aaron Beighle
Phone: 859.257.2655
Office Hours: M 3-4 or by appointment

Office: Seaton 120
E-mail: beighle@ukv.edu

“Research and Reflection for Learning and Leading” is the theme of the College of Education’s conceptual framework. This statement summarizes how the College and this course approach the preparation of professional educators. This course will examine the **research** that impacts what is deemed “effective instruction. It is crucial that teachers select research-based strategies when teaching. During this course **reflection** will also be discussed. You will be expected to reflect on your teaching experiences and analyze data you obtain via systematic observation. As in all areas of education, **learning**, is an important component of this course. Not only will you learn, but you will be exposed to methodologies for helping your students learn. **Leading** is an expectation of both faculty and students. This course will expose you to strategies for becoming a leader in your field.

Course Description:

This course will examine the current research relevant to teacher effectiveness. The development and implementation of practical methods for improving teacher effectiveness in Kinesiology constitute the primary emphasis of the course. The Experienced Teacher Standards will be emphasized and used to guide this course.

Course Objectives:

1. The student will demonstrate each of the Kentucky Teacher Standards.
2. The student will analyze current research as it relates to effective instruction in health education and physical education.
3. The student will evaluate his/her health education or physical education instruction for teaching and learning effectiveness.
4. The student will demonstrate characteristics of effective health education or physical education instruction.
5. The student will be able to apply course content to implement and assess a personal plan to enhance instructional effectiveness.

Assignments (in order of due date)

Article Abstracts

For this assignment you have a choice. You can either write a one page abstract for ten (10) unrelated journal articles OR you can write a seven page paper which summarizes and discusses six (6) related journal articles. The journal articles must be related to instruction/subject content knowledge from refereed reputable journals. Examples include: Pediatric Exercise Science, Journal of School Health, JOPERD, Research Quarterly in Exercise and Sport, American Journal of Health Education, Journal of Teaching Physical Education, etc. Please confirm the names of the journals you will be using with the instructor. Lastly, prepare a 5-10 minute presentation that summarizes the articles you selected.

DUE DATE: 2/6

POINTS POSSIBLE: 100

Philosophy

Following class on 1/30, you will develop an instructional philosophy for your area or field. For example, if your area is coaching, develop a coaching philosophy. The philosophy should be 1-2 pages. Include information related to content knowledge and instruction.

DUE DATE: 2/13

POINTS POSSIBLE: 100

Assessment

Develop a tool for assessing student performance. The tool must be technology based (e.g. Using excel, using videotape, etc.) and include strategies for analyzing performance of diverse students. This project will be discussed during class.

DUE DATE: 2/27

POINTS POSSIBLE: 100

Midterm

The midterm will be all essays and cover lecture as well as reading materials.

DUE DATE: 3/6

POINTS POSSIBLE: 100

Leadership

For this project you will work with a partner. Your assignment will to create a project that demonstrates your ability to lead others in your profession. For example, a physical education teacher may develop an after-school program for students and then present the process at a convention. Or a coach may develop a workshop on how to motivate players. You will have 10 minutes to present your idea and you **MUST** have a power point presentation. Your presentation will include a discussion of the background for the project and should address relevant **RESEARCH**. The purpose of the project is to determine if you can relate relevant research to a project that demonstrates leadership.

DUE DATE: 3/27

POINTS POSSIBLE: 100

Video Analysis

The primary objective of this assignment is for you to observe yourself instructing others. First, video tape yourself teaching (if you move a lot have someone video you). Next, simply observe the instruction and write down what you see (positive or constructive). Finally, choose a teaching behavior you would like to track (e.g. teacher movement, first names used, number of times you say, "um", etc.), design a sheet to monitor/track the behavior, and observe the tape while tracking the behavior. Write a two page paper on your initial observation of the tape and a two page paper on your observation of a specific teaching behavior. For this assignment you will hand in two (2), two- page papers. Also, feel free to make this part of your intervention (see below). If you plan ahead, I don't mind letting you double dip.

