



# NCP



# THE GRADUATE SCHOOL

THE GRAD SCHOOL PREFERS TYPED DOCUMENTS. ENTER (TYPE) INFORMATION INTO FORM AND THEN PRINT DOCUMENT

## NEW COURSE PROPOSAL

YOU MAY SAVE THIS FORM IN ADOBE READER OR ADOBE ACROBAT STANDARD OR PROFESSIONAL.

Mail to:  
The Graduate School  
901 Sumter St. #304  
Columbia, SC 29208  
Fax to:  
803-777-2972

1. Requestor fills in form.
2. Requestor e-mails a copy of this form along with all attachments to gradcurr@mailbox.sc.edu.
3. Requestor prints out a second copy of the form and has department chair and academic dean sign.
4. Requestor mails form to The Graduate School.

**1. Proposed Course Designation:**

Designator	Number	Suffix	Credit Hours
PEDU	704		3

**Cross-Listing:**

Designator	Number	Suffix	Credit Hours

**2. Title:** Readings and Research in Physical Education Teaching and Teacher Education

**3. Prerequisite(s):** PEDU 703

**4. Bulletin Description:**

Advanced study of seminal literature and research in physical education teaching and teacher education.

**5. Required Attachments:**

- A. Justification.** Explain need for proposed course and its relation to present or proposed curricula.
- B. Course Syllabus.** List course objectives; instructional delivery strategy; describe content and course requirements – weighting of grades on assignments; list topical outline of content to be covered - include a sense of time allocations, (e.g., week 1, week 2, etc.). Courses at the 500 or 600 level **must** contain an explanation of the differences in requirements for graduate and undergraduate credit.
- C. Basic Bibliography.** List required text(s) and readings.

**6. Does this affect the students or the academic interests of any other unit?**  Yes  No

If yes, identify unit(s) and attach letter(s) of concurrence.

**7. Proposed Instructor(s):** Murray F. Mitchell, Ph.D.

**8. Does this require additional faculty, facilities, library resources, or funding?**  Yes  No

If yes, attach letter(s) of commitment from appropriate official(s).

**9. Enrollment Information:**  Standard  Pass/Fail  Not Auditable

**Restricted to:** \_\_\_\_\_ **Excluded:** \_\_\_\_\_

**Special Permission Required:**  Department  Professor

**10. Is Distance Education offering being requested?**  Yes  No

If yes, attach a completed Technology Assisted Instruction Delivery Proposal Form (TIP).

**11. Requested effective term for addition to database:**

Term	Year
Spring	2010

**12. Has this proposed new course been approved by the unit faculty?**  Yes  No

**13. Contact Person:** Murray Mitchell **Phone:** 7-3815 **Email:** mmitchel@mailbox.sc.edu

Approval: Department Chair: Raven Funch Date: 8/21/09 Phone: 7-3172

Academic Dean: \_\_\_\_\_ Date: \_\_\_\_\_ Phone: \_\_\_\_\_

### **PEDU 704 Justification**

This course is being created for educators pursuing advanced study in physical education teaching and teacher education (e.g., certified teachers or doctoral students). The intention of this course is to provide students with experience in finding, reading and analyzing seminal reading in the field. The course can be taken by students taking the M.Ed. in teaching (particularly physical education teachers) or those enrolled in the Ph.D. in Physical Education (who may need to enhance their knowledge of the field). The course is designed to build on the historical content covered in PEDU 703 (Conceptual Issues in Teaching Physical Education), to include more current literature and additional facets of teaching and teacher education.

## PEDU 704 Syllabus

### Readings and Research in Physical Education Teaching and Teacher Education

**Bulletin Description:** Advanced study of seminal literature and research in physical education teaching and teacher education.

**Course Credit and Format:** 3 Credit Hours of independent reading and class discussion

**Meeting Times:** Arranged

**Prerequisites:** PEDU 703

**Intended Audience:** MEd., Ph.D., Current Physical Education Teachers

**Instructors:** Murray Mitchell, Ph.D.  
[mmitchel@mailbox.sc.edu](mailto:mmitchel@mailbox.sc.edu)

**Course Objectives:** As a result of participation in this course, the student will be able to:

1. Locate, read and synthesize findings from articles listed in the attached bibliography;
2. Create an annotated bibliography based on the attached readings;
3. Participate in an oral discussion of these articles by being able to articulate informed opinions based on reading content.

