Term Information

Effective Term: Summer 2013

General Information

Course Bulletin Listing/Subject Area: Kinesiology: Physical Education
Fiscal Unit/Academic Org: Dept of Human Nutrition - D1254
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number / Catalog: 7897
Course Title: Special Topics: Physical Education, Sport & Physical Activity
Transcript Abbreviation: Spec topics PESPA
Course Description:
This professionally focused course examines contemporary issues in curriculum and instruction in physical education. The course is designed to be flexible and the content changes to reflect the current changes in the field of physical education.

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: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Sometimes
Campus of Offering: Columbus

Prerequisites and Exclusions

Prerequisites / Corequisites: None
Exclusions: None

Cross-Listings

Cross-Listings: NA

Subject/CIP Code

Subject/CIP Code: 13.1314
Subsidy Level: Doctoral Course
Intended Rank: Masters, Doctoral, Professional
Quarters to Semesters

Quarters to Semesters

- Modified or re-envisioned course that includes substantial parts of the content and learning goals of one or more quarter courses

List the current courses by number and title that are to be subsumed into proposed course

- Previous PAES 727 Special Topic classes

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Examine contemporary curriculum and instruction issues in physical education.
- Collaboratively plan instruction in physical education to address State of Ohio Physical education standards
- Implement and assess the instruction relative to effective pedagogy and the state of State of Ohio Physical education standards
- Share, reflect and evaluate instructional practices

Content Topic List

- Professional learning communities
- Ohio physical education standards
- Instructional rounds for teachers
- Reflective practitioners
- Advocacy in physical education

Attachments

Comments

- I changed the subsidy level to “D” but the system won’t allow me to attach a file in any of the approved formats I have tried.
  Janet Buckworth  (by Buckworth, Janet on 01/31/2013 10:56 AM)

- EDU PAES 8727.20: At the Curriculum Committee meeting Aug. 28, the new course request for EDU PAES 8727.20 was tabled. The committee requested a sample syllabus for the course be uploaded to curriculum.osu.edu. Also, the subsidy level for the course should be “D” for Doctoral if both masters and doctoral students will be taking the course.
  (by Zircher, Andrew Paul on 09/05/2012 02:13 PM)

- Joe and Andy do I need to submit a syllabus -each one class is a little different. I can upload one if needed. also could you check that I checked the correct subsidy level
  (by Ward, Phillip C on 06/03/2012 12:11 PM)
### Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
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Instructor:                          Class: Wed
Location:

Office Hrs:

[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:

A   = 91% and above  
A-  = 88-90%  
B+ = 85-87%  
B  = 82-84%  
B- = 79-81%  
C+ = 76-78%  
C  = 73-75%  
C- = 70-72%  
D+ = 67-69%  
D  = 64-66%  
D- = 60-63%  
E  = 59% and below

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/. 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, disability status, health status, or veteran status.

Off-Campus Field Experiences — None
<table>
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<tr>
<th>WK</th>
<th>Day/ Date</th>
<th>Topics/ In Class Tasks</th>
<th>Readings/ Out of Class Tasks</th>
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| 1  | Aug 22    | • Introduction and overview of the class  
• Accessing Carmen at OSU  
• The Physical Education context in 2012-2013  
• Discussion of the Ohio PE standards | |
| 2  | Aug 29    | • 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=1596&ContentID=46544&Content=111445  
• Guest Speaker on ODE MT |
| 3  | Sept 5    | • 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  
• Bring your class schedule and calendar |
| 4  | Sept 12   | • Professional learning communities –planning and development | • Content knowledge materials provided in class |
| 5  | Sept 19   | • Professional learning communities –planning and development | • Content knowledge materials provided in class |
| 6  | Sept 26   | • 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  | Oct 3     | • 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 and read the articles under advocacy  
• Implement instruction, collect data, pictures and video |
<p>| 8  | Oct 10    | • Instructional presentations, instructional rounds, problems and solutions of practice | • Implement instruction, collect data, pictures and video |</p>
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<td>Implement instruction, collect data, pictures and video</td>
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<tr>
<td>10</td>
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<td>**** No Class Thanksgiving Break***</td>
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<td>Nov 28</td>
<td>Summary presentations</td>
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<td>Summary presentations, Class evaluation</td>
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