DUE DATE: 4/10

POINTS POSSIBLE: 200

Instructional Intervention

The purpose of this assignment is for you to identify one area of your teaching that you would like to improve. You will then develop a strategy for enhancing that teaching skill and implement your strategy. After your strategy has been implemented you will assess the impact your strategy had on your teaching. Finally, you will write your findings in the form of an 8-10 page mini-research paper (12 pt font, 1 inch margins, double spaced) and present your findings in a 15-20 minute presentation. Your paper should include:

- 1) "Introduction" - A brief introduction discussing why the teaching behavior you have selected is important. This should include some empirical evidence, or research, that supports your claims.
- 2) "Methods" - A discussion of your strategy. Tell the reader exactly what you are going to do and what you expect to find. An explanation of your assessment tool. This should be considered when designing your strategy. *You must have a measurable outcome.*
- 4) "Results"- The findings of your assessment. You may want to use a pre and post assessment.
- 5) "Discussion" - What implications does this have for you? How can you use this to improve your teaching? Why was your strategy effective or ineffective? Finally, create a 15-20 minute PowerPoint presentation of your intervention to be presented during one of the final two days of class.

BRIEF EXAMPLE:

- 1) In order to promote physical activity for children, physical educators must maximize activity time during physical education.
- 2) Instructional time will be minimized by providing short bouts of instruction "chained" together to teach skills. In addition, each class will begin with students moving upon entering the gym.
- 3) The physical activity levels of a single 2nd grade class will be assessed during physical education via pedometry. Data will be collected prior to implementing the strategy, during the implementation, and one month after implementing the strategy. In addition, random lessons will be videotaped and analyzed to determine instructional time.
- 4) The physical activity levels of students increased through the first three weeks and then "plateaued". Basketball and rhythmic dance lessons were most active.
- 5) This strategy allowed for instruction and increased the physical activity levels of students. Although teaching with short bouts of instruction takes more planning, it was effective in increasing physical activity levels.

DUE DATE: 4/17 or 4/24

POINTS POSSIBLE: 300

Final

The final will be take home and will be discussed later in the semester.

DUE DATE:

POINTS POSSIBLE: 100

Assignment Summary

Assignment	Points
Abstracts	100
Philosophy	100
Assessment	100
Leadership	100
Midterm	100
Video Analysis	200
Instructional Intervention	300
Final	100
TOTAL	1100

Grading Scale:

A	B	C	E
100-90	89-80	79-70	69 -

Absences:

This class only meets once per week for 2.5 hours, thus missing one class is comparable to missing an entire week of class. For this reason, you are permitted one absence. For each absence greater than one, your final grade will be reduced by one letter grade. If absences become excessive, the instructor may withdraw you from the class. In addition, tardiness is not acceptable. If it becomes an issue, a meeting with the instructor to resolve the problem will be necessary. More than 2 unexcused tardies may result in the instructor withdrawing you from the class.

This is a graduate class. It is expected that all work will be handed in and of high quality. Thus, all work must be typed (12 pt font, double spaced, one inch margins, etc.) and handed in promptly. For each day your work is not turned in you will lose 10% of the points possible. Work handed in after class on the day it is due, will be counted as one day late.

Participation:

You are expected to participate in class discussion. If you are not contributing to the discussion it is difficult to know if you are listening and learning. Discussion allows you to learn from your colleagues, as well as from me, and is a crucial part of your education. I prefer not to lecture every class for the entire class. I will guide the flow of the discussion and challenge you to think and learn. You will not receive an A grade simply by showing up to class.

Readings:

Due to copyright laws I cannot make copies of journal articles for each of you. It is your responsibility to check the articles out with Beth Graham (Rm 118) and read them each week. Class discussion will be based on these articles. Since this is a graduate class, my intention is to make the course discussion based rather than entirely lecture. For that reason, you are expected to be prepared for each class. This includes having thoughtfully read the articles in advance.

Reference list:

- Bischoff, J. A., Plowman, S. A., & Lindenman, L. (1988). The relationship of teacher fitness to teacher/student interaction. *Journal of Teaching in Physical Education*, 7, 142-151.
- Bishop, P., & Vogler, E. (1990). Management of disruptive behavior in physical education. *Physical Educator*, 47(1), 16-27.
- Carlson, T. B., & Hastie, P. A. (1997). The student social system within sport education. *Journal of Teaching in Physical Education*, 16, 176-195.
- Ennis, C. D., Ross, J., & Chen, A. (1992). The role of value orientations in curricular decision making: A rationale for teachers' goals and expectations. *Research Quarterly for Exercise and Sport*, 63, 38-47.
- Erwin, H. E., & Castelli, D. M. (in press). National physical education standards: A summary of student performance and its correlates. *Research Quarterly for Exercise and Sport*.
- Kinchin, D. G., & Kirk, G. (2003). Sport situated learning as a theoretical framework for sport education. *European Physical Education Review*, 9(3), 221-235.
- Lee, A. M., Keh, N. C., & Magill, R. A. (1993). Instructional effects of teacher feedback in physical education. *Journal of Teaching in Physical Education*, 12, 228-243.
- Melville, D. S., & Maddalozzo, J. G. F. (1988). The effects of a physical educator's appearance of body fatness on communicating exercise concepts to high school students. *Journal of Teaching in Physical Education*, 7, 343-352.
- Nilges, L. M. (1997). Educational gymnastics – stages of content development. *Journal of Physical Education, Recreation and Dance*, 68(3), 50-55.
- Solmon, M A., & Lee, A. M. (1997). Development of an instrument to assess cognitive processes in physical education classes. *Research Quarterly for Exercise and Sport*, 68, 152-160.
- Stork, S., & Sanders, S. W. (2002). Why can't students just do as they're told?! An exploration of incorrect responses. *Journal of Teaching in Physical Education*, 21, 208-228.
- Williams, L., & Rink, J. (2003). Teacher competency using observational scoring rubrics. *Journal of Teaching in Physical Education*, 22, 552-572.

NASPE, EPSB & COE Technology Standards; COE Skills & Dispositions; EPSB Themes; & KERA Initiatives	Addressed in Course
National Association for Sport and Physical Educators' Standards for Advanced Physical Educators	
Standard 1: Content Knowledge	X
Standard 2: Curricular Knowledge	X
Standard 3: Equity/ Fairness/ Diversity	X
Standard 4: Sound Teaching Practices	X
Standard 5: Assessment	X
Standard 6: High Expectations for a Physically Active Lifestyle	X
Standard 7: Methods of Inquiry	X
Standard 8: Collaboration, Reflection, Leadership, and Professionalism	X
Standard 9: Mentoring	X
American Association for Health Education (AAHE) Standards for Entry Level Health Educators	
Standard 1: Assess Individual and Community Needs of Health Education	
Standard 2: Plan Effective Health Education Programs	
Standard 3: Implement Health Education Programs	X
Standard 4: Evaluate Effectiveness of Coordinated School Health Programs	
Standard 5: Coordinate Provision of Health Education Programs and Services	
Standard 6: Act as a Resource Person in Health Education	X
Standard 7: Communicate Health and Health Education Needs, Concerns, and Resources	X
Education Professional Standards Board (EPSB) Kentucky Teacher Standards	
Standard 1: Demonstrates Applied Content Knowledge	X
Standard 2: Designs/ Plans Instruction	X
Standard 3: Creates/ Maintains Learning Climate	X
Standard 4: Implements/ Manages Instruction	X
Standard 5: Assesses and Communicates Learning Results	X
Standard 6: Demonstrates Implementation of Technology	X
Standard 7: Reflects/ Evaluates Teaching/ Learning	X
Standard 8: Collaborates with Colleagues/ Parents/ Others	X
Standard 9: Evaluates Teaching/Implements Professional Development	X
Standard 10: Provides Leadership within School/Community/Profession	X
UK Educator Preparation Unit Technology Standards	
Standard 1: Candidates integrate media and technology into instruction	X
Standard 2: Candidates utilize multiple technology applications to support student learning.	X
Standard 3: Candidates select appropriate technology to enhance instruction.	X
Standard 4: Candidates integrate student use of technology into instruction.	X
Standard 5: Candidates address special learning needs through technology.	
Standard 6: Candidates promote ethical and legal use of technology disciplines.	
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
Additional Functional Skills and Dispositions for Health Educators	
FSD 1: Candidates demonstrate health literacy.	X
FSD 2: Candidates demonstrate conceptual knowledge and skills.	X

Educational Professional Standards Board (EPSB) Themes	
Diversity	X
Assessment	X
Literacy Education	
Closing the Achievement Gap	X
Kentucky Education Reform Act (KERA) Initiatives	
KERA Goals and Academic Expectations	X
Program of Studies	X
Core Content for Assessment	X