

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 602

b. Title* Promoting Physical Activity for Youth

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

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

() CLINICAL () COLLOQUIUM (x) DISCUSSION () LABORATORY (x) 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 purpose of this course is to provide educators and other professionals with the knowledge and skills necessary to promote physical activity for youth. Current research and philosophies will be presented in a manner that provides a sound philosophical and factual basis for promoting physical activity for youth primarily through schools. Topics such as motivation, health benefits of regular physical activity, physical activity guidelines, and assessment of physical activity will be covered. Students will also be exposed to strategies for increasing physical activity both during the school day and outside of school.

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

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

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 have limited staffing resources that prevent it from being offered yearly.

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 may take.

9. a. By whom will the course be taught? Aaron Beighle, 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?

8-12

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:

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[‡]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: Aaron Beighle Phone: 257-2655 Email: beighle@uky.edu

20. Signatures to report approvals:

| | | | |
|--|----------------------|------------------------------|-----------|
| <u>10/20/08</u> | <u>Melody Noland</u> | <u>Melody Noland</u> | |
| DATE of Approval by Department Faculty | printed name | Reported by Department Chair | signature |

| | | | |
|-------------------------------------|-----------------------|--------------------------|-----------|
| <u>12/9/08</u> | <u>Deborah Slaton</u> | <u>Deborah Slaton</u> | |
| DATE of Approval by College Faculty | printed name | Reported by College Dean | signature |

| | | | |
|---|--------------|---|-----------|
| * DATE of Approval by Undergraduate Council | / | Reported by Undergraduate Council Chair | / |
| | printed name | | signature |

| | | | |
|--|--------------|------------------------------------|-----------|
| * DATE of Approval by Graduate Council | / | Reported by Graduate Council Chair | / |
| | printed name | | signature |

| | | | |
|---|--------------|--|-----------|
| * DATE of Approval by Health Care Colleges Council (HCCC) | / | Reported by Health Care Colleges Council Chair | / |
| | printed name | | signature |

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|--------------------------------------|--|--|--|
| * DATE of Approval by Senate Council | Reported by Office of the Senate Council | | |
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|---|--|--|--|
| * DATE of Approval by University Senate | Reported by Office of the Senate Council | | |
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*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

KHP 602
Promoting Physical Activity for Youth

Instructor: Aaron Beighle, Ph.D.
Phone: 859.257.2655
Office Hours: M 3-4 or by appointment

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

Course Description:

This purpose of this course is to provide educators and other professionals with the knowledge and skills necessary to promote physical activity for youth. Current research and philosophies will be presented in a manner that provides a sound philosophical and factual basis for promoting physical activity for youth primarily through schools. Topics such as motivation, health benefits of regular physical activity, physical activity guidelines, and assessment of physical activity will be covered. Students will also be exposed to strategies for increasing physical activity both during the school day and outside of school.

Course Objectives:

1. The student will be able to read and understand current research related to promoting physical activity for youth.
2. The student will provide both written and oral work demonstrating an understanding of current philosophy regarding youth physical activity promotion.
3. The student will be able to monitor their own physical activity level and provide qualitative information about their personal activity level via journaling.
4. The student will be able to create and develop a program designed to increase the physical activity level of students either during the school day or outside of school.
5. The student will understand current strategies for teaching physical activity to school age children.

Text:

Ward, D.S., Saunders, R.P., & Pate, R.R. (2007). *Physical Activity Interventions in Children and Adolescents*. Human Kinetics, Champaign, IL.

Assignments:

This is a graduate level course. It is expected that all work will be handed in on time and of high quality. Thus, all work must be typed (12 pt font, double spaced, one inch margins, etc.) and handed in the day it is due, no later than the end of class. 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.

Readings

At the end of syllabus is a reference list of readings for the class. Because articles are being published on a regular basis, I reserve the right to add articles to this list. However, articles will be added at least two weeks in advance. You are expected to have read the articles thoroughly and to be prepared to discuss the article in class. Throughout the semester, students will be asked to lead the discussion on specific articles or topics.

- Discussion Leader During the semester one student or a group of students will be designated discussion leader. Discussion leaders will be responsible for stimulating discussion on that week's readings. Personal experiences, other readings, etc. should be used to stimulate discussion and conversation. It is expected that the discussion will last at least 30 minutes. **One week prior to leading your discussion you are expected to provide a reference list of at least 3 (no more than 5) readings for the class to read in preparation for you discussion.**
DUE DATE: TBA
POINTS POSSIBLE: 100
- Physical Activity
Monitoring and
Journal Beginning with the first day of class, you will be tracking your physical activity levels via pedometry. In addition to recording you physical activity level on a daily basis, you will also be keeping a journal. Each day you should write a few sentences describing how you felt and the activities you engaged in throughout the day. Details of this project will be discussed in class.
DUE DATE: 2/5
POINTS POSSIBLE: 100
- Personal
Intervention After establishing your baseline physical activity level over two weeks, you will create a personal intervention designed to increase your physical activity level. This project will also involve goal setting, which will be discussed in class prior to this assignment. Following implementation of your "intervention" you will write a mini-research paper (5-6 pages) with a brief introduction, methods, results, and discussion section, as well as references and figures or tables if applicable. This should be a formal paper written in a style consistent with what you see in research articles.
DUE DATE: 3/18
POINTS POSSIBLE: 200
- Midterm The midterm will be entirely essay and cover all topics presented in the first half of the semester. The midterm will be taken on a computer in the computer lab and e-mailed to the instructor.
DUE DATE: 3/4
POINTS POSSIBLE: 100
- Intervention
Program The culminating project of this course will be the development of a physical activity program for youth. Your program should be grounded in research and demonstrate a sound understanding of the literature. Your program will be presented in a paper form and an oral presentation. The paper should be 8-10 pages and demonstrate a need for the program and provide evidence of extensive thought and planning for the implementation of the program. In essence, this is a proposal to a funding source; thus, it is your job to demonstrate you are worthy of their money.

