Dear Dr. Smith, Dr. Herness, Dr. Wolf, and Ms. Soave,

Faculty in the School of Physical Activity and Educational Services submitted a proposal for a new non-degree license program in Health Education. The target population for this program is current Physical Education Teacher Education students, and people who already have a Bachelor’s degree and physical education teacher licensure. This license will help individuals with physical education licenses be competitive for teaching positions that require both credentials.

This is a request for a new non-degree program, but most of the coursework is existing as it overlaps with areas already taught in the School of Physical Activity and Educational Services. Two new courses were proposed to meet the needs of this program, and those courses have already been submitted and approved by the Office of Academic Affairs. The course numbers are EDU PAES 4743 and 4189.30.

The attached proposal includes documentation that is required by the Board of Regents for new teacher licensure programs, but if you would prefer a trimmed down version for your review, let me know and I can delete the syllabi and vitae. Let me know if you have any questions.

Andy Zircher, MA
Academic Planning Specialist, Curriculum Coordinator
Education and Human Ecology
The Ohio State University
172 Arps Hall
1945 North High Street
Columbus, Ohio 43210
Phone: 614-292-8225
Fax: 614-292-2777
http://people.ehe.osu.edu/curriculum/
Date: April 6, 2012
To: Randy Smith, Vice Provost of Academic Programs, Melissa Soave, Program Manager
Cc: Joe Wheaton, Interim Assistant Dean for Teacher Education, Andy Zircher, Curriculum Coordinator
From: Jackie Blount, Associate Dean
RE: Health Education non-degree licensure program

The faculty and administration of the College of Education and Human Ecology (EHE) have approved a proposal for an undergraduate non-degree licensure program for Health Education in the School of Physical Activity and Educational Services. As you know, EHE faculty also recently approved a college realignment proposal. If the realignment proposal is approved, then the Health Education license program would be housed in the newly formed Department of Human Sciences.

The proposal for the Health Education license program was approved by the EHE Curriculum Committee on January 26, 2012, and by the EHE College Council on February 3, 2012. The proposal was held until now while courses associated with the proposal were approved. This proposal will be sent to the Board of Regents by Joe Wheaton, the EHE Interim Assistant Dean for Teacher Education, for state approval of EHE's preparation of students for teacher licensure in Health Education.

The Health Education non-degree license program is for students who have completed or are working toward a Bachelor’s degree and teacher licensure in Physical Education. Many courses in these licensure areas overlap, and students’ attainment of licensure and ability to teach in both areas is crucial for obtaining employment.

EHE approves this program proposal for a non-degree license program in Health Education, and requests University level approval. If there are any questions, please contact me at blount.36@osu.edu or our curriculum coordinator, Andy Zircher, at Zircher.2@osu.edu.
To: Ohio BOR reviewers
From: Phillip Ward ward.116@osu.edu/ 614 688-8435
Re: Health Education license submission Form A.
Date: Friday, November 4, 2011

Important Information for the BOR reviewers

The health licensure program proposed by The Ohio State University is not a stand-alone program. You can only take it if you are enrolled in the undergraduate physical education program OR if you have a physical education degree and are seeking to obtain licensure post-baccalaureate. Because students must meet all state licensure requirements (e.g., multiage reading requirement) in the physical education program they have not been duplicated in the health licensure submission.

Many of the field experiences are integrated into the existing physical education coursework so students will be observing and teaching both physical education and health. In the case of post-baccalaureate these experiences would occur in their own schools. Another feature of the program is that a majority of the coursework can also be taken during the summer.
Program Request
Health Education license - Non-degree

GENERAL PROGRAM INFORMATION

1. Fiscal Unit / Academic Organization: School of Physical Activity and Educational Services-D1270

2. Administering College: Education and Human Ecology

3. Request designation: New

4. Program / Plan name: Health Education license – Non-degree

5. Type of Program / Plan:
   - Undergraduate non-degree licensure
   - Graduate non-degree licensure

6. Program / Plan code abbreviation

7. Degree Title (current and proposed names, if different): Not applicable

8. Does this program have associated Specializations / Sub-plans? No

PROGRAM REQUIREMENTS

9. Program Learning Goals (i.e., knowledge, skills, and attitudes / perspectives) to be attained by students at time of completion of the program.

Standard I: Content Knowledge. Candidates demonstrate the knowledge and skills of a health literate educator.
Standard II: Needs Assessment: Candidates assess needs to determine priorities for school health education.
Standard III: Planning: Candidates plan effective comprehensive school health education curricula and programs.
Standard IV: Implementation: Candidates implement health education instruction.
Standard VI: Administration and Coordination. Candidates plan and coordinate a school health education program.

10. List of semester courses (department, title, credit hours) and categories of courses that constitute the requirements of the program. (Notes: If this is a proposal for a graduate program, list any requirements beyond those stipulated by the Graduate School.)
Currently our students graduating in physical education do not have a second licensure and many school districts in Ohio and around the county require both health and physical education licensure for employment. Thus students graduate from our program and are unable to get jobs in Ohio without then going and getting a licensure elsewhere. There are few universities in the state that offer health licensure and some have recently stopped offering it. We want to have the option of adding health licensure for our students. We believe that this would not place undue demands for new classes because all but one of the classes required is already being taught in the college. All of our current students, many past students and many current teachers would want to get this licensure. We have created a rigorous curriculum designed to merge an understanding of the needs of children and youth in the 21st century with the knowledge skills and dispositions needed by teachers to effectively educate children and youth in our schools.

Our goal for graduates of the program is to equip them with the confidence, knowledge and skills to become effective and caring health educators.

11. Program Rationale.

Currently our students graduating in physical education do not have a second licensure and many school districts in Ohio and around the county require both health and physical education licensure for employment. Thus students graduate from our program and are unable to get jobs in Ohio without then going and getting a licensure elsewhere. There are few universities in the state that offer health licensure and some have recently stopped offering it. We want to have the option of adding health licensure for our students. We believe that this would not place undue demands for new classes because all but one of the classes required is already being taught in the college. All of our current students, many past students and many current teachers would want to get this licensure. We have created a rigorous curriculum designed to merge an understanding of the needs of children and youth in the 21st century with the knowledge skills and dispositions needed by teachers to effectively educate children and youth in our schools.

Our goal for graduates of the program is to equip them with the confidence, knowledge and skills to become effective and caring health educators.

12. Semesters curriculum advising sheet of requirements for the program, formatted to meet the unit's standards. See attached within documentation submitted to the Board of Regents.

13. Curricular Map that shows how, and at what level (e.g., beginning, intermediate, advanced), the program's courses facilitate students' attainment of program learning goals. A table format is recommended (see example below). (Notes: This information is only required for undergraduate degrees and majors. If the program has multiple specializations / sub-plans, multiple maps may be attached.) Not required for non-degree program

14. Will this program have an associated pre-major or area of interest? Not applicable
### CREDIT HOUR EXPLANATION

<table>
<thead>
<tr>
<th>Program credit hour requirements</th>
<th>Number of credit hours required for proposed program (Semester credit hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total minimum credit hours required for completion of program</td>
<td>41</td>
</tr>
<tr>
<td>Required credit hours offered by the unit</td>
<td>Min</td>
</tr>
<tr>
<td></td>
<td>Max</td>
</tr>
<tr>
<td>Required credit hours offered outside of the unit</td>
<td>Min</td>
</tr>
<tr>
<td></td>
<td>Max</td>
</tr>
<tr>
<td>Required prerequisite credit hours not included above</td>
<td>Min</td>
</tr>
<tr>
<td></td>
<td>Max</td>
</tr>
</tbody>
</table>

Note: students must already have a teaching license or be working toward a license to be in this program.

### ASSESSMENT CONVERSION

15. Is this a degree program (undergraduate, graduate, or professional) or major? **Not applicable**

### ATTACHMENTS

16. Letter from program-offering unit (e.g., department, school, center)

17. Letter from the college to the Office of Academic Affairs

18. Co-administering letter: **Not applicable**

19. Support / concurrence letters: **Not applicable**

20. Additional documentation for Ohio Board of Regents review, if appropriate: **Form A, and required materials submitted to the Board of Regents for program leading to initial licensure.**
To: Ohio BOR reviewers
From: Phillip Ward ward.116@osu.edu/ 614 688-8435
Re: Health Education license submission Form A.
Date: Friday, November 4, 2011

Important Information for the BOR reviewers

The health licensure program proposed by The Ohio State University is not a stand-alone program. You can only take it if you are enrolled in the undergraduate physical education program OR if you have a physical education degree and are seeking to obtain licensure post-baccalaureate. Because students must meet all state licensure requirements (e.g., multiage reading requirement) in the physical education program they have not been duplicated in the health licensure submission.

Many of the field experiences are integrated into the existing physical education coursework so students will be observing and teaching both physical education and health. In the case of post-baccalaureate these experiences would occur in their own schools. Another feature of the program is that a majority of the coursework can also be taken during the summer.
New Education Licensure Program Proposal (Form A) Undergraduate Programs

USE THIS FORM FOR:

- A New Undergraduate Education Program Leading to Initial Licensure: (Form A). Institutions that are or are not currently authorized by the Chancellor of the Board of Regents must complete this form to request approval to offer a program that leads to educator licensure. Approval of a New Education Licensure Program at an institution not currently authorized requires a site visit. Contact Shane DeGarmo in the Office of Academic Programs for further information.

General Directions

- Submit your completed proposal electronically to educator_prep@regents.state.oh.us.
- The Chancellor’s staff will review proposals to be certain that each is complete and no problems found. If issues are found, the proposal will be returned. When the proposal is completed, re-submit to educator_prep@regents.state.oh.us.
- Insert responses in text boxes directly under each heading or in the tables provided.
- If you are submitting a scanned attachment to support a response, please clearly identify the attachment item by section name/letter.
- Out-of-state institutions and for-profit institutions registered with the State Board of Career Colleges and Schools, must complete appropriate forms. Contact Shane DeGarmo in the Office of Academic Programs for further information.
- Out of state institutions must be authorized by the Ohio Board of Regents. If your institution is authorized, please complete this Proposal Form. If your institution is not yet authorized, contact Shane DeGarmo in the Office of Academic Programs for further information.
- The fee for new program review ($1,000 for non-public institutions) is to be mailed when your new program proposal is sent. Checks should be made out to the Ohio Board of Regents, AQA. On the envelope, please add ATTENTION: Corey Posey.

Additional Information. Questions about the proposal process may be directed to educator_prep@regents.state.oh.us. Visit http://www.ohioeducator.ning.com for additional information. A Reference Section is located at the end of this document.

NOTE: Authorization from Dean/Director of Education Program is required to submit any new program proposal. Therefore, we require the Dean or Director of the unit to electronically submit the proposal from her/his direct email account to educator_prep@regents.state.oh.us. This also
provides an assurance that the Dean/Director has knowledge about and will support the proposed program should it be approved.
## Section 1. Introduction

Type your response below or type “X” next to your selection.

<table>
<thead>
<tr>
<th>Date of Submission</th>
<th>Date of Submission: [ ] Day [ ] Month [ ] Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Institution</td>
<td>The Ohio State University</td>
</tr>
<tr>
<td>Name of Department or College</td>
<td>College of Education and Human Ecology</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>127 Arps Hall 1945 North High Street Columbus, OH 43210-1172</td>
</tr>
<tr>
<td>Dean or Director’s Name</td>
<td>Cheryl Achterberg</td>
</tr>
<tr>
<td>Dean or Director’s Email</td>
<td><a href="mailto:greentree.2@osu.edu">greentree.2@osu.edu</a></td>
</tr>
<tr>
<td>Person Submitting Program</td>
<td>Phillip Ward</td>
</tr>
<tr>
<td>Title</td>
<td>Professor</td>
</tr>
<tr>
<td>Phone</td>
<td>614 688-8435</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Ward.116@osu.edu">Ward.116@osu.edu</a></td>
</tr>
<tr>
<td>What semester/year do you want your proposed program to begin?</td>
<td>Fall 2012</td>
</tr>
</tbody>
</table>
| Your Proposed Program Name and License Code (License Types and Teaching Field Codes) | Name: Multi-age Health  
Code: 080115 |
| If applicable, within what degree program does this licensure sit? | Physical Education, Sport and Physical Activity Major |
| Program Level | Baccalaureate  
Post-Baccalaureate [courses are at bachelor level] |
| Program Website, if already created | Not available until program is approved |
Section 2. Accreditation and Approval

Type your response in the table below or type “X” next to your selection.

Regional Institutional Accreditation

<table>
<thead>
<tr>
<th>Name of Accrediting Organization</th>
<th>HLC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Accreditation</td>
<td>XXXXX</td>
</tr>
<tr>
<td>Date of Next Review</td>
<td>XXXXX</td>
</tr>
</tbody>
</table>

National Accreditation

If your college/university has undergone national accreditation, what year is the next affirmation of accreditation?

<table>
<thead>
<tr>
<th>X National Council for the Accreditation of Teacher Education (NCATE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Education Accreditation Council (TEAC)</td>
</tr>
</tbody>
</table>

NOTE: Proposals from Non-Ohio based institutions: If the proposed program already has received full national recognition from a specialized professional association (SPA), the SPA report can substitute for Section 7 of this proposal.

<table>
<thead>
<tr>
<th>Name of Specialized Professional Association</th>
<th>American Association for Health Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Last SPA Approval</td>
<td>NA/ New program</td>
</tr>
</tbody>
</table>

Section 3. Academic Leadership

Type your responses in the sections below.

Brief institutional description.

The School of Physical Activity and Educational Services will house the health licensure program. The school is one of three schools and three departments in the College of Education and Human Ecology at The Ohio State University

Program Development

Describe how the proposed program aligns with needs of the profession and prepares students to become effective educators of digital age learners.
Currently our students graduating in physical education do not have a second licensure and many school districts in Ohio and around the county, require both health and PE licensure for employment. Thus students graduate from our program and are unable to get jobs in Ohio without then going and getting a licensure elsewhere. There are few universities in the state that offer health licensure and some have recently stopped offering it. We want to explore the option of adding health licensure for our students. We believe that this would not place undue demands for new classes because all but one of the classes required is already being taught in the college. All of our current students, many past students and many current teachers would want get this licensure. We have created a rigorous curriculum designed to merge an understanding of the needs of children and youth in the 21st century with the knowledge skills and dispositions needed by teachers to effectively educate children and youth in our schools. Our goal for graduates of the program is to equip them with the confidence, knowledge and skills to become effective and caring health educators.

Organizational Structure

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. What percent of this person's time will be needed to ensure program success? Who else among administration, faculty, staff, and committees are key to program success?

The health education program will administered in conjunction with the current teacher education licensure program in the School of Physical Activity and Educational Services. Dr. Phillip Ward, Professor will serve as the program point person. He will chair the program committee consisting of all faculty (n= 7) in the program and which meets monthly to oversee the physical education and health education curriculum delivery. Undergraduate School and College committees will also review and monitor curriculum. Advising will be handled both centrally and locally. Undergraduate advising will schedule classes into the students program of study. For individuals seeking post-baccalaureate licensure or for specific scheduling problems with current undergraduates the program committee will deal with these situations.

Section 4. Student Success and Enrollment

Type your response in the table below. Text only.

Admission and Student Success

Describe the criteria for admission.

For students enrolled in the physical education teacher education program admittance to the program is immediately available. (Admission to the physical education teacher education program requires a CGPA of 2.75 in the first two years of undergraduate study, an interview with the faculty and the completion of lock step classes in the physical education teacher education program of study. For post-baccalaureate licensure individuals must have completed a teaching degree with a GPA of 2.75.)
Describe the support your unit and institution will provide so that students can be successful? [i.e. advising, tech help-desk, tutorials, library resources, faculty advising and mentoring]

Upon acceptance to the Ohio State University, incoming EHE students are required to attend a new student orientation session. Not only are students assisted with their transition to campus, but thoroughly well-versed in the curriculum requirements for their programs of choice. Academic advisors are assigned at the first term of enrollment, and retained until graduation, facilitating a close knit relationship between the program and the students. Academic advisors would be involved in every aspect of the students experience in this program, from inception to completion. In addition, students would also have access to various other support services, such as career services, which would not only assist students in preparing for their first job search, but providing professional resources to assist them in obtaining their first teaching position.

Provide the name and title of the Americans With Disability Act (ADA) contact for this proposed program. What accommodations are available to students?

The ADA contact person is: L. Scott Lissner, University ADA Coordinator
Office Of Diversity and Inclusion 281 W. Lane Ave
Columbus, OH 43210-1266

The Office for Disability Services offers a wide variety of legally mandated services to students with documented disabilities. There are six main service areas at ODS:

- Exam Accommodations
- Alternative Media
- Sign Language Interpreting/Transcribing Services
- Assistive Technology
- Disability Counseling and Advocacy Services
- Note-Taking Services

What is your best estimate for enrollment in the proposed program?

<table>
<thead>
<tr>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>35</td>
<td>40</td>
</tr>
</tbody>
</table>

Section 5. Program Requirements and Curriculum

Programs leading to education licensure are required to meet minimum standards established by the Chancellor of the Board of Regents and the State Board of Education. In this section, you will provide a wide variety of information that shows program alignment with standards and requirements, courses and activities, program locations, and delivery models,
### Standards and Requirements

Identify how and where the educator preparation requirements, standards, and Board of Regents guidelines identified below are addressed in your proposed professional education program (general education courses do not need to be addressed). Explain in the text boxes to the right of each item. Scan and attach supporting documentation and explanations. Provide URLs that point to the specific information requested.

<table>
<thead>
<tr>
<th>Ohio Licensure Program Requirements for Teaching</th>
<th>Assure us that your proposed program will address these standards and requirements. Check or describe where in the curriculum and/or program they are addressed. If you are enclosing scanned attachments, indicate below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 semester-hour reading requirement for early childhood, middle childhood, &amp; intervention specialist programs OR 3 semester-hour reading core for AYA programs, career-vocational and multi-age programs;</td>
<td>Since these are criteria are met in the existing physical education licensure program and because students cannot take the health education curriculum as a stand-alone program we have not reported them here. However, we have included the current program sheet for the physical education program is attached in Appendix A</td>
</tr>
<tr>
<td>Candidates’ understanding of the Ohio Academic Content Standards;</td>
<td>See above</td>
</tr>
<tr>
<td>Requirements for the Resident Educator License;</td>
<td>See above</td>
</tr>
<tr>
<td>Ohio Standards for the Teaching Profession (PDF)</td>
<td>See above</td>
</tr>
<tr>
<td>Ohio Standards for Professional Development (PDF) When professional development programs are offered to candidates, that the Standards describing High Quality Professional Development are utilized in the design of these offerings.</td>
<td>See above</td>
</tr>
<tr>
<td>Meet Ohio Department of Education Licensure Program Standards. (If the program already has been approved</td>
<td>See above</td>
</tr>
</tbody>
</table>
by national SPA, these standards are met.)

<table>
<thead>
<tr>
<th><strong>School Operating Standards</strong></th>
<th>Assurance that the proposed program includes the study of and candidate knowledge of operation of Ohio schools via the requirements described in the ‘Ohio Administrative Code Chapter 3301-35: Standards for School Districts and Schools-Kindergarten through Twelfth Grade.’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>See above</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Value-added growth measures</strong>, as defined by the State Board of Education.</th>
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</table>

<table>
<thead>
<tr>
<th><strong>General Education Requirements</strong></th>
<th>See above</th>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Ohio Licensure Program Requirements for School Administrators</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Alignment with Ohio Department of Education Standards for Principals and Superintendents <a href="PDF">Ohio Standards for Principals</a></td>
</tr>
<tr>
<td>Meet Ohio Department of Education Licensure Program Standards. If the program already is approved by national SPA, these standards are met. (If the program already has been approved by national SPA, these standards are met.)</td>
</tr>
<tr>
<td><a href="PDF">Ohio Standards for the Teaching Profession</a></td>
</tr>
<tr>
<td><a href="PDF">Ohio Standards for Professional Development</a> When professional development programs are offered to candidates, that the Standards describing High Quality Professional Development are utilized in the design of these offerings.</td>
</tr>
<tr>
<td><strong>School Operating Standards</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Ohio Licensure Program Requirements for Pupil</strong></th>
<th>Describe where in the curriculum and/or program these standards and requirements are addressed. If you are enclosing scanned attachments, indicate below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alignment with Ohio Department of Education Standards for Principals and Superintendents <a href="PDF">Ohio Standards for Principals</a></td>
<td>NA</td>
</tr>
<tr>
<td>Meet Ohio Department of Education Licensure Program Standards. If the program already is approved by national SPA, these standards are met. (If the program already has been approved by national SPA, these standards are met.)</td>
<td>NA</td>
</tr>
<tr>
<td><a href="PDF">Ohio Standards for the Teaching Profession</a></td>
<td>NA</td>
</tr>
<tr>
<td><a href="PDF">Ohio Standards for Professional Development</a> When professional development programs are offered to candidates, that the Standards describing High Quality Professional Development are utilized in the design of these offerings.</td>
<td>NA</td>
</tr>
<tr>
<td><strong>School Operating Standards</strong></td>
<td>Assurance that the proposed program includes the study of and candidate knowledge of operation of Ohio schools via the requirements described in the ‘Ohio Administrative Code Chapter 3301-35: Standards for School Districts and Schools-Kindergarten through Twelfth Grade.’</td>
</tr>
<tr>
<td></td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Value-added growth measures</strong>, as defined by the State Board of Education.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Services [audiologist, counselor, social worker, speech-language pathologist, psychologist, nurse, orientation and mobility specialists, occupational therapist, physical therapist]

program these standards and requirements are addressed. If you are enclosing scanned attachments, indicate below.

Meet Ohio Department of Education Licensure Program Standards. If the program already has been approved by national SPA, these standards are met.

Ohio Standards for Professional Development (PDF) When professional development programs are offered to candidates, that the Standards describing High Quality Professional Development are utilized in the design of these offerings.

School Operating Standards Assurance that the proposed program includes the study of and candidate knowledge of operation of Ohio schools via the requirements described in the ‘Ohio Administrative Code Chapter 3301-35: Standards for School Districts and Schools-Kindergarten through Twelfth Grade.’

Courses, Descriptions and Syllabi

Provide course information and syllabi (as scanned attachments). Information needed includes:
- Course name, number, credit hours, whether required or elective course, new or existing, TAG or not, and which courses meet state reading requirements.
- Course description as listed in the catalog.
- Syllabi including name(s) of faculty teaching the course, course schedule, assignments, attendance policies, required books [hard copy and/or electronic] and other resource materials, and grading policies.
- If not included in the syllabi, also provide learning outcomes, prerequisites, methods of assessment, and relevant institutional policies.

Course of Study

Provide the typical course and activities sequence within the proposed program in the table below. List only the professional program courses, and information in each column. If you have documents/materials that may assist in providing this information (i.e. an advising sheet,), scan and attach electronically in place of these tables. You can provide URLs that point to the specific information requested.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
<th>Required</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUPAES 2204</td>
<td>Sexuality and Health</td>
<td>2</td>
<td>R</td>
<td>E</td>
</tr>
<tr>
<td>EDUPAES 3312</td>
<td>Issues in Alcohol/Drug Use and Abuse</td>
<td>2</td>
<td>R</td>
<td>E</td>
</tr>
<tr>
<td>EDUPAES 2250</td>
<td>Cancer Prevention</td>
<td>2</td>
<td>R</td>
<td>E</td>
</tr>
<tr>
<td>EDUPAES 3314</td>
<td>AIDS Awareness</td>
<td>2</td>
<td>R</td>
<td>E</td>
</tr>
<tr>
<td>EDUPAES 5645</td>
<td>School Health Counseling</td>
<td>3</td>
<td>R</td>
<td>E</td>
</tr>
<tr>
<td>EDU PAES 5635</td>
<td>School Health Services</td>
<td>3</td>
<td>R</td>
<td>E</td>
</tr>
<tr>
<td>EDUPAES 5703</td>
<td>Health Behavior Theory</td>
<td>3</td>
<td>R</td>
<td>E</td>
</tr>
<tr>
<td>EDU PAES 5704</td>
<td>Health Evaluation</td>
<td>3</td>
<td>R</td>
<td>E</td>
</tr>
<tr>
<td>EDU PAES 5651</td>
<td>Health Program Planning</td>
<td>3</td>
<td>R</td>
<td>E</td>
</tr>
<tr>
<td>EDUPAES 4743</td>
<td>Teaching Health Education in Elementary, Middle and High Schools</td>
<td>3</td>
<td>R</td>
<td>N</td>
</tr>
<tr>
<td>EDU PAES 4189.30</td>
<td>Practicum in K-12 Health Education</td>
<td>3</td>
<td>R</td>
<td>N</td>
</tr>
<tr>
<td>EDU TL 5442</td>
<td>Teaching and reading across the curriculum</td>
<td>3</td>
<td>R</td>
<td>E</td>
</tr>
</tbody>
</table>

**FIELD EXPERIENCES**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Hours</th>
<th>Required</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUPAES 2601</td>
<td>Teaching physical education health and exercise</td>
<td>3</td>
<td>R</td>
<td>E</td>
</tr>
<tr>
<td>EDU PAES 3189.01</td>
<td>Elementary field experience (K-5)</td>
<td>3</td>
<td>R</td>
<td>E</td>
</tr>
<tr>
<td>EDU PAES 4189.02</td>
<td>Secondary field</td>
<td>3</td>
<td>R</td>
<td>E</td>
</tr>
</tbody>
</table>

*for AYA programs, career-vocational and multi-age programs*

Multi-age reading requirement
Program Sites and Delivery Models

List all sites and addresses if 50% or more of the curriculum will be delivered by any combination of

1) a location other than the main campus, 2) online, 3) hybrid/blended, or 4) other delivery models (including flexible or accelerated programs).

Institutions *may be required* to provide additional information if more than 50% of the program will be offered online, in locations other than the main campus, or through hybrid/alternative delivery models. Contact Shane DeGarmo, Office of Academic Programs, sdegamo@regents.state.oh.us, for questions about Board of Regents policies related to program locations and delivery models.

<table>
<thead>
<tr>
<th>Locations and Types</th>
<th>Percent of Program Offered</th>
<th>Location Name Address, City and State</th>
<th>Does the institution use this location for other academic programs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Person/On Main Campus</td>
<td>95%</td>
<td>Columbus main campus</td>
<td>Yes</td>
</tr>
<tr>
<td>In-Person/Other Than Main Campus</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online [an online program is one in which most (80+) of the content is delivered online, typically without face-to-face meetings]</td>
<td>5%</td>
<td>Columbus main campus</td>
<td>Yes</td>
</tr>
<tr>
<td>Hybrid/blended [a hybrid/blended program is one that blends online and face-to-face delivery, with substantial content delivered online]</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexible or accelerated program [a flexible or accelerated program includes courses that do not meet during the institution's regular academic term or courses that meet during the regular academic term but are offered in a substantially different manner than a traditional fixed number of meeting during the term]</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other. Explain:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Program Cohesion and Transfer Policies

Type your response in the table below.

Program Cohesion and Quality

If content for courses [i.e. modules, assessments, or entire courses] will be purchased and/or used in your
Transfer Policies for Teaching Licensure

Describe the transfer credit policies for the proposed program. Include information about the methods used to evaluate coursework and determine equivalency.

**NOTE:** Public institutions and out of state institutions must assure how the requirements of Ohio’s transfer and articulation policies are met, including the Education Transfer Assurance Guides.

Transfer credit whether for the baccalaureate or post-baccalaureate will be handled in the same way. Students petition to ask for transfer credit and include the syllabus of the course they have taken. The program faculty review the petition and vote on the petition. A simple majority is required.

Section 6. Field Experiences and Clinical Practice

The clinical program requirements for teachers, school administrators and pupil services are listed below. Institutions should select the appropriate set of program requirements and demonstrate how they are met during the field experiences and clinical practice in the proposed program. Explain how you make sure your candidates will have qualified and diverse clinical educators, coaches and mentors during field and clinical experiences. These experiences should be aligned with the Ohio Standards for the Teaching Profession. Ohio Standards for the Teaching Profession (PDF)

Field experiences and clinical practice start when a candidate is admitted into the proposed education program and are grouped into three types: 1) initial/early field experiences, 2) more intensive field experiences and 3) Clinical Practice/Student Teaching. Each grouping addresses minimum requirements.

For the purpose of this Program Review, OBR follows the definition for Clinical Practice and Field Experiences as found in the NCATE Glossary:

- **Clinical Practice.** Student teaching or internships that provide candidates with an intensive and extensive culminating activity. Candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing.

- **Field Experiences.** A variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, instruct, and/or conduct research. Field experiences may occur in off-campus settings such as schools, community centers, or homeless shelters.
### 1) Initial/Early Field Experiences

1. Observations  
2. Supervised experiences  
3. Method of earning hours (embedded, course base)  
4. Documentation of candidate performance by university supervisors, and/or P12 teachers  
5. Explain benchmarks or gateways

Describe how the proposed program will meet these minimum expectations and indicate what if any, additional initial field experiences will be included.

All initial health education experiences are combined with existing physical education field experiences. Students in both the PAES 601 teaching physical and health education class (middle schools) and the PAES 689.01 (elementary schools will observe health education lessons during their placements. Typically they will observe and assist in the lesson but not teach and plan lessons. They will in the course of there observation and assistance also assist with classroom management, presentation of content, consider the different perspectives and abilities of their students, and use technology to assist in lesson presentations. During this time they will be evaluated every other day by their university supervisor.

### 2) More Intensive Field Experiences

1. All experiences are supervised  
2. Experiences during methods block should be at least 60 hours.  
3. Additional hours should range between 10-30 hours.  
4. Must include documentation of how hours were earned.  
5. Documentation of candidate performance by university supervisors and P12 teachers  
6. Documentation that experiences are within the reading core, including AYA and multi-age programs.

Describe how the proposed program will meet these minimum expectations and indicate what if any, additional initial field experiences will be included.

Students will spend upwards of 100 hours per semester in secondary schools in the PAE 689.02 field placement class associated with the PAES 741 methods class. During this time they will teach at least one health education lesson per day and observe at least one other lesson. The lesson will be part of a unit of instruction. During the semester students will teach at least two health education units of instruction. They will be in the schools from 7-7.30 (dependent on school start times) through noon each day for the entire semester. During this time they will instruct pupils in physical education and health education, planning, teaching and evaluating their and their pupils performance. During this time they will be evaluated daily by their university supervisor. Their teaching will be assessed using our teaching assessment form (see appendix C).

### 3) Clinical Practice/Student Teaching
1. All experiences are supervised
2. Minimum of twelve weeks, including at least four consecutive weeks of full-time teaching responsibility (planning, implementing, learning, activities, assessments)
3. Includes a minimum of three face-to-face observations by university supervisors using Ohio Standards for the Teaching profession assessments.
5. Additional specific assessments determined by the proposed program (action research, case study, teacher work samples)

Describe how the proposed program will meet these minimum expectations and indicate what if any, additional initial field experiences will be included.

During the health education practicum student will teach health education lessons daily-1/3 of the semester in elementary schools, 1/3 in middle schools and 1/3 in high schools. They will be observed once per week (n=10 observations) by university supervisors; but daily observations by their mentor teachers and they will be required to produce a teacher work sample (see appendix C for details on planning, implementing, learning, activities, and assessments).

### Field Experiences and Clinical Practice Hours

Provide the number of hours which are completed during various field and clinical experiences in each of the two following areas. Mark with a check when the topics below are addressed in each of these three increasingly rigorous types of field and clinical experiences.

<table>
<thead>
<tr>
<th>Must have 100 hours during these two areas</th>
<th>Initial/Early Field Experiences</th>
<th>More Intensive Field Experiences</th>
<th>Clinical Practice/Student Teaching [12 wks]</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROVIDE THE ACTUAL NUMBER OF HOURS IN THESE TWO TYPES OF FIELD EXPERIENCES</td>
<td>30</td>
<td>70</td>
<td>100</td>
</tr>
</tbody>
</table>

**INDICATE WITH A CHECKMARK WHETHER THE TOPICS BELOW ARE ADDRESSED WITHIN ANY OR ALL OF THREE TYPES OF FIELD EXPERIENCES AND CLINICAL PRACTICE COLUMNS**

| Academic Language | X | X | X |
| Aligning Content Standards & Instruction | X | X | X |
| Assessing Student Learning | X | X | |
| Classroom and School Diversity | X | X | X |
| Classroom Management | X | X | X |
| Content Methods | X | X | X |
| English Language Learners | X | X | X |
### Administrator Preparation Programs

#### Field and Clinical Experiences

How does the proposed program ensure that all candidates have qualified and diverse clinical educators, coaches and mentors during field and clinical experiences? Clarify how your proposed program meets the Ohio Department of Education requirements that institutions meet the Education Leadership Constituent Council (ELCC) guidelines for internships with hours distributed among the following areas:

1. Continuous improvement (vision and change).
2. Instruction.
3. School operations, resources, learning environment.
5. Parents and community engagement.

**NOTE:** The Principal Clinical Practice Blue Ribbon Panel has been charged by the Ohio Board of Regents to make policy and implementation recommendations regarding education program changes in this area. When recommendations have been accepted by the Chancellor, expectations in this section will change.

### Pupil Services Preparation Programs

[audiologist, counselor, social worker, speech-language pathologist, psychologist, nurse, orientation and mobility specialist, occupational therapist, physical therapist]
Field Experiences and Clinical Practice:

How does your proposed program ensure that all candidates have qualified and diverse clinical educators, coaches and mentors during field experiences and clinical experiences? Clarify how your proposed program meets Ohio Department of Education Licensure Program Standards.

If your program has been approved by a SPA or other professional accrediting agency, provide that information here (when and what accrediting agency) so that we know that the standards for field experiences and clinical practice for other school personnel have been met.

Qualifications of Mentor Teachers

How does the proposed program ensure that all candidates have qualified and diverse clinical educators, coaches and mentors during field experiences and clinical practice? Explain the criteria you use [in addition to these minimum requirements: three years of successful teaching focused in the field and the recommendation and/or approval by a building administrator] to ensure mentors are well prepared for this role.

In addition to the minimum requirements of three years of successful teaching in health and the recommendation and/or approval of a building administrator, our program will look for mentors that:

1) have ties to our program through previous experiences
2) are willing to work within the guidelines of our program’s expectations
3) will provide meaningful feedback to the student teacher
4) are supportive of the objectives of our program

Qualifications of University Clinicians/Supervisors

How does the proposed program ensure that all candidates have qualified and a variety of university clinicians/supervisors during field experiences and clinical practice?
The Ohio State University will ensure that students will have qualified clinicians/supervisors to work with them in field experiences by looking for supervisors with the following characteristics:

1) Previous health classroom teaching experience

2) Have at minimum of a Masters degree in health or related field

3) Previous school teaching experience at either the elementary or the secondary level

### Section 7: Assessment for Licensure Programs

If the proposed program already has received full national recognition from a specialized professional association (SPA) **you do NOT need to complete Section 7.**

### ASSESSMENTS UTILIZED WITHIN BACHELOR DEGREE PROGRAMS

<table>
<thead>
<tr>
<th>REQUIRED ASSESSMENTS FOR TEACHING</th>
<th>Scan and send a copy of Instrument</th>
<th>Scan and send the Scoring Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Test - PRAXIS II Content Test</td>
<td>No need to send</td>
<td>No need to send</td>
</tr>
<tr>
<td>OR OPI (ACTFL Speaking Proficiency Test)</td>
<td>No need to send</td>
<td>No need to send</td>
</tr>
<tr>
<td>OR WPT (ACTFL Writing Proficiency Test)</td>
<td>No need to send</td>
<td>No need to send</td>
</tr>
<tr>
<td>State Test – PRAXIS II Pedagogy Test</td>
<td>No need to send</td>
<td>No need to send</td>
</tr>
<tr>
<td>Lesson Planning Assessment</td>
<td>See Appendix C</td>
<td>Send scoring tool</td>
</tr>
<tr>
<td>Student Teaching Assessment</td>
<td>See Appendix C</td>
<td>Send scoring tool</td>
</tr>
<tr>
<td>Student Growth Measures (value added)</td>
<td>No need to send</td>
<td>No need to send</td>
</tr>
</tbody>
</table>

If your proposed program will utilize additional assessments please list below:

|Teacher work sample| See Appendix C| Send scoring tool|
|Send your instrument/s| Send scoring tool| Send scoring tool|
|Send your instrument/s| Send scoring tool| Send scoring tool|
How will the assessment data collected and analyzed be used to improve your proposed program over time?

