

NEW COURSE FORM

1. General Information.				
a.	Submitted by the College of: Education	Today's Date: 8/1/11		
b.	Department/Division: Kinesiology and Health Promotion			
c.	Contact person name: Dr. Melody Noland	Email: melody.noland@uky.edu	Phone: 7-5826	
d.	Requested Effective Date: <input checked="" type="checkbox"/> Semester following approval OR <input type="checkbox"/> Specific Term/Year ¹ : _____			
2. Designation and Description of Proposed Course.				
a.	Prefix and Number: KHP 310			
b.	Full Title: Applied Health Education Practice			
c.	Transcript Title (if full title is more than 40 characters): _____			
d.	To be Cross-Listed ² with (Prefix and Number): _____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.			
	3 Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail			
g.	Number of credits: 3			
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
	If YES:	Maximum number of credit hours: _____		
	If YES:	Will this course allow multiple registrations during the same semester? YES <input type="checkbox"/> NO <input type="checkbox"/>		
i.	Course Description for Bulletin:	This course is designed to enhance the skills of students who will be health education teachers. The emphasis will be on increasing awareness of how schools operate and identifying the characteristics of effective teaching. In addition, emphasis will be placed on developing skills among students so that they will be effective teachers.		
j.	Prerequisites, if any: _____			
k.	Will this course also be offered through Distance Learning?			YES ⁴ <input type="checkbox"/> NO <input checked="" type="checkbox"/>
l.	Supplementary teaching component, if any: <input checked="" type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both			
3.	Will this course be taught off campus?			YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

NEW COURSE FORM

4.	Frequency of Course Offering.			
a.	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input type="checkbox"/> Spring	<input type="checkbox"/> Summer
b.	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
5.	Are facilities and personnel necessary for the proposed new course available?			
		YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
6.	What enrollment (per section per semester) may reasonably be expected?	25		
7.	Anticipated Student Demand.			
a.	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
b.	Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, explain:	This course is offered as an elective to students enrolled in the Health Promotion minor.		
8.	Check the category most applicable to this course:			
	<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input checked="" type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
9.	Course Relationship to Program(s).			
a.	Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, name the proposed new program:	_____		
b.	Will this course be a new requirement ⁵ for ANY program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES ⁵ , list affected programs:	B.S. in Health Promotion; B.S. In Kinesiology and Health Education (double major); minor in Health Promotion		
10.	Information to be Placed on Syllabus.			
a.	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i>)			
b.	<input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.			

⁵ In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: KHP 310

Proposal Contact Person Name: Dr. Melody Noland Phone: 257-5826 Email: mnola0@email.uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
KHP	9/12/11	Dr. Melody Noland / 257-5826 / mnola0@email.uky.edu	
C & C	9/22/11	Doug Smith / 7-1824 / dcsmit1@uky.edu	
College of Ed Faculty	10/10/11	Steve Parker / 7-5443 / spark01@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council	2/8/2012	Sharon Gill	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

FALL, 2011

**HEALTH EDUCATION
UNIVERSITY OF KENTUCKY**

KHP 310

APPLIED HEALTH EDUCATION PRACTICE

INSTRUCTOR: Melody Noland, PhD, C.H.E.S..

OFFICE: 102/202 Seaton

PHONE: 257-5826

E-Mail: melody.noland@uky.edu

OFFICE HOURS: To be announced

PURPOSE: The purpose of this course is to address skills that potential health educators will need to teach K-12.

COURSE DESCRIPTION: This course is designed to enhance the skills of students who will be health education teachers. The emphasis will be on to increase awareness of how schools operate and to identify the characteristics of effective teaching, In addition, emphasis will be placed on developing skills among students so that they will be effective teachers.

PREREQUISITES: No course prerequisites are required. Completion of EDP 202 or EDP 203 is recommended and students should have some interest in teaching in schools.

