DEPARTMENT: ACS  COURSE NUMBER: PHE 615  CREDIT HOURS: 3

I. TITLE: Model Physical Education Programs

II. CATALOG DESCRIPTION: This course is designed to help teachers and administrators identify exemplary transferable models of teaching and programming which they can adapt or adopt for their own professional use.

III. PURPOSE: To develop the student’s awareness of and ability to adapt or adopt physical education programs.

IV. 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 advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses, are numbers which reference the Kentucky Experienced Teacher Standards for Preparation and Certification (ETS).

In this course students will:
A. Develop a personal set of criteria to identify exemplary teachers and physical education programs. (ETS – reflection)
B. Survey professional organizations for criteria which reflect good physical education programs. (ETS 7 & 9 PD)
C. Identify exemplary teachers and physical education programs in the USA or in foreign countries. (ETS 7 & 9)
D. Compare and contrast models from different cultures. (ETS 7)
E. Contact verbally or in writing outstanding professionals in physical education. (ETS 8)
F. Identify teacher characteristics that they could emulate professionally. (ETS 7 & 9)
G. Write a personal prescription for teaching improvement. (ETS 9)
H. Adopt or adapt a portion of a model physical education program to fit their own professional needs (ETS 9)
I. Develop a goal sheet which identifies: (ETS 7 & 9)
   1. Program characteristics
   2. Resources needed for implementation
   3. Personnel needed for implementation
   4. Time frame for implementation
J. Implement a new program described in objective nine. (ETS 3, 5, 7, & 9)

V. CONTENT OUTLINE:
A. Introduction
   1. Course format
2. Survey of student characteristics and needs
3. Grades and grading procedures
4. Field trips
5. Class projects
6. Independent study

B. Content
1. Developing personal criteria for exemplary teachers and exemplary physical education programs.
2. Developing professional criteria.
3. Surveying professional literature in the USA and other countries and local professionals for identification of exemplary teachers and physical education programs.
4. Comparing and contrasting models from different cultures.
5. Contacting, interviewing and summarizing remarks from outstanding professionals.
6. Identifying characteristics that are common to outstanding teachers.
7. Adapting an exemplary teacher’s style to meet professional needs of students.
8. Investigating resources.
9. Identifying characteristics of exemplary physical education programs and adopting or adapting a portion of that model to fit professional needs of students in the class.
10. Developing a goal sheet which identifies:
   a. program characteristics
   b. resources needed for implementation
   c. personnel needed for implementation
   d. time frame for implementation

VI. INSTRUCTIONAL ACTIVITIES: See objectives above.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: Field trips may include trips to visit identified KAHPERD outstanding teachers, or to national NDN demonstration sites.

VIII. RESOURCES: Current publications of *Education Programs that Work; JOHPERD; Update; NASPE Newsletter; Quest*; and those from the attached list.

IX. GRADING PROCEDURES: Students will be graded on completion of the objectives listed above.

| Completing | 9-10 objectives = A |
| Completing | 8-9 objectives = B |
| Completing | 7-8 objectives = C |
| Completing | 6-7 objectives = D |
X. ATTENDENCE POLICY:
This course adheres to the attendance policy published in the current MSU Graduate Bulletin. Roll will be checked each time the class meets. A student will be given an E if absences exceed 20% of the class meeting time. Students are expected to attend the field trip to court (if court is in session). There will be no make-up field trip. Make-up examinations will only be given in extreme cases. Missing rides and sleeping late are not extreme cases.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the academic honesty policy published in the current MSU Graduate Bulletin.

XII. TEXT AND REFERENCES: See resources.

XIII. PREREQUISITES: None

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:
Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For more information regarding nondiscrimination policies, contact the Office of Equal Opportunity – 270-809-3155.