<table>
<thead>
<tr>
<th>Assessments for Administrator and Pupil Service [audiologist, counselor, social worker, speech-language pathologist, psychologist, nurse, orientation and mobility specialist, occupational therapist, physical therapist]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs</td>
</tr>
<tr>
<td>List key assessments for the proposed program and when they will be administered. Include copies of the assessment instruments and scoring guidelines. Will PRAXIS be utilized?</td>
</tr>
</tbody>
</table>

How will the assessment data you collect and analyzed be used to improve the proposed program (instruction, content, etc.) over time?

---

**Section 8: Faculty**

Colleges and universities seeking program approval must demonstrate that standards and expectations for full-time and part-time faculty, adjuncts, instructors, and graduate teaching assistants are met.

**Faculty Ranks/Titles**

Provide your best estimate -- How many within each of the following ranks/titles will be involved in a teaching role within the proposed program?

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Second Year</th>
<th>Third/Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full professor</td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Note: students would take no classes in the first year of the program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate professor</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Higher Ed Clinical Faculty</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(higher education faculty who primarily work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>within school districts with candidates)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PK-12 Clinical Faculty</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(PK-12 teachers granted clinical faculty status</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>by an institution of higher education)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Indicate whether the institution will need to identify additional full time or part time faculty to start or continue within the proposed program. If additional faculty is needed, describe the appointment process and provide a timeline for identifying such individuals.

**No additional faculty are required for the delivery of this program.**
Complete the faculty matrix for the faculty who will be teaching at the proposed site. Faculty information should be included in the proposed program approval submission. Include open positions in the matrix. Be sure to provide a faculty matrix option offered for the program. **Please note that the institution will need to submit faculty vitas/resumes (a Section 5).**

<table>
<thead>
<tr>
<th>Name of Instructor</th>
<th>Rank or Title</th>
<th>Full-Time Part-Time</th>
<th>Degree titles, institution, year. Include discipline/field as on diploma</th>
<th>Years of all teaching experience in the discipline</th>
<th>Teaching location and/or at a distance</th>
<th>Concurrently teaching at another institution? If so, where?</th>
<th>Areas of expertise using learning technology</th>
<th>Addit Expertis Discipl Field licenc certif</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Phillip Ward</td>
<td>Professor</td>
<td>FT</td>
<td>Ph.D. Physical Education and Teacher Education, The Ohio State U. 1993</td>
<td>PE and Health Teacher 3 yrs; Higher Education 21 yrs</td>
<td>OSU Columbus main campus</td>
<td>No</td>
<td>PE and health software programs; courseware technology; multimedia technology</td>
<td></td>
</tr>
<tr>
<td>Dr. Rick Petosa</td>
<td>Professor</td>
<td>FT</td>
<td></td>
<td></td>
<td>OSU Columbus main campus</td>
<td>No</td>
<td>PE and health software programs; courseware technology; multimedia technology</td>
<td></td>
</tr>
<tr>
<td>Dr. Harry Lehwald</td>
<td>Senior Lecturer</td>
<td>FT</td>
<td>Ed.D. Elementary PE, U of Kansas 1995</td>
<td>7 yrs teaching health and PE in school</td>
<td>OSU Columbus main campus</td>
<td>No</td>
<td>PE and health software programs; courseware technology; multimedia technology</td>
<td></td>
</tr>
<tr>
<td>Jae Westfall</td>
<td>Senior Lecturer</td>
<td>FT</td>
<td>MSc. Slippery Rock University</td>
<td>Health Educator in Sport Fitnss and Health program at OSU main campus 11 yrs. Health Teacher 4 years;</td>
<td>OSU Columbus main campus</td>
<td>No</td>
<td>PE and health software programs; courseware technology; multimedia technology</td>
<td></td>
</tr>
<tr>
<td>Kate King RN MS</td>
<td>Lecturer</td>
<td>PT</td>
<td>BSN, University of Akron, 90; MS The Ohio State U. 98</td>
<td>School nurse 8 years; higher education 8 years</td>
<td>OSU Columbus main campus</td>
<td>Yes Wright State</td>
<td>Health software programs. Courseware software and online courseware software.</td>
<td></td>
</tr>
</tbody>
</table>
Professional Development/Scholarship

Describe the support for faculty professional development and expectations for scholarship activities the institution provides. What (if any) professional development will be provided to instructors/faculty who will teach in the proposed program and what (if any) are the expectations for scholarship related to this proposed program?

In addition to faculty SRA and FPL opportunities, professional development includes support via the University Center for the Advancement of Teaching, the School of PAES instructional enhancement initiatives including discussion meetings, book clubs, presentations, newsletters. At the program level faculty will discuss the delivery of the program and ways to enhance it at monthly meetings. Ohio State is a land grant research one institution with expectations for quality research that impacts the profession and the community.

Section 9: Library Resources and Information Literacy

Only institutions that are not yet authorized in Ohio must complete this section.

Library Resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).

The Education Subject Librarian collaborates with faculty members and serves as a liaison to acquire resources needed for additional programming and support specific courses taught within the College of Education and Human Ecology. The subject librarian is responsible for evaluating and acquiring materials based on faculty requests and determines its placement in the collection and current holdings throughout the system. The subject librarian has little or no input into budget allocations. Materials budget decisions are made by the library central administration. However, the Education Subject Librarian controls and monitors the expenditure of monograph and serial funds with input from faculty and students within the College. After consultation with the subject librarian it was determined that the

Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, services, etc.).

The Ohio State University Libraries system holds more than 6 million print volumes and more than 500 online databases that support university programs of study. In addition to the collection, the University Libraries is a member of OhioLink, a statewide consortium of 88 Ohio college and university libraries, and the State Library of Ohio, that work together to provide Ohio students, faculty and researchers with the information they need for teaching and research. Further, the University Libraries is also a member institution to the following consortia: CIC (Big 10+universities), RLIN, and ACRL. This participation allows a wide range of resource sharing through interlibrary loan and other services benefiting its users making The University Libraries one of the largest research libraries in North America.

Describe any additional library resources that are needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific
resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

None required beyond existing resources

<table>
<thead>
<tr>
<th>Information literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the intent of the institution to incorporate library orientation and/or information literacy into the proposed program. In your response, describe initiatives (e.g., seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.</td>
</tr>
<tr>
<td>The library provides the following resources to orientate students: Specific guides, tutorials, and movies designed to help students find Textbooks, Articles, Books, E-books, Dissertations, Multimedia, Websites, and more. More information can be found at <a href="http://library.osu.edu/help/">http://library.osu.edu/help/</a>.</td>
</tr>
</tbody>
</table>

Email this proposal and all accompanying materials to:

educator_prep@regents.state.oh.us
Appendix A

Advising Sheets for the Physical Education, Sport and Physical Activity Degree in which the health education licensure degree will be housed.
Bachelor of Science in Education    Physical Education, Sport & Physical Activity

What are the requirements for completion of the Physical Education Teacher Education specialization?

**GENERAL EDUCATION: 46-50 Hours**
Educating students to solve problems; to think critically, logically, scientifically, and creatively; and to be engaged and responsible citizens

**WRITING: 6 Hours**
- English 1110.01, 1110.02, or 1110.03

**MATH: 3-7 Hours**
- Placement 2 or better or Math 1130
- Next Math course past placement, 1131, or other course from Math & Logical Analysis GE list

**SCIENCE: 10 Hours**
- Take two or three science courses totaling at least 10 credits from University approved GE list. At least one course must have a lab. At least one course must be a Biological Science and one must be a Physical Science.

**ARTS: 3 Hours**
- From EHE GE List

**LITERATURE: 3 Hours**
- From EHE GE List

**HISTORICAL STUDY: 3 Hours**
- Cultures & Ideas or Historical Study: 3 Hours
- From EHE GE List

**DATA ANALYSIS: 3 Hours**
- STAT 1350 or equivalent

**SOCIAL SCIENCE: 6 Hours**
- Take two courses from EHE GE List from two subcategories

**OPEN OPTIONS: 6 Hours**
- Choose GE approved courses, service learning or study abroad

**SOCIAL DIVERSITY IN THE U.S.: 0 Hours**
- Select 2nd Writing, Arts, Lit, Hist Study, Cultures & Ideas or Social Science with Social Diversity in US focus - double-count permitted

**GLOBAL STUDIES: 0 Hours (2 Courses)**
- Select Literature, Arts, Historical Study, or Cultures & Ideas with global focus - double-count permitted

**MAJOR COURSES: 75 Hours**

- Complete each course below—75 Hours
  - EHE 1100- Intro to Edu & Hum Ecol Degree Planning- 1Hr
  - EDU PAES 2542- Lpspa Mrtr Dymmntnt- 3Hr
  - EDU PAES 2301- Tchng Invasion Games- 3Hr
  - EDU PAES 3520- Cntnt in Elem Phys Ed- 3Hr
  - EDU PAES 3305- Tchng Crt Gms- 3Hr
  - EDU PL 3206- Schl & Society- 3Hr
  - EDU PAES 4189.02- Fld Exp in Scndry Phys Ed- 3Hr
  - EDU PAES 4191.01- Intrnsph: Elem Phys Ed- 6Hr
  - EDU PAES 1200- Ontts to Sprt & Leis Sdus- 3Hr
  - EDU PAES 2601- Tchng Phys Ed, Leis, & Exer- 3Hr
  - EDU PAES 2307- Advntre Bnd Lrnnng- 3Hr
  - EDU PAES 5544- Intro to Adapt Phys Activity- 3Hr
  - EDU PAES 3740- Tchng Phys Ed in Elem Schls- 3Hr
  - EDU PL 2309- Psych Perspectives on Educntn- 3Hr
  - EDU PAES 5795- Soc-Cultrl Iss in Phys Ed- 3Hr
  - EDU PAES 4191.02- Intrnsph: Scndry Phys Ed- 6Hr
  - EDU PAES 1201- Cncts of Phsus & Wllns- 3Hr
  - EDU PAES 4525- Prnt Beh Chngs in Sprt, Leis, & Exer- 3Hr
  - EDU PAES 5521- Qul Skll Anlyts- 3Hr
  - EDU PAES 3302- Tchng Rqt Sprts- 3Hr
  - EDU PAES 3109.01- Fld Exp in Elem Phys Ed- 3Hr
  - EDU PAES 4741- Tchng Phys Ed in Scndry Schls- 3Hr
  - EDU TL 5442- Tchng & Rdng Acros the Crunc- 3Hr
  - EDU PAES 4780- Sem for Scndry Tchng- 2Hr

ehe.osu.edu
### Suggested Four Year Plan

<table>
<thead>
<tr>
<th>Autumn First Year</th>
<th>Spring First Year</th>
<th>Autumn Second Year</th>
<th>Spring Second Year</th>
<th>Autumn Third Year</th>
<th>Spring Third Year</th>
<th>Autumn Fourth Year</th>
<th>Spring Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHE 1100</td>
<td>ENGLISH 1110.01</td>
<td>EDU PAES 2601</td>
<td>EDU PAES 2301</td>
<td>EDU PAES 3520</td>
<td>EDU PAES 3740</td>
<td>EDU PAES 4741</td>
<td></td>
</tr>
<tr>
<td>ENGLISH 1110.01</td>
<td>EDU PAES 2542</td>
<td>EDU PAES 4525</td>
<td>EDU PAES 2307</td>
<td>EDU PAES 3544</td>
<td>EDU PAES 3189.01</td>
<td>EDU PAES 4189.02</td>
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</tr>
<tr>
<td>MATH 2190</td>
<td>PAES 3020</td>
<td>EDU PAES 5521</td>
<td>Open Option GE</td>
<td>EDU PAES 3302</td>
<td>EDU PAES 3189.01</td>
<td>EDU PL 3206</td>
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<td>PAES 1208</td>
<td>Social Science</td>
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<td>Social Science</td>
<td>EDU PL 3206</td>
<td>HDFS 5395</td>
<td>EDU TL 5442</td>
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<td>Biol Science</td>
<td>Math &amp; Log Anlys</td>
<td>Math &amp; Log Anlys</td>
<td>Math &amp; Log Anlys</td>
<td>EDU PL 3206</td>
<td>Open Option GC</td>
<td>Open Option GC</td>
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<td>Hours: 18</td>
<td>Hours: 15</td>
<td>Hours: 15</td>
<td>Hours: 15</td>
<td>Hours: 14</td>
<td></td>
</tr>
</tbody>
</table>

### Creating Your Own Scheduling Plan

Step 1: Access your Degree Audit Report (DARSweb) at “My Student Center” on https://buckeyelink.osu.edu and on the front of this sheet check off the courses that you have completed.

Step 2: For remaining requirements, note prerequisites and terms offered.

Step 3: For each term below, project when you expect to complete remaining requirements.

<table>
<thead>
<tr>
<th>Semester:</th>
<th>Semester:</th>
<th>Semester:</th>
<th>Semester:</th>
<th>Semester:</th>
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</tbody>
</table>

### Major Courses: Terms offered and prerequisites

- **EHE 1100**: Au, Sp, Su
- **EDU PL 2309**: Au, Sp
- **EDU PAES 1208**: Au, Sp
- **EDU PAES 1201**: Au, Sp
- **EDU PAES 2542**: Au, Sp
- **EDU PAES 2601**: Au, Sp; Admission to PESPA PETE major
- **EDU PAES 4525**: Au, Sp; Admission to major
- **EDU PAES 2301**: Au, Sp
- **EDU PAES 2307**: Au, Sp; Admission to PESPA major
- **EDU PAES 5521**: Au, Sp; Admission to PESPA major
- **EDU PAES 3520**: Au, Sp; Admission to PESPA PETE major
- **EDU PAES 3544**: Au, Sp; Admission to EHE major
- **EDU PAES 3302**: Au, Sp; Admission to PESPA PETE major
- **EDU PAES 3305**: Au, Sp; Admission to PESPA PETE major
- **EDU PAES 3740**: Au, Sp; Admission to PESPA PETE major, concurrently with EDU PAES 3189.01
- **EDU PAES 3189.01**: Au, Sp; Admission to PESPA PETE major
- **EDU PL 3206**: Au, Sp
- **EDU PAES 4741**: Au, Sp; Admission to PESPA PETE major
- **EDU PAES 4189.02**: Au, Sp; Admission to PESPA PETE major
- **EDU PAES 5795**: Au, Sp; Admission to PESPA PETE major
- **EDU TL 5442**: Au, Sp; Admission to EHE major
- **EDU PAES 4191.01**: Au, Sp; Admission to EHE major, 2.75 GPA, concurrently with 4780 and 4191.02
- **EDU PAES 4191.02**: Au, Sp; Admission to EHE major, 2.75 GPA, concurrently with 4780 and 4191.01
- **EDU PAES 4780**: Au, Sp; Admission to EHE major, 2.75 GPA, concurrently with 4191.01 and 4191.02
<table>
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<tr>
<th>COURSE &amp; NUMBER (46-50 semester)</th>
<th>HRS</th>
<th>GR</th>
<th>SM/yr</th>
<th>COURSE &amp; NUMBER (74)</th>
<th>HRS</th>
<th>GR</th>
<th>SM/yr</th>
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<td>MAJOR REQUIREMENTS</td>
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<tr>
<td>Writing (6)</td>
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<td></td>
<td></td>
<td>EDU PAES 1208- Orientation to Sprt &amp; Leisure Stds</td>
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<tr>
<td>ENGLISH 1110.01 or 1110.02 or 1110.03</td>
<td>3</td>
<td></td>
<td></td>
<td>EDU PAES 1201- Concepts of Ftnss &amp; Wllness</td>
<td>3</td>
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<tr>
<td>2nd Level Writing Course (2367)</td>
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<td></td>
<td></td>
<td>EDU PAES 2542- Lfspin Mtr Development</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>EDU PAES 2601- Tchng Phys Ed, Leisure, &amp; Exercise</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>Literature</td>
<td>3</td>
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<td></td>
<td>EDU PAES 4525- Plmrhng Beh Cmg in Sprt, Leis &amp; Ex</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>EDU PAES 2301- Tchng Invasion Games</td>
<td>3</td>
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<tr>
<td>Arts</td>
<td>3</td>
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<td></td>
<td>EDU PAES 2307- Advntre Bsd Lrning</td>
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<td></td>
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<td>EDU PAES 5521- Qul Skill Anlys</td>
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<tr>
<td>Math (3-7)</td>
<td>3</td>
<td></td>
<td></td>
<td>EDU PAES 3520- Cntnt in Elem Phys Ed</td>
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<tr>
<td>Math Placement 2 or higher, MATH 1148 or Equiv</td>
<td>0-4</td>
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<td>EDU PAES 5544- Intro to Adapted Phys Activity</td>
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<tr>
<td>Next Math course past placement, MATH 1131, or other course from university approved Math &amp; Logical Analysis list</td>
<td>3</td>
<td></td>
<td></td>
<td>EDU PAES 3302- Tchng Rgt Sprts</td>
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<td></td>
<td>EDU PAES 3305- Tchng Crt Games</td>
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<tr>
<td>Data Analysis (3)</td>
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<td>EDU PAES 3740- Tchng Phys Ed in Elem Schls</td>
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<tr>
<td>STAT 1350 or 1430 or 1450</td>
<td>3</td>
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<td>EDU PAES 3189.01- Fld Exper in Elem Phys Ed</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td>EDU PL 3206- Sci &amp; Society</td>
<td>3</td>
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<tr>
<td>Science (10)</td>
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<td></td>
<td>EDU PL 2309- Psych Perpctvs on Education</td>
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</tr>
<tr>
<td>Take two or three science courses totaling at least 10 credits from University approved GE list. At least one course must have a lab. At least one course must be a Biological Science and one must be a Physical Science.</td>
<td></td>
<td></td>
<td></td>
<td>EDU PAES 4741- Tchng Phys Ed in Scndry Schls</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>EDU PAES 4189.02- Fld Exper in Scndry Phys Ed</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>EDU PAES 5795- Socio-Culttl Iss in Phys Ed</td>
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<td></td>
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<td>EDU TL 5442- Tchng &amp; Rdng Across the Creclum</td>
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<tr>
<td>Historical Study</td>
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<td>EDU PAES 4191.01- Intrnshp: Elem Phys Ed</td>
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<td>EDU PAES 4191.02- Intrnshp: Scndry Phys Ed</td>
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<td>Social Science (6)</td>
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<td>EDU PAES 4780- Seminar for Stdnt Tchng</td>
<td>2</td>
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<tr>
<td>Take two social science courses from University approved GE list. Choose from 2 different subcategories</td>
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<tr>
<td>Culture &amp; Ideas or Historical Study</td>
<td>3</td>
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<tr>
<td>Open Options (6)</td>
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<tr>
<td>Choice</td>
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<tr>
<td>EHE 1100 (1)</td>
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<tr>
<td>ELECTIVES (9)</td>
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<td></td>
<td>CREDIT HRS REQUIRED</td>
<td>121-125</td>
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</tr>
</tbody>
</table>

1BS students must take one Biological Science with lab and one Physical Science with lab
Students must complete one Social Diversity in the US course, which is typically met by selecting a 2367 or Social Science course that meets this requirement.
Sample yearly advising schedule for health education classes

Classes in boldface offered are also part of the physical education program. Classes underlined can be taken in the summer as well.

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Codes</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>NA</td>
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<tr>
<td>Year 2</td>
<td>EDUPAES</td>
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<td>2204, 3312, 2250, 3314, 5645, <strong>2601</strong></td>
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<td>Year 3</td>
<td>EDUPAES</td>
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<td>5635, 5703, 5704, <strong>4743</strong>, <strong>3189.01</strong></td>
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<td>Year 4</td>
<td>EDUPAES</td>
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<tr>
<td></td>
<td>5651, <strong>4189.02</strong>, <strong>4189.30</strong></td>
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</table>
Appendix B

Syllabi
The Ohio State University
School of Physical Activity and Educational Services
EDU PAES 2204 – Sexuality and Health (2 credits)

Instructor: 
Office: 
Office Hours: 
Email Address: 
Mailbox: 
SFHP Website: http://education.osu.edu/paes/sfhp
Course Website: http://carmen.osu.edu

Course Number: 
Class Location: 
Meeting Time: 
Quarter, Year: 

Course Description
This course is designed to study sexuality as an aspect of the healthy individual; the demythologizing of sexual beliefs and behaviors; sexual behavior and attitudes in young adults.

There may be topics covered that are contrary to your beliefs or that you find offensive. Please let the instructor know of any such situations and be aware that the students are expected to treat each other and the instructor with respect at all times.

Relationship to Other Courses
This is a basic lecture course in the Sport, Fitness, and Health Program. It is open to any student at The Ohio State University. There are no prerequisites for this course.

This course is a core course in the Sexuality Studies minor. Information regarding the minors and their requirements may be found online at http://artsandsciences.osu.edu/interdisciplinary.

Course Objectives
By the end of the quarter, students will be able to:
1. Demonstrate an understanding of the historical perception of sexuality.
2. Describe the male and female sexual/reproductive anatomy and physiology
3. Discuss controversial issues surrounding sexuality
4. Describe sexual orientation as it relates to attitudes, biology, psychology, etc.
5. Define and discuss sexually transmitted diseases
6. Describe issues of sex and ethics, religion, and law

Topical Outline – (subject to change if necessary for guest speakers or other reasons)

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course introduction; Sexual anatomy and physiology; Cancers of the reproductive organs</td>
</tr>
<tr>
<td>Week 2</td>
<td>Sexuality and the life cycle - sex hormones, sexual differentiation, conception, and childbirth</td>
</tr>
<tr>
<td></td>
<td>Conception (continued); Contraceptives and abortion</td>
</tr>
<tr>
<td>Week 3</td>
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<tr>
<td>Week 4</td>
<td>Menopause and menstration; Sexual responses</td>
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<td>--------------------------------------------</td>
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<tr>
<td>Week 5</td>
<td>Techniques of sexual arousal; Physiology of sexual arousal</td>
</tr>
<tr>
<td>Week 6</td>
<td>Sexual dysfunction and therapy</td>
</tr>
<tr>
<td>Week 7</td>
<td>Midterm</td>
</tr>
<tr>
<td>Week 8</td>
<td>Sexually transmitted infections; Sexually transmitted infections - prevention strategies</td>
</tr>
<tr>
<td>Week 9</td>
<td>HIV and AIDS</td>
</tr>
<tr>
<td>Week 10</td>
<td>Sexual orientation; Panel Discussion</td>
</tr>
<tr>
<td>Week 11</td>
<td>Gender and Sexuality</td>
</tr>
<tr>
<td>Week 12</td>
<td>Sexuality and the life cycle - Adult and adolescents</td>
</tr>
<tr>
<td>Week 13</td>
<td>Relationships - like, lust, and love</td>
</tr>
<tr>
<td>Week 14</td>
<td>Relationships - Communication</td>
</tr>
<tr>
<td>Week 15</td>
<td>Final Exam</td>
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</tbody>
</table>

**Off Campus Field Experience**
This course does not have an off-campus field experience.

**Technology**
The use of web technology will be employed in this course for the dissemination of course materials such as syllabus, handouts and course notes. Additional means of communication between the instructor and students is available through the use of web-based email.

Online Learning Center
http://highered.mcgraw-hill.com/sites/0073382825/information_center_view0/

Also: SexSource Online
http://highered.mcgraw-hill.com/sites/0073214116/information_center_view0/

Students may also make use of the above textbook on reserve at Thompson Library for 2 hour, on site check out.

**Course Requirements/Evaluation**

<table>
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<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>70</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Attendance to Guest Speakers</td>
<td>10 (4 of 5 attended for 2.5 points each)</td>
</tr>
<tr>
<td>Anatomy Assignment</td>
<td>40</td>
</tr>
<tr>
<td>Reaction Papers and Class Discussions</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>280 points</strong></td>
</tr>
</tbody>
</table>

**Grading Scale:**

- A 92.5-100%
- A- 89.5-92.4%
- B+ 86.5-89.4%
- B 82.5-86.4%
- B- 79.5-82.4%
- C+ 76.5-79.4%
- C 72.5-76.4%
- C- 69.5-72.4%
- D+ 66.5-69.4%
- D 59.5-66.4%
- E 59.4% or below

Students who have arranged through their College to take this course under the **Pass/Nonpass** grading option must achieve a minimum of 60% to receive a Passing (P) grade.

**REACTION PAPER:** (20 points)

Write a 1-2 page (double spaced) reaction to 1 of the lecture topics, discussions, guest speakers, or videos that we cover in class. The reaction paper should cover your own insight, thoughts, and impressions on the topic of interest and why you chose to write about that particular topic. On Carmen, see the Events list or the Dropbox for the DUE DATE. This paper **must be turned by uploading into the DROPBOX on Carmen.**

**On-line and Class Discussions:** (4 for 10 points each)

Discussions are to be submitted on Carmen under the “Discussions” tab by the set due date (see schedule above or on Carmen). Students will be encouraged to engage in discussion concerning the topic and posts that were submitted through the on-line discussion during that class lecture. There is also one in-class discussion.

**Classroom Policies**
1. **Reading Assignments:** It is necessary that class readings be completed on time given that the format is part lecture and part discussion. Exam questions will come from the text, lectures, speakers, and assignments.

2. **Quizzes, exams, etc.** will only be given on the scheduled dates unless the student has an **excused absence.** Quiz, exam, etc. questions will be taken from the text, lectures, speakers, and assignments.

3. **Absence from class:** There are four situations which constitute an “excused absence” from the class meeting time. They are:
   a. students who participate in a documented University sanctioned event
   b. students who have a documented death in the family
   c. students who are observing a religious holiday, and
   d. student is too ill or injured to physically attend class.

   In accordance to Faculty Rule 3335-7-15, students who will be participating in University sanctioned events must provide the instructor with a copy of the scheduled events and those classes which will be missed. This documentation must be on University letterhead, signed by the coach/supervisor, and given to the instructor within the first two weeks of the quarter. Students who will be observing a religious holiday must provide date/event written notification to the instructor within the first two weeks of the quarter. Any absence due to illness or injury will ONLY be excused if the student presents documentation from a physician or nurse practitioner that clearly states that the student was too ill or injured to attend class. Any such missed classes must be made up within two weeks of the absence. Failure to complete the missed material within two weeks will result in that absence becoming an unexcused absence and a zero for any materials not completed.

4. **Attendance Policy:** Attendance will be monitored during posted “attendance days” for guest speakers. Only University approved excused absences will allow for make-up of these points for attendance. It is the student’s responsibility to sign the attendance sheet for each class meeting. **Tardiness exceeding 15 minutes or disruptive behavior, including sleeping during class, will constitute an absence and the student will not receive points for attending.**

5. **Academic Misconduct:** Students are to do their own original work within the confines of the course objectives and evaluation procedures. Any deviation from these expectations is considered academic misconduct and Faculty Rule 3335-31-02 will be enforced. Academic misconduct includes, but is not limited to, cheating on tests/quizzes, plagiarism, forging another student’s name on attendance sheets, or violating any rules.

6. **Assignments:** All assignments are to be typed. No hand-written work will be accepted. Late assignments will not be accepted except when the student has an “excused absence.” (see item #4 above). Assignments should be turned in during class on the date due or mailed electronically by the end of the day the assignment is due. If submitted electronically, the instructor will give a return email confirming receipt of the assignment. The student should not assume the assignment was received until a confirmatory email as been sent by the instructor. If a student must be absent from
class, it is the student's responsibility to obtain any class material/assignments missed.

7. **Class Participation:** For this to be a rewarding academic experience, everyone must contribute to class discussion. This requires that EVERYONE come to class prepared (reading and written assignments completed), attend class regularly/punctually, and actively participate in all assignments.

8. **Respect:** In order to maintain a positive learning environment, the following ground rules will be followed:
   a. Personal perspectives will be valued. Degrading or discriminatory remarks or behaviors are not acceptable.
   b. Discussions will reflect an exchange of information, experiences, ideas, opinions, etc. Debates will be appropriate when specified.
   c. If group projects are assigned, it is the responsibility of group members to delegate work. All members of a group must present on the project and all will receive the same grade.
   d. Because of our sensitive subject matter, courtesy needs to be maintained in the classroom at all times. Students need to arrive early and be prepared when class begins. Students will not hold private conversations when another person is talking. Students will not pack materials up or leave the classroom until class is dismissed.
   e. If a student's behavior in the classroom is disruptive, the instructor will give him or her an opportunity to correct the behavior without penalty. If the student's behavior continues to be disruptive, he or she will be referred to the Office of Academic Affairs for disciplinary action under Judicial Procedures in the Student Code of Conduct (Faculty Rule 3335-23).

9. Students with extenuating circumstances that are in conflict with these set policies are encouraged to contact the instructor during office hours or by appointment.

**Academic Misconduct**

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obliged by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal.
from the University. For additional information, see the Code of Student Conduct. http://studentaffairs.osu.edu/resource_csc.asp

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.

Grievances and Solving Problems
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Statement on Diversity
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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,
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The Ohio State University
School of Physical Activity and Educational Services
EDU PAES 3312 – Issues in Alcohol/ Drug Use and Abuse (2 credits)

Instructor:
Office:
Office Hours:
Email Address:
Mailbox:
SFHP Website:  http://education.osu.edu/paes/sfhp
Course Website:  http://carmen.osu.edu

Description

This course provides an understanding of the dynamics of substance abuse, including practices, theories and research related to alcohol and drug use, 'social' use, medical applications as well as abuse and addiction.

Relationship to Other Courses

This is a basic lecture course in the Sport, Fitness, and Health Program. It is open to any student at The Ohio State University. There are no prerequisites for this course.

Objectives:

At the conclusion of this course, students will be able to:

1. Identify which drugs are currently being used and why; identify current drug regulations and their effects on society.
2. Identify the physiological effects of drugs and the general principles of drug addiction.
3. Compare and contrast the properties and characteristics of stimulants, depressants, and inhalants.
4. Describe drugs used in the treatment of mental disorders.
5. Describe the physical, mental, social, and emotional affects of alcohol consumption.
6. Explain the characteristics surrounding the use and effects of tobacco, caffeine, dietary supplements, and over-the-counter drugs.
7. Compare and contrast the characteristics and effects of opioids, hallucinogens, marijuana, and performance-enhancing drugs.
8. Identify the components of the prevention and treatment of substance abuse and dependence.

Off Campus Field Experience

This course does not have an off-campus field experience.

Diversity

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**Technology**
The use of the Web is employed in this course for the dissemination of course materials such as syllabus, handouts and course notes. Additional means of communication between the instructor and students are available through the use of email.

**Tentative Topical Outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course introduction; Drug use overview; Definition of terms</td>
</tr>
<tr>
<td>2</td>
<td>Facts and information; Chemical dependancy; Drugs and violence</td>
</tr>
<tr>
<td>3</td>
<td>Drugs - depressants; Alcohol on campus; Alcohol assessment</td>
</tr>
<tr>
<td>4</td>
<td>Binge drinking; Alcoholism - theories, progression and recovery</td>
</tr>
<tr>
<td>5</td>
<td>Drugs - stimulants; Marijuana and opioids</td>
</tr>
<tr>
<td>6</td>
<td>Drugs - hallucinogens and club drugs; Review</td>
</tr>
<tr>
<td>7</td>
<td>Midterm</td>
</tr>
<tr>
<td>8</td>
<td>Co-dependancy; Enabling; Family dysfunction; Childern from chemically dependant families</td>
</tr>
<tr>
<td>9</td>
<td>Prevention; OSU Grant/DA program</td>
</tr>
<tr>
<td>10</td>
<td>Drugs and the elderly; Alcohol and drugs at the workplace</td>
</tr>
<tr>
<td>11</td>
<td>Intervention, referrals and treatment programs; Decision making</td>
</tr>
<tr>
<td>12</td>
<td>Drugs - athletes and professional sport - steriods, HGH and other performance enhancing drugs</td>
</tr>
<tr>
<td>13</td>
<td>Tobacco; Tabacco advertisment and safer cigarettes</td>
</tr>
<tr>
<td>14</td>
<td>AIDS and drugs; Review</td>
</tr>
<tr>
<td>15</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
Course Requirements/Evaluation

Examination #1 150 points
Examination #2 150 points
Group Presentation 100 points
NA/AA Paper 100 points
Total 500 points

Grading Scale:
- 93%-100% = A
- 90% - 92% = A-
- 87% - 89% = B+
- 84% - 86% = B
- 80% - 83% = B-
- 77% - 79% = C+
- 74% - 76% = C
- 70% - 73% = C-
- 67% - 69% = D+
- 60% - 66% = D
- 59% - below = E

Classroom Policies:

1. Students who have arranged through their college to take this course under the Pass/Non-Pass grading option must achieve a minimum of 60% to receive a passing (P) grade.

2. Reading Assignments: It is necessary that class readings be completed on time given that the format is part lecture and part discussion. Exam questions will come from the text, lectures, speakers, and assignments.

3. Quizzes, exams, etc. will only be given on the scheduled dates unless the student has an excused absence. Quiz, exam, etc. questions will be taken from the text, lectures, speakers, and assignments. Exam content will consist of all materials covered in class: Guest speakers, videos, lecture, discussion, and assigned readings.

4. Absence from class: There are four situations which constitute an “excused absence” from the class meeting time. They are:
   a. students who participate in a documented University sanctioned event
   b. students who have a documented death in the family
   c. students who are observing a religious holiday, and
   d. student is too ill or injured to physically attend class.

In accordance to Faculty Rule 3335-7-15, students who will be participating in University sanctioned events must provide the instructor with a copy of the scheduled events and those classes which will be missed. This documentation must be on University letterhead, signed by the coach/supervisor, and given to the instructor within the first two weeks of the quarter. Students who will be observing a religious holiday must provide date/event written notification to the instructor within the first two weeks of the quarter. Any absence due to illness or injury will ONLY be excused if the student presents documentation from a physician or nurse practitioner that clearly states that the student was too ill or injured to attend class. Any such missed classes must be made up within two weeks of the absence. Failure to complete the missed material within two weeks will result in that absence becoming an unexcused absence and a zero for any materials not completed.
5. **Assignments**: All assignments are to be typed. No hand-written work will be accepted. Late assignments will not be accepted except when the student has an “excused absence.” (See item #5 above). Assignments should be turned in during class on the due date. If a student must be absent from class, it is the student’s responsibility to obtain any class material/assignments missed. **Emailed assignments will not be accepted.**

6. **Respect**: In order to maintain a positive learning environment, the following ground rules will be followed:
   a. Personal perspectives will be valued. Degrading or discriminatory remarks or behaviors are not acceptable.
   b. Discussions will reflect an exchange of information, experiences, ideas, opinions, etc. Debates will be appropriate when specified.
   c. If group projects are assigned, it is the responsibility of group members to delegate work. All members of a group must present on the project and all will receive the same grade.
   d. Students need to arrive early and be prepared for class. Students will not hold private conversations when another person is talking. Students will not pack materials up or leave the classroom until class is dismissed.
   e. If a student’s behavior in the classroom is disruptive, the instructor will give him/her the opportunity to correct the behavior without penalty. If the student’s behavior continues to be disruptive, he or she will be referred to the Office of Academic Affairs for disciplinary action under Judicial Procedures in the Student Code of Conduct (Faculty Rule 3335-23).

