Originating Course Information

Offering of Education: Phys Actvty & Ed Svc 8893.20: Colloquia, Workshops, and Special Topic Seminars in Physical Education
Fiscal Unit/Academic Org: Schl of Phys Act & Educ Serv - D1270
Requirement/Elective Designation: Not A General Education course

General Information

Type of Request: Flexibly Scheduled, Off Campus
Term of Offering: Spring 2013 - Regular Academic Term
Level/Career: Graduate
Rationale for proposing this offering: Offered to Columbus City Schools teachers through Outreach and Engagement
Description for this offering: The course uses professional learning communities and instructional rounds to assist teachers in refining their instruction to meet Ohio physical education standards.

Attachments

- B. Syllabus OSU 8893 spr. 2013.docx: Syllabus
  (Syllabus. Owner: Zircher, Andrew Paul)
- WardOneTimeSupplement.doc: Supplemental form
  (One Time Form Supplement. Owner: Zircher, Andrew Paul)

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Zircher, Andrew Paul</td>
<td>09/11/2012 09:53 AM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Wheaton, Joe Edward</td>
<td>09/11/2012 03:10 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg, Cheryl L Blount, Jackie Marie Odum, Sarah A. Zircher, Andrew Paul</td>
<td>09/11/2012 03:10 PM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) _NA_______________
2. Enrollment Capacity 20_______________
3. Waitlist Capacity 99_______________
4. Final Exam:
   - [ ] Yes  [x] No
   - [ ] Last Class (Note: per faculty rules, this option is **NOT** available for the Undergraduate career)
   a. Exam Seat Spacing _________________
5. Special Instructions or Additional Information

   ____________________________________

   ____________________________________

6. Class Search Title (18 character limit)  Tching Phys Ed ____________________________
7. Display in Class Search :
   - [ ] Yes  [x] No
8. Credit Hours 3_______________
9. Course Components (check all that apply): **SEMINAR**
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Laboratory
   - [ ] Lecture
   - [ ] Recitation
10. Graded Component (check one): **SEMINAR**
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Laboratory
   - [ ] Lecture
   - [ ] Recitation
11. Campus of Offering (check all that apply):
    - [x] Columbus
    - [ ] Marion
    - [ ] Newark
    - [ ] Lima
    - [ ] Mansfield
    - [ ] Wooster (ATI)
12. Prerequisites and Exclusions Department permission

13. Permission to Enroll in this course:  □ No Consent needed  ☑ Department Consent

□ Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan. NA

B. Group Studies Request Information (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught three times with success).

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

C. Flexibly Scheduled/Off Campus/Workshop Request Information (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date  1/9/2013-4/24/2013

2. Previous quarter(s) of offering and enrollment NA

3. Expected enrollment for proposed quarter of offering 20

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site  TBD

6. Will course be taught in distance learning format:  □ Yes  ☑ No
7. Complete the following for courses offered for less than term length or for Workshops:

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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</thead>
<tbody>
<tr>
<td>Class/Lab Contact Time:</td>
<td></td>
<td>3 hours/15 weeks</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td></td>
<td>Department consent</td>
</tr>
<tr>
<td>Exclusion or Limiting</td>
<td></td>
<td>None</td>
</tr>
<tr>
<td>Grade Options (Check)</td>
<td>Letter □ S/U □ Progress</td>
<td>Letter □ S/U □ Progress</td>
</tr>
<tr>
<td>Number of Hours of out-of-class preparation required:</td>
<td>6-9/wk</td>
<td>Total hours of class meetings: 45</td>
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<td></td>
<td>Length of each class: 3 hours</td>
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</tbody>
</table>

8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):
No difference

Instructor Phil Ward Rank Professor

Qualifications (explain any difference in rank/qualification from on-campus instructors)
No difference

Explain differences in teaching arrangements from on-campus offerings
No difference

Student Services (explain how they will be provided to off-campus students):
Registration Handled by EHE Outreach & Engagement with the Graduate School

Office Hours Before or after class

Academic Advising Before or after class

D. Study Tour Request Information (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:

2. Expected enrollment for proposed quarter of offering:
3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units and this course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests.):

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.