Research and Reflection for Learning and Leading. This is the theme of the conceptual framework for the College of Education and reflects how our College and this course approach the preparation of professional educators. **Research** is the foundation for the topics we will cover in this class. Specifically, we will discuss the research behind effective teaching and discipline methods, as well as the research base for Postponing Sexual Involvement (PSI), now referred to in Fayette County as Managing Pressures Before Marriage (MPBM). **Reflection** is emphasized when you present lessons and write lesson plans for MPBM. You will be expected to provide a reflective assessment of performance, outcomes and approaches to problems. **Learning** is part of the conceptual framework because we are committed to our own learning and the learning of others. We will explore ways to conceptualize, promote, and accomplish learning. **Leading** is an expectation for faculty and students so that we can promote learning among diverse student populations. In this class you will develop your teaching and presentation skills as well as advocacy skills, which will in turn help you to become a more effective leader.

TEACHER STANDARDS: This course is designed to address the following teacher standards as published by the Kentucky Education Professional Standards Board:

1. Applied Content Knowledge
2. Designs and Plans Instruction
3. Creates and Maintains Learning Climate
4. Implements and Manages Instruction
5. Assesses and Communicates Learning Results
6. Demonstrates the Implementation of Technology
7. Reflects On and Evaluates Teaching and Learning
8. Collaborates with Colleagues/Parents/Others
9. Evaluates Teaching and Implements Professional Development
10. Provides Leadership within School/Community/Profession

This course also addresses our professional association standards (NCATE-AAHE – American Association for Health Education, 2008). The following standards are emphasized:

Standard I. Content Knowledge: Candidates demonstrate the knowledge and skill of a health literate educator

Standard II. Needs Assessment. Candidates assess needs to determine priorities for school health education.

Standard III. Planning. Candidates plan effective comprehensive school health education curricula and programs.

Standard IV: Implementation. Candidates implement health education instruction.

Standard V: Assessment. Candidates assess student learning.

Standard VI: Administration and Coordination. Candidates plan and coordinate a school health education program.

Standard VII: Being a Resource. Candidates serve as a resource person in health education.

Standard VIII: Communication and Advocacy. Candidates communicate and advocate for health and school health education.

Standards for Technology, Skills and Dispositions of UK Educator Preparation Unit, EPSB Themes are also addressed (see attached matrix).

REQUIRED TEXTBOOK: No required textbook; readings will be assigned that will be available on-line.

COURSE OBJECTIVES AND ASSESSMENTS:

This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, classroom experience, and practice teaching in health education. These learning targets are aligned with Senate Bill 1 expectations including, Kentucky Core Academic Standards, Assessment Literacy, College & Career Readiness, and Characteristics of Highly Effective Teaching and Learning. By the end of this course, students will have gained the following:

LEARNING OUTCOMES:

Students will:

Learning Outcomes

Assessment

1. Recognize and describe characteristics of effective teaching.	1. Through school observations, students will provide written descriptions of their assessment of effective teaching.
2. Become acquainted with types of school governance such as site-based councils and boards of education.	2. Students will provide written descriptions and critiques of a site-based council meeting and board of education meeting.
3. Describe and practice effective methods for disciplining students.	3. Students will describe effective teaching on exam questions and observation reports. They will practice discipline methods when teaching in schools and reflect on the methods they used.
4. Describe and practice different methods of advocating for health education.	4. Students will construct one health education advocacy piece/product for presentation in class.
5. Write lesson plans revolving around lessons for the <i>Managing Pressures Before Marriage (MPBM)</i> curriculum	5. Students will write a complete lesson plan with all prescribed sections for one session of the MPBM curriculum using the KTIP format.
6. Teach the <i>Managing Pressures Before Marriage</i> curriculum to middle school students.	6. Students will teach 5 sessions of MPBM to 7 th grade students and reflect on their own teaching.
7. Observe and reflect on instruction in elementary, middle and/or high schools.	7. Students will observe teachers in schools and write a detailed analysis of the experience using guidelines provided.
8. Demonstrate the ability to search for and evaluate information and resource materials on the internet and to apply that information to appropriate lesson plans	8. Students will obtain information on specific health topics from the internet and design age-appropriate instructional materials including lesson plans using that information.
9. Demonstrate uses of several different types of technology.	9. Students will use several different types of technology (at least two) in presenting in class and teaching in schools.