7. Students with **extenuating circumstances** that are in conflict with these set policies are encouraged to contact the instructor during office hours or by appointment.

**Text**


**Academic Misconduct**

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct. [http://studentaffairs.osu.edu/resource_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)
**ODS Statement**
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**Grievances and Solving Problems**
According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by **speaking first with the instructor or professor**. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”
The Ohio State University
School of Physical Activity and Educational Services
EDU PAES 2250 – Avoiding Cancer
(2 credits)

Instructor: 
Class Number: 
Office: 
Class Location: 
Office Hours: 
Meeting Time: 
Email Address: 
Quarter, Year: 
Mailbox: 
SFHP Website: http://ehe.osu.edu/paes/sfhp
Course Website: http://carmen.osu.edu

Course Description

This course provides a discussion of the latest findings relative to avoiding cancer through lifestyle choices and assessment of one's family health history.

Relationship to Other Courses

This is a basic lecture course in the Sport, Fitness, and Health Program. It is open to any student at The Ohio State University. There are no prerequisites for this course.

Course Objectives:
At the conclusion of this course, the student will be able to:
1. Describe the biological properties of cancer
2. Identify the major risk factors/prevention strategies associated with cancer
3. Identify ways to improve nutritional habits to reduce cancer risks
4. Demonstrate an understanding of how exercise can reduce cancer risks
5. Identify other lifestyle habits that contribute to cancer risk
6. Develop and implement a personal cancer prevention program

Autumn 2011

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Topical Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course introduction; Cancer is preventable; What is cancer</td>
</tr>
<tr>
<td>2</td>
<td>What are we doing to prevent cancer?; Cancer prevention pre-test</td>
</tr>
<tr>
<td>3</td>
<td>Common cancers - breast, prostate, lung, colon/rectum</td>
</tr>
<tr>
<td>4</td>
<td>Common cancers - skin, urinary, bladder, uterus, ovaries, liver, pancreas, and non-Hodgkin lymphoma</td>
</tr>
<tr>
<td>5</td>
<td>Environment and cancer prevention</td>
</tr>
<tr>
<td>6</td>
<td>Nutrition and cancer prevention</td>
</tr>
<tr>
<td>7</td>
<td>Midterm</td>
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<tr>
<td>8</td>
<td>Lifecycle and cancer prevention</td>
</tr>
<tr>
<td>9</td>
<td>Exercise/Weight management and cancer prevention</td>
</tr>
<tr>
<td>10</td>
<td>Infection and cancer prevention</td>
</tr>
<tr>
<td>11</td>
<td>Medicine and cancer prevention</td>
</tr>
<tr>
<td>12</td>
<td>Developing and implementing a personal cancer prevention program</td>
</tr>
<tr>
<td>13</td>
<td>Living with cancer - What to do when prevention programs fail</td>
</tr>
<tr>
<td>14</td>
<td>Cancer prevention IQ post-test; Review</td>
</tr>
<tr>
<td>15</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

Course Requirements/Evaluation
Assignments 100 points
Quizzes 100 points
Final Exam 50 points

TOTAL POSSIBLE POINTS = 250 points

Grading Scale:
232 - 250 = A
225- 231 = A-
217 - 224 = B+
210 - 216 = B
200 - 209 = B-
192 - 199 = C+
185 - 191 = C
175 - 184 = C-
167 - 174 = D+
150 - 166 = D
0 - 149 = E
The Ohio State University

*Students who have arranged through their College to take this course under the Pass/Nonpass grading option must achieve a minimum of 60% to receive a Passing (P) grade.

**Classroom Policies**

**Reading Assignments:**
All students are expected to stay current with all reading assignments and materials, including the submission of quizzes and assignments. Exam questions will come from the text, reading assignments and other required course materials.

**Quizzes and exams:**
Quiz and exam questions will be taken from the text, assignments, and any other supplemental course materials provided by the instructor. All quizzes and exams are distributed online and students must complete and submit all quizzes and exams by the due date posted. Only excused absences will be considered as exceptions to the posted deadlines.

**Excused Absences**
An excused absence means that the student will be given an opportunity to make up work that he or she missed. There are four situations, which constitute an “excused absence” from the class meeting time. They are:

1) Students who participate in a documented University sanctioned event
2) Students who have a documented death in the family
3) Students who are observing a religious holiday
4) Students who are too ill or injured to participate in class

In accordance with Faculty Rule 3335-7-15, students who will be participating in University sanctioned events must provide the instructor with a copy of the scheduled events and those classes which will be missed. This documentation must be on University letterhead, signed by the coach/supervisor, and given to the instructor within the first two weeks of the quarter. Students who have missed class due to a death in the family must provide documentation of the death (death certificate, obituary, etc.). Students who will be observing a religious holiday must provide date/event written notification to the instructor within the first two weeks of the quarter. Students who are too ill or injured to participate in class must provide written documentation from a physician stating that the student cannot participate in class. Any excused absences must be made up within two weeks of the absence and the student must submit an official “SFHP Course Make Up Form.” Failure to complete an “SFHP Course Make Up Form” and the necessary activity within two weeks will result in that absence becoming an unexcused absence. The make up form is available from the instructor. There will be no make-up of unexcused absences.
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http://studentaffairs.osu.edu/resource_csc.asp

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Technology

The use of Carmen is employed in this course for receiving the syllabus, online lessons, assignment distribution and submission, quizzes and exams, and communication (via Carmen email). Web Address: www.carmen.osu.edu You will need an OSU username and password to access the site. Your password for Carmen will be the same password that you use for email, etc.

Software Requirements
You will need Microsoft Word (Office 2007 or greater is recommended) to complete the lab activities. You will also need 2 sources of reliable internet access (a primary source and a backup source). Both sources are available to you on OSU main campus public computing sites.
The Ohio State University  
School of Physical Activity and Educational Services  
EDU PAES 3314D – AIDS Awareness (2 credits)

Instructor:  
Office:  
Office Hours:  
Email Address:  
Mailbox:  
SFHP Website:  
Course Website:  
http://education.osu.edu/paes/sfhp  
http://carmen.osu.edu

Course Description:
This course provides a review of the physiological, psychological, social, legal, and moral issues surrounding the disease AIDS with emphasis placed on responsible decision making about one's lifestyle.

Course Objectives:
By the completion of this course, the student will demonstrate:
1. An understanding of the social, biological, and psychological factors surrounding the AIDS pandemic and the implications for prevention;
2. Accurate knowledge of the epidemiological aspects of HIV and safer sex practices appropriate to a college student who may be involved with those who are HIV infected, engage in risky behaviors, and the population at large;
3. Sensitivity to diverse groups and understanding of the unique needs of those who are HIV infected and their significant others;
4. Ability to understand the implications of social and cultural factors, including values, stigmas, and stereotypes, on the development and implementation of HIV/AIDS policy;
5. Knowledge regarding the opportunities and constraints of primary health prevention methods as these relate to current HIV/AIDS social policies;
6. Understanding of the psychosocial and biological progression of HIV illness, including new treatment options, and the coping mechanisms of clients, their significant others and professionals for dealing with terminal/chronic illness, disability, loss, and death.

Relationship to Other Courses
This is a basic lecture course in the Sport, Fitness, and Health Program. It is open to any student at The Ohio State University. There are no prerequisites for this course.

Off Campus Field Experience
This course does not have an off-campus field experience.
Topical Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course introduction; Defining the disease and finding the cause</td>
</tr>
<tr>
<td>2</td>
<td>Discovering AIDS - the origins of the disease</td>
</tr>
<tr>
<td>3</td>
<td>Biological characteristics</td>
</tr>
<tr>
<td>4</td>
<td>Anti-HIV therapy - common treatment</td>
</tr>
<tr>
<td>5</td>
<td>Epidemiology and transmission</td>
</tr>
<tr>
<td>6</td>
<td>Prevention; Review</td>
</tr>
<tr>
<td>7</td>
<td>Midterm</td>
</tr>
<tr>
<td>8</td>
<td>AIDS prevalence among selected groups - cultural differences</td>
</tr>
<tr>
<td>9</td>
<td>AIDS prevalence among selected groups - women, children, and young adults</td>
</tr>
<tr>
<td>10</td>
<td>Testing for HIV</td>
</tr>
<tr>
<td>11</td>
<td>Professionals dealing with AIDS - stigmas and obstacles</td>
</tr>
<tr>
<td>12</td>
<td>AIDS today - societal myths and perceptions</td>
</tr>
<tr>
<td>13</td>
<td>New treatments - a look into the future of the disease</td>
</tr>
<tr>
<td>14</td>
<td>Review</td>
</tr>
<tr>
<td>15</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

Course Requirements/Evaluation

- Midterm: 50 points
- Final: 50 points
- Reaction Papers: 100 points (20 points per paper)
- Discussions: 50 points (10 points each)
- Total: 250 points

Grading Scale:

- 233 - 250 = A
- 225 - 232 = A-
- 218 - 224 = B+
- 210 - 217 = B
- 200 - 209 = B-
- 193 - 199 = C+
- 185 - 192 = C
- 175 - 184 = C-
- 168 - 174 = D+
- 150 - 167 = D
- 0 - 149 = E

Classroom Policies

1. Students who have arranged through their college to take this course under the Pass/Non-Pass grading option must achieve a minimum of 60% to receive a passing (P) grade.

2. Reading Assignments: It is necessary that class readings be completed on time given that the format is part lecture and part discussion. Exam questions will come from the text, lecture slides and assignments.

3. Quizzes, exams, etc. will only be given on the scheduled dates unless the student has an excused absence. Quiz, exam, etc. questions will be taken from the text,
lectures and assignments.

4. **Absence from class:** There are four situations which constitute an “excused absence” from the class meeting time. They are: 1) students who participate in a documented University sanctioned event, 2) students who have a documented death in the family, 3) students who are observing a religious holiday, and 4) student is too ill or injured to physically attend class. In accordance to Faculty Rule 3335-7-15, students who will be participating in University sanctioned events must provide the instructor with a copy of the scheduled events and those classes which will be missed. This documentation must be on University letterhead, signed by the coach/supervisor, and given to the instructor within the first two weeks of the quarter. Students who will be observing a religious holiday must provide date/event written notification to the instructor within the first two weeks of the quarter. Any absence due to illness or injury will ONLY be excused if the student presents documentation from a physician or nurse practitioner that clearly states that the student was too ill or injured to attend class. Any such missed classes must be made up within two weeks of the absence. Failure to complete the missed material within two weeks will result in that absence becoming an unexcused absence and a zero for any materials not completed.

5. **Assignments:** All assignments are to be typed. No hand-written work will be accepted. Assignments should be turned in on the date due. If a student must be absent from class, it is the student’s responsibility to obtain any class material or assignments missed. All assignments will be submitted through the drop box tool or the Discussion section on the class Carmen website.

6. **Late Submissions:** Students are encouraged to submit all assignments, whether they are on-time or not. If you have missed a submission window on Carmen, please submit all late assignments to the “Late Submissions” folder in the Dropbox. This includes all late discussions, you must save your discussions in a Word document and submit them in the Dropbox. **Unless you have received permission from the instructor, DO NOT SUBMIT any late assignments VIA EMAIL!** Emailed assignments run the risk of being lost, whereas the Dropbox records all uploads. All late submissions are subject to a 10% point deduction for each week an assignment is late. For example, an assignment that was initially worth 20 points that is turned in 2 weeks late automatically loses 4 points for being late. **No late assignments will be accepted after the Final Exam has closed on Carmen.**

7. **Respect:** In order to maintain a positive learning environment, the following ground rules will be followed:
   a. Personal perspectives will be valued. Degrading or discriminatory remarks or behaviors are not acceptable.
   b. If a student’s behavior is disruptive, the instructor will give him or her the opportunity to correct the behavior without penalty. If the student’s behavior continues to be disruptive, he or she will be referred to the Office of Academic Affairs for disciplinary action under Judicial Procedures in the Student Code of Conduct (Faculty Rule 3335-23).

8. Students with **extenuating circumstances** that are in conflict with these set policies are encourage to contact the instructor during office hours or by appointment.
Academic Misconduct
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http://studentaffairs.osu.edu/resource_csc.asp

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.

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4
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.

Technology
The use of Carmen is employed in this course for receiving the syllabus, online lessons, assignment distribution and submission, quizzes and exams, and communication (via Carmen email). Web Address: www.carmen.osu.edu You will need an OSU username and password to access the site. Your password for Carmen will be the same password that you use for email, etc.

Software Requirements
You will need Microsoft Word (Office 2007 or greater is recommended) to complete the lab activities. You will also need 2 sources of reliable internet access (a primary source and a backup source). Both sources are available to you on OSU main campus public computing sites.

Regarding problems using technology during the course of this class:

1. If you have any problems or failures always contact the help desk first (688-4277 or 8help@osu.edu). They will document your problem, and forward the issue on the appropriate tech people. You may want to check the Help first (by clicking in the upper right hand side of the screen). If you do have a technology problem affecting this course, please also send me an email or a voice mail letting me know that you are having a difficulty, and that you have contacted the help desk.

2. If you have problems submitting an assignment or completing a quiz, first, contact the help desk. Immediately after speaking to them, either send me an email, or leave a voice-mail message for me at my office no matter what the time letting me know that
you are having a difficulty. Do not call several hours after a problem, as this may result in a penalty of points.

3. If you think Carmen is down, go to http://www.oit.ohio-state.edu/. If email, Carmen or other systems are down, it will be listed on the home page. If you believe Carmen is down, contact the help desk at 688-HELP or 8help@osu.edu. They will be able to verify the problem, and

4. If you are having problems with the CONTENT of the course (readings, questions about the quiz, etc.) please post them to the discussion board, or send them to me in an email.
The Ohio State University
PAES 5645: Health counseling (3 semester hours)
Fall Semester, 2012

**Instructor:** Kate King RN MS  
**Email:** king.118@osu.edu  
**Phone:** 614-571-7639

Course Description: The focus of this course is to facilitate a beginning development of counseling skills and techniques when working with children and adolescents in school settings. An emphasis will be placed on solution-focused brief therapy, narrative therapy, crisis counseling, drug and alcohol counseling, presenting issues requiring intervention and developmental and diversity issues related to counseling with children and adolescents. This course is designed to meet the requirements for School Nurse Licensure.

Course Purpose:
This is a class primarily for school nurse licensure candidates, health educators and health professionals who will be utilizing counseling skills in the school setting. The course provides knowledge for the novice health counselor about basic health counseling principals and issues requiring intervention. The course is intended to provide knowledge and skill in the identification and implementation of health counseling.

Objectives:
- be familiar with the ethical guidelines and standards of practice regarding the delivery of mental health services/counseling with a special focus on school settings  
- develop interpersonal skills needed to establish and maintain a therapeutic relationship when working with children/adolescents using solution-focused and narrative therapy  
- develop the necessary interpersonal skills to establish and maintain rapport and intervene with children/adolescents and relevant adults in crisis situations  
- develop an understanding regarding unique issues pertaining to particular crisis situations  
- develop an understanding of how issues of diversity can influence the counseling process  
- develop an understanding of how developmental factors can influence the counseling process  
- develop skills to be a member of a school or district-wide crisis team

Textbooks and Materials: readings on Carmen

Students with Special Needs: Students with special needs that affect their ability to participate fully in the class or to meet all course requirements should bring this to the instructor's attention so that appropriate accommodations can be arranged. University recognized accommodations (ADA accommodations) will be provided only for students who have a formal relationship with the Office for Students with Disabilities. Requesting for these accommodations is the sole responsibility of the student. As an instructor, I will make every effort to address the special needs of students while maintaining the integrity of the learning experience.
Academic Integrity:
The School of Physical Activity and Educational Services has set forth clear policies and procedures regarding academic misconduct. These procedures can be found in the program handbook and the Patterns of Administration, and students are expected to read and follow these policies. All projects and tests will represent your own work. The student is responsible for understanding the limits of collaboration on all work in this class. Any use of others' ideas and words without proper citation of sources is plagiarism and will result in a formal response from the instructor and university. Additionally, all assignments submitted in the course should be work produced specifically for this course. Academic misconduct will be handled on an individual basis; however, in most cases, students will receive the strictest consequences given by the University as explained in the academic misconduct policy.

Grading:
Grading for this class is conducted via a rubric system for each assignment. Forms related to the evaluation of each assignment will be found in the course requirements section of the website. Students will receive a grade on the assignment based on how closely they follow the rubric and the requirements for each assignment. Students are expected to act in a professional manner while completing all of the assignments for this course. Although separate points will not be awarded for professionalism, points can be deducted from any individual assignment or the overall course grade for unprofessional behavior on the part of the student.

Course Requirements:
Class Participation:
Learners are expected to attend and actively contribute to class activities and discussions. Four points toward the final grade will be given for each class session attended in person for face to face classes. Learners can earn up to three points for each initial discussion posting and 2 points for each response posting.

Weekly Discussion Questions (40% of the overall grade): For each weekly topic, learners will be asked to post to the Discussion Forum in response to questions raised by the instructor. For maximum credit, learner responses will be expected to demonstrate the following: (1) completion of the topics assigned readings and (2) reflection and thought about the assigned questions given the material presented in that and previous topics. Each initial posting is expected to be a supported by evidence in the readings and cited. Response Postings must include at least one supportive commentary on a fellow learners initial post and one commentary addressing a change or improvement. (See Discussion Posting item in the the content section of the course).

Inquiry Groups:
Working in teams of five to six learners, participants will research and present an issue relevant to school health counseling. Topics will focus on possible issues requiring short term counseling in a school setting as well as considerations for diversity such as developmental level of the child and culture. The group will prepare a study presentation for the class and engage the class in discussing the issue. Topics must be approved by the instructor to prevent multiple presentations on the same topic. A group list and topic must be submitted by the fifth week of class. A content outline of the presentation, including learning objectives, with at least 5 current references is due the week before the presentation.

The Inquiry Presentation:
This is a fifteen-minute learning experience which involves class members in the issue. Discussion, debate, role plays, skits, etc. may be used. Your group will be evaluated according
to how you involve the class in the issue, your creativity in presenting the issue and the academic rigor of your resource material. A list of possible issues is included in the syllabus. Groups will be formed by the fifth class session. Students in the class will evaluate presentations other than their own providing written peer feedback.

Content Topics:
Content Topics may be re-ordered throughout the quarter based on speaker availability.

Evaluation Plan:

Discussion topic and response  40 %
In class Participation  10 %
Inquiry Group Outline  15 %
Inquiry Presentation  30 %
Inquiry peer evaluations  5 %

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COURSE OUTLINE

Week 1: On-line
   Course Overview
   The Counseling Process

Week 2: On-line
   Interviewing Skills
   Individual Differences

Week 3: In Class
   Practice Interviewing Skills

Week 4: On-line
   Family and Individual Crises
Week 5: In Class
   Columbus Coalition against Family Violence

Week 6: On-line
   Mental Health Counseling

Week 7: On Line
   Violence Counseling

Week 8: On-line
   School wide Crises

Week 9: In Class
   Grief Counseling
   In class guided learning for inquiry presentations

Week 10: In-class
   Social/Economic Counseling
   In class guided learning for inquiry presentations

Week 11: Online
   Sexuality in the teen age years

Week 12: In-class
   Conducting the crisis interview

Week 13: In-class
   Inquiry Group Presentation 1

Week 14: In-class
   Inquiry Group Presentation 2

Inquiry Group:
The following topics should relate to the prevalent issues requiring brief counseling in the school setting. You may choose an additional topic pending instructor’s permission. Individual differences such as culture and developmental levels should be included and an example of one-on-one counseling experience must be part of the presentation.

   School Avoidance/Truancy
   Diabetes
   Sexual behaviors
   Sexuality
   Tobacco use
   Growth and Development
   Obesity
   Pregnancy
Hygiene
Bullying
Self-mutilation

Incomplete Policy
To receive an Incomplete for the quarter, the learner must discuss in advance the reason why an assignment will not be turned in by the due date. Incompletes will only be granted for circumstances beyond the control of the learner.

ATTENDANCE POLICY:
I expect students to attend all of the class sessions. If you must be absent please inform me by email or phone prior to the class session. You have an obligation to be present and prepared so as to better serve your adult learner.

SERVICES FOR STUDENTS WITH A DISABILITY
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SCHOOL OF PHYSICAL ACTIVITY AND EDUCATIONAL SERVICES

PAES 5635: School Health Services  Fall Semester 2012

Instructor: Kate King RN MS

Advising hours are by appointment Phone: 614-571-7639 E-mail: king.118@osu.edu

Course Description:

In this course, the learner will investigate issues related to the relationship of schools, learning, and health. The major components of the school as a place for health will include: healthy school environment, school health services, and school health education. Learners will investigate issues and concerns related to the role of health in improving academic performance, improving student health practices, and improving the well being of the school/community. The course will focus on the knowledge and skills needed by the school nurse and other health personnel to foster health in the schools.

This course will address the following issues:

1. What is the obligation of the Community to provide school health services.
2. To what extent should school health services reflect the values of the community?
3. What is the documented relationship between providing school health services and quality education?
4. What are the roles of School Health professionals in providing health care in an academic setting?
5. What is the legal basis for providing health services in the schools?
6. To what extent are the goals of comprehensive school health realistic? Can the Schools really influence the health practices of children, adults, the community? Can the Schools really influence the health status of families through educating the children?
7. Is there a basic set of health services that all schools should provide? To what extent should school health focus on protecting, informing, and preventing?
8. To what extent is your community providing health services through the schools?

Course Goal:

Presented with a school, the learner will conduct an assessment of the school environment to determine the extent to which comprehensive school health services are provided. The assessment will include environmental, health education, and health services. Recommendations for improvement will be provided in a report to the school administration.

Required Texts:

Additional course readings will be assigned in the readings page found in the content section of our course.

**Course Requirements:**

**Class Participation:**

Learners are expected to attend and actively contribute to class activities and discussions.

**Class Projects:** You may select Option A or Option B for the class project

Option A: School Health Services Issues

Learners will research and present an issue relevant to coordinated school health services. Suggested topics are listed at the end of this syllabus. Topics will focus on the distribution and determinants of health risk behaviors in a school setting, the administrative issues related to operating a school health services program. Assignments for the course will be used to build a case for the topic. Further instructions will be provided later in the course.

OR

Option B: School Health Assessment

Learners will conduct an assessment of a school health program. Utilizing the CDC School Health Index, learners will pick a topic using the customizable paper format and complete the assessment. If you are not working in a school you will need to contact a school nurse and either interview the school nurse or actually walk the school. A list of school nurses may be obtained from your course instructor. Assignments for the course will be used to build a case for the topic. Your findings will be presented in both narrative and health plan format. Further instructions will be provided later in the course.

**Class Assignments:**

Each week questions from the readings are assigned. Answers should reflect your own voice with evidence from the text to support your reply.
Evaluation Plan:

<table>
<thead>
<tr>
<th>Discussion postings</th>
<th>30 pts (3 pts per class)</th>
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<tbody>
<tr>
<td>School Health Services Issues OR School Assessment</td>
<td>40 pts</td>
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<tr>
<td>Class assignments</td>
<td>30 pts (3 assignments at 10 pts each)</td>
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COURSE OUTLINE

Week 1:
Course Overview

Week 2:
Developing a School Health Program

Week 3:
Historical Trends in School Nursing

Week 4:
Legal and Legislative Aspects of School Health

Week 5:
School Nursing Roles and Functions
**Week 6:**
School Health Services

**Week 7:**
Providing Safe Environments for Learning

**Week 8:**
Confidentiality Issues

**Week 9:**
Medication Administration

**Week 10:**
Immunizations and Exclusion

**Week 11:**
School Nurse as Advocate for Healthy School Behaviors

**Week 12:**
Developing Relationships with the Community

**Week 13:**
Evidence Based School Health Interventions

**Week 14:**
The Future of School Nursing

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**School Health Services Issues:**

The following topics should relate to the ways in which your schools will address the priorities for Healthy People 2020 or focus on administrative issues. Your inquiry should focus on the determinants, distribution, and activities that might improve health status in the following areas: Examples of possible topics include

- Unintentional injuries
- Violence/suicide
- Tobacco use
- Alcohol and other drugs
- Unintended pregnancy/HIV-AIDS/ Sexual behaviors
- Unhealthy dietary patterns
- Inadequate physical activity
- Environmental Health
- Medication administration
- School Nurse office management
- Confidentiality
- Exclusion
- Transporting students
- Family and Child protective services

**Policies on Late Assignments and Course Incompletes:** Given the iterative nature of the assignments and the reliance of the course on learner-to-learner feedback, it is imperative that assignments be submitted by the time and date specified. In extenuating circumstances, the instructor may agree to accept a late assignment. If possible, such arrangements should be made with the instructor in advance. In the event that a late assignment is accepted, the instructor will impose a grade penalty. Even when late submissions are accepted, your peers will not be required to give feedback, so you will forfeit your opportunity to receive valuable peer feedback. Given the nature of this online course, course incompletes **will not** be granted. The instructor will make every attempt to work with you to complete all assignments by the end of the course.

**University, College, and School Policies**

Statement of student rights:” Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.”

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PAES 5703: Health Behavior Change

COURSE DESCRIPTION: Critical analysis and application of Health Behavior Theory to Health Behavior change programs. Review of professional literature on changing health behavior through the use of theory-based interventions. Focus on the development and evaluation of effective health promotion interventions in the school, worksite and community settings.


INSTRUCTOR: R. Petosa, Ph.D., A54 PAES Building, 292-8345, Petosa.1@osu.edu

Participants will develop skills in:
1. Applying theoretical models of health behavior to the design of health interventions.
2. Designing intervention components to produce favorable change in theoretical constructs.
3. Evaluating impact of intervention components on theoretical constructs.
4. Critically assessing the theoretical basis of published health promotion interventions.
5. Assessing the degree of scientific support for health behavior theories.

COURSE POLICIES
1. Late assignments depreciate 10% of total point value each day late.
3. Written assignments should be typed, labeled, fully referenced, submit to Carmen Drop Box. Please retain a personal copy of assignments.
4. Readings and assignments must be completed on time. Class format is part lecture, part discussion.
5. Academic Misconduct: Students are to do their own original work. Any deviation from these expectations is considered academic misconduct and Faculty Rule 3335-31-02 will be enforced.
6. Cell Phones: Silence all cell phones during class. No text messaging during class time. You will be asked to leave class session if you use cell phone. Use of cell during exam is strictly forbidden.

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A+ = 900-920       A = 921 - 1000
B+ = 821 - 878     B = 879 - 899
B- = 721 - 778     C = 779 - 799
C- = 660 - 678     D = 699 - 699
D- = 0-589
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<td>Health Belief Model</td>
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<td>Wk3</td>
<td>Theory of Reasoned Action</td>
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<td>Transtheoretical Model</td>
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<td>Social Cognitive Theory</td>
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<td>A3</td>
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<td>Diffusion of Innovations</td>
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<td>Synthesis Model</td>
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<td>Wk14</td>
<td>Class Presentations</td>
<td></td>
<td>Theory Review Paper</td>
</tr>
</tbody>
</table>

C=text chapter, A=application paper
COURSE ASSIGNMENTS:

**PARTICIPATION:** the quality and quantity of individual contributions to class discussions are considered in final grade. Attendance is necessary by not sufficient for participation.

**APPLICATION PAPERS 1-6:** Identify a lifestyle health behavior and target population. Concisely describe how you would apply the theory from the text chapter to changing the personal health behavior. Each paper will include: behavioral objective, target population, Schematic of the theory, and detailed description of how theory constructs will be operationalized in an intervention to change health behavior. Describe the educational process used to produce favorable changes in constructs of the theory. (2-3 pages each). Bring a single copy of paper to class and submit copy to Carmen.

**SYNTHESIS MODEL:** create a comprehensive schematic of constructs that best represents a causal theory of the health behavior you have been studying this quarter. Define each construct and illustrate causal pathways. Describe construct change methods to promote health behavior change. Create a handout for each member of the class and prepare a 4 minute presentation of your model. **Submit to Carmen**

**Exam Item Construction:** each student constructs 5 multiple choice items based on an assigned chapter/lecture. These items are pooled and distributed to class members as a study guide with answer key. Instructor will choose items based on quality and relevance. Submit via email to coordinator.

**THEORY REVIEW PAPER:** Review 6 – 20 published research articles which represent the best research studies supporting a health behavior theory of your choice. A key element of this paper is the choice of the studies reviewed. Outline of paper: purpose, search strategy, selection criteria for articles, description of the scientific methods of each study, results: impact on theory constructs, impact on health behavior, conclusions: level of evidence to support theory, implications for theory studied, bibliography. Submit to Carmen.

**Exam:** comprehensive, primarily multiple choice with possible short essays.

**Diversity:** The curriculum and experience is designed, implemented, and evaluated in a manner that promotes the acquisition and application of knowledge, skills, and dispositions necessary to help all students learn.

**Statement of Student Rights**

"Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations." Students with a disability should work through the Office of Disability Services to secure appropriate accommodations (292-3307).

**Classroom Policies**

1. **Attendance** will be monitored through the completion of labs and class quizzes. Students are expected to attend class lectures.
2. All students are expected to attend class on time and participate in all class sessions. Students who arrive more than 15 minutes late for class will not be permitted into class unless prior arrangements have been made between the student and the instructor.

3. **Readings and assignments** must be completed on time. Class format is part lecture, part discussion and part student independent work.

4. **Exams** will ONLY be given on the scheduled dates unless the student has a University **excused absence** (see policy 5). Exam questions will be taken from the class readings, lectures, labs, and class assignments.

5. **Absence from class:** There are four situations which constitute an “excused absence” from the class meeting time. They are: 1) students who participate in a documented University sanctioned event, 2) students who have a documented death in the family, 3) students who are observing a religious holiday and 4) students who are unable to attend class due to a documented medical reason. In accordance to Faculty Rule 3335-7-15, students who will be participating in University sanctioned events must provide the instructor with a copy of the scheduled events and those classes which will be missed. This documentation must be on University letterhead, signed by the coach/supervisor, and given to the instructor **within the first two weeks of the quarter**. Students who will be observing a religious holiday must provide date/event written notification to the instructor **within the first two weeks of the quarter**. Students with a medical excuse must have documentation which states that the student could not have been in attendance at class as a result of the medical condition. Documentation only stating that the student was seen by a physician on the date of the class will not be accepted. **It is the students’ responsibility to make up any such missed classes within two weeks of the absence.** Failure to complete the missed material within two weeks will result in that absence becoming an unexcused absence and a zero for any materials not completed.

6. **Academic Misconduct:** Students are to do their own original work within the confines of the course objectives and evaluation procedures. Any deviation from these expectations is considered academic misconduct and Faculty Rule 3335-31-02 will be enforced. Academic misconduct includes, but is not limited to, cheating on tests/quizzes, plagiarism, forging another students name on attendance sheets, or violating any rules.

7. **Assignments:** All assignments are to be typed, double spaced, and fully referenced. No handwritten work will be accepted. Hard copies of the assignments should be turned in during class on the due date. Make personal copies of all assignments; the originals will be kept on file by the instructor for at least one year. Late assignments will not be accepted except when the student has an “excused absence” (See item #5 above). If a student must be absent from class, it is the student’s responsibility to obtain any class material/assignments missed and get assignments to the instructor by 5:00 pm on the day the assignment is due. The grade for the assignments will depreciate 10% of the total assignment value each day late.

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9. **Respect:** In order to maintain a positive learning environment, the following ground rules will be followed:
   a. Personal perspectives will be valued. Degrading or discriminatory remarks or behaviors are not acceptable.
   b. Discussions will reflect an exchange of information, experiences, ideas, opinions, etc.
Debates will be appropriate when specified.
c. If group projects are assigned, it is the responsibility of group members to delegate work. All members of a group must present on the project and all will receive the same grade.
d. Courtesy needs to be maintained in the classroom at all times. Students need to arrive early and be prepared for class when it begins. Students will not hold private conversations when another person is talking. Students will not pack materials up or leave the classroom until class is dismissed.
e. If a student's behavior in the classroom is disruptive, the instructor will give the student an opportunity to correct the behavior without penalty. If the student's behavior continues to be disruptive, he or she will be referred to the Office of Academic Affairs for disciplinary action under Judicial Procedures in the Student Code of Conduct (Faculty Rule 3335-23).
PAES 5704: EVALUATION OF HEALTH PROGRAMS

Course Description: Application of methods for evaluating learning processes and programs in health behavior interventions in the school, worksite or community setting. Skills to conduct process, impact and outcome evaluation methods will be developed. Emphasis will be placed on the political, educational and theoretical aspects of evaluation practices.

Professor: Rick Petosa, Ph.D.  petosa.1@osu.edu  www.coe.ohio-state.edu/petosa/default.htm

COURSE READINGS: Measurement and Evaluation in Health Education and Health Promotion

COURSE PARTICIPANTS WILL DEVELOP THE ABILITY TO:

1. analyze political influence on the design, and interpretation of health program evaluations.
2. integrate evaluation planning with health program planning and implementation processes.
3. design and implement process, impact and outcome evaluations.
4. Implement processes of continuous program refinement grounded in evaluation results.
5. choose the appropriate evaluation design for a specific health education program.
6. identify factors affecting the internal and external validity of an evaluation design.
7. describe factors which affect the validity and reliability of measurement instruments.
8. identify and/or develop mechanisms to assess educational methods and processes.
9. provide consultation for identifying indicators of program success.
10. choose and/or develop appropriate data collection instruments.
11. collect data using reliable methods.
12. present evaluation results using descriptive statistics.

COURSE POLICIES

1. Late Policy-assignments turned in late will depreciate 10% each day beyond the due date.

2. Papers-typed, double spaced, fully referenced, submit to drop box at Carmen Course site. In addition bring a hard copy of labs 2 – 6 to class. Retain personal copies of all assignments.

3. No electronic communications during class, no cell phone, no texting, no internet, no email.

4. Each student is responsible adhering to the rules and obligations of The Code of Student Conduct available from the Office of Judicial Affairs, 2050 Drake Union.

5. Exams are cumulative including all course materials and assignments.

COURSE GRADING

UNDERGRADUATE STUDENTS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tr>
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<td>90 - 92</td>
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Labs 1-6 300  Labs 1-6 300
Exam Construction 100  Exam Construction 100
Exams 200  Exams 200
Evaluation Project 400  Evaluation Project 200
Literature Assignment 200

Total course pts. 1,000 Total course pts. 1,000
COURSE REQUIREMENTS

Lab 1: Study the course reading "Driver Education Evaluation and Debate for Policy". Critically review the position and supporting evidence of each author. Outline the evidence supporting each author's position. Take a position on the issue explaining what you would recommend for state policy and the reasons for your policy.

Lab 2: Review the list of goals and objectives for the Salem Whistle Co. PA Intervention. Revise the goals and objectives based on criteria presented in class.
- STRUCTURAL: who, what, how much by when.
- CONCEPTUAL: measurable, substantive, legitimate, logically consistent, educationally sound, research support.

Lab 3: Identify one important behavioral objective and one important educational objective from the Salem Whistle Co. PA Intervention. Develop a scale to measure each objective.

