DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: PHE   COURSE NUMBER: 459   CREDIT HOURS: 3

I. TITLE: Teaching Adolescent Physical Education

II. COURSE DESCRIPTION AND PREREQUISITE(S):
   Introduces a number of teaching methods and techniques appropriate to middle and secondary health and physical education.
   Prerequisite(s): HPE 175 and Admission to Teacher Education

III. COURSE OBJECTIVES:
   Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclose in parentheses, are numbers which reference the Kentucky Teacher Standards for Preparation and Certification (KTS) and CHETL standards. The student will be able to
   A. explore different styles of learning (KTS #2; CHETL #2);
   B. demonstrate the need for professional growth through continued study and professional affiliations (KTS #2; CHETL #2);
   C. practice using classroom/teaching materials, organizational strategies and classroom strategies to enhance learning climate (KTS #2, 3, 4; CHETL #1, 3);
   D. acquire, integrate, reflect, and perform various teaching techniques (KTS #2, 3, 4, 5; CHETL #1, 3, 4);
   E. study professional journals related to the study of Pedagogy and integrate these studies into teaching methods (KTS #3, 9; CHETL #1, 5);
   F. review the varied teaching strategies (KTS #2, 3; CHETL #1, 3);
   G. incorporate technology into the learning process (KTS #6; CHETL #1, 4);
   H. learn ways of handling common problems that occur in the Health and Physical Education class (KTS #3, 4; CHETL #1, 3);
   I. learn how to plan a Health and Physical Education curriculum, a unit plan, and a lesson plan (KTS #2; CHETL #3);
   J. implement, evaluate and reflect on lesson plans (KTS #2, 4, 5; CHETL #3, 5); and
   K. write professionally for the field of health and physical education (KTS #1; CHETL #2).

The COE Theme of Educator as Reflective Decision maker is addressed in this course by requiring students to reflect on teaching methods in a classroom environment, physical education teachers as engaged professionals, and the ecology of teaching and learning in physical education.
The EPSB Theme of Assessment will be explored in the course through various chapters within the text and more specifically in topics chosen for the Collaborative Group Presentations such as Assessment and Grading, Formal and Informal Assessment, and Designing Assessment Tasks.

Learned societies from each discipline should be referenced by the preservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:
A. Ethics in teaching
B. Teaching expectations
   1. Learning goals
   2. KERA expectations
   3. Program of Studies
   4. Core Content
C. Getting off to a good start in teaching
   1. Class rules
   2. Organization of class setting
D. Effective teaching techniques.
E. Planning a curriculum and portfolio development
   1. Plan a curriculum
   2. Make a unit plan
   3. Make a lesson plan
   4. Management of student conduct
   5. Assessment of student performance
   6. Reflect on lesson
   7. Design a professional growth plan
   8. Developing a portfolio
F. Implementation of the lesson plan
   1. Peer teaching
   2. Peer evaluation
G. Dealing with problems in teaching Health and Physical Education
   1. Dressing out
   2. Exercises
   3. Locker room problems
   4. Equipment
   5. Safety
H. Different teaching techniques
   1. Command
   2. Practice
   3. Reciprocal
   4. Self-check
   5. Guided discovery
   6. Individualized
I. Technology (using on-line services for planning and research)
J. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:
A variety of activities will be used which will include lecture, group activities, projects, peer teaching, panel discussions, and computer assignments.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None

VII. TEXT(S) AND RESOURCES:

Waterfield Library, Student Computer Lab, Kentucky Department of Education

VIII. EVALUATION AND GRADING PROCEDURES:
Professional dispositions/Conceptual Framework……10%
Writing Skills…………………………………………10%
Midsemester Exam……………………………………40%
Final Exam………………………………………………40%

The following scale will be used:

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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
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<tr>
<td>80-89%</td>
<td>B</td>
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<tr>
<td>70-79%</td>
<td>C</td>
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<tr>
<td>60-69%</td>
<td>D</td>
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<tr>
<td>59%-below</td>
<td>E</td>
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IX. ATTENDANCE POLICY:
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin.

X. ACADEMIC HONESTY POLICY:
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:
Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.
Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:
1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:
Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**

_Note: Instructor of PHE 459 reserves the right to make changes in the course activities and assignments as deemed necessary during the semester._