COURSE DELIVERY: This course is designed as a face-to-face course with significant time spent in observations of site-based council and school board meetings, and observation and teaching in schools.

UNBRIDLED LEARNING INITIATIVES

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Core Academic Standards (as they become available), assessment literacy – assessment *for* learning, Characteristics of Highly Effective

Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

COURSE TOPICS:

Kentucky Education Reform Act
 Effective Teaching
 School Governance
 Effective methods of discipline
 Advocating for Health Education
 Expectations for student teaching
 Searching for information via the internet

UNDERGRADUATE REQUIREMENTS:

1. Attendance to class, discussion questions and participation in class discussions. **10%**
2. Conducting assigned classroom sessions of MPBM in the public schools. The following reports will be turned in as part of this assignment: lesson plan, reflection/refinement, **A lesson plan must be submitted in order to receive credit for MPBM teaching. 20%**

Guidelines for completing reflection and refinement:

- a. Did you feel you were effective as a teacher? Why or why not?
 - b. Did you feel as though you met the objectives of the lessons you taught? Why or why not?
 - c. Which academic expectations do you feel were most widely addressed throughout the course of your lesson?
 - d. Were the students engaged and responsive?
 - e. What would you do differently as far as leading the class and what gave you the greatest sense of satisfaction?
3. Logs of observations of health education teaching (5 classes at least 45 min. long). **10%**
 Middle school health education classes are typically 45-55 minutes long. This counts as one class. High school classes using block scheduling are 1 and ½ hours. One high school class using block scheduling counts as two classes.
 4. Log of observation of a site-based council meeting. **5%**
 5. Log of observation of a school board meeting. **5%**
 5. Internet presentations. **15%**
 The student will provide at least 4 pages of textual information on an approved topic from at least **four different sources** obtained from the internet, will develop a handout using the information that could be used in middle school or high school and development of a transparency. The handout and transparency will be presented in class. Competent use of the smart classroom technology must also be demonstrated.

6. Advocacy assignment and presentation (more details given at a later date). **15%**
7. Quiz over articles read to date. **5%**
8. Final Exam. **15%**

DUE DATES: Dates that assignments are due and the date of the final exam will be announced and posted on Blackboard the first day of class.

USE OF BLACKBOARD: Course documents such as the syllabus and due dates will be posted on Blackboard. Other items posted on Blackboard will be all relevant handouts, announcements, readings, and student grades. Students are expected to access Blackboard regularly to stay up with course events, reading and due dates.

ATTENDANCE POLICY:

Students are expected to attend class. This is especially important in this class because of the experiential nature of the course. Eight points will be deducted from the Attendance/participation portion of the grade for every unexcused absence.

GRADING OF ASSIGNMENTS:

- ~All assignments must be typed. If not typed, they will be counted as late assignments.
- ~**Grammar and spelling** are important and will contribute to the overall grade.

MIDTERM GRADES :

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

GRADING SCALE:

All assignments are graded on a 100-point scale and then weighted according to the weights shown under the requirements section of this syllabus. The grading scale is as follows:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	E

EXCUSED ABSENCES:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Eight points will be deducted from the Attendance/participation portion of the grade for every unexcused absence.

LATE WORK:

Assignments turned in after the due date will be penalized 10% per day late.

OBSERVATION AND TEACHING IN SCHOOLS:

The instructor will provide the names of teachers who are willing to have students observe. It is the student's responsibility to schedule visits with teachers. If you know a teacher who might let you observe, please provide that name to me. It is difficult to get enough placements for students, so if you know someone, that will help.