Lab 4: For intervention plan 2 from the Salem Whistle Co. PA Intervention, Design an observation form for use in the assessment of implementation fidelity for an intervention plan.

Lab 5: Design an Impact Evaluation for the Salem Whistle Co. PA Intervention including: design, sampling, measurement, and an analysis plan of your expected results.

Lab 6: Design an Outcome Evaluation for the Salem Whistle Co. PA Intervention, including: design, sampling, measurement, and an analysis plan of your expected results.

Exam Item Construction- construct evaluation items to assess course objectives for potential inclusion on exam. Items used on exam received 100% credit.

EVALUATION PROJECT- a comprehensive evaluation of a health behavior intervention. This paper includes a process, impact and outcome evaluations for a specific health behavior intervention. Evaluation Report: create data sets for all levels of Evaluation. Include Executive Summary, methods, instruments, sampling, results, conclusions, recommendations for program revision, evaluation budget and recommendations for evaluation revision.
### Weekly Course Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Topic</th>
<th>Reading Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Intro, Purpose of Evaluation</td>
<td>Driver Safety, Text1</td>
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<tr>
<td>Week 2</td>
<td>Measurement of Mediating Variables</td>
<td>Text3</td>
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<tr>
<td>Week 3</td>
<td>Measurement of Impact and Outcome Variables</td>
<td>Text4, Text6</td>
<td>Lab 1</td>
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<td>Week 4</td>
<td>Formative evaluation</td>
<td>Text5</td>
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<td>Process evaluation</td>
<td>Text7</td>
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<td>Evaluation Design/Impact Eval.</td>
<td>Text 8</td>
<td>Lab 3</td>
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<td>Week 7</td>
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<td>Sampling for Evaluation</td>
<td>Exam</td>
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<td>Week 9</td>
<td>Data Management</td>
<td>Text 9</td>
<td>Lab 4</td>
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<td>Week 10</td>
<td>Data Analysis and Interpretation</td>
<td>Text 10</td>
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<td>Week 11</td>
<td>Evaluation Timeline and Administration</td>
<td>Text 11</td>
<td>Lab 5</td>
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<td>Week 12</td>
<td>Evaluation Budget</td>
<td>Text 12</td>
<td>Lab 6</td>
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<tr>
<td>Week 13</td>
<td>Synthesis of Process, Impact and Outcome Evaluation</td>
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</tr>
<tr>
<td>Week 14</td>
<td>Evaluation Project Due</td>
<td>Exam</td>
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Course Description: The social, epidemiologic, behavioral and educational foundations of health promotion will be reviewed. Health Promotion skills in: needs assessment and program planning for school, worksite and community settings will be developed.

Carmen.osu.edu will be used for dissemination of course materials such as syllabus, readings, and handouts. Students are expected to study the posted readings by the assigned dates.

Course Objectives
1. Explain the contributions of health education to the solution of public health problems.
2. Interpret epidemiological data on the distribution and determinants of health problems.
3. Estimate relative contributions of behaviors as etiologic factors for health problems.
5. Design programs which effectively influence health-related behavior of target populations.
6. Formulate measurable objectives for achieving program goals.
7. Using Behavioral/Social sciences to design interventions that will achieve objectives.
8. Use educational methods to initiate and maintain health-related behavior change.
9. Differentiate between different levels of program intensity and levels of program impact.
10. Differentiate between process, impact and outcome evaluations.
11. Design appropriate evaluation plans for different program objectives.
12. Use evaluation results for administrative decision making.
13. Apply basic principles of budgeting for program implementation.
14. Use information technologies in designing health programs.

Course Requirements/Evaluation (Option One)  Grading Scale:
Paper 1 Causal Reasoning  200 pts  A 93-100%  A-90-92
Project Paper 2 Epidemiological Dx  100  B+ 87-89  B 83-86 B- 80-82
Project Paper 3 Behavioral Dx    100  C+ 77-79  C 73-76 C-70-72
Project Paper 4 Educational Dx  100  D+ 67-69  D 60-66 E 59 or below
Project Paper 5 Intervention Plan  100
Project Paper 6 Complete Program  400
Total  1000 pts

Course Requirements/Evaluation (Option Two)  Grading Scale:
Paper 1 Causal Criteria  200 pts  A 93-100%  A-90-92
Exam One  100  B+ 87-89  B 83-86 B- 80-82
Behavior Presentation  300  C+ 77-79  C 73-76 C-70-72
Exam Two  400  D+ 67-69  D 60-66 E 59 or below
Total  1000 pts

Classroom Policies
Cell phones: All cell phones should be turned off and put away during class sessions. Electronic Communications/memory devices used during exams could lead to charges of academic misconduct. All electronic communications are to be conducted outside the classroom.

Assignments: All assignments are to be typed, double spaced, and fully referenced. Electronic copies of assignments should be turned to Carmen by 4:00 p.m. on the due date. Retain personal copies of assignments. Assignment grades depreciate 10% each day late.

Academic Misconduct: Faculty Rule 3335-31-02 will be enforced.
<table>
<thead>
<tr>
<th>Course Outline</th>
<th>Readings</th>
<th>Deliverables</th>
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<tbody>
<tr>
<td>Week 1 Course Intro</td>
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<tr>
<td>Wk 2 Social DX</td>
<td>Causal Reasoning Articles</td>
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<td>Wk3 Epidemiological DX</td>
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<td>Wk4 Behavioral DX</td>
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<td>Wk5 Behavioral DX</td>
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<td>Wk6 Educational DX</td>
<td>Text 3</td>
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<td>Wk7 Educational DX</td>
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<td>Wk8 Intervention Plans</td>
<td>Text 4</td>
<td>P4 Educational DX</td>
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<td>Wk9 Intervention Outlines</td>
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<td>Wk10 Intervention Plans</td>
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<td>Wk 11 Behavior Change Models</td>
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<td>Wk 12 Stage Models</td>
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<td>Wk 13 Program Admin. Budgets and Timelines</td>
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<tr>
<td>Wk 14 Presentation of Health Programs</td>
<td>P6 Complete Program</td>
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</tbody>
</table>

**Paper 1: CAUSAL REASONING:** complete course readings on causal reasoning. List and describe application of rigorous scientific criteria you would use in reviewing the professional literature (not 1 article) for establishing causal link between behavior and health. 2-5 pages.

**Paper 2: EPI DX:** a Social Dx on Obesity is presented on Carmen. 1. Review Health Risk factor data for Nation and Ohio, 2. Present an evidence-based rational for top 3 health concerns, 3. Have leadership group prioritize 4. Identify target health status goal. Present steps of PRECEDE Epidemiological DX. Bring a hard copy of this draft to class for discussion and review.

**Paper 3: BEHAVIORAL DX:** 1. Conduct data base search on behavioral factors associated with target health problem. 2. Present steps of PRECEDE Behavioral DX. Bring a hard copy of this draft to class for discussion and review.

**Paper 4: EDUCATIONAL DX:** 1. conduct a literature search (descriptive and intervention) on factors affecting target health behavior. Present steps of PRECEDE Educational DX concluding with a set of educational objectives, and a description of the main behavior change strategies that will be used to achieve the behavioral objective. Bring a hard copy of this draft to class for discussion and review.

**Paper 5: Intervention Plan:** recruitment plan, all intervention components, duration of program (5 weeks min.), documentation. Bring a hard copy of this draft to class for discussion and review.

**Paper 6 Complete Program:** includes revised, fully documented versions of papers 2,3,4,5.

**Option Two: Behavior Change Presentation:** Review 5 high quality articles from professional journals that evaluate health interventions designed to change 1 health behavior in 1 population.
Each of the articles describes a behavior change intervention and provides evidence of behavioral impact. Compose a powerpoint presentation reviewing the articles. Deliver a powerpoint presentation on effective approaches to health behavior change/maintenance. Outline: target behavior, target population, intervention features, evidence of impact, critical analysis of quality of evidence, degree of impact, and critical analysis of mechanisms of behavior change.

DIVERSITY STATEMENT:

The School of 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.

ACADEMIC CONDUCT

You are expected, at all times, to act with academic integrity.

"At its core, academic integrity requires honesty. This involves giving credit where it is due and acknowledging the contributions of others to one's own intellectual efforts. It also includes assuring that one's own work has been completed in accordance with the standards of one's course or discipline. Without academic integrity, neither the genuine innovations of the individual nor the progress of a given field of study can adequately be assessed, and the very foundation of scholarship itself is undermined. Academic integrity, for all these reasons, is an essential link in the process of intellectual advancement."

The values that underpin the concept of academic integrity go beyond simply not cheating or plagiarizing. Embracing these values mean that you are responsible for your own learning; you have an obligation to be honest -- with yourself and others; and you have the responsibility to treat other students and your professors with respect and fairness.

Per University Rule 3335-31-02, "Each instructor shall report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct." Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University, depending on the seriousness of the offense.

Mental Health Statement

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the
OSU Counseling and Consultation Services (614-292-5766; http://www.ccs.ohio-state.edu) for assistance, support and advocacy. This service is free and confidential.
IMPORTANT NOTE-This course is one of two new classes concurrently being reviewed in the college included in this package.

The Ohio State University
College of Education and Human Ecology
School of Physical Activity and Educational Services
Teaching Health Education in Elementary, Middle and High Schools (EDU PAES 4743)

Instructor: Phillip Ward, Ph.D.
Office Rm A256 PAES Bld
Ph: 688-8435
Email: ward.116@osu.edu
Office Hours:
Class Meetings:

Rationale: This course focuses on methods for the teaching of comprehensive school health education (CSHE) in elementary, middle, and high schools. It is required for the teacher licensure program in health education teachers.

Course Objectives. The following are expectations for the course: That teacher candidates:

♦ will plan and implement a socially responsible and relevant health education for children and young adults in contemporary K-12 schools
♦ will demonstrate an appreciation of diverse learners through appropriate instructional and curricular choices
♦ can design appropriate content and teaching progressions, which link goals, learning experiences, and assessments for students in health education in elementary, middle and high school.
♦ describe, and demonstrate strategies for teaching health education skills.
♦ describe, and demonstrate strategies for teaching health education content.
♦ develop lesson plans that integrate health education needs and interests, standards, content, skills, strategies, materials, and assessment.
♦ develop a resource kit for planning, implementing, and evaluating instruction in CSHE

Evaluation.

♦ In class teaching labs: These teaching labs must be completed satisfactorily. They are graded as acceptable or unacceptable. Unacceptable performances in the teaching labs with result in a failing grade in the class.
♦ Papers: One paper worth 10%. Details can be found at the end of this syllabus.
♦ Lesson Plans- Details provided in class 50%

The Grading Scale:
<table>
<thead>
<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
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<td>D</td>
<td>64-66</td>
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**Texts:**

**Use of Technology:** Throughout this experience you will be using technology such as word processing and PowerPoints to complete assignments, lesson plans and activities that you design. You will also utilize digital/videotape to analyze your teaching styles and skills to enhance your lessons.

**Diversity:** A variety of materials and instructional strategies will be employed to meet the needs of the different learning styles of diverse learners in class. 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 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. An emphasis on cognitive style differences provides a background for the consideration of cultural context. 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.
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<td>Coordinated School Health Programs (CSHP) Resources for CSHP</td>
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<td>Chapters 12 &amp; 13</td>
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<td>Teaching CSHE Content and Skills: Tobacco</td>
<td>Chapter 9</td>
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<td>Teaching CSHE Content and Skills: Alcohol and Other Drugs</td>
<td>Chapter 8</td>
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<td>Teaching CSHE Content and Skills: Nutrition</td>
<td>Chapter 10</td>
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<td>Teaching CSHE Content and Skills: Physical Activity</td>
<td>Chapter 11</td>
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<td>Teaching CSHE Content and Skills: Injury Prevention and Management</td>
<td>Chapters 6 &amp; 7</td>
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<td>Professional Development</td>
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<tr>
<td>Final thoughts/Course Evaluation</td>
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<td>Pick-up of graded Resource Kits</td>
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A yearly plan to promote your health education program

Rationale: Communicating your program to others (administrators, peers, parents, community, leaders and students) represents a critical feature for both the real and perceived success of your program. This assignment requires you to develop a plan of action to cover the school year relative to the promotion of your physical education program to the following consistencies: administrators (e.g., principals, superintendents, school board), peers (i.e., fellow teachers), parents, community leaders, and students. The plan should have two parts: The first part should describe what is that form of the promotion, whom it is directed at, and when it will occur. The second part should include and example of one promotion in detail (e.g., a newsletter) for students, for parents or ? (your choice of constituency).

Rubric for " A yearly plan to promote your health education program assignment."

Clarity of presentation

___ Clearly articulated; to the point; (4 or 3)
___ Mostly well articulated; (2)
___ A bit vague; (1)
___ Not well developed for clarity; (0)

Scope of the position

___ Well developed plan and well articulated (3)
___ Well developed plan and clearly described (2)
___ Vague and at times unclear, with an incomplete description (1)
___ Vague, underdeveloped and/or limited in scope, with little or no description (0)

Professional Productivity

___ Within page limit, spell checked, proof read, and error free within 1-2 errors (3)
___ Within page limit, 3-5 errors in spelling, grammar, and other editorials (2)
___ Not within page limit, more than 5 errors in spelling, grammar, and other editorials (1)
___ Not within page limit and several errors in spelling, grammar, and other editorials (0)
Lesson plans  Assignment
Details to be provided in class
IMPORTANT NOTE: This course is one of two new classes concurrently being reviewed in the college included in this package.

The Ohio State University
College of Education
School of Physical Activity and Educational Services
PAES 4189 Practicum in K-12 Health Education
XXXX

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

Office Hours: By Appointment
Class Meetings: See Schedule

Rationale: This is a practicum course in elementary middle and high school health education. During this quarter you will spend third of your time in elementary, middle and high school settings teaching health education settings. Central to this experience, is the development of a work sample. The focus of the work sample on establishing expectations about what we want students in our schools to know, understand and be able to do at different stages of schooling. These expectations are defined variously by national standards together with state and district curriculum frameworks, as well as specific school goals. The work sample is similar to a unit plan, but it is distinguished from a unit plan by two critical features. First, there is an emphasis on providing a coherent rationale for teaching a specific unit of instruction in the context of the curriculum, the school and the community. In short, the questions answered include “Why teach this particular unit of instruction? “What is its relationship to curriculum, the school and the community?” and “Of what value is this content to the student?”. Second, the work sample requires that the preservice teacher provide multiple and repeated measurement and evidences of student learning relative to lesson objectives and unit goals in the three learning domains.

Course Objectives. The following are expectations for the course. Students:

1. will extend their skills in systematic observation and reflection, so that they can analyze instances of behavior (both their own as a teacher and those of their students) in different settings to enable them to maintain, change, or modify their teaching practices as a health educator.

2. to develop their teaching skills including those of planning, class and student management, instruction, and evaluation.

3. will produce a work sample that demonstrates the effectiveness of their teaching.

4. will participate in the school community as a professional by demonstrating judgments and behaviors expected of teachers.
Policies Regarding Incomplete/Uncompleted Work, Absences, and Late Submissions.

- Unit plans: Unit plan should be seen by cooperating teacher and the your university supervisor at least one week prior to teaching—failure to do so will result in an “Incomplete” grade being awarded and you will need to retake this class.

- Lesson Plans (a) no plan—no teach [Incomplete” grade]; (b) lesson plans should be seen by mentor teacher prior to teaching—the specific arrangements you will need to determine with your mentor teacher. If your plan is incomplete or unsatisfactory you will be asked to redo it. My expectation is that after completing your elementary experience you have a good sense of the standard expected of lesson plans.

- Absences are to be avoided. Teachers do not miss classes. You will need a medical certificate to excuse from teaching—however you will be asked to make up classes or to repeat the class if this is not possible. In case of emergency the you must call your mentor teacher, your university supervisor and Dr. Ward PRIOR to the absence.

- One of the pressures on you during this quarter is the need to interview for a future job. Please do not commit to interview during your teaching day. During this quarter you have a responsibility to the students you are teaching, their teacher and the school. Most teachers in schools looking for new jobs are unable to interview during the day without breaching their contract. Districts know this. Districts also know that you must meet state requirements for time in school during your internship. Thus, you ought to be able to negotiate a time when you can come to interview that doesn’t violate your responsibilities during spring quarter.

- Please keep your unit plan, lesson plans, and data with you during internship so that your university supervisor, mentor teacher, or others (e.g. the principal) may have assess them.

- You must follow all school regulations and policies.

- Please arrange to be at school when the teachers are expected to be there and leave when they are expected to leave.

These policies stress an important message:

BE PREPARED and BE PROFESSIONAL

Evaluation. There are three components of evaluated in this internship experience. Students MUST perform adequately in each component to receive a grade. Inadequate level of performance may result in an incomplete grade.

Component 1: Teaching Objectives—50% grade

The secondary internship teaching objectives on which the intern teacher will be evaluated can be found on the form Evaluation of Teaching Performance. These headings include (see form for specific detail):

1. Context
2. Teacher Interaction
3. Knowledge of subject matter
4. Planning: Lessons/Units/Seasons
5. Class and Student Management
6. Class Control
7. Instructional Effectiveness
8. Student Progress
9. Intern’s Professionalism
10. Strengths of Intern to Date
11. Areas to Focus to Improve

The framework provided below is to be used as a guide to assess the students’ ability to demonstrate the secondary internship objectives described above. The reason for the flexibility provided in this framework is to allow for the varying contextual issues faced in the “real world” setting.
A,A- The student is judged excellent to outstanding in almost all if not all aspects of the evaluation. During field experience she/he was prepared and demonstrated the objectives for secondary internship consistently and efficiently.

B+,B,B- The student was above average in attending to objectives for secondary internship. He/she was prepared and many objectives were consistently demonstrated while others were observed but not yet a consistent part of the repertoire.

C+,C,C- The student did an average job in field experience thought they had some difficulty attending to the goals of secondary internship. They were adequately prepared though few objectives were demonstrated consistently.

D+,D,D- The student had a weak field experience. His/her planning was inadequate and few of the objectives were demonstrated.

Fail The student was not prepared to teach. When prepared to teach he/she was frequently unsuccessful in establishing and maintaining cooperation of students in the gym. Little if any progress was made in managing and organizing a class of students.

Component 2: Work Sample--50% grade
See Teacher Work Sample Methodology Document for details.
Teacher Work Sample Methodology

History
Over the last few decades, society has looked more carefully at the achievements of students in schools. The focus has shifted from the systemic inputs to education such as funding levels and administrative organization - to a more explicit focus on defining, measuring and reporting on the outcomes achieved by students, schools and districts. Concomitant with increasing pressures for education to serve more instrumental purposes, have been calls for greater accountability by schools and school systems for the use of public resources. Within the decentralized educational system of the United States, this demand for greater accountability has manifested itself in calls for reporting of student outcomes on standardized tests. To exacerbate the situation further student performance on standardized tests have been tied to “high stakes”. High stakes include such contingencies as requiring students to pass proficiency tests in order to advance to the next grade level; tying teacher salaries and in some cases teacher employment to their students’ performance, and tying school funding to school performance. Within this context the public and politicians have asked the question “How ready are our teachers to teach?”. Some states (e.g., Oregon) now require preservice teachers to demonstrate their proficiency in moving students toward stated educational objectives. One way institutions and states require preservice teacher proficiency to be demonstrated is called *Teacher Work Sample Methodology* (TWSM).

What is a work sample
Work samples include a unit of instruction, evidence about student learning within the unit and use of student data for future instructional and reporting plans. A work sample displays, among other things, the objectives, instructional and assessment procedures, student performance data and interpretation of the success of a unit of instruction. Work sample methodology is designed to align assessment with instructional objectives with the goal of providing information relevant to instruction and achievement. Central to the methodology is the view of teachers as reflective practitioners. We believe this is essential to a teacher's growth as a professional. You will also be responsible for interpreting and reflecting on your accomplishments in fostering student learning and for describing how this information will inform future practice.

Rubric (Score/Description)
6 Exemplary Work at this level is both exceptional and memorable. It is often characterized by distinctive and unusually sophisticated problem-solving approaches and solutions.
5 Strong Work at this level exceeds the standard. It is thorough, complex and consistently portrays exceptional control of content, skills and problem-solving strategies.
4 Proficient Work at this level meets the standard. It is strong, solid work that has many more strengths than weaknesses. Work at this level demonstrates mastery of content, skills and problem-solving strategies and reflects considerable care and commitment.
3 Developing Work at this level shows basic but inconsistent mastery and application of content and skills. It shows some strengths but tends to have more weaknesses overall.
2 Beginning Work at this level is often superficial, fragmented or incomplete. It may show a partial mastery of content and skills, but it needs considerable development before reflecting the proficient level of performance.
1 Exploring Work at this level is minimal. It typically portrays a lack of understanding and use of appropriate skills and strategies. Work at this level may contain major errors.

Notes:
- This is an overall rubric and will be used to make a final determination of a student’s grade.
- Each element of the work sample has a rubric that distinguishes among indicators of quality work.
- Standard in the above rubric refers to the specific work sample element descriptions.
- Scores 4 5 & 6 are passing grades.

Use of Technology: Throughout this experience you will be using technology such as word processing and PowerPoints to complete assignments, lesson plans and activities that you design. You will also utilize digital/videotape to analyze your teaching styles and skills to enhance your lessons.
Diversity: A variety of materials and instructional strategies will be employed to meet the needs of the different learning styles of diverse learners in class. 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 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. An emphasis on cognitive style differences provides a background for the consideration of cultural context. 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.
The Ohio State University
School of Physical Activity and Educational Services

PAES 2601 – Teaching Sport, Leisure, and Exercise
Syllabus

Instructor: Ward P.
Office: PAES building – 2nd floor A265
Office Hours: Tuesday, 12:30 - 2:00 pm, Friday, 3:30- 5:30
Email: ward.116@osu.edu
Mailbox: PAES building - 2nd floor mail room
Class location: Tuesday Lecture PAES building A0145; Friday Lab PE 0060
Meeting times: Tuesday Lecture 2:30 – 4:18; Friday Lab 1:30-3:18

* The syllabus is subject to change

The Mission of the College of Education and Human Ecology:
The mission of the College of Education and Human Ecology of The Ohio State University is to build upon a tradition of excellence in promoting outstanding teaching, research, and outreach and engagement that impacts and influences our global society in meaningful ways.

Mission of the Educator Preparation Unit at The Ohio State University:
The mission of the educator preparation unit of The Ohio State University is to prepare educators, through the generation and use of research, who are highly qualified for and who are passionate about maximizing Teacher Candidate learning across all P - 12 school age and demographic groups.

Course Description:
The purpose of this course is to introduce students to teaching and management strategies which have been linked to student learning, the design of instructional materials and techniques, and strategies for working with a diversity of learners in various contexts. This course is designed to teach effective instructional skills in physical education. This course will study, discuss, and apply effective teaching skills.

Rationale:
The Sport and Leisure Studies program offers the opportunity to earn a license to teach P-12 physical education in the State of Ohio. A requirement for licensure is the ability to demonstrate competency relative to both content and pedagogy applied to students in P-12 physical education contexts.

Relationship to Other Course/Curricula:
This course will be a part of a lock-step sequence of courses offered for prospective physical education students in the Sport and Leisure Studies Program in the School of PAES. This course is a requirement for entrance into the professional development phase of the teacher education program and a prerequisite for 740 and 741.
Course Objectives:
You will demonstrate acquisition of teaching behaviors, knowledge, and skill necessary to:

1. develop and maintain an orderly and supportive learning environment in a variety of settings;
   a. develop, teach, and monitor classroom/gymnasium routines (Lab 3)
   b. teach and maintain classroom/gymnasium rules (Lab 3)
   c. develop preventive management skills and discipline strategies (Lab 3)
   d. demonstrate techniques and strategies of active supervision (Lab 7)
   e. demonstrate an effective an efficient introduction and closure (Lab 2)
   f. transition learners/clients to learning tasks/activities efficiently (Lab 3&5)
   • (Assessed through planning assignments, peer teaching labs, small group teaching, self/peer assessments, reflection)

2. design and implement challenging instruction and learning experiences that allow for successful participation across a range of skill levels and diverse populations;
   • compare and contrast philosophical/sociological perspectives in a variety of physical activity settings (Lecture/489)
   • plan to optimize learning for a diverse population of children, youth, and adults (All labs)
   • plan progressions that allow for success and challenge (Lab 6)
   • select and implement delivery techniques to meet learning goals, needs of learners, and diverse experiences/backgrounds (Lab 8)
   • modify and create games and activities that are educationally sound (Labs 5-9)
   • use questioning, explanations, and demonstrations to enhance learning (Lab1&4)
   • (Assessed through planning assignments, peer teaching labs, small group teaching, self/peer assessments, reflection)

3. design instructional materials using media/technology resources and deliver that instruction using the appropriate format (Lab 9);
   • (Assessed through technology materials, electronic discussion group, peer teach, planning assignments, self/peer assessment, reflection)

4. develop students skills in systematic observation and reflection of teaching to promote analysis of behavior (both of the teacher and the student) in many different contexts (Lab 7)
   • (Assessed through reflective assignments and discussion)

5. develop a sense of personal philosophy and vision as a physical education teacher (Lecture/489)
   • (Assessed through written assignment 1 & 2)

Diversity:
Elementary physical education content will be considered as it relates to diverse learners. Teacher Candidates will demonstrate knowledge and application of appropriate ways in which to instruct diverse students: (a) students with disabilities, (b) students from diverse ethnic & cultural backgrounds, (c) students from different socio-economic backgrounds, (d) students of various skill levels and, (e) students of different gender.
**Technology:**
A number of different technologies will be utilized during this course including: word processing, excel, PowerPoint, desktop publishing. ISTE National Educational Technology Standards (NETS) I and V are demonstrated through activities in this course.

**Relationship to NASPE/NCATE National Standards for Teacher Candidate Performance in Physical Education to Course Assignments and Content:**

Teacher Candidates in this class will demonstrate beginning levels of performance in the following standards. The table below identifies the NASPE/NCATE content standard and the way in which performance to this standard is measured.

<table>
<thead>
<tr>
<th>NASPE Content Standard #</th>
<th>Description of NASPE/NCATE Content Standard</th>
<th>Means of Assessment</th>
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</table>
| 1.6                      | Demonstrate knowledge of approved state and national content standard and local program goals. | • Written Exams  
• Quizzes  
• Teacher Reflections |
| 2.1                      | Monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and socio/emotional domains | • Active Supervision lab  
• Feedback coding form from Active Supervision lab |
| 2.2                      | Identify, select, and implement appropriate learning/practice opportunities based on expected progression and levels of readiness | • Organizing for Activity/Active Supervision lab  
• Coding form from lab  
• Content Development written lab |
| 3.1                      | Identify, select, and implement appropriate instruction that is sensitive to students’ strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g. cultural, personal, family, community | • Inclusion and Content Development labs  
• Active Supervision lab  
• Lesson Plan Assignment |
| 3.2                      | Use appropriate strategies, services, and resources to meet diverse learning needs | • Inclusion and Content Development labs  
• Organizing for Activity/Active Supervision lab  
• Lesson Plan Assignment |
| 4.1                      | Use managerial routines that create smoothly functioning learning experiences | • Routines Lab  
• Routines Lab performance assessment |
| 4.2                      | Organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, and | • Routines Lab Assessment  
• Formations Lab |
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<th>teacher attention) to provide active and equitable learning experiences</th>
<th>Assessment</th>
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| 4.5 Develop an effective behavior management plan | • Rules and Routines Written Assignment  
• Routines Lab |
| 6.4 Design and implement learning experiences that are safe, appropriate, and relevant, and based on principles of effective instruction | • Lesson Plan Assignment  
• Organizing for Activity/Active Supervision Lab |
| 6.8 Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences | • Demonstration Lab |
| 6.9 Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance | • Content Development Lab  
• Lesson Plan Assignment (Cue Column) |
| 6.10 Develop a repertoire of direct and indirect instructional formats to facilitate student learning. | • Instructional Format Lab |

Course Evaluation:

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<th>Required Tasks</th>
<th>Description</th>
<th>Points</th>
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<tr>
<td>SAFMED quizzes (7)</td>
<td>1-min. timed SAFMEDs tests</td>
<td>105 points (15 points/quiz)</td>
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<tr>
<td>Quizzes on Reading (8)</td>
<td>Multiple choice questions</td>
<td>200 points (25 points/quiz)</td>
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<tr>
<td>Teacher Reflections (4)</td>
<td>Journal reflections based on lecture and lab experiences</td>
<td>100 points (25 points/reflection)</td>
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| Written Exams (2) (SAFMED/Final)| SAFMEDs Exam  
Comprehensive Final Exam | 200 points (100 points/exam) |
| Class Laboratories (9)          | Each lab graded a “25”, “23”, “20” or incomplete. Mastery is expected. Competency is required. | 225 points (25 points per lab) |
| Class Interactions              | Professional Behavior                           | 40 points (10 points/week) |
| Health Education lesson         | observations                                    | 40 points (10 points/week) |

Total Points Possible = 910
Grading Scale

93%-100% = A    80% - 83% = B-    67% - 69% = D+
90% - 92% = A-   77% - 79% = C+   60% - 66% = D
87% - 89% = B+   74% - 76% = C    59% - below = E
84% - 86% = B    70% - 73% = C-

Textbook:

Class Procedures and Requirements:

1. All assigned work is due on or before the due date. ANY WORK TURNED IN AFTER THE DUE DATE WILL NOT BE GRADED. All work must be submitted on the assigned day at the start of class unless otherwise noted (even if you are unable to attend class). If a conflict (e.g. university event) with a due date is known, the assignment must be turned in before the due date. Failure to complete assignments (including lab assessments) will result in an “E” for the final course grade.

2. Exams will not be given at times other than those specified on the syllabus. If a student misses an exam the instructor must be notified immediately. If a student has a conflict due to an excused absence the exam (or quiz) must be taken before the test date. No make-ups for quizzes will be provided for unexcused absences.

3. Students are expected to do their own original work within the confines of the course objectives and evaluation procedures. Any deviation from the expectations is considered academic misconduct and Faculty Rule 3335-31-02 will be enforced. “Each instructor shall report to the committee on academic misconduct all instances of which he or she believes is academic misconduct.” Academic misconduct includes, but is not limited to: cheating on written examinations, plagiarism in papers, submitting work of other students, and signing in for another student when that student in not present. Cheating could result in penalties ranging from an “F” on an assignment to expulsion from the University, depending on the seriousness of the offense.

4. If a student misses class, it is his/ her responsibility to make up the material missed. The student must take responsibility and secure the missed information from his/her classmates. The instructor will be a resource, but will not provide copies of the class notes.

5. For the class to be successful, everyone must contribute to class discussion. This includes being prepared for class by completing the reading materials on time, attending class regularly and on time, and actively participating in all assignments.

6. If a student’s performance in labs or assignments are deemed “unsatisfactory,” students will be asked to redo the lab assignment until completed to a satisfactory level. See Lab Expectations for more information on lab grading procedures.

7. SPECIAL ACCOMMODATIONS
   If you have a disability that impacts on your learning ability, please inform me. It is your responsibility to inform me during the first week of any disability, how it affects your
learning, and the type of accommodations you need. Together, we will work with Office of Disability Services 150 Pomerene Hall (292-3307) to determine the intervention needed. This syllabus is available in alternative formats.

**Attendance & Participation:** Students are expected to be in class and to participate by answering questions and discussing topics presented (participation portion of the grade). **On the third unexcused absence a student will receive an “E”.** Due to the difficulty in creating the teaching environment, attendance in lab sessions is MANDATORY, failure to attend a lab session and complete the lab assignment will result in a zero for the assignment (no make-ups for labs will be provided). The absence policy does not include excused absences, which are defined as a university-sanctioned event, religious observance, or a documented death in the family. Students must present a letter to the instructor signed by their coach or supervisor for any university-sanctioned event within the first two weeks of class. Notification of a religious observation must also be presented in writing within the first two weeks of class.

**Tardiness.** Class begins promptly at the assigned time throughout the quarter. NOTE: The SAFMEDs quizzes (1-min. timings) will be completed at the START of the class session. I anticipate the first 8 minutes or so of class to get everyone timed. If you arrive after we have finished SAFMED timings, you will not be allowed to test and will receive a zero for that chapter quiz. If you are late but still within the time window of testing, you will not receive additional time to complete the quiz. Students entering class late will have only the amount of time left to complete the assignment or quiz. For example, if you are 2 minutes late, you only have 6 minutes to test out on your SAFMED timing, and keep in mind you’re allowed multiple timings for the best score.

**Learning Experiences and Demonstration of Enduring Understanding:** There are five types of tasks students will be required to participate in during the course: (1) exams, (2) quizzes, (3) class discussions, (4) laboratories, and (5) reflections.

**Exams**
There will be two exams: (1) SAFMED exam and (2) a comprehensive final exam.

**SAFMED Quizzes**
The quizzes provide the opportunity to express your knowledge and understanding of the course content. Quizzes will contain terms/concepts from the course reading. The content, or “concepts” that make up the SAFMEDs include a new professional vocabulary that you must learn. The design of these quizzes has been empirically proven to help “shape” your verbal repertoire of a physical education professional vocabulary.

**A Note about SAFMEDs and the Procedure for the Quizzes**
SAFMEDs are flash cards that contain key terms and definitions. At the start of class, students will pair up and then time and record scores of each other during 1 minute timings. If you get all cards correct, you receive 15 points for that quiz. If you get at least 8 cards correct, you receive 10 points for that quiz. Less than 8 cards correct is a zero. Keep in mind that I will allow the first 8 minutes of class for timings, which means if you are prepared for class (early and ready to go), you and your partner can take as many 1 minute timings as you want, within the 8 minute class
time. When I call time, the timing you are on may be finished but no other timings may be initiated.

**Quizzes on Reading**
Over the course of the quarter there will be timed quizzes (multiple choice) covering the required reading of the course. These timed quizzes will take place on our CARMEN website.

**Class Interaction/Participation**
Throughout the quarter, we will engage in a variety of learning experiences to facilitate your ability to analyze teaching skills in physical education. These will include cooperative learning activities in class, class discussions, and in-class presentations. It is assumed students come to class prepared to discuss the material and are required to engage frequently in discussions, question/answer formats, feedback on presentations, etc. I will review your self-evaluation and evaluate you on your professional performance. My evaluation of your professionalism is the final evaluation.

**Laboratories**
During this course there will be 10 performance laboratories that students are required to master. Specifically, students’ demonstration of these teaching skills will enhance their ability to become an effective teacher. These will occur during scheduled class time, through either written format in the classroom or physical and oral format in the gym. One caveat relative to “labs completed during class time”…students MUST receive at least an “20” out of “25” on the lab before they leave or a zero will be assessed for that lab. Assessment for the labs is specifically graded a “25”, “23”, or “20” points per lab. A “25” is defined as mastery of the lab on the first try. A “23” is almost perfect. A “20” is competency of the skill and is the minimum allowable score. However, students are given the chance to repeat the lab THAT DAY to achieve a 20 as many times as needed. Thus, a “19” or less is unsatisfactory performance that needs to be improved. Therefore, if performance is deemed “unsatisfactory”, students will be required to redo the lab until a grade of “20” is achieved. Note: student scores on labs is the FIRST attempt (e.g. 25, 23, or 20), however, if the student is asked to repeat the lab, only a 20 may be earned.

**Teacher Reflections**
Written reflections based on reading, lecture, and lab experiences will provide teacher candidates with an opportunity to write and reflect on course content.

