General Information

Course Bulletin Listing/Subject Area: Education: Phys Actvty & Ed Svc
Fiscal Unit/Academic Org: Schl of Phys Act & Educ Serv - D1270
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 7998.20
Course Title: Research Project in Physical Education
Transcript Abbreviation: Res Project in PE
Course Description: The course is designed for students to develop research skills in the context of completing research projects.

Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: Yes
Allow Multiple Enrollments in Term: No
Max Credit Hours/Units Allowed: 15
Max Completions Allowed: 5
Course Components: Laboratory
Grade Roster Component: Laboratory
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites: Students must be admitted to the Physical Education doctoral program
Exclusions: None

Cross-Listings

Cross-Listings: NA

Subject/CIP Code

Subject/CIP Code: 13.1314
Subsidy Level: Doctoral Course
Intended Rank: Doctoral

Quarters to Semesters

Quarters to Semesters: New course
Give a rationale statement explaining the purpose of the new course

In the quarter system we used independent studies to for students to complete research projects. Based on feedback from the graduate school we have created this new course to avoid having to use independent studies for this purpose.

Sought concurrence from the following Fiscal Units or College

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

1. Write and propose an original research project either as a stand alone project or part of a existing group project.
2. Collect analyze and interpret research data
3. write up the research for a paper or report

Content Topic List

• Field based research procedures
  Data collection
  Data analysis
• Writing for a research project
• Interpretation of results

Attachments

• EDU PAES 7998.pdf: Syllabus

(Syllabus. Owner: Zircher, Andrew Paul)

Comments

• yes it should be repeatable the outcomes could be data collection, a paper, analysis it could be any of these things depending on the nature of the task being asked- I edited the topic list. It is already listed as repeatable. (by Ward, Phillip C on 10/13/2011 09:35 AM)

• Do you want to make this repeatable? Please expand the topic list. Do you want them to write up the results? What is the outcome of this course - a paper, a project? (by Wheaton, Joe Edward on 10/12/2011 07:46 PM)

Workflow Information

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<th>User(s)</th>
<th>Date/Time</th>
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<td>10/11/2011 10:31 AM</td>
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College of Education and Human Ecology
School of Physical Activity and Educational Services
EDU PAES 7998.20
Research Project in Physical Education
(3 credits)

Instructor: Dr. Phillip Ward
Email ward.116@osu.edu, Rm: 256 PAES Building, Ph: 688-8435

Office Hours: Arranged

Class Meetings: XXXX Location: XXXXX.

Rationale: Learning to conduct research is a fundamental requirement for the Ph.D. In this course students will work in research project either as a stand-alone project or part of an existing group project. The research project provides an opportunity to conduct original research on a subject that interests you.

Course Objectives: During this course students will:
1. Write and propose an original research project
2. Collect analyze and interpret research data
3. Write up the research for a paper or report

Reading: Readings (Distributed in class and on Carmen)

Relationship to other courses: This class is part of a required series of classes in the Physical Education Ph.D. program

Use of Technology: Throughout this experience you will be using technology such as word processing and powerpoint software to complete assignments and activities that you design.

Diversity: The School of PAES prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status. A variety of materials and instructional strategies will be employed to meet the needs of the different learning styles of diverse learners in class. Teacher candidates will gain knowledge as well as an understanding of differentiated strategies and curricula for providing effective instruction and assessment within multicultural classrooms. One element of course work is raising teacher candidate awareness of critical multicultural issues. A second element is to cause candidates to explore how multiple attributes of multicultural populations influence decisions in employing specific methods and materials for every student. Among these attributes are ethnicity, race, socioeconomic status, gender, giftedness, disability, language, religion, family structure, sexual orientation, and geographic region.

Statement of Student Rights: If you have a documented disability which may require special accommodations please make an appointment to see me as early in the quarter as possible in order to receive effective and timely accommodations.
Evaluation:
Completion of assigned tasks  85%
Presentation 15%

Grading

A  = 94% & above  B  = 84-86%  C  = 74-76%  D  = 63-66%
A- = 90-93%  B- = 80-83%  C- = 70-73%  E = <=62%
B+ = 87-89%  C+ =77-79%  D+ =67-69%

Among the criteria for the evaluation of completed tasks are these:

- Overall quality of research project
- Initiative in seeking faculty guidance
- Responsiveness to faculty guidance
- Demonstrated efficient use of time allocated
- Research questions/hypotheses clearly defined
- Important terms defined
- Demonstrated adequate command and application of literature on the subject
- Methodology is sound
- Data analysis techniques are sound
- Results and conclusions are arrived at and are substantiated by the analyses
- Conclusions are arrived at through analytical techniques rather than biased or editorial presumptions

TENATATIVE COURSE SCHEDULE

Week 1:  Introduction Group Meeting
Week 2:  In-class work week
Week 3:  Topic Statement refined
Weeks 4-6:  Five-Part Outline due (Problem, Hypothesis, Theory, Research Design, and Potential Sources)
Weeks 7-9:  Research Proposals presented and critiqued
Weeks 10-14:  Data collection /analysis
Week 15:  Final presentations