Please remember you are a representative of the University of Kentucky, the Department of Kinesiology and Health Promotion, and the teaching profession. Dress professionally and arrive before the scheduled observation or teaching experience. Go to the school main office to sign in. Professional dress includes neat slacks for the men and a skirt, dress, or slacks for the women. No blue jeans, workout clothes, warm-up suits (remember this is NOT P.E.), or hats of any kind. Also, do not wear revealing clothes or shirts with alcohol/drug, or other similar logos, or sex slogans.

Documentation of visits/teaching: When you arrive at the school, sign in as a visitor at the main office.

If you are observing a teacher, you will have to fill out an observation form. Also, have the teacher sign a form that will be provided by your instructor. You must have a signature from the teacher documenting your visit. Some visits will be randomly verified to determine if the student was actually there. If it is determined that a student has falsely reported a visit, this will be considered a serious offense representing unprofessional conduct and could prevent entry into, or removal from, the Teacher Education Program.

You may be given the option of teaching MPBM for 5 more sessions (in addition to the required 5 sessions) to replace 5 observations. If you are given this option and choose to take it, you will be required to submit an additional lesson plan and self-evaluation/reflection. If this is not submitted you will not get credit for teaching PSI for the additional sessions.

MPBM PLACEMENTS

Managing Pressures Before Marriage is presented in the public schools by the Fayette County Health Department. The supervisor assigns the placements for MPBM. It could happen that there are not enough placements for everyone in KHP 310 to teach MPBM. If that happens, the instructor reserves the right to place KHP 310 students at other schools for their teaching experiences. These experiences

will require approximately the same amount of time as MPBM placement.

STUDENTS WITH SPECIAL NEEDS:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

CLASSROOM RULES FOR KHP 310:

No tobacco use of any kind (including dip or chew).

Please turn off cell phones. Cell phones that ring in class will be taken by the instructor until the class is over.

During class, do not read the Kernel or reading material not related to the class. Do not do work for other classes in my class.

Please do not sleep in my class.

If you wear a hat, please be sure I can see your face. If I can't see your face, I reserve the right to ask you to remove your hat.

Do not wear shirts with alcohol, drugs or sex logos (remember you are going to be a health educator!).

Please be on time. If you are chronically late, points will be deducted from your participation grade.

Thank you for complying with these classroom rules.

**INSTRUCTIONS FOR COMPLETING CLASSROOM OBSERVATION LOGS
KHP 310**

A log of the visitation to the schools should contain most or all of the following:

1. Size and diversity of classes. As much as possible, estimate number of males/females, African-Americans, ESL students, students with disabilities. Ask the teacher for some of this information if possible.
2. Activities observed (include description of the type of activity, such as lecture, small group discussion, role-play, etc.)
3. Educational objective of the lesson
4. Student behavior

5. Discipline methods used and whether or not they were effective. If not, what more effective method could be used?
6. Clarity of presentation
7. Accuracy of content presented
8. Assessment of content taught, including assessment conducted to determine different levels of learning among diverse groups.
9. Teacher attitude and rapport with the students
10. Student attitudes toward the lesson
11. How did diverse groups of students react to the lesson? Were there different responses from different groups? If so, describe this. How could the lesson be adjusted to address diverse groups?
12. Organizational methods used
13. KERA goals and academic expectations addressed (DO NOT say “**none**”). Consult your handout that lists academic expectations.
14. General suggestions for improvement

You are not limited to the above list. These are suggestions, but a majority of the above list should be addressed. The more of the list that is addressed, the greater the likelihood of a higher grade.

A summary of your observations should include the following and should be written after you've completed all your evaluations:

1. comparisons of schools and programs you observed
2. how diverse groups were addressed in the lesson
3. program or parts of programs you think were the most effective
4. program or parts of programs you think were the least effective
5. reflective statement concerning how what you observed will effect your own teaching

Summary is turned in with final observation

Every class needs its own individual observation-**even if a lesson is repeated**. Focus on varied reaction of students, different disciplinary methods, etc.