**Guidelines for Written Assignments**
1. Typed, double space
2. Name, course, date in upper right hand corner (no cover page necessary).
3. No spelling/grammar errors – STAPLE if more than a page
4. Use and cite resources – See APA manual if necessary

- 7 -
The Ohio State University  
College of Education and Human Ecology  
School of Physical Activity and Educational Services  
PAES 3189.01 – Field Experience in Elementary Physical Education

Instructor: Dr. Jackie Goodway  
Office: A260 PAES Building  
Phone: 614-292-8393 (of) 777-5061 (home – not after 9pm)  
E-Mail: goodway.1@osu.edu  
Office Hours: Wednesday 10-12:30pm & Thursday 11:30-12:30pm or by appointment  
Class Time: Tuesday and Thursday: 8:00-12:00 in public schools

Mission of the Educator Preparation Unit at The Ohio State University:  
The mission of the educator preparation unit of The Ohio State University is to prepare educators through the generation and use of research, who are highly qualified for and who are passionate about maximizing Teacher Candidate learning across all P-12 school age and demographic groups.

Course Rationale/Purpose  
This course is the elementary field experience component of the Teacher Candidate (TC) teacher licensure program for prospective physical education teachers. The field experience consists of a set of “developmental” experiences that will provide the TC with the skills, knowledge and dispositions necessary for the Fall student teaching experience. These experiences will develop the teacher's knowledge of elementary pedagogical content knowledge, learners, schools, curriculum, pedagogy and pedagogical content knowledge. The field experience also develops skills in analysis of teaching and learning, designing a learning environment to facilitate student outcomes, reflection and inquiry, use of instructional technology, and use of traditional and alternative assessments that are equitable. You will also observe and assist health education lessons taught by classroom teachers for 1 hr each day.

Central to this experience is the development of the pedagogical, planning, and reflective skills necessary to be an effective teacher. These skills will be developed and applied throughout the field experience with assistance from a University Supervisor (US) and Mentor Teacher (MT).

Relationships of Course to other Courses/Curricular  
This course is part of a lock-step sequence of courses leading to P-12 physical education teacher licensure in the State of Ohio. This course follows a series of courses developing content knowledge in physical education activities, introductory pedagogy, and elementary content. Specifically this course is taken concurrently with PAES 740 Teaching Elementary Physical Education. The two courses are tightly connected to each other where TCs apply the methodology concepts and knowledge gained in learned in PAES 740 to an elementary public school environment.

Relationship of PAES 689.01 to NASPE/NCATE National Standards  
TCs in this class will demonstrate understanding of the various concepts and levels of performance (where applicable) in the following NCATE/NASPE National Standards for beginning teachers:

1.1 Identify critical elements of motor skill performance and combine motor skills into appropriate sequences in order to improve learning.
1.2 Demonstrates competent motor skill performance in a variety of physical activities.
1.4 Describe and apply bioscience and psychological concepts to skillful movement, physical activity, and fitness.
1.6 Demonstrate knowledge of approved state and national standards.
2.2 Identify, select and implement appropriate learning/practice opportunities based on expected progressions and levels of readiness.
2.3 Identify, select and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.
3.1 Identify, select, and implement appropriate instruction that is sensitive to students' diversity.
3.2 Use appropriate strategies, services, and resources to meet diverse learning needs.
4.1 Use managerial routines that create smoothly functioning learning experiences.
4.2 Organize, allocate and manage resources (e.g., students, time, space, equipment, activities and teacher attention) to provide active and equitable learning experiences.
4.3 Use a variety of developmentally appropriate practices to motivate school-age students to participate in physical activity.
4.4 Use strategies to help students demonstrate responsible personal and social behaviors that promote positive relationships and a productive learning environment.
4.5 Develop an effective behavior management plan.
5.2 Communicate managerial and instructional information in a variety of ways.
5.3 Communicate in ways that demonstrate sensitivity to all diverse students.
6.1 Identify, select, develop and implement appropriate program and instructional goals for motor skills performance.
6.2 Develop short and long term plans that are aligned to program/instructional goals and TC needs.
6.3 Select and implement appropriate instructional strategies relative to contents, TC needs, and safety issues.
6.4 Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.
6.5 Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environment and experiences.
6.6 Provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas through lesson planning.
6.7 Select and implement appropriate teaching resources and curriculum materials.
6.8 Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.
6.9 Develop and use appropriate instructional cues and prompts in the lab to facilitate competent motor skills performance.
6.10 Develop a repertoire of direct and indirect instructional formats to facilitate learning.
7.1 Identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.
7.2 Use a variety of appropriate authentic and traditional assessment techniques to assess student performance, provide feedback, and communicate student progress.
7.3 Involve students in self and peer assessment.
7.4 Interpret and use performance data to inform curricular and instructional decisions.
8.1 Use a reflective cycle involving description of teaching, justification and critique of the teaching performance, the setting of the teaching goal, and implementation for change.
8.2 Use available resources to develop as a reflective professional.
8.3 Construct a plan for continued professional growth based on the assessment of personal teaching performance.
9.1 Demonstrate knowledge of current technologies and their application to PE and Health.
9.2 Design, develop, and implement student learning activities that integrate information technology.
9.3 Use technologies to communicate, network, locate resources, and enhance continuing professional development.

10.1 Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.

10.2 Actively participate in the professional physical education community and within the broader education field.

10.3 Identify and seek community resources (e.g., early childhood and senior recreation centers) to enhance physical activity opportunities.

10.4 Establish productive relationships with Parents/Guardians and school colleagues to support student growth and well-being.

**Off-Campus Field (Teaching) Experience - PAES 689.01**

Students will participate in a bi-weekly school-based off-campus field/teaching experience. Teams of three-four TCs will be placed in an elementary physical education program with a MT and US. TCs will demonstrate an array of instructional pedagogical tasks across the winter quarter leading up to teaching entire lesson plans. This is a professional experience course where you represent both yourself and The Ohio State University, in each case leaving an impression on young children and public school personnel. You are expected to behave professionally in accordance with the PETE Code of Professional conduct and the PETE Dress Code. You have all received a copy of the PETE Code of Professional Conduct and the Dress Code and we have had conversations about professionalism and dress. Both are posted on Carmen.

**Course Objectives - Knowledge, Skills and Dispositions**

By the end of the quarter, the TC will be able to:

1. Demonstrate the ability to perform a variety of pedagogical tasks in elementary physical education to an 85% minimum criterion.

2. To select appropriate elementary physical education content, that will provide physical activity experiences in a progressive sequential order in order to meet the developmental needs and interests of P-6 elementary students.

3. Demonstrate the ability to identify personal goals for instruction, develop strategies to meet these goals, and reflect critically on one's instruction related to meeting those goals and in general ("Goal Directed Reflection" cycle [GDR]).

4. To develop two lesson plans demonstrating developmentally appropriate content and instruction for a specific group of students.

5. To demonstrate effective instruction in teaching an elementary physical education course including providing developmentally appropriate instruction, managing student behavior, and assessing performance.

6. To critically reflect on the instructional incident providing insight into the things that went well and why, areas for improvement, and things to change next time.

7. To participate in the school community as a professional by demonstrating behaviors and judgments expected of professional teachers.
Diversity

Diversity is defined broadly in this course including: (a) variations in typical and atypical development (skill), (b) individuals with disabilities, (c) gender, (d) individuals from poor and deprived backgrounds, (e) individuals of different race, and (f) individuals from different cultural backgrounds. The goal of focusing on issues of diversity is to better understand the individual characteristics of children and the ways in which each child’s needs can be instructionally met.

It is important that each course and instructor acknowledge a commitment to promoting and 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 her or his own potential. Explains how students will become aware of different teaching and learning styles shaped by cultural or other influences and develop the ability to adapt instruction appropriately for all students. The College and its three schools prohibit discrimination against any member of the College community on any basis including that of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, health status, or veteran status. Faculty, staff, and students are encouraged to contact the College Assistant Dean for Equity and Diversity and/or the School diversity coordinators regarding issues, concerns, or questions around equity and diversity.

The School of 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.

Technology

A multitude of technologies are used as part of this course including: (a) word processing, (b) excel, (c) powerpoint, (d) world wide web, (e) desk top publishing/clip art, (f) digital cameras, (h) digital camcorders, and (i) physical education specific technology such as pedometers and pulse bars. Students who are not proficient in these technologies should seek help through the computer technology lab in PAES and the Tech GTAs who may be reached via email.

Required Text:


Course Website:
All course-related materials including powerpoints, handouts, and assignment guidelines will be made available through the course website at: www.carmen.osu.edu – please ensure that you print out all relevant materials for the course from this location. Everything will be posted under the PAES 740 Carmen website.

The Physical Education Teacher Education website will also serve as a critical resource for you, the US, and MT. This website can be found at: http://education.osu.edu/paes/see/index.htm
The website has many of the coding forms used in the field experience along with policies and procedures. You are expected to access many of the forms for this experience.

Policy on Professionalism
The Code of Professional Conduct was given to you in PAES 520 last quarter. It is also posted on the PAES 740 Carmen website and will be discussed in class again. All students will be held accountable for this code of conduct.

The code of professional conduct indicates that “Teacher Candidate’s who display unprofessional behavior will have their grade reduced by one letter grade (A to B). However, if in the judgment of the Physical Education Teacher Education faculty the unprofessional conduct is severe the faculty will indicate to the instructor to provide a failing grade for the teaching and course experience.”

Dress
TCs are expected to dress professionally in the school site in accordance with the PETE Dress Code. Dressing unprofessionally in the school site is a severe breach of the professionalism code of conduct. Both the US and MT have been told to send home any TCs who does not dress professionally and phone the instructor. Any TCs sent home for inappropriate dress will receive a one grade deduction in their overall course grade (A to a B). On the second time the TC is sent home he/she will receive a failing grade for the entire course and a meeting with PETE faculty.

Preparation for, Participation in, & Absence from Teaching/Field experience
This is a professional course, and attendance at your school site for teaching/field experience is expected and mandatory. Daily participation is expected and integral to the student’s success in learning and passing this teaching/field experience. No absences of whatever form will be tolerated for this teaching/field experience. However, if you must miss your teaching in this course for any emergency or exceptional circumstances, you MUST receive permission from your MT, your US, AND your university instructor (Dr. Goodway). It is up to the professional judgment of the instructor to determine if an absence is excused and determine the manner in which it may be made up. For an unexcused absence in your field/teaching experience, you will be deducted one entire letter grade from your final grade (e.g., from an A to a B). A second absence will result in a failing grade for the entire course.

Skills Needed to Be Successful in this Course and as a P-12 Physical Education Teacher
Becoming licensed as a P-12 physical education teacher in the State of Ohio requires that you meet the NASPE/NCATE Beginning Teacher Standards. It is not a matter of just putting in the time, you are required to demonstrate an array of competencies in order to become licensed. The syllabus in PAES 740 outlines some of the skills that will be valuable for you as you journey toward P-12 licensure and your new career as a physical educator. We will also have ongoing discussions and evaluation of beginning teacher competencies.
Evaluation
The intent of the assignments in PAES 689.01 is to prepare you for those tasks required in the Fall student teaching experience. The assignments in PAES 689.01 are tied to assignments in PAES 740. All assignments have detailed guidelines and grading rubrics posted to Carmen. Read these guidelines ahead of time and come to class with questions.

1. **Teacher Professionalism** – each day of the class and field experience Teacher Candidates will be evaluated on their professional behaviors by the US/MT. This will include factors such as:
   a. Timeliness
   b. Planning and preparation
   c. Engagement
   d. Responsibility
   e. Communication and respect

   A rubric for professionalism will be provided and the US or MT will evaluate each Teacher Candidate on professional behaviors each session.

2. **Performance on weekly pedagogical tasks** - each week TCs will have specific tasks to achieve in their field experience site. For each specific task there will be a grading rubric and the TC will be evaluated by either the MT or the US. All tasks must be performed to 85% criterion. TCs that do not meet this criterion in that specific week must practice their skills and meet that criterion the following week in addition to the new tasks for that week. The tasks are:
   - Warm up & entry routine (20 pts)
   - Instruction-demonstration (20 pts)
   - Closure & exit routine (10 pts)
   - Movement around the gym (10 pts)
   - Feedback (20 pts)
   - Midpoint evaluation (40 pts)
   - Final evaluation (100 pts)

3. **Goal-Directed Reflection Cycle** (GDR) – TCs will complete 5 detailed weekly GDR reflections about their instruction. The TC, in conjunction with the MT and US will set personal goals for his/her instruction. A specific data-driven table will be completed each week detailing the goal, how it will be observed/assessed, a summary of the data, and at the end of the week the TC will reflect on the extent to which she/he met or did not meet these goals and the factors influencing his/her progress toward them. The GDR’s will be given to and evaluated by the TCs’ US.

4. **Development of two lesson plans** – each TC will develop two separate lesson plans – one for an upper grade and one for a lower grade. The lesson plan will be evaluated by the US. Lesson plans will follow a specific format and be given to the US for feedback prior to the submission for a grade.

5. **Instruction of two complete lesson plans** – each TC will teach two entire lessons plans (the ones developed under #4 above). The US and/or MT will evaluate these lesson plans. A modified version of the “Evaluation of Teacher Candidate Internship Teaching Performance” form will be used to evaluation teaching performance.
6. **Lesson Plan Reflection** - each TC will provide a critical reflection on the instructional incident including things that went well, areas to improve, and things to change.

7. **Health education class visits and observations** - You will observe and assist health education lessons taught by classroom teachers for 1 hr each day.

A summary of the TC's progress is provided on a weekly basis by the US and MT, with ongoing conferencing to address each of these components. The instructor will meet regularly with USs to monitor the progress of each TC.

**Evaluation**
- Teacher Professionalism: 90
- Pedagogical tasks: 220
- Goal Directed Reflection (5X15): 75
- Lesson plan: 40
- Instruction of LP1: 100
- Instruction of LP2: 100
- Reflection: 35
- Health education observations: 40

**Total: 700 points**

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 - 100% = 470 - 500 points</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 93.9% = 450 - 469 points</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89.9% = 435 - 449 points</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86.9% = 415 - 434 points</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82.9% = 400 - 414 points</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79.9% = 385 - 399 points</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76.9% = 365 - 384 points</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72.9% = 350 - 364 points</td>
</tr>
<tr>
<td>D+</td>
<td>67 - 69.9% = 335 - 349 points</td>
</tr>
<tr>
<td>D</td>
<td>63 - 66.9% = 315 - 334 points</td>
</tr>
<tr>
<td>E</td>
<td>62.9% or below = 314 points or below</td>
</tr>
</tbody>
</table>

**Academic Dishonesty (see Faculty Rule 3335-31-02)**
You are expected to behave in accordance with the Student Code while enrolled in this course. All instances of academic misconduct will be reported and dealt with according to the procedures outlined by the University Committee on Academic Misconduct. You are responsible for becoming familiar with all rules and obligations of The Ohio State University as described in the Code of Student Conduct available from the Office of Student Judicial Affairs, 2050 Drake Union.

**Special Accommodation/Services for Students with Disabilities**
Students with a documented disability who have registered with the Office of Disability Services (150 Pomerene Hall, 292-3307/292-0901 TDD) are eligible for assistance in obtaining course materials and exams in alternative formats (e.g., enlarged print) upon request. Please contact the instructor who will be happy to make arrangements to meet your learning needs.

**Mental Health Care**
A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766; http://www.ccs.ohio-state.edu) for assistance, support and advocacy. This service is free and confidential.

**Weekly Schedule – see PAES 740 schedule**

**Tuesday**  
- AM in schools

**Thursday**  
- AM in schools

**Thursday**  
- PM in schools – weeks 6-10

Each week the TC will be given a School Task Sheet that identifies the specific tasks required to be performed for the following week including:

- **a)** Nature of the task
- **b)** Format in which the task will be achieved – e.g. small group, entire class
- **c)** Scoring rubric

The US and MT will organize the TCs at the site and determine the means by which the weekly goals will be achieved. As each site runs differently and has different issues to consider there is no single format in which this will happen. Site decisions will be made in conjunction with the MT, US, and course instructor.

Any TC not achieving an 85% criterion on the specific task will need to complete the task and meet this criterion the following week in addition to the following week's tasks.

If in doubt about what you should be doing in your school site ask your instructor and your US. Be proactive and independent.

**NOTE:**

*You must receive a B or higher in both EDU PAES 740 and EDU PAES 689.01 to be able to move on to EDU PAES 741 and 689.02 in the Spring Quarter.*
The Ohio State University
College of Education and Human Ecology
School of Physical Activity and Educational Services
Field Experience in Secondary Physical Education (EDU PAES 4189)

Instructor: Phillip Ward, Ph.D.
Office  Rm A256  PAES Bld
        Ph: 688-8435
        Email: ward.116@osu.edu

Class Meetings: At your designated school. See schedule. Office Hours:
Arranged

Rationale: This course is the secondary school internship component of the teacher licensure program for prospective physical education teachers. The internship consists of a set of "critical" experiences that most directly reflect the life of a teacher. These experiences require the integration of the teacher's knowledge of subject matter, learners, schools, curriculum, pedagogy and pedagogical content knowledge. The internship also requires professional leadership responsibilities that require in-depth analysis of teaching and learning, designing a learning environment to facilitate inquiry, use of technology to make connections and solve problems, use of traditional and alternative assessments that are equitable. PAES 689 is an intensive experience focusing on the critique, design, implementation, and evaluation of middle school physical education. The course is taken in conjunction with PAES 741.

Relationship to other courses and curricula: This course is the secondary school internship component of the teacher licensure program. Class assignments and content dovetail with PAES 741.

Course Objectives: The following are expectations for the course. Teacher candidates will:
1. demonstrate appropriate teacher interactions with students which foster a positive climate in the class.
2. demonstrate knowledge of subject matter through the use of appropriate drills and progressions for the lessons and by representing content accurately for students.
3. plan lessons appropriately meeting the criteria of the lesson planning rubric
4. demonstrate effective time management by creating engagement time in lessons exceeding more 50% of the lesson and with management time than 10% of the lesson.
5. demonstrate class and student management by monitoring classes effectively and responding in appropriately and promptly to off-task behavior.
6. demonstrate instructional effectiveness as evidenced by student success, feedback, appropriate remediation of errors, and clear instructions.
7. assess student understanding using rubrics and tasks that are aligned and appropriate.
8. accommodate in their instruction varying needs of the students such as recognition of cultural differences and special-needs students.
9. participate in the school community as a professional by demonstrating judgments and behaviors expected of teachers.

Knowledge skills and dispositions: Knowledge skills and dispositions are described in the evaluation document: **Evaluation of Internship Teaching Performance** available at [http://ehe.osu.edu/paes/see/index.htm](http://ehe.osu.edu/paes/see/index.htm)

Online materials:
- To access lesson plan template go to: [http://ehe.osu.edu/paes/see/index.htm](http://ehe.osu.edu/paes/see/index.htm) click lesson plan. You will find a model of a lesson plan there and a downloadable template.
- You may also find the following sites helpful to completing some of your papers;
  - The Central Ohio Academy of Physical Educators [http://ehe.osu.edu/paes/see/coape/default.htm](http://ehe.osu.edu/paes/see/coape/default.htm)
  - North Carolina PE is Active [http://www.ncpe4me.com/index.html](http://www.ncpe4me.com/index.html)

Off Campus Field experience: This class in conducted entirely off-campus in your assigned school.

Policies Regarding Incomplete / Uncompleted Work, Absences, and Late Submissions.
- **Lesson Plans**
  - No plan - No teach; This means you will assist rather than teach the lessons for that day. On the second occasion that this happens you will receive an E (fail this class).
  - Each week your supervisor will randomly select and evaluate a lesson plan. My expectation is that after completing your elementary experience you have a good sense of the standard expected of lesson plans, that you can write a lesson plan and that this is not a skill which at this time in your career you are deficient in. Your supervisor will rate your plan as acceptable or unacceptable. **An unacceptable plan will be treated as you having not prepared a plan; that is on the second occasion you will fail the class.**
  - Please have a 3-ring spiral notebook with dividers divided into (a) a copy of lesson plans (past and current), (b) unit plan (for weeks 3 and 4), and (c) critical friends notes. This binder should accompany you to school every day. If you plan to take it outside please consider encasing it in a plastic bag in case it rains. Note this folder and its contents must be available for the university supervisors or others such as myself, the principal or teachers on-site.

- **Absences are to be avoided. Teachers do not miss classes.**
  - You will need a medical certificate to be excused from teaching. In case of emergency you **must** call your university supervisor PRIOR to the absence. If you do not receive permission for an excused absence then the absence will count as an unexcused absence.
  - An unexcused absence will result in your grade being lowered by one letter grade.
  - If you have two absences EXCUSED OR UNEXCUSED (i.e., two days) you will receive an “incomplete” in this class—which will require you to complete the entire experience in spring 2009. The reasoning for this is that we are only onsite in the school for 4 weeks and we cannot reconvene once this time is up. In short, you must be present for this experience.
You must follow all school regulations and policies.

These policies stress an important message:

BE PREPARED and BE PROFESSIONAL

Technology: Throughout this experience you will be using technology such as word processing and PowerPoints to complete assignments, lesson plans and activities that you design. You will also utilize digital /videotape to analyze your teaching styles and skills to enhance your lessons.

Diversity: The School of 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. A variety of materials and instructional strategies will be employed to meet the needs of the different learning styles of diverse learners in class.

Professionalism: This internship marks a significant step toward becoming a professional educator. You are, therefore, expected to demonstrate the attitudes and actions of a professional educator. These include: conforming to your host school’s rules and policies; extending basic rules of courtesy to teachers, pupils, school staff, and the broader school community; meeting the standards of dress, personal appearance, and professional behavior expected of the staff at your host school; and placing school responsibilities ahead of personal wishes. In addition, during your student teaching/internship you will probably have access to confidential records and other highly personal information. You must safeguard such knowledge and use it for professional purposes only. Please exercise professional judgment about when, where, and with whom to discuss any aspect of your student teaching/ internship experience. Share any specific concerns about confidentiality with your mentor teacher or your university supervisor.

Evaluation: There are three components evaluated in this internship experience.

Component 1: Teaching Behavior in physical education and health lessons— 90% grade: See the summative evaluation of teaching form in this syllabus for the criteria under which your teaching performance will be judged. To see the criteria under which you will be evaluated please go to: http://ehe.osu.edu/paes/see/index.htm click on supervision instruments and then on Teacher Intern Evaluation Form.

Component 2: Videotape Analysis 10% grade: During this experience you will be videotaped once every two weeks (N=4). For each videotape you will conduct an analysis that is due on the second class session from the day it is taped. Please hand the analysis to your site supervisor.

• Analysis one-from week 1.
- Please conduct the following analyses of your video: ALT-PE, feedback, and gender equity.
  
  i. Please summarize the strengths and weaknesses of this teaching episode using the data to support your position. Not more than 2 pages, double-spaced.
  
  ii. Please identify what you are most pleased with and what you plan to change and how you plan to change it.

- **Analysis two—from week 3.**

  - Please conduct the following analyses of your video: ALT-PE, feedback, and any area you specifically wish to highlight.
    
    i. Please summarize the strengths and weaknesses of this teaching episode using the data to support your position. Not more than 2 pages, double-spaced.
    
    ii. Please identify what you are most pleased with and what you plan to change and how you plan to change it.
    
    iii. Draw comparisons between the previous video and this week's performances.

**Important Notice:**

Two important policies can affect your grade. See the PETE program professionalism policy and the dress policy—both are downloadable from the Carmen course site. The dress policy is also included at the end of this syllabus.

**MATERIALS:**

- Please supply a digital tape for your video analysis.

- You should also consider purchasing a clipboard to help you keep your daily work tasks together.
<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teaching at HMMS</td>
<td>Teaching at HMMS</td>
<td>Teaching at HMMS</td>
<td>Teaching at HMMS</td>
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<td>15</td>
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</tr>
</tbody>
</table>

EDU PASE 69.02 Physical Education Placement
Planned visits to Hilliard Memorial School

On April 14th-18th, you will be teaching an adventure education 5 lesson unit to 6th graders.
- Prior to going please visit the school web site at: http://www.hilliard.k12.oh.us/mms/ please feel free to surf the site but click on downloads and read the student handbook so you are aware of school policies.
- Please wear your OSU name tag, dress professionally-do not wear icon/named clothing.
- Sign in at the office then head to the gymnasium
- Introduce yourself professionally to the teachers. OSU supervisors will be present as well.
- Be on time-allow more time than you think is necessary to arrive.

Planned Visit Schedule

<table>
<thead>
<tr>
<th>Periods</th>
<th>Time</th>
<th>Class size</th>
<th>Observe lesson</th>
<th>Teach lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>7:35-8:23</td>
<td>(16)</td>
<td>Berger, Parry</td>
<td>Kaufman, Pressie</td>
</tr>
<tr>
<td>Teacher: Mr. Ken Ash</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td>8:36-9:14</td>
<td>(30)</td>
<td>Kaufman, Pressie, Curtis, Group</td>
<td>Berger, Parry</td>
</tr>
<tr>
<td>Teacher: Mr. Gavin Sever</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 3</td>
<td>9:17-10:05</td>
<td>(16)</td>
<td>Terwilliger, Velbeck</td>
<td>Curtis, Group</td>
</tr>
<tr>
<td>Teacher: Mr. Ken Ash</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 4</td>
<td>10:08-10:56</td>
<td>(25)</td>
<td>Kaiser, Stevens, Miller</td>
<td>Terwilliger, Velbeck</td>
</tr>
<tr>
<td>Teacher: Mr. Ken Ash</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Expectations for the two weeks April 28 -May 9
During this time you will each teach a small group of students (4-7 in number) 3-4 times per day. The goals of this phase focus on interpersonal interactions, demonstrations, content development. You will be teaching team handball during this time. Your on-site schedule weeks 1 and 2 includes:
• Arrive at school by 8.00am
• Sign in move to the gymnasium and meet with supervisors.
• Prepare equipment for lesson
• Teach lessons
• Return equipment
• Meet with your “team” for your debrief.
• Use the debrief session to establish goals and to make changes for the next day.
• Observe a one health education lesson each day

Expectations for the two weeks May 5-23
During this time you will teach a half sized to full class for one lesson and team teach a second class. The goals of this phase are on the organization and delivery of a unit of instruction to an intact class. Particular emphasis will be on managerial, instructional and content. Your on-site schedule weeks 3 & 4 includes
• Arrive at School at 8.00am
• Sign in move to the gymnasium and meet with supervisors.
• Prepare or assist in the equipment for lesson
• Teach lessons, assist colleagues, assess colleagues
• Return equipment
• Meet with your “team” for your debrief.
• Use the debrief session to establish goals and to make changes for the next day.
• Teach a one health education lesson each day
Physical Education Teacher Education

Dress Policy

Acting and dressing like a professional is an important part of being a professional educator. Often, people make decisions about us as a professional based upon how we are dressed. As a Teacher Candidate in physical education teacher education at The Ohio State University you represent yourself, the program, and the university out in schools. It is important that you dress in a professional and appropriate manner. The following are the dress expectations for this program:

Footwear
- Athletic shoes that are clean and laced up

Dress
- Collared polo shirt (no inappropriate logos)
- Warm up suit, or sweat pants or shorts
- Sweat shirt or track suit top
- Clothes are pressed, clean, neat and not ripped
- Bottom and stomach are covered and no underwear showing
- Pants should be of a safe length
- Clothes should allow the instructor to engage in the activities being taught

Personal Appearance
- Neatly groomed
- Stud earrings & minimal other jewelry for safety reasons
- No body piercing (with exception for religious reasons)
- No hats inside the school building (outside is fine)
- Refrain from chewing gum, chewing tobacco, or eating candy

Most school districts also have guidelines about what teachers can wear and how they should dress. The Teacher Candidates placed in these schools are expected to also conform to any district and/or school dress guidelines that are not included in our dress policy.

Consequences for Not Adhering to Dress Policy
Any Teacher Candidate who shows up to the school site not meeting dress requirements will be immediately sent home by the Cooperating Teacher or University Supervisor and an unexcused absence counted against them resulting in a drop of one course grade to the overall final grade. If two unexcused absences occur, the Teacher Candidate will receive a failing grade for the course. Please ask questions before you attend schools if you are unsure of the nature of this policy.
Appendix C

Assessment instruments
## Lesson Plan Rubric for Health Education

<table>
<thead>
<tr>
<th>Section</th>
<th>Points</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section I – Goals</strong></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Indicators:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals are appropriately stated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each area has at least one goal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goals are linked to a unit goal</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section II – Equipment</strong></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Indicator:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All equipment/supplies are listed</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section III – Activity Development</strong></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Indicators:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitions are present</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction and Closure are included</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate Task Descriptions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linked to goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequences are present</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section IV – Time</strong></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Indicators:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time allotments were appropriate</td>
<td></td>
<td></td>
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<tr>
<td>Total was appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section V – Scripting (CE/Cues)</strong></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Indicators:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All were listed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Script was thorough and inclusive</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section VI – Organization</strong></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Indicators:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Descriptions of student positions were clear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All were included</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section VII – Criteria</strong></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Indicator:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly Stated</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Formatting Issues</strong></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Indicators:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling and grammar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appearance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>Area</td>
<td>Description of Area</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10</td>
<td>Entry</td>
<td>Organized, At door to greet students; positions self appropriately; tries to connect with students</td>
</tr>
<tr>
<td>10</td>
<td>Introduction</td>
<td>Clear directions, appropriate voice level, monitors student behaviors; provides overview of lesson, positions self appropriately</td>
</tr>
<tr>
<td>10</td>
<td>Content Knowledge</td>
<td>Correct information provided; correct responses; appropriate grade level activities; task modifications; appropriate sequences.</td>
</tr>
<tr>
<td>20</td>
<td>Instruction</td>
<td>Groups students in appropriate formation for instruction; uses student names when giving feedback; connects skill information to prior learning or lessons; uses developmentally appropriate language; appropriate voice level; positions self appropriately when giving instructions; movement around the classroom; scanning and calling across space.</td>
</tr>
<tr>
<td>5</td>
<td>Diverse Learners</td>
<td>Responds well to diverse learners; modifies task when appropriate; demonstrates gender equity; accommodates individuals with disabilities.</td>
</tr>
<tr>
<td>10</td>
<td>Management</td>
<td>Management and transition time appropriate; management skills taught; waits for students attention before giving instruction; positive pinpointing; uses names when giving feedback; consistent with signals.</td>
</tr>
<tr>
<td>10</td>
<td>Assessment</td>
<td>Assessment is provided for cognitive; and affective goals; transition time minimal for getting materials used. Assessment is developmentally appropriate.</td>
</tr>
<tr>
<td>10</td>
<td>Closure</td>
<td>Engages students in questions; provides feedback on lesson, maintains a positive learning environment; maintains students attention during closure; uses closure routine.</td>
</tr>
<tr>
<td>10</td>
<td>Professionalism &amp; Collaboration</td>
<td>Respectful to students; enthusiastic; knows lesson well, dresses professionally, addresses students’ questions. Is interactive with classroom teacher as children are picked up.</td>
</tr>
<tr>
<td>5</td>
<td>Reflection</td>
<td>Critically reflective of lesson implementation, identifies strengths of lesson and areas for improvement. Suggests changes to lesson if it were taught again.</td>
</tr>
<tr>
<td>100</td>
<td>TOTAL POINTS</td>
<td>Overall grade</td>
</tr>
</tbody>
</table>

Identify strengths of lesson and areas to improve:
GUIDELINES FOR SUBMITTING YOUR WORK SAMPLE

- The work sample should be presented in a three-ring binder.
- The organization of the three-ring binder should match the headings described in the template. The work sample must have clear indications of each element. **Dividers with tabs work best.**
- The work sample includes all lesson plans from your unit plan
- All materials associated with the work sample should be typewritten.
- Organized in a binder **due during finals week.**
- All written explanations must be in paragraph format in MS WORD. Spelling and grammar must be correct.
- The work sample information follows for the most part the guidelines established in your PAES 740 and 689 classes. Please make sure you follow the directions clearly in this packet
PAES 786 - STUDENT DATA AND DATA ANALYSIS GUIDELINES – Part II

In this section you will report on the data collected for your selected meter, cognitive, physical activity and affective goals.

1) Identify 2 cognitive goals from your unit that you will be collecting data on.
   a. Collect the data on these goals using the assessment instruments identified in your assessment overview.
   b. Input these data into excel & attach the spreadsheet.
   c. Provide 2 data tables and reflection on the extent to which you met your goals as described below.

2) Identify 1 affective goal from your unit that you will practice collecting data on.
   a. Identify a class that you will teach and use as your work sample class for this data collection.
   b. Collect the data on this goal using the assessment instrument identified in your assessment overview.
   c. Input these data into excel & attach the spreadsheet.
   d. Provide the data table and reflection on the extent to which you met your goal as described below.

For each goal provide the data you have to determine if you met this goal. The data could be in the form of a table, a chart, or a graph. Find the approach that best shows how students learned. Include the following: 1) overall class data, 2) data on a low performing child and 3) a high performing child at the beginning of the unit and at the end of the unit. These tables and charts should be developed using excel. Input the raw data into excel and then create the charts using excel charts.

You MUST follow this approach in responding to each goal:

a) Unit Goal: TSWBAT.............

b) Data Chart/Table  (incorporate the data table or chart).

c) Data Analysis
   - Describe what the chart shows for the:
     ▪ Class, High performing student, Low performing student
   - Describe what you infer about student learning/behavior as a result of these data – did you meet the goal?
   - What did the data on the high performing student and low performing student tell you about the boundaries of how students learned?

d) Pedagogical Analysis
Discuss what instructional activities and pedagogical strategies helped achieve this outcome (positive or negative)

- What did you do as a teacher that worked well?
- What did you do as a teacher that did not work so well?
- How did your instruction meet (or not meet) the developmental needs of your low performing and high performing student? Be specific about what you did to adjust tasks for these children.
- What would you do differently next time?
Final Cumulative Reflective Essay Guidelines – Part III

At the end of the internship experiences you will reflect on your entire experience. The reflective essay is an opportunity for you to reflect on the methods teaching experience, what you have learned, and how you will use what you have learned in the future. Refer back to your weekly reflections, things that your Mentor Teacher and University Supervisor suggested to you to remind yourself of the things that happened and how you improved. Respond to the following points below. You may use each point as a sub-heading to guide your reflective essay. This essay should be at least 3-5 pages double-spaced. It should be written in essay format (under headings) and should not be bulleted.