**Required Text:** None. Readings are listed in Appendix A.

**Recommended Text:** Current APA Publication Manual.

### **Grading and Evaluation**

- |                              |     |
|------------------------------|-----|
| 1. Annotated Bibliography    | 93% |
| 28 articles @ 10 points each |     |
| 2. Seminar Contributions     | 7%  |
| 2 @ 10 points each           |     |

90-100 = A	70-74 = C
(270-300)	(210-224)
85-89 = B+	60-69 = D
(255-269)	(180-209)
80-84 = B	0-59 = F
(240-254)	(0-179)
75-79 = C+	
(225-239)	

### **Annotated Bibliography Rubric**

(10 points available)

- (0 – 1 point) Correct APA citation is provided
- (0 – 4 points) All key ideas are paraphrased  
For research articles, this includes methods, findings and conclusions
- (0 – 3 points) A personal evaluation of the value of the article is included; possibly addressing how this article could inform future personal/professional activities/decisions (could also include a critique of methods).
- (0 – 1 point) The annotation is proofed for errors.
- (0 – 1 point) The annotation includes fewer than 400 words.

### **Seminar Participation Rubric**

(10 points available)

(see sample discussion questions in Appendix B)

- (0 – 3 points) Can respond to questions surrounding key points in assigned articles without having to re-read the entire article (may need to check for specific quotes).
- (0 – 3 points) Can relate key points raised in the article to prior readings and/or personal experiences.
- (0 – 3 points) Can articulate positions of support or contention surrounding key points raised in the article and/or during discussion.
- (0 – 1 point) Willingly offers comments without having to be called upon to participate in the discussion.

## Tentative Course Outline

<u>Week</u>	<u>Date</u>	<u>Topic</u>
1	1.13.10	Syllabus and discussion of course format and requirements, with a sample annotation.
2	1.20..10	Section 1: A
3	1.27.10	Section 1: B
4	2.3.10	Section 1: C
5	2.10.10	Section 1: D
6	2.17.10	Section 1: E
7	2.24.10	Section 1: F
8	3.3.10	Section 1: G & H
SB	3.10.10	SPRING BREAK
9	3.17.10	Section 2: A
10	3.24.10	Section 2: B
11	3.31.10	Section 3: A
12	4.7.10	Section 3: B
13	4.14.10	Section 3: C
14	4.21.10	Section 3: D & E
15	4.28.10	Annotated Bibliography due.

## Appendix A\*

**\*Note to user: Not all of the citations listed below are completely accurately listed in current APA format. There should be enough information for you to track the citation, but, check the format for the annotation assignment.**

### Section 1: The Curriculum in Physical Education

#### A. Values Orientation and the PE Curriculum - Catherine Ennis, University of Maryland.

- Ennis, C.D., & Chen, A. (1995). Teachers' value orientations in urban and rural school settings. *Research Quarterly for Exercise and Sport*, 66, 41-50.
- Ennis, C.D., & Hooper, L.M. (1988). Development of an instrument for assessing educational value orientations. *Journal of Curriculum Studies*, 20, 277-280.

#### B. Movement Education - Kate Barrett, University of North Carolina - Greensboro, Linda Carson, WVU

- Barrett, Kate R.; Williams, Kathleen; McLester, Jill; Ljungkvist, Sara. (1997). Developmental sequences for the vertical cradle in lacrosse: An exploratory study. *Journal of Teaching in Physical Education*, 16 Issue. 469-480.
- Carson, Linda M. (2001). The "I Am Learning" Curriculum: Developing a movement awareness in young children. *Teaching Elementary Physical Education*, 12, 9-13.

#### C. Elementary Physical Education - George Graham, Penn State University

- Graham, George (1995). Physical education through students' Eyes and in students' voices: Implications for teachers and researchers. *Journal of Teaching in Physical Education*, 14, 478-482.

#### D. Integrated Physical Education - Judy Placek, University of Massachusetts

- Placek, J.H. (2003). Integration as a curriculum model in physical education: Possibilities and problems. In S.J. Silverman & C.D. Ennis (Eds. 2nd ed.), *Student Learning in Physical Education*. Champaign, IL: Human Kinetics.
- Lawson, H.A. (1987). Teaching the body of knowledge: the neglected part of physical education. *Journal of Physical Education, Recreation & Dance*, 58, 70-72

#### E. Sport Education - Peter Hastie, Auburn University

- Hastie, P. (1998). The participation and perceptions of girls within a unit of sport

- education. *Journal of Teaching in Physical Education*, 17, 157-171.
- Hastie, P. (2000). An ecological analysis of a sport education season. *Journal of Teaching in Physical Education*, 19, 355-373.
- Mohr, D.J., Townsend, J.S., & Bulger, S.M. (2002). Maintaining the PASE: A Day in the Life of Sport Education. *Journal of Physical Education, Recreation & Dance*, 73, 36-54.
- Mohr, D.J., Townsend, J.S., & Bulger, S.M. (2001). A pedagogical approach to sport education season planning. *Journal of Physical Education, Recreation & Dance*, 72(9), 37-46.
- Siedentop, D. (2002). Sport education: A retrospective. *Journal of Teaching in Physical Education*, 21, 409-418.