DUE DATE: 4/8
POINTS POSSIBLE: 200

Final

Your final will be essay questions primarily covering the latter half of the semester. Details on the final will be discussed in class.

DUE DATE: 4/29 at 3:30
POINTS POSSIBLE: 200

Assignment Summary

| Assignment | Points |
|--|------------|
| Physical Activity Monitoring & Journal | 100 |
| Discussion Leader | 100 |
| Midterm | 100 |
| Personal Intervention | 200 |
| Intervention Program | 200 |
| Final | 200 |
| TOTAL | 925 |

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. Exceeding this amount may result in the instructor withdrawing 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.

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.

References:

- Baranowski, T., Bar-Or, O, Blair, S., Corbin, C., Dowda, M., Freedson, R., Pate, R., Plowman, S., Sallis, J., Saunders, R., Seefeldt, V., Siedentop D., Simons-Morton, B., Spain, C., Tappe, M., and Ward, D. (1997) "Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People. *Morbidity and Mortality Weekly Report* 50, RR-6: 1-36.
- Beighle, A., Morgan, C.F., Le Masurier, G., & Pangrazi, R. P (2006). Children's physical activity during recess and outside of school. *Journal of School Health*, 76(10), 516-520.
- Centers for Disease Control and Prevention, (1997) "Guidelines for School and Community Programs to Promote Lifelong Physical Activity among Young People", *Morbidity and Mortality Weekly Report* 46, no. RR-6: 1-36, available online at: www.cdc.gov/HealthyYouth/physicalactivity/guidelines
- Fairclough, S, & Stratton, G. (2005). 'Physical education makes you fit and healthy'. Physical education's contribution to young people's physical activity levels. *Health Education Research*, 20(1), 14-23.
- Jago, R., Baranowski, T. (2004). Non-curricular approaches for increasing physical activity in youth: a review. *Preventive Medicine*, 39(1), 157-163.
- Mahar, M.T., Murphy, S.K., Rowe, D.A., Golden, J., Shields, A.T., & Raedeke, T.D. (2006). Effects of a classroom-based program on physical activity and on-task behavior. *Medicine & Science in Sports and Exercise*, 38(12), 2086-294.
- Morgan, C.F., Beighle, A., & Pangrazi, R.P. (2007). Physical education's contribution to daily physical activity levels of elementary school children. *Research Quarterly in Exercise and Sport*.
- Pate, R.R., Davis, M.G., Robins, T.N., Stone, E.J., McKenzie, T.L., Young, J.C. (2006). Promoting physical activity in children and youth: A leadership role for schools. *Circulation: Journal of the American Heart Association*. 114, 1214-1224.
- Pellegrini, A.D., P.D. Huberty, & I. Jones (1995). The effects of recess timing on children's playground and classroom behaviors. *American Educational Research Journal*, 32(4), 845-864.
- Ridgers, N.D., & Stratton, G. (2005). Physical activity during school recess: The Liverpool Sporting Playgrounds Project. *Pediatric Exercise Science*, 17, 281-290.
- Sallis, J.F., McKenzie, T.L., Alcaraz, J.E., Kolody, B., Faucette, N., & Hovell, M.F. (1997). The effects of a 2-year physical education program (SPARK) on physical activity and fitness in elementary school students. *American Journal of Public Health*, 87, 1328-1334.

- Sallis, J.F., McKenzie, T.L., Kolody, B., Lewis, M., Marshall, S., & Rosengard, P. (1999). Effects of health-related physical education on academic achievement: Project SPARK. *Research Quarterly in Sport and Exercise, 70*(2), 127-134.
- Shephard, R.J., LaVallee, H., Volle, M., LaBarre, R., & Beaucage, C. (1994). Academic skills and required physical education: The Trois Rivieres Experience. *CAHPER Research Supplement, 1* (1), 1-12.
- Shephard, R.J. (1997). Curricular physical activity and academic performance. *Pediatric Exercise Science, 9*, 113-126.
- Strong, W.B., Malina, R.M., Bliinkie, C.J.R., Daniels, S.R., Dishman, R.K., Gutin, B., et al, (2005). Evidence based physical activity for school-age youth. *The Journal of Pediatrics, 146*(6), 732-737.
- Welk, G.J., Wood, K., & Morss, G. (2003). Parental influences on physical activity in children: An exploration of potential mechanisms. *Pediatric Exercise Science, 15*, 19-33.
- Young, D.R., Felton, G.M., Grieser, M., Elder, J.P., Johnson, C., Lee, J., & Kubik, M. (2007). Policies and opportunities for physical activity in middle school environments. *Journal of School Health, 77*(1), 41-47.