1) Instructional Strengths (15)
   a. What were your perceived strengths going into the internship? (3)
   b. What are your strengths now at the end of your internship? (3)
   c. Describe three major lessons that you learned as a result of your student teaching experience this quarter? (6)
   d. If someone were to briefly describe you as a teacher now, what do you think they would say about you? (3)

2) Areas to Improve & Professional Development Plan (27)
   a. Describe three major areas for which you need to improve your teaching (this includes the broad definition of teaching from pedagogy, to planning, to content development).
   b. For each area: (9 each area)
      i. Describe in specific measureable terms what you need to improve and what might be an appropriate annual goal for Praxis 3 relative to this area. (3)
      ii. Provide a brief discussion of why this area is important to your instructional effectiveness and professional development. (3)
      iii. Identify strategies to address this area and professional resources that you might use to support your development in this area. (3)

3) Using the level you would most like to start your teaching career with, (either elementary or secondary health) discuss the following five points: (15)
   a) What content (generically) would it include? (3)
   b) How would you motivate students? (3)
   c) What would be the major outcomes you would strive for? (3)
   d) How would you assess your outcomes? (3)
   e) How would you integrate academics? (3)
# STUDENT PERFORMANCE DATA AND REFLECTION SCORING RUBRIC

Health TWSM Parts II & III

Name __________________________

<table>
<thead>
<tr>
<th>Assessment &amp; Evaluation</th>
<th>Student Data – 5 points</th>
<th>Possible Points</th>
<th>Student Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable 0-9</td>
<td>Acceptable 10-12</td>
<td>Target 13-15</td>
<td>0-15</td>
</tr>
<tr>
<td>Spreadsheet does not display all student data, headings are hard to read, data are poorly displayed, and summary data are absent. No graphs are used. The “readability” of the spreadsheets and graphs is poor.</td>
<td>Spreadsheet is well organized, headings are clear and readable. Summary data are included for individual students and well as the class as a whole. The graphs are clearly appropriate with X and Y axis correctly labeled. The “readability” of the spreadsheets and graphs is excellent.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis Student Progress</th>
<th>20 points per analysis</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unacceptable 0-48</td>
<td>Acceptable 49-67</td>
<td>Target 68-80</td>
</tr>
<tr>
<td>Analysis is not grounded in assessment results, presents only whole class performance, does not describe formal or informal assessment results, and adds nothing to the readers’ understanding of the assessment results presented. Fails to tie assessment results to the stated goals of the unit. Conclusions are not drawn. No suggestions for changes and use of the results in future instruction are made.</td>
<td>Analysis is grounded in assessment results, and examines the performance of both individual students as well as the class performance. The analysis describes and examines formal or informal assessment results in the context of the unit goals and lesson objectives and the teaching/learning context. The analysis is clear and functionally related to the data. Conclusions are drawn. Suggestions for changes in the assessments and use of the results in future instruction are made.</td>
<td>0-80</td>
</tr>
<tr>
<td>REFLECTIVE ESSAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>Unacceptable 0-34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is not reflective, instead describes events and makes no attempt to provide reasons or justification for events. Mostly concerned with descriptions of efficiency and effectiveness (e.g., student gains) without a critique of the process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acceptable 35-47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates a “stepping back&quot; from events or actions. Is analytical and or integrative of factors, findings, and perspectives, as well as recognizing inconsistencies. The reflection is grounded in the technical and practical with some evidence of understanding the moral and ethical criteria relative to judgments about whether practice is equitable, just and respectful of others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target 48-57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates a “stepping back&quot; from events or actions. Is analytical and or integrative of factors, findings, and perspectives, as well as recognizing inconsistencies. Goes beyond the technical and practical emphasis on ends and means to also bring up moral and ethical criteria and make judgments about whether practice is equitable, just and respectful of others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Number of Points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback</td>
<td>Unacceptable Performance (C+)</td>
<td>Acceptable Performance (B+ to B-)</td>
</tr>
<tr>
<td>----------</td>
<td>-------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Teacher provides incorrect or incomplete information to students, displaying a lack of knowledge of the subject matter.</td>
<td>Teacher provides incorrect or incomplete information to students.</td>
<td>Teacher provides correct, complete information to students.</td>
</tr>
<tr>
<td>The student is well linked to knowledge and content, displaying a strong understanding of the subject matter.</td>
<td>The student is moderately linked to knowledge and content, demonstrating a strong understanding of the subject matter.</td>
<td>The student is minimally linked to knowledge and content, demonstrating a weak understanding of the subject matter.</td>
</tr>
<tr>
<td>The student demonstrates clear, accurate, and appropriate responses.</td>
<td>The student demonstrates some knowledge of official features, demonstrating an incomplete understanding of the content to be taught.</td>
<td>The student demonstrates no knowledge of official features, demonstrating a lack of understanding of the content to be taught.</td>
</tr>
<tr>
<td>Is made to correct content in the curriculum.</td>
<td>Demonstrates some knowledge of official features.</td>
<td>Demonstrates no knowledge of official features.</td>
</tr>
<tr>
<td>The presence of errors in the performance.</td>
<td>The performance is not detailed.</td>
<td>The performance is not detailed.</td>
</tr>
<tr>
<td>Teacher's feedback is not appropriate to the content being taught.</td>
<td>Teacher's feedback is not appropriate to the content being taught.</td>
<td>Teacher's feedback is not appropriate to the content being taught.</td>
</tr>
<tr>
<td>The student does not analyze or evaluate the content to be taught.</td>
<td>The student does not analyze or evaluate the content to be taught.</td>
<td>The student does not analyze or evaluate the content to be taught.</td>
</tr>
<tr>
<td>The student's performance is not detailed.</td>
<td>The student's performance is not detailed.</td>
<td>The student's performance is not detailed.</td>
</tr>
<tr>
<td>Teacher's feedback is not appropriate to the content being taught.</td>
<td>Teacher's feedback is not appropriate to the content being taught.</td>
<td>Teacher's feedback is not appropriate to the content being taught.</td>
</tr>
<tr>
<td>Feedback</td>
<td>Instructional and curricular choices</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Teacher demonstrates the application of diverse curricular choices.</td>
<td>Instructional and curricular choices.</td>
<td></td>
</tr>
<tr>
<td>Teacher displays knowledge of students' diverse needs and interests.</td>
<td>Instructional and curricular choices.</td>
<td></td>
</tr>
<tr>
<td>Teacher is both proactive and responsive to feedback and instruction.</td>
<td>Feedback is strong, making connections to this in both gender, race, and special populations and understanding of culture and ethnic heritage.</td>
<td></td>
</tr>
</tbody>
</table>

### Diverse Learners

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Instructional and curricular choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher displays knowledge of students' diverse needs and interests.</td>
<td>Instructional and curricular choices.</td>
</tr>
<tr>
<td>Teacher is both proactive and responsive to feedback and instruction.</td>
<td>Feedback is strong, making connections to this in both gender, race, and special populations and understanding of culture and ethnic heritage.</td>
</tr>
</tbody>
</table>

| Teacher displays knowledge of students' diverse needs and interests.   | Instructional and curricular choices.                                                                 |
| Teacher is both proactive and responsive to feedback and instruction. | Feedback is strong, making connections to this in both gender, race, and special populations and understanding of culture and ethnic heritage. |

### Growth and Development

<table>
<thead>
<tr>
<th>Unacceptable Performance (C++)</th>
<th>Acceptable Performance (B)</th>
<th>Target Performance (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher does not address different learning styles of the students in the class.</td>
<td>Teacher addresses different learning styles of the students in the class.</td>
<td>Teacher provides a variety of instruction that addresses different learning styles of the students in the class.</td>
</tr>
<tr>
<td>Teacher provides strategies specific to students with special needs.</td>
<td>Teacher develops strategies specific to students with special needs.</td>
<td>Teacher provides strategies specific to students with special needs.</td>
</tr>
<tr>
<td>Teacher displays knowledge of students' diverse needs and interests.</td>
<td>Teacher displays knowledge of students' diverse needs and interests.</td>
<td>Teacher displays knowledge of students' diverse needs and interests.</td>
</tr>
<tr>
<td>Teacher demonstrates the application of diverse curricular choices.</td>
<td>Teacher demonstrates the application of diverse curricular choices.</td>
<td>Teacher demonstrates the application of diverse curricular choices.</td>
</tr>
<tr>
<td>Unacceptable Performance (C+)</td>
<td>Acceptable Performance (B+, B, B-)</td>
<td>Target Performance (A+, A, A-)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Teacher provides little or no motivation and feedback.</td>
<td>Teacher provides appropriate, but inconsistent, feedback.</td>
<td>Teacher provides necessary corrective feedback.</td>
</tr>
<tr>
<td>Teacher provides inappropriate, inconsistent, or inappropriate feedback.</td>
<td>Feedback: Frequent, positive feedback; and when necessary, corrective feedback.</td>
<td>Frequent positive feedback; and when necessary, corrective feedback.</td>
</tr>
<tr>
<td>Transition times are moderately slow. The instruction is consistent and motivating.</td>
<td>Teacher responds to student misbehavior with success.</td>
<td>Teacher responds to student misbehavior with success.</td>
</tr>
<tr>
<td>Management and transition times are moderate to high.</td>
<td>Teacher is aware of or non-responsive to or over-reaction.</td>
<td>Teacher is aware of or non-responsive to or over-reaction.</td>
</tr>
<tr>
<td>Students are not working with the teacher at all.</td>
<td>Teacher teaches management skills to students and groups are engaged at all times.</td>
<td>Tasks for group work are organized, and groups are engaged at all times.</td>
</tr>
<tr>
<td>Instructional value of the instructional materials is inconsistent.</td>
<td>Instructional materials are not used.</td>
<td>Instructional materials are not used.</td>
</tr>
<tr>
<td>Teacher teaches management, management, and transition.</td>
<td>No routines are evident. Pedagogy is evident.</td>
<td>No routines are evident. Pedagogy is evident.</td>
</tr>
<tr>
<td>Teacher teaches management skills to students and groups are engaged at all times.</td>
<td>System that is effective.</td>
<td>System that is effective.</td>
</tr>
<tr>
<td>Teacher teaches management skills to students and groups are engaged at all times.</td>
<td>Teacher teaches management skills to students and groups are engaged at all times.</td>
<td>Teacher teaches management skills to students and groups are engaged at all times.</td>
</tr>
<tr>
<td>Teacher teaches management skills to students and groups are engaged at all times.</td>
<td>Teacher teaches management skills to students and groups are engaged at all times.</td>
<td>Teacher teaches management skills to students and groups are engaged at all times.</td>
</tr>
<tr>
<td>Feedback</td>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clearly necessary. School personnel, of whom no attempt was made, did not communicate with parents, guardians or other communication that the student could use. Teacher demonstrates no knowledge of forms of communication that the student could use.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and indicates the form he or she would use. Other school personnel, regarding specific students and parents, grant aids or other communication that the student could use. Teacher can describe situations in which she or he might use this communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher describes situations in which she or he might use this communication.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher’s written and non-verbal communication is very appropriate and responsive to student contacts. (sex, gender, race and ethnicity) Teacher’s written and non-verbal communication is consistent and accurately uses student names.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher’s written and non-verbal communication is consistent and accurately uses student names.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student names. Teacher consistently uses student names for much of the time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher consistently and accurately uses student names.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher inconsistently or inaccurately uses student names.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher inconsistently or inaccurately uses student names.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher demonstrates ineffective listening skills.</td>
<td></td>
<td></td>
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<tr>
<td>Teacher demonstrates ineffective listening skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher demonstrates effective listening skills and effective direction about the goals of procedures. Information containing information of inaccurate and age-appropriate vocabulary. Teacher provides the students with the information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information containing information of inaccurate and age-appropriate vocabulary. Teacher provides the students with the directions and procedures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective and age-appropriate vocabulary. Teacher provides the students with the directions and procedures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Target Performance (B+, B, B-) Unacceptable Performance (C+, C)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocacy for physical activity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advocacy for physical activity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation and advocacy for physical activity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation and advocacy for physical activity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical activity and healthful practices.</td>
<td></td>
<td></td>
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<tr>
<td>Physical activity and healthful practices.</td>
<td></td>
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<tr>
<td>Physical activity and healthful practices.</td>
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<td></td>
</tr>
<tr>
<td>Physical activity and healthful practices.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback</td>
<td>Maximizes student involvement in the content</td>
<td>Have high student participation in the content, delivered lessons that their objectives. The assessment is appropriate with their objectives</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Teacher has anticipated and aligned their assessment with understanding the tasks. The content and pedagogy to be used in the lesson are developmentally appropriate in terms of the concept and pedagogy to be used in the lesson. Teacher's lesson plans are well developed and connections are clear. Teacher's instructional objectives are aligned with national standards. The target performance is acceptable (B+ or B-).</td>
<td>Teacher has anticipated and aligned their assessment with understanding the tasks. Some students require some modifications in instruction to be successful. Teacher's lesson plans are detailed and connections are clear. Teacher's instructional objectives are aligned with national standards. The target performance is unacceptable (C or C+).</td>
<td>Teacher has anticipated and aligned their assessment with understanding the tasks. Little content was covered and these were made prior to the lesson. Teacher has the lesson plan written in advance and aligned it with the lesson plan. Teacher has all times had the lesson plan reviewed by the supervisor. The instructional objectives were required in advance of instruction and approved by the supervisor. The target performance is acceptable (B+ or B-).</td>
</tr>
<tr>
<td>Teacher</td>
<td>Feedback</td>
<td>Student Assessment</td>
</tr>
<tr>
<td>---------</td>
<td>----------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Planning and instruction in the next lesson: Teacher fails to implement the modifications in planning successfully.</td>
<td>Lesson successfully planned and instruction as a result of feedback. Teacher implements the modifications in planning</td>
<td>Target Performance (A, A-), Acceptable Performance (B+, B, B-), Unacceptable Performance (C+)</td>
</tr>
<tr>
<td>Weaknesses of the lesson in relation to the learning goals: Teacher cannot accurately identify strengths and weaknesses of the lesson AND Teacher describes the strengths and weaknesses of the lesson AND Teacher suggests how he or she could use the experience from this lesson in future instruction.</td>
<td>To take to improve the next lesson: Teacher suggests how he or she could use the experience from this lesson in future instruction.</td>
<td>Target Performance (A, A-), Acceptable Performance (B+, B, B-), Unacceptable Performance (C+)</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Teacher</th>
<th>Feedback</th>
<th>Student Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher provides evidence of those with special needs.</td>
<td>Student learning gains for students including those with special needs. Teacher provides some assessment evidence of student learning gains for students including those with special needs.</td>
<td>Target Performance (A, A-), Acceptable Performance (B+, B, B-), Unacceptable Performance (C+)</td>
</tr>
<tr>
<td>Teacher does not communicate clear assessment criteria to students.</td>
<td>Teacher communicates clear assessment criteria to students. Teacher uses formative or summative assessment to assess student learning. Teacher appropriately uses a variety of authentic, formal and informal assessments to assess student learning.</td>
<td>Target Performance (A, A-), Acceptable Performance (B+, B, B-), Unacceptable Performance (C+)</td>
</tr>
<tr>
<td>Feedback</td>
<td>Unacceptable Performance (C-)</td>
<td>Acceptable Performance (B+)</td>
</tr>
<tr>
<td>----------</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Teacher</strong> does not participate in the life of the school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher is very active in attending school,</td>
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<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>Teacher is aware of resources OR does not</td>
<td></td>
<td></td>
</tr>
<tr>
<td>attempt to use them despite an obvious need OR such as ESL, Speech Pathologist, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher collaborates with colleagues outside of this classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher initiates collaboration with specialists</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher attends all parent-teacher conferences and presentations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>These events as well as assisting in the running of the school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher is aware of students' concerns and assists resources, of the school</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technology used by the teacher during instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is strong evidence of student competence with respect to technological instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher uses technology appropriately and effectively.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental needs and their professional development</td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technology used by the teacher during instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is some evidence of student competence with respect to technological instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher uses technology with compliance and effectiveness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology used by the teacher during instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Technology used by the teacher during instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is little evidence of student competence with respect to technological instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher uses technology with compliance and effectiveness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology used by the teacher during instruction.</td>
<td></td>
<td></td>
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<tr>
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<td></td>
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</tr>
<tr>
<td><strong>Technology used by the teacher during instruction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is no evidence of student competence with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>respect to technological instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher uses technology with compliance and effectiveness.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology used by the teacher during instruction.</td>
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<td></td>
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</tr>
<tr>
<td>Feedback</td>
<td>Unacceptable Performance (B+, B, B-)</td>
<td>Acceptable Performance (A, A-, A-)</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------------------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>Teacher does not respond positively to feedback from the US or MT.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Teacher does not follow through on required tasks set by his or her self, the US, or the MT.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Teacher is not on-time to the agreed upon start time.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Teacher is not professional in interactions with US and students.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Teacher uses inappropriate language in interactions with peers, supervisors, and students.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Teacher dismisses inappropriate for a physical or emotional disability.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Teacher does not participate in staff development.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Teacher does not participate in educational programs.</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Teacher follows through on required tasks set by the US or MT.</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>
The candidate has a weak field experience. His/her planning was inadequate and none of the objectives were demonstrated consistently, while some of the objectives were not demonstrated at all. The candidate was not prepared to teach. When prepared to teach, he/she was frequently unsuccessful in establishing and maintaining cooperation of students in the classroom. Little or any progress was made in managing and organizing a class of students.

Overall Grade: Fail

Final Evaluation Sheet

Evaluation of Teaching Performance

The candidate was above average in attending to objectives for units. He/she was prepared and many objectives were consistently demonstrated while others were observed but not yet a consistent part of the repertoire. The objectives for units (consistent and efficiently.

This evaluation is based upon your teaching and feedback from your mentor, teacher, and receiving. The intent of this evaluation is to provide you with feedback about your teaching.
Appendix D

Faculty Vita
Jacqueline Dawn Goodway

5619 Chapman Court
Hilliard, OH. 43026.
(614) 204-6211 (home)
(614) 292-8393 (work)
goodway.1@osu.edu

EDUCATIONAL BACKGROUND

DOCTOR OF PHILOSOPHY:
Michigan State University
Physical Education & Exercise Science,
Emphasis in Motor Development, Cognates
in Adapted Physical Education and Research

MASTER OF PHILOSOPHY:
Chelsea School of Human Movement
University of Brighton, England.
Master of Philosophy by research entitled:
"Injuries in Women's Gymnastics within the

BACHELOR OF SCIENCE (Honors)
Chelsea School of Human Movement
University of Brighton, England.
Bachelor of Science with Honors in Sport

PROFESSIONAL EXPERIENCE

Section Head, Sport, Physical Education & Exercise Science, School of Physical Activity & Educational Services, The Ohio State University, Columbus, OH 43210. 2008-ongoing.

Associate Professor, School of Physical Activity & Educational Services, The Ohio State University, Columbus, OH 43210. June 2003-ongoing.

Assistant Professor, School of Physical Activity & Educational Services, The Ohio State University, Columbus, OH 43210. January 1999-June 2003.

Assistant Professor, Department of Health & Human Performance, University of Houston, Houston, TX. 77204-5331. Fall 1994-December 1998.

Assistant Instructor, Department of Teacher Education, Professional Development School
Initiative, Michigan State University, East Lansing, MI. Fall 1993-Fall 1994.


**Graduate Teaching/Research Assistant**, Department of Kinesiology, Michigan State University, East Lansing, MI. 1989 to Summer 1993.

**Graduate Assistant**, Department of Teacher Education, Professional Development School Initiative, Michigan State University, East Lansing, MI. April 1992 to Fall 1993.

**Graduate Researcher**, A study funded by the Health Promotion Research Trust and supported by the British Amateur Gymnastics Association, Chelsea School of Human Movement, University of Brighton, Eastbourne, England. 1987 to 1989.


**SCHOLARLY PUBLICATIONS**

**Focus of Research**

**Motor Development, Physical Activity, & Obesity Prevention**
My primary research agenda focuses on issues associated with the promotion of motor skill development and physical activity in young (preschool and kindergarten-aged) children. At a time when childhood obesity is at epidemic proportions and many children are physically inactive, it is important for scholars to identify ways in which to promote physical activity in children. I believe that in order to do this, children must become competence movers who have met minimum requirements for motor skill development. If a child does not have competence in the requisite fundamental motor skills for sports, games and physical activity; he/she will be unable to apply them across the lifespan and will drop out of physical activity. Many of today’s children have not developed this proficiency in fundamental motor skills. One such group of individuals whom are particularly vulnerable are children identified as disadvantaged or “at-risk” of educational failure and/or developmental delay. The theoretical underpinning of this work derives from dynamic systems theory and contextual theory. Dynamic systems theory examines the inter-connected and dynamic nature of motor skill acquisition suggesting that the interaction of multiple subsystems from the task, environment and child constrain motor development. Contextual theory provides an ecological theoretical framework for understanding child development and the design of motor skill interventions. The intent of this line of work is to develop and implement motor skill interventions in schools, communities, and families in order to facilitate the motor development and physical activity of this under-served population of children.

- My line of work has shown that young children who come from disadvantaged environments demonstrate substantial delays in fundamental motor skill development. The motoric developmental trajectories of these children are of concern because theoretically it may be suggested that these children will become inactive later in life. This population of children often grow up in communities where there are significant
barriers to physical activity, timely motor development and the ability to engage in an active and healthy lifestyle. As such, early motor skill intervention is essential. The implementation of motor skill interventions in a variety of contexts have yielded significant pre-intervention/post-intervention improvements in locomotor and object control skills along with significant improvements in perceptions of physical competence. In addition, contextual variables (e.g. family, school, peer group, community, cultural factors etc.) have been shown to constrain motor development.

To date I have collected data on the fundamental motor skill development of children in three states (Michigan, Texas & Ohio). I have implemented multiple motor skill interventions showing the beneficial effects of intervening early in the lives of children. These combined data demonstrate that both African American and Hispanic children from three different states all showed developmentally delays in their fundamental motor skills. Additionally, the provision of early motor skill intervention resulted in significant improvements in fundamental motor skill development and perceived competence.

Program Development and Delivery in University Basic Instructional Activity Programs
A secondary line of research is focused around the development of and implementation of basic instructional activity programs. In the USA these programs consist of physical activity and health courses that undergraduate students may elect to take. They are typically taught by Graduate Teaching Assistants (GTA) which presents unique challenges to efficiently running these programs. I have secured internal funding to support the development of: 1) standardization of syllabi across the program, 2) training of instructional faculty, 3) peer mentoring programs, and 4) technology-based assessment. This program has been identified both within the university and professionally as a model program for GTA development and support.

I. PEER REVIEWED ARTICLES


II. BOOKS


III. CHAPTERS IN EDITED BOOKS


III. REPRINTS

IV. PEER-REVIEWED PUBLISHED ABSTRACTS

Note: All published abstracts were also papers presented at the North American Society for the Psychology of Sport & Physical Activity or the AAHPERD conference.


Lorson, K., & Goodway, J. D. (2002). The influence of critical cues on the performance of the
overarm throw. *Journal of Sport & Exercise Psychology, 24*, (Supplement), S91.


Rudisill, M. E., & Goodway, J. D. (1996). The relationship between perceived competence and actual motor skill competence of African American preschool children who are at risk.. Journal of Sport & Exercise Psychology 18, (Supplement), S3.


V. NON-REFEREED ARTICLES


PRESENTATIONS

II. INTERNATIONAL MEETINGS


Symposium for Adapted Physical Activity, Seoul, Korea.


motivational climate motor skill interventions on the perceived competence and intrinsic motivation of kindergarten children demonstrating developmental delay. Paper presented at the annual conference of the North American Society for the Psychology of Sport and Physical Activity, St Charles, IL.


macroscopic movements of young children who are at risk of school failure and developmental delay. Presented at the annual conference of the North American Society for Psychology of Sport and Physical Activity Conference, Cleveland House Resort, Ontario, Canada.


**Goodway, J. D.** (1993, June). *Qualitative research: A tool for inquiry into teaching.* Presented at the annual conference of the North American Society for Psychology of Sport and Physical Activity Conference, Brainerd, MN.


### III. NATIONAL MEETINGS


and Exposition, Chicago, IL.


Wisconsin, Madison, WI.


through movement: A multiple intelligences perspective. Association of Supervisors for Curriculum Development Conference, New Orleans, LA.


III. DISTRICT MEETINGS


IV. STATE MEETINGS


Columbus, OH.


RESEARCH & TRAINING GRANTS

Grants Submitted and Funded


Goodway, J. D. (1999). *SKIPPing toward an active lifestyle: The influence of project
SKIP on the motor skill development of young disadvantaged children. The Ohio State University Seed Grant program, 2000-2001, $16,130.00.


**Goodway, J. D.** (1997). *Examining declarative and procedural knowledge as a result of a motor skill intervention.* University of Houston, Limited Grant in Aid, $1,095.


**Goodway, J. D., Suminski, R., & Lee, T.** (1997). *The Influence of an Instructional Program on the Fundamental Motor Skills, Fitness & Physical Education Knowledge of Young Hispanic Children who are At-Risk.* National Association for Sport and Physical Education Academy Grant, Motor Development Academy, $2,495.


**Goodway, J. D.** (1995). *Needs assessment of the motor development and cardiovascular fitness of preschool children who are at-risk of a development delay and/or school failure.* University of Houston, Research Initiation Grant. $6,000.


**Goodway, J. D., & McNaught-Davis, J. P.** (1986). *Gymnastic Injuries in the United Kingdom.* Health Promotion Research Trust Award, approximate U.S. dollar equivalent is $30,000.00.

**Grants submitted but not funded**

Goodway, J. D. & Rudisill, M. E. (Submitted 1995, February). Examination of the relationship between at-risk factors and motor proficiency and academic performance in young children. Program to Enhance External Research, University of Houston. $4996.00


REVIEWERS & EDITORIAL WORK

Journal Reviewer:
- Adapted Physical Activity Quarterly – 1995 ongoing.
- Peace and Conflict: Journal of Peace Psychology - 1996
- Journal of Classroom Interaction – 1997
- Journal of Teaching Physical Education – 2003 ongoing

Editorial Board Member:

Co-Editor

Reviewer:
- Reviewer: Council on Physical Education for Children document: “Developmentally Appropriate Practice in Movement Programs for Young Children Ages 3-5” – 1999

TEACHING ACTIVITIES

II) THE OHIO STATE UNIVERSITY

Undergraduate Courses
- PAES 542 – Lifespan Motor Development
- PAES 520 – Content in Elementary Physical Education
- PAES 740 – Physical Education for the Elementary School Child
- PAES 689.01 – Internship in Elementary Physical Education
Graduate Courses
PAES 706 – Professional Transition to Teaching and Schooling
PAES 723 – Elementary School Physical Education
PAES 740 – Physical Education for the Elementary School Child
PAES 754 – Physical Growth & Motor Development
PAES 786 – Field Experience for Physical Education for the Elementary School Child
PAES 840 – Instructional Design
PAES 851 – Advanced Motor Learning
PAES 889 – Beginning of the Year MEd Internship
PAES 925.20 – Doctoral Seminar

III) UNIVERSITY OF HOUSTON

Undergraduate Courses
ELED 4308 Methods of Teaching PE in Elementary School
SEDE 4308 Methods of Teaching Health & PE in Secondary School
KIN 3301 Program Design
KIN 3300 Motor Development
KIN 4200 Movement Activities for Special Populations

Graduate Courses
PEP 6315 Adapted Physical Education
PEP 6397 Developing Health and Wellness Curriculum K-12
PEP 6397 Integrating Classroom Concepts Through Movement
PEP 6397 Implementing the Foundations of Personal Fitness Course
PEP 7342 Motor Development
PEP 6308 Supervision of Physical Education
PEP 7303 Program Design in Physical Education
PEP 7311 Analysis of Teaching Physical Education

III. EASTERN MICHIGAN UNIVERSITY

Health, Physical Education, Recreation and Dance
PED 281 Motor Development & Learning

IV. MICHIGAN STATE UNIVERSITY

Physical Education and Exercise
PES 862* Motor Skill Learning
HCP 800* Seminar in Health & Physical Education
HCP 342 Methods of Teaching Gymnastics
HCP 491 Cadet Teaching - Remedial Motor
HCP 260 Developmental Analysis of Physical Activity
HCP 440 Developmental Basis of Motor Skills
HCP 452  Adapted Physical Education - Laboratory Assistant
HCP 403  Independent Study Supervision
HCP 110  Beginning Gymnastics - Tumbling & Apparatus
HCP 110F Intermediate Gymnastics - Tumbling
HCP 111A Beginning Aerobics

Special Education
CEP 460* Education of Exceptional Children
CEP 460D* Classroom and Behavior Management in Special Education
* Indicates Team-taught classes, otherwise instructor of record.

Graduate Studies in Education Overseas
Taught a graduate level Motor Development course at International School Bangkok, to classroom and physical education teachers who teach in the International and Military Schools throughout Asia.

V. UNIVERSITY OF BRIGHTON, England.

Classes Toward a Bachelor of Science in Sports Science
Fitness Assessment
The Nature, Etiology and Prevention of Sports Injuries
Advisor to Final Year Student Research Dissertations

Classes Toward a Bachelor of Education in Physical Education
Educational Gymnastics
Gymnastics Methods for Teachers

Student evaluation of my instruction demonstrates that my instructional effectiveness is consistently above the departmental, college, and university means. Specific data on instructional effectiveness will be provided upon request.

SUPERVISION OF STUDENT TEACHERS

The Ohio State University
A. Program Coordinator, Physical Education Teacher Education program – oversee the licensure of all physical education teachers at The Ohio State University – 2003-ongoing.
B. Supervisor of the all OSU supervisors for elementary internships and student teaching. 2003-ongoing.
C. Coordinator of the MEd Physical Education Teacher Licensure program at Ohio State University. 2000-2004.

University of Houston
E. Supervision of Phase II (methods of physical education) field-based students and Phase III (student teaching) student teachers.
F. Coordinated the placement of, and provided supervision for in-service physical education
teachers who were enrolled in an alternative certification Intern Program at UH.
G. Coordinator of all physical education supervisors for Student Teaching at UH.

Michigan State University
I. Supervised Physical Education and Special Education students in a Remedial Motor Clinic for children with delayed motor development.
J. Supervised Physical Education and Special Education students in an Adapted Physical Education Clinic for children with disabilities.

ACADEMIC ADVISING

I believe in a strong mentoring relationship with my graduate students. I meet with my graduate students weekly and set quarterly goals with them. I involve them in my research and assist them in developing their own research agenda. My graduate students attend national and international conferences where they present their work and also co-author articles with me. My graduate students have been successful in securing faculty positions in universities.

The Ohio State University

Doctoral Students – Completed
Jessica Stevens – 2008 – The influence of a hip hop dance unit on the physical activity of urban 6th grade students.
Rona Coehn – 2007 – The role of aligned developmental feedback in the instruction of throwing.
Harriet Amui – 2005 – The influence of two instructional approaches to teaching motor skills in young children who are disadvantaged.

Doctoral Students – Advisor of Record
Irmak Hurmeric – third year – completed General Exams
Robin Dunn - third year

Doctoral Students – Dissertation and General Examination Committee Member
8 completed and 2 in progress doctoral dissertation committees
7 completed doctoral General Comprehensive Exam committees

Masters Students – Advisor of Record
1 MA student who completed with thesis
6 MA students who completed with projects
16 completed MEd students

**Masters Students – Thesis or General Exam Committee Member**
- 2 MA students with thesis
- 7 MA students with project
- 23 completed MEd project committees
- 1 completed general examination

**University of Houston**

**Doctoral Students – Advisor of Record**
Joy Thompson-Grim – 1999 – *Outdoor education as a means for improving moral reasoning in at-risk youth*
- 7 doctoral students in progress at time of departure from UH

**Doctoral Students – Dissertation and General Examination Committee Member**
- 4 completed and 1 in progress (at time of departure from UH) doctoral dissertation committees
- 8 completed doctoral General Comprehensive Exam committees

**Masters Students – Advisor of Record**
- 6 completed MA general examinations
- 8 in progress general examinations (at time of departure from UH)

**Masters Students – Thesis or General Exam Committee Member**
- 8 completed and 1 in progress (at time of leaving) general examination committee member

## CURRICULUM & INSTRUCTIONAL DEVELOPMENT ACTIVITIES

### I. The Ohio State University Program Development

*Sport and Leisure Studies Undergraduate Degree Program* - I worked with other faculty in the Sport and Exercise Education area to adapt the undergraduate curriculum in Sport and Leisure Studies in order to license teachers at the undergraduate level in P-12 physical education. This program was approved by OSU and the Ohio Department of Education.

*Contextual Teaching and Learning* – I am part of a team of faculty in Sport and Exercise Education and from across the College of Education working with Contextual Teaching and Learning principles in order to enhance physical education, teacher education at Ohio State University. This is part of a national initiative funded by a federal grant program.

*PT3 Technology in Education* – I am working with Drs. Ward and Barrett to infuse technology into the teacher licensure program at OSU. We have developed a number of strategies to developing the technology expertise of our students in meeting the INTASC standards.
II. University of Houston Program Development

Physical Education Teacher Certification Program - I developed a new undergraduate program for physical education teaching majors along with two other faculty in the area. The program was developed to meet the new EXCET exam, Texas Education Agency essential elements and NCATE standards. Two programs were developed; an All-Level program (Movement and Sport Studies, Track I) and a Secondary program (Movement and Sport Studies, Track II). The program focus reflected the new emphasis on health and wellness at the state and national level.

Physical Education Basic Program (PEB) – This program provides the basic physical activity courses available to the entire student body at the University of Houston and is housed in the Department of Health and Human Movement. In response to a university-based initiative to promote active student engagement in courses and more authentic forms of assessment, I secured an internal grant to undertake curriculum reform efforts in the PEB Program. Five courses were targeted and a new curriculum were developed for the courses including syllabi, assignments, instructor packet, teaching resources, and exams. Instructors were trained in the development of these courses.

III. Course Development
The following courses were developed during my tenure at Ohio State University and University of Houston. Both course development and instructional material development occurred as part of these activities.

The Ohio State University Course Development
PAES 520 – Content in Elementary Physical Education
PAES 542 - Lifespan Motor Development – a designated service learning course
PAES 706 - Professional Transition to Teaching & Schooling
PAES 723 – Elementary School Physical Education
PAES 740 - Physical Education for the Elementary School Child
PAES 786 – Elementary Field Placements in Physical Education for the Elementary School Child
PAES 840 - Instructional Design
PAES 889 - Beginning of the Year MEd Field Placement

University of Houston Course Development
ELED 4308 - Methods of Teaching Physical Education in Elementary School
SEDE 4308 - Methods of Teaching Health and Physical Education in Secondary School
KIN 3301 - Programming Design
KIN 3300 - Motor Development
PEP 6397 - Integrating Classroom Concepts Through Movement
PEP 6397 Implementing the Foundations of Personal Fitness Class

IV. Instructional Material Development

Instructional materials in the form of course packets, study guidelines, assignments, etc
were developed for all of the courses are identified above.

COMMUNITY-BASED INSTRUCTIONAL MATERIAL DEVELOPMENT

A number of projects have involved program development and instructional material development in collaboration with the public schools and other agencies.

I. Healthy Children Healthy Weights Tool Kit
In collaboration with the Columbus Health Department I am developing a resource kit for on physical activity and nutrition for a) day-care centers, b) doctors offices, c) faith-based groups, and d) parents. I developed the physical activity part of the tool-kit that consisted of practical ideas that can be implemented in these settings to promote physical activity and encourage appropriate weight management.

II. Motor Skill Handbook for Early Childhood Teachers
Instructional materials in motor development were developed for early childhood teachers in collaboration with the Early Childhood Specialist at Pasadena Independent School District. A "Physical Development Guidebook" has been developed including motor development principles, stages of motor skill development and instructional activities and was made available for all early childhood teachers in Pasadena.

III. Public School Wellness Curriculum Development
The State of Texas mandated that starting in Fall 1996 all high schools would implement a class called "Foundations of Personal Fitness". This class was a significant departure from traditional high school physical education. It involves a lecture-laboratory class which focused on teaching cognitive knowledge related to leading a healthy lifestyle. As a result of this mandate another faculty member and myself worked for over one year to operationalize the state-mandated essential elements and developed a high school fitness/wellness curriculum for the new State mandate. We assisted 5 school districts (Pasadena, Aldine, Katy, Galina Park and Spring) in implementing the curriculum into their schools. We identified resources for the teachers and developed the instructional materials for the class. We developed implementation strategies for this lecture and laboratory class. As a result of this work we collaborated with individuals at all levels of the school district, Assistant Superintendents, Curriculum Coordinators, Principals, Academic Advisors and Teachers.