- Give a lot of detail
- Must be typed
- Staple “Verification of School Observation” to each log. Be sure to include time of day observed

INSTRUCTIONS FOR COMPLETING OBSERVATION LOGS FOR SITE BASED MEETINGS AND SCHOOL BOARD MEETING

1. 2 pages typed, double spaced
2. If there was an agenda for the meeting, what did it entail?
3. What did you find interesting?
4. Was there anything you didn't understand?
5. What areas of authority were discussed (such as transportation, budget, test scores, etc.)?
6. What decisions if any were reached?
7. Mention names of any identified speakers.

School Board Meeting can be watched on Cable Channel 13. There is a schedule available for you go to **www.fcps.net>administration tab>resources: "meetings, agendas & minutes "and then calendar year** for exact schedule.

Site-Based meetings are held at individual schools. Sample SBDM schedules will be given to you. If you wish to visit other schools that is permissible, but you will need to call the schools to get their schedules. Go to **www.fcps.net and click on "schools"** to find more information about individual schools. **PLEASE CALL THE DAY OF THE MEETING TO BE SURE THE MEETING HAS NOT BEEN CANCELLED.** Check in at the office when you go for the meeting. Also introduce yourself to the person who is running the meeting.

KHP 310 Class Calendar

Day 1

Introductions – self, to the class
Get information from students
Syllabus
Get information from students for MPBM
Volunteer form
School board and site-based assignment-note guidelines on syllabus
Instructions for accessing readings
If time discuss "Techniques for Better Classroom Discipline" article with notes on Bb
Any preparatory assignment relative to speaker for next class
Assign Margaret Verble reading for next class--include discussion question with assignment

Day 2

Discuss Margaret Verble article with notes (and discussion question--to be turned in)
Speaker: Mike Warford (KY Center for Instructional Discipline)...PBIS Positive Behavior Intervention and Support
Assign "Choosing Rules and Procedures by C. M. Everston" with notes and discussion questions to be turned in
Tell students to print out PSI article and bring to next class

Day 3

Discuss Choosing Rules and Procedures with question(s) and do Group Work--present as a group -- create classroom rules for start of school relative to article and present as a group a list of 5-8 general classroom rules relevant to you and functioning of your classroom
ALSO, for a health classroom, develop procedures for a specific activity
Obstacles to Health Education
Common misconceptions about health education
Read over PSI (MPBM) article and work in groups on discussion questions

Day 4

Introduction to MPBM
Give out MPBM materials
Training for Lessons 1&2

Day 5

MPBM Training—Lessons 3, 4 & 5
Assign groups based on sign ups where possible and then mix & match
Draw for Lesson Number--stagger the lessons for any repeated

Day 6

Give students 10-15 minutes to finalize MPBM presentations
Do presentations
Discuss: "After listening and participating in MPBM training, **what are some of the issues that make**

implementing this type of curriculum so crucial?" What are you afraid of?

Reiterate instructions (included on syllabus) for completing site based & school bd. logs--go to blackboard

Day 7

1. Go over MPBM schedule
2. What do you see wrong with Health education in schools?
3. Advocacy definitions, discuss advocacy
4. Read "A Letter to My Principal: Why is it Always Health Education?" have them: highlight approaches they think are strong
remind them the article is old, but approach good. They would have to update stats if they wanted to talk about how many students from a class of 30 would get HIV for ex.
FYI Epidemiological data: statistics on how many people have that disease or problem
5. Give out handout on Advocacy, have them get in groups and go thru steps.
Need to think about things they can advocate for ex. getting playground equipment that is not dangerous, having cleaner bathrooms, getting smokers out of BR's, enforcing tobacco policy, more required health education in all school levels, having sex education in school, removing vending machines from schools or putting healthier foods in the machines, healthier school lunches
Start on advocacy presentations. Give out HO's & explain the assignment. Give packet to everyone.
Draw for PSA, editorial, brochure, skit, etc. Group work to identify topic