ATTACHMENT TYPES that may be needed for this form:

Cover Letter
Syllabus
Study Tour Academic Plan
Study Tour Administrative Plan
Concurrence Letters / Forms
GE model curriculum compliance statement
GE course assessment plan
Memo of Understanding
Appeal statement
Other supporting documentation
Components (Sections): Complete as needed

Begin Component 1

1. Component (Section) Type (Choose 1):
   [ ] Clinical
   [ ] Field Experience
   [ ] Independent Study
   [ ] Lab
   [ ] Lecture
   [ ] Recitation
   [ ] Seminar
   [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   [ ] Clinic Field Experience
   [ ] Computer taught
   [ ] Distance Learning
   [ ] Flexibly Scheduled
   [ ] In Person
   [ ] Video Taught

3. Meeting Pattern
   [ ] MON [ ] TUE [ ] WED [ ] THR [ ] FRI [ ] SAT [ ] SUN

4. Meeting start time: ___________  5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name.n</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
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</thead>
<tbody>
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<td>1</td>
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<td>2</td>
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9. Notes: ______________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 1
1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON [ ] TUE [ ] WED [ ] THR [ ] FRI [ ] SAT [ ] SUN

4. Meeting start time: ___________

5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

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<tr>
<td></td>
<td>Primary</td>
<td>Yes</td>
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9. Notes: ______________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON  [ ] TUE  [ ] WED  [ ] THR  [ ] FRI  [ ] SAT  [ ] SUN

4. Meeting start time: ___________  
5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

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7. Central classroom pool facility or department room:  [ ] Pool  [ ] Dept

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</tbody>
</table>

9. Notes: ______________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________

9a. Notes print location relative to class listing:  [ ] Do not Print  [ ] Before  [ ] After

End Component 3
Teaching Physical Education to meet Ohio Physical Education Standards
Spring 2013

Course: EDU/PAES 727.20 Special Topics GRAD Only 3 credits.

Instructor: Phillip Ward, Ph.D.
256 PAES Blding
Ph: 688-8435 (office)
ward.116@osu.edu

Class: Thurs 4.30-7pm
Location: TBD

Office Hrs: before and after class

[Note: If you require course adaptations or accommodations because of a disability, please make an appointment with me as soon as possible. This material is available in alternative formats (14-point typeface) upon request]

Readings:
Handouts in class and on Carmen

Rationale for the Course:
Teaching physical education in the 21st century requires competencies that teachers trained in the 20th century were not required to have. These competencies include meeting the new State of Ohio Physical education standards, engaging in professional reflection to work toward meeting the new advanced advanced-level educator license in Ohio, and the use of advocacy strategies for physical education in their school. This course is designed to assist teachers in developing and refining these competencies.

Course Objectives:
In this class we will work in professional learning communities and use the process of instructional rounds to meet the following broad objectives.

1. Collaboratively plan instruction in physical education to address State of Ohio Physical education standards.
2. Implement and assess the instruction relative to effective pedagogy and the state of State of Ohio Physical education standards.
3. Share, reflect and evaluate instructional practices
We will also
4. Examine Ohio Master Teacher program requirements, and
5. Examine and develop advocacy strategies for physical education in their school.
Learning Experiences and Assessment:
Throughout the quarter, we will be involved in a variety of learning experiences to facilitate understanding and application of curriculum concepts and instructional design strategies. These will include the following and require the learner to:

1. participate in class discussion (20%)
2. design and implement instruction that meets the State of Ohio Physical education standards (30%)
3. present product indicators of instruction (pictures video and data) (40%)
4. develop an advocacy strategy for physical education in your school. (10%)

Grading:

<table>
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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>91% and above</td>
</tr>
<tr>
<td>A-</td>
<td>88-90%</td>
</tr>
<tr>
<td>B+</td>
<td>85-87%</td>
</tr>
<tr>
<td>B</td>
<td>82-84%</td>
</tr>
<tr>
<td>B-</td>
<td>79-81%</td>
</tr>
<tr>
<td>C+</td>
<td>76-78%</td>
</tr>
<tr>
<td>C</td>
<td>73-75%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>64-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-63%</td>
</tr>
<tr>
<td>E</td>
<td>59% and below</td>
</tr>
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</table>

ODS Statement – Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; [http://www.ods.ohio-state.edu/](http://www.ods.ohio-state.edu/). Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Statement on Diversity – The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The School of Physical Activity and Educational Services (PAES) is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. 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.

Off-Campus Field Experiences -- None
<table>
<thead>
<tr>
<th>WK</th>
<th>Day/ Date</th>
<th>Topics/ In Class Tasks</th>
<th>Readings/ Out of Class Tasks</th>
</tr>
</thead>
</table>
| 1  | Jan 10   | • Introduction and overview of the class  
      • Accessing Carmen at OSU  
      • The Physical Education context in 2012-2013  
      • Discussion of the Ohio PE standards | |
| 2  | Jan 17   | • Master teacher requirements  
      • Professional learning communities | • Visit the ODE MT web site and read forms a-M and read the FAQ at [http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1598&ContentID=46544&Content=111445](http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1598&ContentID=46544&Content=111445)  
      • Guest Speaker on ODE MT |
| 3  | Jan 24   | • Professional learning communities  
      • Thinking about content differently  
      • Designing and sequencing instruction  
      • Initial planning session / schedule for units / assessment proposals | • Visit ODE PE standards and assessments at [http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=1793&Content=109934](http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=1793&Content=109934)  
      • Bring your class schedule and calendar |
| 4  | Jan 31   | • Professional learning communities –planning and development | • Content knowledge materials provided in class |
| 5  | Feb 7    | • Professional learning communities –planning and development | • Content knowledge materials provided in class |
| 6  | Feb 14   | • Professional learning communities –planning and development  
      • Instructional rounds for physical education teachers  
      • Defining problems of practice | • Content knowledge materials provided in class  
      • Advocacy readings distributed in class and on carmen |
| 7  | Feb 21   | • Advocacy for physical education in your school: strategies  
      • Instructional presentations, instructional rounds, problems and solutions of practice | • Visit [http://www.aahperd.org/naspe/advocacy/governmentRelations/toolkit.cfm](http://www.aahperd.org/naspe/advocacy/governmentRelations/toolkit.cfm) and read the articles under advocacy  
      • Implement instruction, collect data, pictures and video |
<p>| 8  | Feb 28   | • Instructional presentations, instructional rounds, problems and solutions of practice | • Implement instruction, collect data, pictures and video |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Mar 7</td>
<td>Instructional presentations, instructional rounds, problems and solutions of practice, Implement instruction, collect data, pictures and video</td>
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<tr>
<td>Mar 14</td>
<td>*** No Class OSU Spring Break***, Implement instruction, collect data, pictures and video</td>
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<tr>
<td>Mar 21</td>
<td>Instructional presentations, instructional rounds, problems and solutions of practice, Implement instruction, collect data, pictures and video</td>
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<tr>
<td>Mar 28</td>
<td>Instructional presentations, instructional rounds, problems and solutions of practice, Implement instruction, collect data, pictures and video</td>
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<tr>
<td>Apr 4</td>
<td>Instructional presentations, instructional rounds, problems and solutions of practice, Develop summary presentations</td>
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<td>Apr 11</td>
<td>Summary presentations, Develop summary presentations</td>
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<td>Apr 18</td>
<td>Summary presentations, Develop summary presentations</td>
</tr>
<tr>
<td>April 25</td>
<td>Summary presentations, Class evaluation, Develop summary presentations</td>
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