F. Games for Understanding - Len Almond; Judy Oslin & Steve Mitchell, Kent State University

- Bunker, D. & Thorpe, R. (1982). A model for the teaching of games in secondary schools. *Bulletin of Physical Education*, 18(1), 5-8.
- Bunker, D. & Thorpe, R. (1986). The curriculum model. In R. Thorpe, D. Bunker & L. Almond (Eds.), *Rethinking games teaching* (pp. 7-10). Loughborough: University of Technology.
- Mitchell, S.A., & Griffin, L.L. (1994) Tactical awareness as a developmentally appropriate focus for the teaching of games in elementary and secondary physical education. *Physical Educator*, 51, 21-19.

G. Health-related Physical Education - Thom McKenzie, San Diego State University; Bulger, Carson, Wiegand, et al West Virginia University

- McKenzie, T.L, Marshall, S.J., Sallis, J.F., & Conway, T.L. (2000). Student activity levels, lesson context, and teacher behavior during middle school physical education. *Research Quarterly for Exercise and Sport*, 71, 249-259.
- Bulger, Sean M.; Mohr, Derek J.; Carson, Linda M.; Wiegand, Robert L. (2001). Infusing Health-Related Physical Fitness in Physical Education Teacher Education. *Quest*, 53, 403-417.
- Bulger, S.M., Mohr, D.J., Carson, L.M., Robert, D.L., & Wiegand, R.L. (2000). Preparing prospective physical educators in exercise physiology. *Quest*, 52, 166- 185.

H. Personal and Social Development - Don Hellison, University of Illinois, Chicago Circle

- Hellison, D.; Walsh, D.; Responsibility-based youth programs evaluation: Investigating the investigations. *Quest*, 54, 292-307.

## **Section 2: Philosophic Issues in RTPE**

### **A. Paradigms in RTPE**

Macdonald, Doune; Kirk, David; Metzler, Michael; Nilges, Lynda M.; Schempp, Paul; Wright, Jan. (2002). It's All Very Well, in Theory: Theoretical Perspectives and Their Applications in Contemporary Pedagogical Research. *Quest*, 54, 133-156.

### **B. Multicultural Issues**

Burden Jr., J.W.; Hodge, S.R.; O'Bryant, C.P.; Harrison, Jr., L.. (2004). From colorblindness to intercultural sensitivity: infusing diversity training in PETE programs. *Quest*, 52, 173-189.

## **Section 3: Teacher Education in PETE**

### **A. Keys to effective teacher education in PETE - Mary O'Sullivan, Ohio State University**

O'Sullivan, M. (1996). What do we know about the professional preparation of teachers? In, Silverman, S.J. and Ennis, C.D. (eds.), *Student learning in physical education: applying research to enhance instruction*. Champaign, Ill, Human Kinetics Publishers, p. 315-337.

### **B. Program Assessment - Mike Metzler - Georgia State University**

Metzler, Michael W.; Tjeerdsma, Bonnie L. (1998). PETE Program Assessment Within a Development, Research, and Improvement Framework. *Journal of Teaching in Physical Education*, 17, 468-493.

### **C. Impediments to Teacher Education (wash-out, etc.) - Sandi Stroot, Ohio State, Nell Faucette, South Florida, Sarah Doolittle, Hofstra**

Stroot, S.A.; Faucette, N.; Schwager, S. (1993). In the beginning: the induction of physical educators. *Journal of teaching in physical education*, 12, 375-385.

### **D. NASPE Standards - Deborah Tannehill, Ayers & Housner, WVU**

Tannehill, Deborah. (Ed. 2001, Theme Issue). Using the NASPE Content Standards. *The Journal of Physical Education, Recreation & Dance*, 72, 19-20. (Entire Issue).

Byra, M. (2009). Tracking R-PETE from 1980 to 2000: research on programmatic change, participants' perspectives, and control of PETE programs. In L. Housner, M.Metzler, P. Schempp, & T.Templin (eds.),

## **Appendix B**

### **Section 1: The Curriculum in Physical Education**

1. What is meant by a “values orientation,” how is it measured and how does it theoretically impact the PE Curriculum?
2. Describe the characteristics of the major curricular models listed below that are currently available for physical educators to use in physical education programs. Who were the primary originators of the models and what does research tell you about the efficacy of each?

A. Movement Education

B. Integrated Physical Education

C. Sport Education

D. Games for Understanding

E. Health-related Physical Education

F. Personal and Social Development

### **Section 2: Paradigms in RTPE**

1. Describe the primary paradigms used for the study of teaching and describe how one might combine them to take advantage of the theoretical assumptions of each and strengthen a research study.

- **Multicultural Issues**

1. Describe the problems confronting PETE in terms of addressing issues of diversity and strategies that have been suggested for improving PETE programs.

### **Section 3: Teacher Education in PETE**

1. Describe the teacher education process in PETE and delineate the key problems confronting PETE faculty and possible solutions.
2. Describe a variable that one might assess to determine the efficacy of a PETE program.

- **NASPE Standards**

1. What are the NASPE/NCATE standards for beginning and experienced teachers? How might these be used to inform the design of a PETE program for the preparation of PETE faculty?