IV. Texas Adolescent Tobacco Cessation Curricula Development
I worked as a curriculum consultant with the two principal investigators of this grant (Drs. Smith & Colwell). My role was to design the curriculum & curriculum materials for a state of Texas mandatory smoking awareness program for minors caught in possession of tobacco. After curriculum development activities, I trained 32 pilot sites on the new curriculum.

V. Health Adventure Advisory Curricula Development
I served as an advisory committee member for a board which was part of the Museum of Health & Medical Sciences in Houston, Texas. I reviewed & developed curriculum for
the museum’s school-based initiatives.

PUBLIC SCHOOL-UNIVERSITY COLLABORATIONS

The Ohio State University

I. Hubbard Elementary, Columbus Public Schools – 2000-ongoing - I developed a collaborative relationship with this elementary school to provide physical education services to the Head Start and Kindergarten classes. I currently work with the two teachers and develop their knowledge and skills in the area of motor skill development and physical activity, and teach physical activity to their students. Undergraduate students enrolled in PAES 542 in the Sport & Leisure Studies Program also gain teaching and outreach experience in this school. They teach for 10 weeks as part of the motor skill program offered to the children in the school.

II. G Tyree Head Start Center – 2005 ongoing. I developed a collaborative relationship this Head Start center. I currently provide motor skill instruction two times per week to approximately 125 at risk preschoolers. I also provide parent education workshops and work with teachers to promote motor developmental goals for the children. This site serves as a service learning site for PAES 542 Lifespan Motor Development and a site for research.

III. Ohio State University Child Care Center - 2003 ongoing. I developed a collaborative relationship this Head Start center. I currently provide motor skill instruction two times per week to approximately 160 at risk preschoolers and 20 kindergarten children. I also provide parent education workshops and work with teachers to promote motor developmental goals for the children. This site serves as a service learning site for PAES 542 Lifespan Motor Development and a site for research.

IV. Columbus Public Schools – Elementary Physical Education Curriculum Development – 2005 – I worked with a group of elementary physical education teachers from Columbus Public Schools to write the elementary physical education course of study for the district.

V. Columbus Public Schools PEP Grant and Professional Development Initiatives – 2000-Ongoing - I have worked with a team of faculty from OSU and Diane Barnes the PE Coordinator for CPS to provide sustained professional development opportunities for CPS physical education teachers. This has included providing workshops, working one on one with individual teachers, collecting data, and developing instructional materials. Much of this work has been funded by two PEP grants that the district received in conjunction with OSU.

VI. Professional Development School Sites – As part of our MEd program in Physical Education Teacher Certification, the faculty in SEE have developed and maintain a wide variety of urban and suburban elementary and secondary school sites. We collaborate with the cooperating teachers, teach in their schools, place students in internship experiences, and work with them on research projects and curriculum reform efforts.
University of Houston

I. Pasadena Independent School District. – I engaged in curriculum development activities in physical education. I assisted in vertically aligning the physical education curriculum by observing and working with physical education teachers at the elementary, middle and high school levels. Additionally, I co-developed and implemented the Foundations of Personal Fitness class for all high schools in the district. I have also worked with early childhood teachers to define developmentally appropriate practice in the motor area and design appropriate motor activities and evaluation procedures for prekindergarten and kindergarten.

II. South Houston Elementary, Pasadena Independent School District - I worked with this elementary school for four years. The school is composed of predominantly Hispanic and African American children who are identified as at-risk and in need of additional services. I team-taught physical education at the school one day per week with my students who were in their field-based methods class. My students and I have designed and implemented integrated, health-wellness curriculum via the cutting edge technology available in the school. I worked extensively with pre-kindergarten providing evaluation and physical education services to the children and in-service training for the teachers. I worked closely with the principal with respect to the health and wellness of the student’s in the schools.

V. Spring Branch Independent School District. – I worked with the physical education teachers in the district with respect to appropriate practice and wellness. I developed sites for student teachers to practice their teaching with master teachers and served as a Member of the Wellness Advisory Committee Member for the district. In addition, I have worked extensively with the curriculum coordinator for Health-Fitness with respect to professional development of the district’s school teachers and UH preservice teachers.

VI. Katy Independent School District – I provided an evaluation of the K-12 curriculum and identified implementation strategies for the K-12 curriculum. I have assisted the school in infusing wellness into their K-12 curriculum and worked with high school physical educators in implementing the new state mandated class.

VII. Houston Independent School District. – I have worked with a middles school serving low-income Hispanic students to help improve knowledge of wellness and self-esteem. I collaborated with teachers on how to motivate the girls in this area.

VIII. Pearland Independent School District. – I worked with the newly appointed adapted physical education teacher in developing a systematic protocol for all students with disabilities in the district. Conducted assessments for the ARDs (Admission, Review, Dismissal) process. Developed a standardized format for IEP reports and objectives. Assisted in developing developmentally appropriate curriculum for students with disabilities.
Michigan State University

IX. Professional Development School Building Manager - Provided leadership for educational reform activities in two urban elementary schools in an African-American "at-risk" community in Flint, Michigan. Responsibilities involved organizing half-day cross-school teacher in-services throughout the school year; coordinating activities between the school district, school administrators, teachers, & university faculty; providing leadership in developing teacher inquiry into motor skill development in the schools; and facilitating the development of a learning community that met the needs of the children in the school. In addition I engaged in research in motor skill development, taught physical education, facilitated parent involvement in the school, and promoted health, well-being, and physical activity goals in the community and school district. Fall 1993 - June 1994.

Graduate Assistant - to a Professional Development School Initiative in two urban elementary schools in Flint. Collaborated with teachers and taught two compensatory preschool classrooms, special education classrooms, and other lower elementary grade classrooms. Fall 1991 - Fall 1993.

THE OHIO STATE UNIVERSITY EXTENSION AND CONTINUING EDUCATION

Lorain County Health Department – Promoting Activity within the School Day - Presentation to 40 teachers, school nurses and administrators about promoting physical activity within the school day. November – 2004.

Columbus Public Schools – Gymnastics & Dance Workshop – Presented a gymnastics and dance workshop to approximately 100 physical education teachers from Columbus Public Schools along with Mr. Larry Cox. September – 2004.


CAMACO Head Start – Training of approximately 200 Head Start teachers and Assistants over 4 days – Trained on weight management and physical activity curriculum that was developed by Ohio Department of Health.

Healthy Children, Healthy Weights’ – Official launch of the Columbus Health Department toolkit I worked on – approximately 200 members of the Columbus community who were interested in reducing childhood overweight attended.

Ohio Department of Health – Promoting Physical Activity Within the School Day - Presentation to 65 project leaders from around the state of Ohio who are responsible for

**Columbus Department of Health – Weight Management Project for Children Aged 0-5 Years** – In summer 2003 the candidate worked with a team of people from the Columbus Department of Health to develop a tool kit for weight management in the 0-5 year old population. The tool kit is targeted toward days cares, faith-based groups, clinicians, and parents. The candidate developed an extensive array of tool kit resources for the physical activity part of the tool kit. This tool kit will be pilot-tested in the Fall 2003 and disseminated over 2004. The candidate’s involvement with this project will continue into the pilot-testing and training phase of the project. June 2003 – Ongoing.

**Columbus Public Schools – Gymnastics Workshop** – Presented a gymnastics workshop to approximately 25 elementary physical education teachers from Columbus Public Schools along with Dr. Sandy Stroo. The workshop was part of a series of workshops to enhance the professional development of these teachers as part of the PEP Grant.

**Movement Education & Academics Project - Columbus Montessori Education Center/Columbus Medical Association Foundation** – This group focused on improving the health of children in Columbus. The candidate worked with the project through the year 2000. In April 2000 the candidate presented to a group of doctors, teachers, and early childhood care workers about motor skill development programs for young underserved children. (approximately 15 participants)

**Ohio Department of Health** – The candidate co-presented with Dr. Stroo to the Ohio WIC (Women, Infant Children) symposium VIII. This symposium was made up of over 500 state of Ohio WIC family service providers. The title of the presentation was “Moving into the Future: Developmentally Appropriate Movement Programs”. This session was presented twice during the convention. (approximately 50-60 participants)

**ASSOCIATED SERVICE ACTIVITIES**

I. **National and International Service**

Service to International Organizations

**Member of Conference Organizing Committee** – for the annual convention of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA). The committee is responsible for peer review of research abstracts, identification of key-note speakers, and organization of conference program. This is an honorary appointed position by the Executive Committee of NASPSPA.

Service to National Organizations

Chair, ACTIVE START Revision Committee – (2008-ongoing). I Chair the committee to revise the NASPE physical activity guidelines for children aged 0 to 5 years.

Motor Development Expert, Professional Preparation and Research Steering Committee – (2009-ongoing), National Association of Sport and Physical Education – I serve on this national steering committee to inform physical education policy and research.

National Education Task Force – (2006-ongoing) – Member of a group of educators who serve in an advisory capacity to Speaker of the House Nancy Pelosi and the Cahir of the Education Committee.

Motor Development Academy (MDA) Chair & Executive Committee Member (1999-2002) - This is an elected position from the 12,000 membership base of the National Association of Sport and Physical Education. The candidate served a 3 year term from March 1999-March 2002 with the 2000-2001 being the year as Chair. As Chair and Executive committee member the candidate co-ordinated all of the activities of the MDA, reviewed and established the program for the national AAHPERD conference, reviewed & selected nominations for national awards, read research proposals & selected proposals which will be funded, reviewed national policy documents for AAHPERD, and communicated with members of AAHPERD who had motor development questions.

Chair, National Committee to Revise the NASPE document “Looking at Physical Education from a Developmental Perspective: A Guide to Teaching” – The candidate provide initial leadership to an eight-person committee to re-write this national policy statement/document which is published by the National Association of Sport and Physical Education (2000-2002).

Chair, National Committee to Develop Core Competencies and Objectives for Undergraduate Motor Development Courses – The candidate provide leadership to this national initiative to develop a basic core content for undergraduate course in motor development across the country. (2000-2002).

Member of Meet Management Team - Worked with OSU athletic department to organize and run Men’s NCAA Gymnastic Championship (2001)

II. Regional and State Service

Service to State Organizations

Ohio Association of Health, Physical Education, Recreation and Dance Conference (2005) – The candidate facilitated the acquiring of Jim Tressel as keynote speaker.
Ohio Association of Health, Physical Education, Recreation and Dance Conference Team Planner (2004) – The candidate was part of a team of people involved in planning the Division of Demonstrations, Special Events, and Entertainment.

Member, State Planning Committee for Health Education in Ohio – this is a multi-disciplinary group of people from around the state focused on promoting a healthy lifestyle. I act as the representative for university programs for the State of Ohio. Each this group plans workshops and an annual residential conference.

Member, Team to Modify State of Ohio Frameworks for K-12 Physical Education and Health – In 2000, the candidate worked with other Sport and Exercise Education faculty and state officials to modify the framework for K-12 physical education and health core content.

Ohio Association of Health, Physical Education, Recreation and Dance 1999 Conference Team Planner (1999) – The candidate was part of a team of people who planned the state conference for 1999 which was held in Columbus. She chaired the Division of Demonstrations, Special Events, and Entertainment which was involved in all aspects of the convention associated with the conference hotel including room arrangements, a lunch for 600, a banquet for 400, and 2 other social functions for approximately 200 people. This service to the state organization involved a significant commitment of time. During the Winter quarter 1999 the candidate spent approximately 15-20 hours per week working on this conference.

Member, Team to Modify State of Ohio Frameworks for K-12 Physical Education and Health – In 2000, I worked with other SEE faculty and state officials to modify the framework for K-12 physical education and health core content.

Ohio Association of Health, Physical Education, Recreation and Dance 1999 Conference Team Planner (1999) - I was part of a team of people who planned the state conference for 1999 which was held in Columbus. I chaired the Division of Demonstrations, Special Events, and Entertainment which was involved in all aspects of the convention associated with the conference hotel including room arrangements, a lunch for 600, a banquet for 400, and 2 other social functions for approximately 200 people.

Floor Co-Manager for Men’s NCAA Big Ten Gymnastics Championship - 2003 – assisted in organizing the championship and ran the floor on the days of the championship.

Floor Co-Manager for Women’s Big Ten Gymnastics Championships – 2002 - assisted in organizing the championship and ran the floor on the days of the championship.

1996 Collegiate Regional Gymnastics Championships - Louisiana State University, Baton Rouge, LA. - Assisted with the set up and running of the gymnastics meet.

III. Local Service
Service to Local Organizations

*Children’s Hunger Alliance* – I serve on a physical activity committee of Columbus experts to promote physical activity within the greater Columbus area. I work with members of the committee to identify appropriate programming for children in the area in order to counter childhood obesity. 2004-ongoing.

*Columbus Department of Health* – I work closely with Dr. Manisha Maskay and her team of health educators to promote physical activity within Columbus. This work is part of an initiative called Healthy Children Healthy Weights and involves significant amounts of time. 2003-ongoing.

*Member of Spring Branch Wellness Advisory Committee, Houston, TX (1995-1999)* – The candidate served as a member of Spring Branch Independent School District advisory committee. The candidate worked with the curriculum coordinator for health-fitness (physical education and health) with respect to professional development of the district’s school teachers. She also worked with district-wide initiatives for all district employees to promote health and wellness.

*Health Adventure Advisory Committee Member, Houston Museum of Health and Medical Sciences* (1996-1998) – The candidate served as an invited advisory committee member for this board which is part of the Museum of Health & Medical Sciences. She reviewed & developed curriculum for the museum’s school-based initiatives.

*Spring Branch ISD Wellness Advisory Committee - 1995-1998.*
Member of the advisory committee for the school district which developed, implements and promotes health and physical activity programming for all employees of the school district.

*Member of the Kingwood Park Renovation Committee in Mills Branch Village – 1995-1996.* I worked in my community in order to develop & purchase a safe and developmentally appropriate park for children.

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**UNIVERSITY SERVICE**

**The Ohio State University**

*A. University Service*

Member, The Ohio State University Institutional Review Board Member (2008-ongoing)

Member, Faculty and TA Development Advisory Board (2001 - ongoing).

Member, University Service Learning Roundtable Scholars Group (2000-ongoing)

Faculty Mentor, Office of Faculty and TA Development, Fall 2000 Graduate Teaching
Assistant Orientation Program

Faculty Volunteer, 2000 University Scholar Maximus Competition

B. College Service

Organizer and Presenter – College of Education and Human Ecology IRB workshop, December 2008

Speaker – College of Education and Human Ecology Honors Student Recruitment Day (October, 2008)

NCATE Accreditation Coordinator for the physical education licensure area. 2005-ongoing.


Member of NCATE Committee (2004-2006), College of Education

C. School of PAES Service

Section Head, Sport, Physical Education and Exercise Science, 2008-ongoing. I oversee the implementation of four major programs including direction of the faculty, a section budget, scheduling, GTAs and other related duties.


Program Coordinator, MEd Teacher Certification Program in Physical Education Teacher Education (2000-ongoing)

Faculty Liaison, SHERPA/PAES Board of Trustees (1999-2000)

Member, Sport, Fitness & Health Program (SFHP) Committee Member - (1999-ongoing)

Project Leader – Instructional Enhancement Initiative for GTA Professional Development in SFHP - 2000-ongoing

Member, Larkins Renovation Committee (1999-Ongoing)

Member, Peer Review of Teaching Committee (1999-2000)

Member, SEE Search Committees (1999 and 2000)
A. **University Service**

Reviewer - UH Writing Proficiency Exam

Reviewer - university grants to enhance instructional effectiveness.

University faculty representative on the Recreation Committee whose agenda is to plan & build a new student recreation facility.

B. **College Service**

*Faculty Development Committee* - 1994-1996 - Developed and implemented the College of Education Research Symposium & the Distinguished Career Award. Evaluated and awarded faculty teaching/service/research and technology awards.

*Physical Education Teacher Preparation Program*
During 1995 I assumed responsibility for the undergraduate teacher preparation program. The time required to run this program was quite substantial. It involves (a) reviewing files for application into the Professional Development Phase; (b) reviewing files for application to Student Teaching; (c) communicating closely with the College of Education Teaching Center on all aspects of the program; (d) attending elementary and secondary certification meetings in the College; (e) assigning supervisors for student teaching; (f) filling out paper-work on all school placements (approximately 60 placements per semester); (g) monitoring and training the supervisors of student teachers; (h) assisting the supervisors with problematic student teachers; (i) communicating with the public school teachers; (k) training and supervising the graduate students who taught in our professional preparation program, and; (l) reviewing files for deficiency plans for alternative certification.

I worked on a project which was a joint initiative between the Indonesian government and the University of Houston. The intent of this project was to train Indonesian officials in the development of teacher education programs. I worked with four Indonesian representatives in the area of elementary physical education. At the conclusion of their studies (approximately 1.5 years) these Indonesians developed the skills and experiences necessary to implement teacher education programs in their native country. This work involved supervising research projects, practicum placements and observations in the public schools.

I provided leadership with the physical education interns (teachers who have their degrees but not teacher certification) leading their seminar sessions every month, supervising them in the schools, assisting them in problem-solving and acting as the HHP liaison for the program. I also presented each year to the entire group of Interns and their mentor teachers (approximately 150 people).

C. **Departmental Service**
Associate Chair of the Department of Health & Human Performance, University of Houston. As part of my duties I was responsible for all undergraduate academic affairs. I reviewed all undergraduate petitions for the department and coordinated with the activities of the HHP undergraduate committee.

Member of the following Committees:
Graduate Human Performance Committee - 1994-1996
Undergraduate Health & Human Performance Committee - 1994-1998
Social Committee (Chair) - 1994-1997
Pedagogy Committee - 1994-1998
Computer Committee - Fall 1997-1998

Graduate Research Group
I developed a graduate research group along with another faculty member. During the 1994-1996 time period we trained graduate students in the administration of test instruments in the Motor Behavior area. We also involved and mentored graduate students in data collection procedures, data analysis, development of presentations and proposal writing.

Undergraduate and Graduate Advising
I advised approximately 150 undergraduate students in physical education-teacher education, an average of 15-20 students per week. I advised approximately 15-20 graduate students.

Michigan State University

A. Departmental Service

Member, Curriculum Committee, Department of Physical Education and Exercise Science

Master's Committee Member - 2 completed MA. students in Motor Development


Director, Summer Motor Development Program For Children - Developed, organized and ran a summer program for children aged 2-12 years including children with disabilities. Department funds were generated from this program. 1990/91.

B. College/University Service

Volunteer gymnastics coach, MAC Gymnastics program for children with physical
Michigan State University Woman's Gymnastic Team Volunteer coach - 1989 - 1994
Michigan State University Woman's Gymnastic Team Manager - 1989 to 1992
Michigan State University Woman's Gymnastic Team Meet Director - 1989 - 1994
Big Ten Woman's Gymnastic Championship Assistant Meet Coordinator - March 1992

ASSOCIATED SERVICE ACTIVITIES IN GREAT BRITAIN

**Government Sport Organizations in Great Britain**
*Brighton Area Health Authority* - Consultant to Area Health Education Officer. February 1987-1988.

**National Sport Organizations In Great Britain**

**County Sport Organizations in Great Britain**

**Local Sport Organizations in Great Britain**

**HONORS**

Faculty Award for Excellence in Community-Based Scholarship – May 2007 – this award recognizes 2 faculty from The Ohio State University who have demonstrated excellence in scholarship involving community partners.

Exceptional Teaching Award, College of Education – May 2006 – this award recognizes one faculty member in the college who demonstrates exceptional teaching.

Fellow of the Research Consortium of the American Alliance for Health, Physical Education, Recreation and Dance – March 2001 – Fellows are inducted into the Research Consortium based upon peer review of the fellow’s scientific contributions.

Mabel Lee Award, - March 2000. This national award “recognizes young members of the alliance who have demonstrated outstanding potential in scholarship and teaching, as well as professional leadership. The quality of performance evidenced by recipients indicates that they will develop into distinguished members of the profession”. Awarded each year by the American Alliance for Health, Physical Education, Recreation, and Dance to two young professionals.

Lolas E. Halverson Young Investigator Award - March, 1998. This is a national award from the Motor Development Academy of the National Association of Sport & Physical Education given for outstanding scholarship in motor development.

Junior Faculty Research Excellence Award, College of Education, University of Houston – 1996-1997. One award presented each year from among the 35 (approximately) non-tenured faculty.

Junior Faculty Teaching Excellence Award, College of Education, University of Houston – 1995-1996. One award presented each year from among the 35 (approximately) non-tenured faculty.

Keynote Speaker, Central East-Asia Regional Council of Overseas Schools, Manila, Philippines – November 1996. I was an invited keynote speaker for the wellness/physical education strand at an international conference for teachers of overseas schools. This conference was held in Manila, the Philippines, November 8-9, 1996.

Keynote Speaker, South-East Asian Teachers Council of Overseas Schools, Bangkok, Thailand – November 1996. I was an invited keynote speaker for the wellness/physical education strand at an international conference for teachers of overseas schools. This conference was held in Bangkok, Thailand, November 13-18, 1996.

Organizing Committee Member – 1996 and 2001. Served on the committee to review and select the research program for an international conference, the North American Society for the Psychology of Sport & Physical Activity in St. Louis, MO-2001 and Ontario, Canada-1996.


Wohlgamuth Memorial Youth in Sport Scholarship, 1990.
Phillip C. Ward

School of Physical Activity and Educational Services  Ph: (614) 688-8435
Rm A256  Fax: (614) 688-4885
305 West 17th Avenue  Email: ward.116@osu.edu
Columbus, Ohio 43210-1221  Home Page: http://people.ehe ohio-state.edu/pward/

ACADEMIC DEGREES

Doctor of Philosophy 1993, The Ohio State University
Physical Education Teacher Education
Cognate: Applied Behavior Analysis

Master of Education 1991, Victoria College, Rusden Campus, Australia
Physical Education Teacher Education
Cognate: Applied Behavior Analysis

Bachelor of Education 1989, Deakin University, Warrnambool Campus, Australia

Graduate Diploma in 1988, Victoria College, Rusden Campus, Australia
Sports Science

Diploma in Teaching 1981, North Brisbane College of Advanced Education. Australia

PRESENT POSITION

2009-Present  Professor: School of Physical Activity and Educational Services. College of
Education and Human Ecology, The Ohio State University, Columbus Ohio.

PREVIOUS PROFESSIONAL / ACADEMIC EXPERIENCE

2002-2009  Associate Professor: School of Physical Activity and Educational Services.
College of Education and Human Ecology, The Ohio State University.

1999 - 2002  Assistant Professor: School of Physical Activity and Educational Services:
College of Education and Human Ecology, The Ohio State University.

1995 - 1999  Assistant Professor: Department of Health and Human Performance.
University of Nebraska-Lincoln.

1994 - 1995  Assistant Professor: Department of Health, Physical Education, Recreation
and Dance. Illinois State University.

1993 - 1994  Visiting Professor: Department of Health and Physical Education.
Wilmington College, Ohio.

1990 - 1993  Graduate Teaching Assistant: The Ohio State University School of Health,
Physical Education, & Recreation.

1988 - 1989  Teaching Consultant - Victorian Education Department-Physical Education.

BOOKS


CHAPTERS IN EDITED BOOKS AND PROCEEDINGS


BULLETINS


**PEER REVIEWED JOURNAL ARTICLES**


**EDITOR REVIEWED JOURNAL ARTICLES:**


**REVIEWS AND ABSTRACTS**


SCHOLARLY PRESENTATIONS


Cohen DA; Setodji C; Marsh T; Williamson S; Evenson K; Ward P; Hillier A; Lapham S; & McKenzie T. (2009). *Validating measurement of population physical activity in parks*. Presented at the 7th International Conference on Diet and Activity Methods. Washington DC.

Ward P; Cohen D; Marsh T; Evenson K; Hillier A; Lapham S; & McKenzie T. (2009). *Physical Activity in Park Settings*. Presented at the 35th Annual Convention of the Association for Behavior


Holt, J., Kinchin, G., Clarke, G., & Ward, P. *Building Fluency of the Non-Dominant Foot in English Academy Soccer Players and the Application to Game Play*. Presented at the 34th Annual Convention of the Association for Behavior Analysis. Chicago, IL, May, 2008.


Vidoni, C., and Ward, P. (2004). Improving Social Skills in Physical Education Classes. Presented at College of Education Diversity Conference and Graduate Students Symposium, The Ohio State University, Columbus, OH.


INVITED PRESENTATIONS
The Ohio State University Physical Education Teacher Education Program: Its Legacy and Promise. Keynote talk at Nippon Sport Science University’s opening of new sport science program. Tokyo, Japan. October, 2011.


It is not just about pedagogy-content matters. Invited response in All Academy Symposium American Alliance for Health, Physical Education, Recreation, and Dance National Convention, Salt Lake City, Utah, April, 2006.


Integrating technology into instruction: Tricks of the trade. Invited panelist OSU Teachers Integrating Technology into classrooms: Today and Tomorrow conference: June, 2001


At one with natural science: Interrelationships and commonality across physical, biological, and behavioral phenomena. Colloquium presented at the University of West Virginia Department of Psychology. April, 1992.

POSTER PRESENTATIONS


Holt, J., Ward, P., Wallhead, T., Vidoni, C., and Chong, A. Generalization of Tactics from Drills to Game Play in Youth Soccer Players. Poster presentation at Association of Behavior Analysis, Boston, MA. May, 2004


Ward, P. *Demonstrating mastery of basic life support skills, is not sufficient to ensure retention.* Presented at the 20th Annual Convention of the Association for Behavior Analysis. Atlanta, Georgia, May, 1994.

Ward, P. *The effects of treatments designed to increase rate of responding in high school physical education during volleyball instruction.* Presented at the 20th Annual Convention of the Association for Behavior Analysis. Atlanta, Georgia, May, 1994.


**EDITORIAL BOARDS/REVIEWER**

2011-present
Associate Editor, *Research Quarterly for Exercise and Sport*

2010
Guest Feature Editor, *Journal of Physical Education, Recreation and Dance*. Teacher Worksample Methodology

2006
Guest Co-Editor (with Mary O’Sullivan), Summer Monograph *Journal of Teaching in Physical Education*.

2003-2005
Editorial Board Member: *Journal of Applied Behavior Analysis*.

1998-present
Editorial Board Member: *Journal of Teaching in Physical Education*.

2002-2003
Reviewer for *Journal of Applied Behavior Analysis*.

1999
Guest Co-Editor (with Panayiotis Doutis), Summer Monograph *Journal of Teaching in Physical Education*.

1999
Coeditor: *UNL Teachers’ College Research Works*. 

13
1997-1999 Editor: Nebraska Journal of the Nebraska Association for Health, Physical Education, Recreation and Dance D. Scholarly Works in Review

**AD HOC REVIEWER**

*Adapted Physical Activity Quarterly*  
*International Journal of Sports Medicine*  
*Perceptual and Motor Skills*  
*Physical Education and Sport Pedagogy*  
*Journal of Applied Behavior Analysis*

*Journal of Sports Sciences*  
*Research Quarterly for Exercise and Sport*  
*Science & Motricité*  
*European Physical Education Review*
FUNDED RESEARCH GRANTS AND CONTRACTS

Principal Investigator: National Heart Lung Blood Institute (NHLBI) grant 2008-2011, $355,969 over 4 years. Part of a $2.5 million, multi-site research grant designed to validate systematic observation of physical activity of park users in five sites in the USA. *Validation of Systematic observations of play and recreation in communities (SOPARC) NIH R01 PAR-06-104* Improving Diet and Physical Activity Assessment.

Co-investigator: Physical Education for Progress sub-contract to OSU, 2005, $22,000.

Co-investigator: Physical Education for Progress sub-contract to OSU, 2004, $45,000.


Principal Investigator: University of Nebraska Athletic Department 1999-2001, $18,700 *Gender Equity in Physical Education Project II.*

Principal Investigator: Nebraska Association for Health, Physical Education, Recreation, and Dance. 1998, $910 (grant) *An Investigation of the Effects of Classwide Peer Tutoring on Student Learning in Physical Education*.

Laerdal Foundation 1997, $4,645 (grant). *Basic Life Support Skill Training Project: Phase II*

Principal Investigator: University of Nebraska Athletic Department 1996-1998, $15,600. *Gender Equity in Physical Education Project I.*


Principal Investigator: Wilmington College. 1993, $157 (Faculty Small Grant.) *An Investigation of Pedagogical Content Knowledge in Elementary Physical Education.*

FUNDED INSTRUCTIONAL GRANTS AND CONTRACTS

The Ohio State University Faculty and Teaching Assistant Development Grant 2009 for $10,000. Designed to support GTA instruction in SLS program

The Ohio State University Faculty and Teaching Assistant Development Grant 2008 for $10,000. Designed to support GTA instruction in SLS program

The Ohio State University TELR Professional Development Award 2007 for $4,304. designed to support the curriculum revision of the PAES 300 series classes

The Ohio State University technology grant 2005 through the COE for $10,533 to support the curriculum revision of the PAES 300 series classes in the undergraduate technology laboratory.

The Ohio State University technology grant 2004 through the COE for $19,343 to support the undergraduate technology laboratory.


PT3 Community of Learners Mini Grant, 2001-2002: $20,000 Infusing technology into preservice teaching. Co-investigators: Jackie Goodway and Sam Hodge.

PT3 Community of Learners Mini Grant, 2000-2001: $9,091.12 Infusing technology into preservice teaching. Co-investigator: Sandy Stroot

University of Nebraska-Lincoln Research Facilities Enhancement Grant and Teacher's College matched funds 1997, $14,600 Physical Education Pedagogy Laboratory Extension.

University of Nebraska-Lincoln Teachers College: Strategic Fund, 1996, $1,930 Collaborative Research and Teacher Preparation in Physical Education between Hong Kong Institute of Education and University of Nebraska-Lincoln.

University of Nebraska-Lincoln International Affairs, 1996, $800 Collaborative Research and Teacher Preparation in Physical Education between Hong Kong Institute of Education and University of Nebraska-Lincoln

University of Nebraska-Lincoln Research Council for the 1996, $2,399 Teacher Management Database


AWARDS AND HONORS

2009 School of PAES Collaboration in Instruction Award with Drs. Li and Sutherland

2007 School of PAES Instructional Enhancement Award with Drs. Sutherland & Goodway.

2005 OSU College of Education Distinguished Collaboration Award

2003 School of PAES Instructional Enhancement Award with Drs. Barrett, Goodway, Hodge, O'Sullivan, Stroot.

2002 OSU College of Education Distinguished Scholarship Award

2001 Research Consortium Fellow: AAHPERD.

1996 Faculty Fellow - University of Nebraska-Lincoln

1993 Vance Cotter Fellowship for Research in Behavior Analysis.

1992 Awarded membership in Phi Kappa Phi Honor Society.

1992 Cooper/Siedentop Award for Research in Behavior Analysis.


SERVICE TO THE PROFESSION (Recent and selected)

2010 Lafayette School Corporation, Lafayette, IN - Physical Education

2009-present Member of OAHPERD Public Affairs & Advocacy Committee

2006-present Consultant to Ghanna-Jefferson School District - Physical Education

1993-present More than 50 workshops for teachers

1999-present Consultant to Columbus Public School District - Physical Education.

2005 Consultant to Delaware City School District - Physical Education

2005 Invited chair to the American Education Research Association SIG Research on PETE Lawrence Locke Dissertation Award Committee which selects the dissertations published that year that have the potential to most impact the profession.

2004 Invited chair of the American Alliance for Physical Education, Recreation and Dance Research Consortiums Research Quarterly for Exercise and Sport Research Writing Award Committee which selects the studies that have the potential to most impact the profession.
2001-Present  Reviewer for the pedagogy section of the Research Consortium of AAHPERD for the national conference

UNIVERSITY SERVICE (Recent and selected)

2011-    School of PAES Personnel Committee Chair
2011-    College Council representative for School of PAES
2005-2009 Graduate studies chair School of PAES
1995-present Member of eight search committees (chaired two)
2003-2005 Member of the PAES Personnel committee
2003-2005 Procedures oversight designee for the PAES Personnel committee
2001-2003 Sport and Exercise Education program liaison.
2001-2005 Member of the University Teacher Education Council. The council is charged with examining P-12 teacher education at OSU.
2001-2005 Chair of the UTEC advisory working group on multi-age licensure in physical education, art, dance, theatre and music education.
2001    Member of the ad hoc committee to examine the Arts and Sciences Undergraduate Education Minor

GRADUATE STUDENTS ADVISED

Hong-Min Lee (2010-present)
Insook Kim (2011) Co-advised
Yun Soo Lee (2011)
Peng Zhang Ph.D (2008)

Carla Vidoni Ph.D. (2005)
M.Ed and MA-non thesis -21 advisees
MA -thesis – 7 advisees

COURSES TAUGHT

Graduate
Research on Teaching
Research on Teaching in Physical Education
Supervision

Undergraduate
Secondary Methods in Physical Education
Curriculum and Instruction
Introduction to Sport and Leisure Studies

PROFESSIONAL MEMBERSHIPS

American Alliance for Health Physical Education Recreation and Dance
American Educational Research Association
Association Behavior Analysis
Association Internationale des Ecoles Superieures d'Education Physique (International Association for Physical Education in Higher Education)
Ohio Association for Health Physical Education Recreation and Dance

Last Updated July 12, 2011
CURRICULUM VITAE

PERSONAL DATA

Full Name: Kate K. King RN MS
Position: School Nurse, Columbus City Schools
R.N. Licensure: Ohio, Certificate Number-RN-178140
Citizenship: USA

EDUCATION

<table>
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<tr>
<th>Institution</th>
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<th>Date</th>
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<td>The University of Akron</td>
<td>B.S.N.</td>
<td>5/82</td>
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<td>The Ohio State University</td>
<td>M.S.</td>
<td>12/90</td>
<td>Nursing</td>
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<td>Otterbein College</td>
<td>Post-graduate study</td>
<td>6/98-8/98</td>
<td>Parish Nursing</td>
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<td>Westerville, Ohio</td>
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<tr>
<td>The Ohio State University</td>
<td>Post-graduate study</td>
<td>1/03-6/04</td>
<td>School Nursing</td>
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<td>Columbus, Ohio</td>
<td>School Nurse</td>
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<td>Wright State University</td>
<td>Post-graduate study</td>
<td>3/03-present</td>
<td>School Nursing</td>
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PROFESSIONAL EXPERIENCE

2004-Present
Adjunct Faculty, Wright State University

2002-Present
School Nurse
Columbus City Schools

2002-Present
Preceptor, Community Clinical Experience, The Ohio State University, Capital University, Mount Carmel College of Nursing, Wright State University, Senior Nursing Students-
Implementing a clinical teaching plan for students in a school nurse setting

1997-2001
Adjunct Faculty Appointment, The Veteran Affairs Outpatient Clinic, Columbus, Ohio

1996-1998
Parish Nurse, Fellowship Lutheran Church
Columbus Ohio

1993-2002
Assistant Professor, Mount Carmel, College of Nursing, Columbus, Ohio- Theory and clinical teaching: Caring Practices in the Community,
pre-licensure and RN-BSN courses; Community Service-Learning Seminar; Lab instructor for Sophomore students

1991-1993 Liaison/Supervisor, The Ohio State University Med I Students (Humanities), First Time Interviewing skills

1988-1993 Nurse Manager, St Mark’s Community Health Center, Columbus, Ohio- Responsible for coordinating the health care the indigent population of the clinic, including administrative, direct patient care, program development, quality assurance and community assessment.