Assign Atwood and Wilen article "Wait Time & Effective S.S. Instruction" with questions (from last year)

Day 8

Take up questions from Atwood and Wilen article---briefly discuss
Speaker Jon Akers--KY Safe Schools---90 minutes
Discuss (if time) Atwood and Wilen article with remaining time (tell students to review notes in Bb in place of or along with class discussion)

FOR NEXT CLASS--Print out blank lesson plan, DOK chart, KY Goals and Academic Expectations from Bb

Assign article "Questioning Techniques to Use in Teaching", Randall Johnson-- using info in article, write 5 convergent questions and 5 divergent questions with answers.

Day 9

Advocacy Presentations

Go over writing of lesson plan and tell students to bring in rough draft for next class so we can look over them and make necessary suggestions/corrections (use peer assistance from any students in Dr. Noland's class)

Discuss article "Questioning Techniques to use in Teaching" with notes..take up questions

Day 10

Meet in Computer Lab

SBDM observation reports due

Go over rough draft of lesson plans

Using the internet

Time to work on internet assignment

Draw for order of presentations Assign Canter Model (Charles) Complete Application Exercises 2 & 4
Assign SBDM, School Board Handouts and Power Point on Blackboard to prepare for speaker.

Day 11

Lesson Plan with Reflection/Refinement Due

Internet Presentations

Role of school board and site based council--SPEAKER: Rob Akers

Day 12

Observation of Teaching Reports Due

Internet presentations (6)

Discuss Canter Model (Charles) from 11/2--notes available--Take up Application Ex.'s 2 & 4

Discuss MPBM Experience---

1. What questions did they ask you?
2. Is there anything you had trouble answering
3. Any problems?
4. Any questions put you on the spot, you couldn't answer?
5. Any time you had to defer?

Assign Dreikurs article: "Logical Consequences"--pay attention to natural vs. logical consequences and motives for behavior & preventive discipline suggestions----

Discussion question response comparing Canter vs. Dreikurs

DAY 13

NO CLASS—Time to observe in schools

Day 14

SCHOOL BOARD REPORT DUE

Internet presentations (6)

Quiz on readings

Discuss Dreikurs article and notes

Day 15

Internet presentations

Last day of class

Give out take home exam

Final Exam: List date here

Health Education Initial Preparation Program: Standards Alignment
Course Title: Applied Health Education Practice

AAHE, Kentucky Teacher, UK Technology Standards; COE Skills & Dispositions; EPSB Themes; &KERA Initiatives	Addressed in Course
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American Association for Health Education (AAHE) Standards for Entry Level Health Educators	
Standard 1: Candidates Assess Individual and Community Needs of Health Education	X
Standard 2: Candidates Plan Effective Health Education Programs	X
Standard 3: Candidates Implement Health Education Programs	X
Standard 4: Candidates Evaluate Effectiveness of Coordinated School Health Programs	X
Standard 5: Candidates Coordinate Provision of Health Education Programs and Services	
Standard 6: Candidates Act as a Resource Person in Health Education	X
Standard 7: Candidates Communicate Health and Health Education Needs, Concerns, and Resources	X

Kentucky Teacher Standards	
Standard 1: Demonstrates Applied Content Knowledge	X
Standard 2: Designs and Plans Instruction	X
Standard 3: Creates and Maintains Learning Climates	X
Standard 4: Implements and Manages Instruction	X
Standard 5: Assesses and Communicates Learning Results	X
Standard 6 Demonstrates Implementation of Technology	X
Standard 7 Reflects and Evaluates Teaching and Learning	X
Standard 8: Collaborates with Colleagues, Parents, and Others	X
Standard 9: Engages in 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.	X
Standard 6: Candidates promote ethical and legal use of technology disciplines.	X

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	
Core Content for Assessment	X