1989-1993 Instructor, Community Experience, The Ohio State University Med I Students, Yearly Experience-Coordinating and assisting first year medical students to experience health care in a community setting.

1988-1993 Preceptor, Community Clinical Experience, The Ohio State University, Senior Nursing Students-Implementing a clinical teaching plan for students in a community ambulatory setting.

1985-1988 Staff Nurse, Adolescent Psychiatric Unit, the Ohio State Medical Center, Columbus, Ohio-Primary Nursing, Direct Patient Care for inpatient adolescent clients with a mental health diagnosis.

1982-1985 Staff Nurse, Med-Surg Unit, The Ohio State Medical Center, Columbus, Ohio- Direct patient care for patients experiencing abdominal surgery, urological surgery, trauma, and renal diagnoses.

**PROFESSIONAL ORGANIZATIONS**

2002- present National Association of School Nurses
2002- present Ohio Association of School Nurses
2002-present Central Ohio Association of School Nurses, President 2006-07
1997-present Sigma Theta Tau International
1993-present Ohio Nurses Association, American Nurses Association
Harry Lehwald, Ed. D.

Education

May 1995 University of Kansas Lawrence, KS
Ed. D. in Elementary Physical Education
Dissertation: The Effects of Multiaged Grouping on the Acquisition of Selected Sport Skills in Upper Elementary School Children.

December 1977 University of Missouri Columbia, MO
M.Ed. in Physical Education

May 1972 University of Missouri Columbia, MO
B.S. in Physical Education

May 1968 Jefferson City HS Jefferson City, MO

Professional Experience

2008 – Present The Ohio State University Columbus, OH
Senior Lecturer/Visiting Assistant Professor
Advisor to the Physical Education Majors Club
Coordinator of Secondary and Elementary PE Internships
Committee Work: SFHP Oversight Committee

2006 to 2008 East Tennessee State University Johnson City, TN
Assistant Professor – Physical Education
Undergraduate courses taught: Teaching of Elementary Physical Education, Motor Development & Learning, Physical Education for Atypical Populations, Measurement & Evaluation in Physical Education
Graduate courses taught: Motor Development Assessment & Programming; Inclusion in Physical Education, Sport, & Leisure
Activity; Special Topics: Assessment in Physical Education; Special Topics: Issues in Physical Education (online); and Capstone Project advisor.

Student Teacher Supervision: Responsible for the supervision of all elementary placements, average 7 per semester

Committee Work: Member of department’s Planning & Institutional Effectiveness Process (PIE) writing team, College of Education Recognition Committee

Other: Proposed and gained University approval of a new course, Disc Sports; designed and implemented a new online graduate course; worked with Area Special Olympics planning committee; and represented the department at various recruitment fairs.

2003 to 2006  Winona State University  Winona, MN

Assistant Professor – Physical Education

Committee Work: NCATE Assessment Committee, Teacher Education Committee, University Wellness Committee, and Chaired the department’s General Education Assessment Project,

Advising: Advised undergraduate physical education majors and DAPE certification candidates.

DAPE Coordinator
Coordinated the DAPE certification program, advised majors and supervised DAPE practicum experiences.

1995 to 2003  Anderson College  Anderson, SC

Associate Professor – Physical Education
Tenure and rank gained spring 2000
Main courses taught: Elementary Methods, Secondary Methods, and Adapted Physical Education
Other courses taught: Introduction to Physical Education, Organization and Administration of Physical Education, Sport Psychology, Motor Development and Learning, Skill and Analysis of Individual & Dual Sports, Skill and Analysis of Team Sports, Coaching of Track and Field, Wellness, Computers in Physical Education, and varied activity courses.
Academic Advising: (average 25 advisees) and Freshman Advisor (20 advisees)
Committee work: Faculty Concerns, Academic Policies and Programs, Teacher Education Committee, SACS Educational Programs, NCATE, Teacher Advisory Council, Administrative Council, numerous search committees
Faculty Athletic Representative

**Director of Teacher Education Program**
Primary responsibilities include implementation of NCATE assessment plan, placement of student teachers, overseeing the education program consisting of 11 concentrations and approximately 368 majors, chairing the Teacher Education Committee and Teacher Advisory Council, overseeing admission process into the Teacher Education Program, generating the Title II Report, teacher certification officer, and implementation of education policies.

**Kinesiology Coordinator**
Primary responsibilities include coordinating program changes, hiring of adjuncts for activity courses, coordinating the scheduling of kinesiology courses, and purchasing for kinesiology courses.

**Cross Country Coach**
Coached Men's and Women's Cross Country teams for two seasons.

1991 – 1995  University of Kansas  Lawrence, KS
**Research Assistant**
1994-1995  Assessed State-Wide High School Health Education Program pilot study

**Assistant Track and Field Coach**
1991-1994  Throws coach and event manager

1985 – 1991  McNeese State University  Lake Charles, LA
**Assistant and then Head Track and Cross Country Coach**
Men's and Women's Teams

**Instructor in Physical Education Department**
Courses taught – Coaching of Track and Field, Teaching of Individual and Dual Sports, various activity courses

1984 – 1985  University of Arkansas  Fayetteville, AR
**Assistant Women’s Track and Field Coach**

1977 – 1984  Eanes Independent School District  Austin, TX
**Teacher**
Elementary Physical Education, 2 years
High School Physical Education, 4 years
High School Health, 1 year

**Coach**
Head girl's track and cross country coach
Freshman girl's basketball coach

1975 – 1977  University of Missouri  Columbia, MO
Assistant Women's Track Coach

1972 – 1975  Leavenworth Public Schools  Leavenworth, KS
Teacher
  9th grade Earth Science and Biology

Coach
  Head Boy's Track Coach and Assistant Basketball and Football Coach

Awards
  Anderson College – President's Award (2002 - 2003)
  University of Kansas – Dissertation was awarded Honors (1995)
  McNeese State University – Southland Conference Cross Country Coach of the Year (1990) and Southland Conference Track and Field Coach of the Year (1991)

Additional Professional Activities
  Chair of TAHPERD Higher Education Committee - 2007
  South Carolina State Program Review Committee – state appointment, 2001 to 2003
  Carolina-Virginia Athletic Conference (CVAC) Executive Committee 2002 - 2003
  Chair of CVAC Faculty Athletic Representative Committee – 2001 - 2002
  NCATE 2000 State training participant – July 2002
  Chair of SCAPES Research and International Committee - 2000 - 2001
  Chaired a State Physical Education Program Review Team – December 2000
  Member of the SCAHPERD Elementary Physical Education Assessment Writing Team – 1997 - 1999
  Participant in the South Carolina Physical Education Institute, a State initiative implementation program - 1995 – 1998

Professional Presentations
  January 2010  In-service Workshop for Secondary Teachers in Columbus Public Schools
  "Soccer and Team Handball"
December 2009       OAHPERD       Columbus, OH
“A conversation about skill, task, and game analysis: What they are, why they are important for teaching, and how they relate to one another”

September 2005      MAHPERD       Rochester, MN
“Sport Aerobics”

January 2003        AACTE Convention       New Orleans, LA
“Addressing the Ultimate Outcome of Performance-Based Teacher Education Programs: How Do We Measure Whether Teacher Candidates Impact Student Learning?”

March 2001          AACTE Convention       Dallas, TX
“Improving Teacher Quality Through Integrating Theory, Pedagogy, and Practice: The Benefits of Contextualizing the College Curriculum Within the Public School Classroom”

February 2000       AACTE Convention       Chicago, IL
“Multicultural Education: Preparing Teachers for Diversity through Merging Theory, Pedagogy, and Practice”

August 2000         In-service Workshop for Middle School Teachers in Anderson District V
“State Assessment for Middle School Physical Education”

November 1999       SCAHPERD Convention       Myrtle Beach, SC
“South Carolina Physical Education Program Assessment”

November 1998       SCAHPERD Convention       Myrtle Beach, SC
“HPER in the Republics of Russia”

October 1998        SCADE/SCACTE Convention       Charleston, SC
“Perspectives and Experiences with Russian Education: A Pathway to Partnership”

May 1998            Conducted workshops as part of a team for teachers of English in Ufa and Kazan, Russia.
“American Folk Dances” and “Using Games to Teach English”.

November 1996       SCAHPERD Convention       Myrtle Beach, SC
“Games: A Creative Way to Play”

October 1996        SRATE Regional Convention       Charleston, SC
“A Plan of Action for Assessment: Modeling Alternative Assessments for Future Teachers”

November 1995       AAHPERD Convention       Atlanta, GA
Poster Presentation: “The Effects of Multiaged Grouping on the Acquisition of Selected Sport Skills in Upper Elementary Children”


American Alliance of Health, Physical Education, Recreation, and Dance (AAHPERD)

National Association of Sport and Physical Education (NASPE)

Ohio Alliance of Health, Physical Education, Recreation, and Dance (OAHPERD)
Jacquelyn Kay Westfall
299 Willowdown Ct
Columbus, OH 43235
(614) 433-0746 (home)
(614) 292-2606 (work)
jwestfall@che.osu.edu

EDUCATIONAL BACKGROUND

MASTER OF SCIENCE:
Slippery Rock University
Slippery Rock, Pennsylvania
Master of Science by research entitled:
"The Effects of a Water Exercise Program
on the Manifestations of Fibromyalgia".

BACHELOR OF ARTS
College of Mount Saint Joseph
Cincinnati, Ohio.
Bachelor of Arts with Honors in Physical
Education and Health Education. August

PROFESSIONAL EXPERIENCE

Program Coordinator, Sport, Fitness and Health Program, School of Physical Activity &
Educational Services, The Ohio State University, Columbus, OH 43210. September 2001-
ongoing.

Program Manager, Exercise Science Laboratories, School of Physical Activity & Educational

Clinical Fitness Provider, OSU Managed Care, The Ohio State University, Columbus, OH

Physical Director, Young Men’s Christian Association, Beaver, Pennsylvania. 1996 to April
1997.

Intern, Department of Cardiopulmonary Rehabilitation, Allegheny General Hospital, Pittsburgh,

PRESENTATIONS

I. INTERNATIONAL MEETINGS


III. UNIVERSITY PRESENTATIONS

Principles of Wellness. Presented as part of the College of Education and Human Ecology Staff Professional Development Series. The Ohio State University, Columbus, Ohio. (2010, March).

Career Opportunities in Wellness. Presented to students in the Special Education unit. The Ohio State University, Columbus, Ohio. (2009).

Stadium Exercises, Presented during Inaugural Football Breakfast for Gordon Gee. The Ohio State University, Columbus, Ohio. (2008).

Deskercise. Presented to Senior Administrative Staff for the Office of the President. The Ohio State University, Columbus, Ohio. (2008).


REVIEWS & EDITORIAL WORK

Reviewer:
AIDS Update. Stine, G.J. (2009)

TEACHING ACTIVITIES

I. THE OHIO STATE UNIVERSITY
Undergraduate Courses
EDU PAES 102 – First Aid
EDU PAES 122 – Cardiopulmonary Resuscitation
EDU PAES 150 – Increasing Free Living Physical Activity
EDU PAES 250 – Avoiding Cancer
EDU PAES 312 – Drugs and Alcohol Awareness
EDU PAES 314 – AIDS Awareness

INSTRUCTIONAL EFFECTIVENESS
Student evaluation of my instruction demonstrates that my instructional effectiveness is consistently above the departmental, college, and university means. Specific data on instructional effectiveness will be provided upon request.

CURRICULUM & INSTRUCTIONAL DEVELOPMENT ACTIVITIES

I. Ohio State University Program Development
Sport, Fitness, and Health Program- updated curriculum and materials for 140 courses in health, fitness, and sport.

III. Course Development
The following courses have been developed during my employment with Ohio State University. Both course development and instructional material development occurred as part of these activities.
Ohio State University Course Development

PAES 1157.03 – Play Golf University: Golf For Business and Life
PAES 1103D - Online Health and Well-Being in American Society
PAES 1250 – Online Avoiding Cancer
PAES 1312 – Online Drug and Alcohol Awareness
PAES 1314 – Online AIDS Awareness

UNIVERSITY SERVICE

Ohio State University

A. College Service

Chair, College of Education and Human Ecology Staff Leadership Committee (2009 - present)

Member, College Council, College of Education and Human Ecology (2009 – present)

B. School of PAES Service

Chair, Facility and Operations Committee, School of PAES (2007- present)

HONORS

2007 – Jim Stevens Award for collaborative work with the Department of Recreational Sports.
2008 – Director’s Recognition Award for service to the School of PAES.

PROFESSIONAL AFFILIATIONS/MEMBERSHIP

American Alliance for Health, Physical Education, Recreation, and Dance
PROFESSIONAL POSITIONS

Professor 2007-present
Associate Professor 1990-2006
- Coordinator of Graduate Studies: Health and Exercise Science 2005-present
- Chair: Sport, Fitness and Health Program 2005-present
- Chair: PAES Undergraduate Studies 1999-2004
- Coordinator of Graduate Studies: Health Promotion 1990-1996
- Coordinator of Health Promotion and Education Section 1993-1996

Adjunct Faculty: Allied Medical Professions: 2000-present
- College of Medicine, OSU

Center Scholar: Center for Health Outcomes, Policy and Evaluation Studies, College of Medicine, OSU. 1998-present

- Sponsor: Dr. Elaine Stone.
- Division of Epidemiology and Clinical Applications
- National Heart, Lung and Blood Institute, National Institutes of Health

Adjunct Associate Professor 1990-1992
Associate Professor 1986-1990
- Department of Health Promotion and Education
- School of Public Health, University of South Carolina
- Columbia, South Carolina.

Assistant Professor 1984-1986
- Department of Health Education, Purdue University
- West Lafayette, Indiana.

Assistant Professor 1980-1984
- Department of Health Education, University of Nebraska
- Lincoln, Nebraska.
EDUCATIONAL BACKGROUND

Ph.D.  Southern Illinois University 1980
Major: Health Promotion and Education  Minor: Statistics
Dissertation Title: Stress and the mediating effects of social support, sensation seeking motive and on Positive Mental Health
Prevention Program Management Certification 1980
National Institutes of Drug Abuse

M.A.  Western Kentucky University 1977
Major: Health Education  Minor: Research Methods
Thesis: Self-Actualization and Health Practices

B.S.E  Cum Laude. State University of New York at Cortland 1976
Major: Community Health and School Health
New York State Teacher Certificate: Permanent Type: A

PROFESSIONAL AFFILIATIONS

Academy of Health Behavior: Founding member 1999-present
American School Health Association 1980-1995
Eta Sigma Gamma: National Health Science Honorary 1977-1987
Society for Prevention Research 1998-2000
American Public Health Association 1980-1995

Grants and Contracts (under review)

Planning to Be Active: Appalachian Adolescent Physical Activity Intervention Investigators: R. Petosa, B. Horta, D. Murray
Amount: $2.4 million Submitted July 1, 2009
National Institutes of Health, Application ID: 1 R01 HD057949-01A1

Evaluation of Harrison County School Renovation and Land Use Comprehensive Policy and Intervention Reform in Harrison County, Mississippi
Amount: $400,000 Submitted June 1, 2008
Robert Wood Johnson: Active Living Grant
GRANTS AND CONTRACTS FUNDED

Amount: $74,500.00
$24,000.00 Denison University Research Foundation
Project: Appalachian Youth Obesity Prevention Project

A curriculum demonstration project to implement, evaluate and refine an innovative program to teach high school students self-regulation skills to prevent obesity and promote life-long health. The project engages health, physical education and life-skills teachers in an empirical curriculum development project.

Centers for Disease Control and Prevention, Department of HHS (2003-2006).
Amount: $1,087,000.00 for 3 years
Principal Investigator: R. Suminski Co-Principal Investigator: R. Petosa
Project: Project Comfit: Promotion of Physical Activity at the Community Level

A trial of environmental and organizational approaches to the promotion of physical activity in a low-income, low resource community. The project is grounded in a Participatory Research Model of health promotion.

Ohio State University, School of PAES: Sport, Fitness and Health Program (2000-2003)
Amount: $27,000.00
Investigators: R. Petosa and S. Suminski
Project: Web-Based instruction to Promote Physical Activity

A demonstration and evaluation project to test the effectiveness of a web-based course targeting Social Cognitive Theory variables to promote physical activity.

Ohio State University Outreach and Engagement Funds (2001-2002)
Amount: $39,500.00
Principal Investigator: R. Suminski Co-Investigator: R. Petosa
Project: Comfit: Community Promotion of Physical Activity

A pilot project to develop environmental approaches to physical activity promotion.

Heart Disease Prevention Block Grant Program.
Amount: $20,000.00
Principal Investigator: R. Petosa Co-Investigator: Eric Winters
Project: Promotion of Physical Activity in the Sedentary Youth

A demonstration project targeting sedentary youth in public schools. Working with Health and Physical Education Teachers a Lifelong Wellness Model was developed to increase both moderate and vigorous physical activity through self-regulation and incentives.
GRANTS AND CONTRACTS FUNDED (cont.)

Ohio State Department of Education: Center for Disease Control Funds for the Implementation of "Programs the Work: Physical Activity, Smoking and Nutrition" 1997-1998. Amount: $30,000.00
Principal Investigator: R. Petosa
Project: Statewide Training and Evaluation of Programs that Work

A coordinated effort between the Ohio Department of Education, the Ohio Department of Health and the Ohio State University to improve the quality of health instruction by training Trainers and Educators on the implementation of Health programs established to be effective.

Franklin County Health Department (1996-1997)
Heart Disease Prevention Block Grant Program.
Amount: $20,000.00
Principal Investigator: R. Petosa Co-Investigator: Tecora Rogers
Project: Promotion of Physical Activity in the African American Community

A demonstration project targeting the most sedentary zip code area in Franklin County. Two different interventions were designed and implemented through the existing community agencies. Both interventions were designed to promote self-regulated physical activity among African American adults.

Ohio State Department of Education: Center for Disease Control Funds for the Implementation of HIV Prevention in the Schools. 1994-present (Renewed 5 years) Amount: $73,000.00
Principal Investigator: R. Petosa
Project: Statewide Evaluation of HIV Prevention Education Training

An ongoing evaluation of a statewide training effort is producing favorable changes in HIV prevention skills, attitudes and knowledge among teachers and community health professionals curriculum implementation. The evaluation focused first on training of trainers, the second stage focused on the training of educators and community health workers, the third stage addresses implementation fidelity or the Reducing the Risk Curriculum for HIV prevention.

International Program for Research in Neurosciences and The Ohio State University.
Collaborating Investigators: M. Cruz, M.D. and R. Petosa
Amount: $9,000.00
Project: Community Program for the Control of Taneia Solium, Taeniasis/Cysticercosis and other Helminthiases in Ecuador.

Through the mass deworming of population with antibiotics combined with community-based lifestyle change and environmental sanitation intestinal parasite infections will be reduced among children in the San Pablo region.
GRANTS AND CONTRACTS FUNDED (cont.)

Ohio State College of Education Research Grant (1993-1994)
Principal Investigator: R. Petosa
Amount: $2,500.00
Project: Establishing Criterion Validity of Population-Based Physical Activity Assessment

Establishment of criterion validity of a physical activity assessment capable of determining: type, intensity, frequency duration, and caloric expenditure of physical activity in epidemiological surveys.

Ohio Department of Health (1992-1993)
Principal Investigator: R. Petosa
Amount: $5,000.00
Project: Use of Behavior Strategies to Improve Effectiveness of Health Promotion.

A training grant focused on the development of a 150 page training manual and conducting extensive training of Health Promotion personnel statewide.

American Heart Association (1991-1993)
Principal Investigator: R. Petosa Collaborating Investigator: R. Pate
Amount: $35,000.00
Project: Promoting Heart Health Fitness Among Youth Through Schools, Communities and Families.

The primary aim of the project is to develop a powerful, feasible approach to integrating school, community and family based approaches to supporting youth in adopting and maintaining fitness behaviors. The intervention is based on the tenets of Social Cognitive Theory and principles of community organization.

American Heart Association (1989-1990)
Principal Investigator: R. Petosa Collaborating Investigator: A. Weston
Amount: $20,000.00
Project: Field Test of Theory Based Intervention to Promote Heart Health Fitness Behavior.

A formative evaluation of a school based intervention designed to promote physical activity among adolescents. Based on Social Learning Theory the intervention was implemented through health and physical education classes. Preliminary results support the feasibility of the approach.
GRANTS AND CONTRACTS FUNDED (cont.)

Principal Investigator: R. Petosa
Amount: $20,000.00
Project: Psychosocial factors related to the Development of Heart Health Fitness Behavior.

A statewide research project involving 1,200 school age children in 5th, 7th, 9th and 11th grades. The purpose is to examine the educational, social, environmental and psychological factors associated with regular physical activity. A second purpose of the study is to develop psychometrically sound measures of heart health knowledge and physical activity. The project is designed to articulate into a community based intervention promoting heart health behaviors.

Principal Investigator: R. Petosa
Amount: $50,000.00
Project: An Evaluation of Three Stress Coping Interventions on Mental Health and Health-Related Practices.

A community-based demonstration/evaluation project designed to test the efficacy of different stress education curricula on 800 students. The project established the feasibility of preventing mental health problems characteristic of the transition to adolescence.

Principal Investigator: R. Petosa
Amount: $2,500.00

The purpose was to examine learning styles and cognitive development as factors associated with the effectiveness of computer-assisted instruction. The study also examined the comparative educational efficiency of computer-assisted and traditional classroom instruction among college students.

Amount: $4,500.00
Project: Assessment of Neuropsychological Impairment of Recovered Alcoholics in Functional Roles.

This grant facilitated the establishment of a Neuropsychological Lab. Using the Halstead-Reitan Battery, evidence was generated to suggest that long term, alcohol induced impairment could be partially mediated by participation in functional social roles.
GRANTS AND CONTRACTS FUNDED (cont.)

Faculty Research Grant, Western Kentucky University. (1978-1979).
Principal Investigator: R. Petosa
Amount: $500.00
Project: The Relationship Between Self-Actualization and Health Practices

A descriptive research project which examined the functional relationship between positive mental health, health promoting and health protective behaviors.

Committee for Student Services, Cortland State University. (1977-1978).
Submitted by: R. Petosa Project: Alcohol Education Project.
Amount: $200.00
Support was provided to develop a campus-wide educational effort to promote responsible alcohol consumption.

FUNDING FOR ACADEMIC WORK

Interdisciplinary Seminar Grant: The Ohio State University Graduate School. (2000)
Sumitted by: R. Petosa, C. Emery, D. Frid
Amount: $10,000.00
A series of lectures were conducted by leading researchers in physical activity research methods.

AWARDS/HONORS


Academy of Health Education Research: Founding Member, 1997.


Executive Committee: Research Council, American School Health Association, 1987-1990. (Elected)

Chair: Research Committee, South Carolina Association of Health Educators, 1986-1987. (Elected)

Research Associate: Research Council, American School Health Association, 1986-present.

Eta Sigma Gamma: National Health Science Honorary 1976-present.

PUBLICATIONS: Data-based Research


PUBLICATIONS: Data-based Research (cont.)


This article generated media interest that appeared in the following:

National television: CBS This Morning, March 9: Health Feature
Local Television: Channel 6 News: Health Feature

Newspapers and News Services:
Kansas City Star, March 4
Chicago Tribune, March 19
Gannett News Service, March 25
Gannett News Service, April 14
Omaha World-Herald, Aug. 17
Philadelphia Inquirer, Aug. 12.

Reuters News Service, March 5
Charlotte Observer, March 24 and April 6
Buffalo News, April 7
Copley News Service, April 20
New Orleans Times-Picayune, Aug. 30

Magazines: Glamour, June 1998


K. Lux and R. Petosa. "Development of and Instrument to Test the Health Belief Model as a
PUBLICATIONS: Data-based Research (cont.)


PUBLICATIONS: Reviews of Research

D. Duncan, R. Russell and R. Petosa. "Educational Outreach: An experimental evaluation of


PUBLICATIONS: Reviews of Research (cont.)


PUBLICATIONS: Theory or Conceptual


R. Petosa, "Self-Management Skills and Student Health Practices"
The Education Digest, Jan. 1987: 56-60,


PUBLICATIONS: Theory or Conceptual (cont.)


Publications: Under review


Book Reviews


PUBLICATIONS: RESEARCH ABSTRACTS


EDUCATIONAL/TRAINING GUIDES AUTHORED


PROFESSIONAL PRESENTATIONS


E. Stevens, B. Hertz, R. Petosa. "Impact Evaluation of the Planning to be Active Middle School


PROFESSIONAL PRESENTATIONS (cont.)


PROFESSIONAL PRESENTATIONS (cont.)


PROFESSIONAL PRESENTATIONS (cont.)


R. Suminski, R. Petosa, & J. Buckworth, "Lifestyle physical activity information and the stage of change model." Centers for Disease Control and Prevention: Proceedings from the National Conference on Health Education and Health Promotion. 2001


J. Hallam and R. Petosa.; "Construct Validation of a four Session Worksite Intervention on Selected Social Cognitive Theory variables linked to Adult Exercise Behavior" Poster Presentation, First National American Academy of Health Behavior Meeting, Sante Fe, New Mexico, 2000. (peer reviewed)


R. Petosa and Eric Winters, "An intervention to promote Physical Activity among adolescents using Self-regulation, Family and Environmental Supports" Exercise Behavior Lecture Series, Physical Activity and Educational Services, The Ohio State University, Columbus, OH., 1999.(invited)

PROFESSIONAL PRESENTATIONS (cont.)


R. Petosa, "Construct Validation Evaluation of a Worksite Exercise Intervention" Exercise Behavior Lecture Series, Physical Activity and Educational Services, The Ohio State University, Columbus, OH., 1998.(invited)


PROFESSIONAL PRESENTATIONS (cont.)


A. Bernard and R. Petosa, "A test of the Ability of Social Cognitive Theory to Predict Dietary Fat Intake in Adults" National AAHPERD Meeting, April, 1995


PROFESSIONAL PRESENTATIONS (cont.)


PROFESSIONAL PRESENTATIONS (cont.)


R. Petosa, "Health Behavior Modification in the Community Health Promotion Programs" Southeastern Ohio Health Promotion Coalition, Dec. 9, 1993.


R. Petosa. "A Conceptual explaining Adolescent Heart Health Fitness Behavior" Research Colloquia, Center for Health Promotion Research and Development, School of Public Health, University of Texas-Houston. 1989. (invited)

R. Petosa. "Development of the Physical Activity Survey: Validity, Reliability and Preliminary Results" Research Colloquia, University of Maryland, 1989. (invited)


PROFESSIONAL PRESENTATIONS (cont.)


PROFESSIONAL PRESENTATIONS (cont.)


R. Petosa. "Promoting Student Understanding of Behavior Change Strategies," Mental Health Section: Special Session on Mental Wellness, American Public Health Association Meeting, Montreal, CA. 1982 (invited)


PROFESSIONAL SERVICE


Research Grant Award Committee: American Alliance for Health Education, 2006.

Editor: Quantitative Research Section
International Electronic Journal of Health Education
1997-2002

Journal Manuscript Reviewer

Research Quarterly for Exercise and Sport:, 2002- present.
Health Education Research, IRL Publishers, Inc. 1990-present.

Editorial Boards

Journal of Health Studies: 2009-present
American Journal of Health Behavior, 2,000-present.


Item Author: Certification Exam, National Commission for Health Education Credentialing, 1990.

Executive Committee: Research Council, American School Health Association (elected) 1987-1990.


PROFESSIONAL SERVICE (cont.)


Curriculum Consultant for Health Education, Lincoln Public Schools, Lincoln, NE. (1988)


Education Consultant: Nebraska State Health Department, Responsibility: To provide technical assistance on the use of microcomputer assisted health instruction, 1982-1983.


COMMUNITY SERVICE

Judge: National Health Education Software Contest, Association for the Advancement of Health Education. 1983.

President: Eta Sigma Gamma, Alpha Alpha Chapter (1979-1980). Nominated for National Eta Sigma Gamma "Chapter of the Year."


An ongoing evaluation of a statewide training effort is producing favorable changes in HIV prevention skills, attitudes and knowledge among teachers and community health professionals curriculum implementation. The evaluation focused first on training of trainers, the second stage focused on the training of educators and community health workers, the third stage addresses implementation fidelity or the Reducing the Risk Curriculum for HIV prevention.


"The Role of Comprehensive School Health Education in Meeting Public Health Goals," Community forum to support the Comprehensive Health Education Act, Sponsored by the American Association of University Women, 1987.


Workshop Facilitator: "Death and Dying," a three-week workshop designed to help allied health professionals meet the needs of dying patients and survivors, University of Nebraska-Lincoln, 1984.

Public School Mentor: Implemented Social Coping Skills Curriculum with seven grade class to serve as model for public school teachers: Lincoln Public School district.

Workshop Facilitator: "Stress coping for School Age Children," three day workshops for public school teachers, University of Nebraska- Lincoln, 1984.

"Stress and Mental Wellness," presented to the University Community during Wellness Week, University Health Service, University of Nebraska-Lincoln, 1983.

"Using the Health Belief Model for the Design and Evaluation of Health Education Interventions," Faculty Colloquia: Teachers College, University of Nebraska-Lincoln, 1983.

Community Service (cont.)

"Prevention of Drug Abuse: What Can We Reasonably Expect From the Public Schools?" In-service presentation for the State Prevention Center, University of Nebraska-Lincoln, 1982.

"Using Group Process to Enhance Health Education Effectiveness," Graduate Symposium, School of HPER, University of Nebraska-Lincoln, 1981.

"Health Locus of Control: A Review of the Literature," Graduate Symposium School of HPER, University of Nebraska-Lincoln, 1981.

"Drug Education Strategies: The Psychosocial Approach," In-service training program for Lincoln Public School Teachers, 1981.


First Aid Workshop Facilitator for the Resident Assistant Program, Cortland State University, 1975.


UNIVERSITY SERVICE


Research Committee, Dean's Office, College of Education and Human Ecology.

Coordinator of Graduate Studies, Health and Exercise Science, The Ohio State University,
2003-present.

Chair of Search Committee, Health and Exercise Science, School of PAES, 2008.

Chair of Search Committee, Health and Exercise Science, School of PAES, 2006.

Chair: Sport, Fitness and Health Oversight Committee, 2005-present.
Provide Oversight of Curriculum and Operations for the SFHP that generates 12,000 credits each academic year. Developed a research registry for longitudinal Physical activity research.


Chair: Undergraduate Studies Committee, School of PAES. 1999- 2004.
Established Web-based Student Handbook for PAES Undergraduate studies
Established ongoing evaluation of Undergraduate PAES Programs
Established and implemented policies for direct enrollment of undergraduate PAES students

Chair of Search Committee, Health and Exercise Science, School of PAES, 2000.

Member of Search Committee, Exercise Science, School of PAES. 1999

UNIVERSITY SERVICE(cont.)

Chair, Delbert Oberteuffer Lecture Series Committee, to Dr. L. Green., 1996

Health Promotion and Education Faculty Search Committee, Member, 1995.

Coordinator of Community Health Education, The Ohio State University, 1992-1996.


College of Education: Personnel Committee, The Ohio State University, 1993-94.

College of Education: Research Committee, The Ohio State University, 1991-93.


Chair, Two Search Committees for Health Education Faculty, 1991-1992

Awards Committee: Chair, School of HPER, The Ohio State University. 1990-1992.

Certificate of Recognition, Office of Student Affairs, University of South Carolina, for Faculty Advisement of Lacrosse Club, 1986-1990.

Faculty Senate, University of South Carolina, 1986-1989.

Chair: Comprehensive Exam Committee, University of South Carolina, 1986-1988.

PEHRS Graduate Committee Member, Purdue University, 1984-1986.
PEHRS Curriculum Committee Member, Purdue University, 1984-1986.


Health Education Representative to the School of HPER Graduate Committee University of Nebraska-Lincoln, 1983-1984.

Coordinator: Committee on the development of a Graduate Program in Health Promotion and Wellness, 1983-1984.

Coordinator: Committee to Improve the Professional Preparation of Undergraduate Health Educators at the University of Nebraska-Lincoln, 1982-1984.

Director: Teaching Skills Center, School of HPER, University of Nebraska-Lincoln, 1982-1984.

Coordinator: Community Health Working Group, Responsibility: to implement the competencies established by the National Role Delineation Project, 1980-1982.


UNIVERSITY SERVICE(cont.)


University Health Programs Committee, Graduate Student Representative, Western Kentucky University, 1978.

Undergraduate Studies Committee: Department of Health Education, Student Representative, Cortland State University, 1977-1978.

UNIVERSITY COURSES DEVELOPED AND IMPLEMENTED

GRADUATE LEVEL
  Evaluation of Health Promotion Programs
  Graduate Seminar in Health Behavior Research
  Health Behavior Theory
  Principles of Health Behavior Change
  Community Health Organization
  Survey Research Methods
  Research Design and Statistics
  Program Planning for Health Promotion Programs
  Behavioral Foundations of Health Education
  Improving Instruction in Health Promotion
  Behavioral Approaches to Wellness
  Worksite Health Promotion
  Stress Management Programs
  Curriculum Development in Health Promotion
  Adolescent Health Promotion
  Death Education
  Promoting Physical Activity
Behavioral Epidemiology
Exercise Science Seminar: Using Behavioral Science to Promote Physical Activity
Measurement of Physical Activity

UNDERGRADUATE LEVEL
Health Program Planning
Health Program Evaluation
Health Behavior
School Health Methods
Worksite Health Promotion
Community Health Education Methods
Computer-Assisted Instruction in Health Education
Death and Dying Education
Nutrition
Consumer Health Education
Urban and Rural Health
Personal and Community Health
Stress Management
Environmental Health
Drug Education
Prevention of HIV and AIDS
Web-based course: Self-Regulation of Physical Activity

GRADUATE RESEARCH ADVISEMENT

Prasanna Gurumurthy: Doctoral Student
Steve Wirick, Doctoral Student
Jack Skaggs, Doctoral Candidate

Megan Wolfe, "Evaluation of a Worksite Program to increase Exercise among inactive Employees" (2009).
Employee Wellness Coordinator: City of Dublin, Ohio. Adjunct Professor, Capital University.

Adjunct Professor, Capital University, The Ohio State University.

Laura Mowad, "Evaluation of an Obesiy Prevention program among Adolescents living in Appalachia" The Ohio State University, (2006).
Post-Doctoral Fellowship, Department of Sports Health, Cleveland Clinic.

Emily Stevens, “Evaluation of the Plan for Exercise Plan for Health program Among Appalachian Students” The Ohio State University, (2005).
Visiting Assistant Professor: The Ohio State University

Associate Professor: Denison University.
Grim, Melissa, "Evaluation of a Web-Based intervention to promote Physical Activity" The Ohio State University, (2003). Assistant Professor: Radford University.


Winters, Eric, "Evaluation of a School-Based Intervention to Promote Free-Living Physical Activity among Adolescents" The Ohio State University, (2001). Assistant Professor: Dennison University.

Hwang, Myghee., "A meta-analysis of adolescent psychosocial smoking prevention programs in the United States: Overall results and relative efficacy by theoretical models and setting levels" The Ohio State University, (2000). Research Associate: Stanford University.


GRADUATE ADVISEMENT (cont.)

Rogers, Tecora, "The Impact of Two Interventions of the Promotion of Physical Activity Among African American Women" Tecora received both an undergraduate honors scholarship and a University Fellowship to fund her graduate studies. This dissertation was funded by a grant from the Franklin County Health Department. The Ohio State University, (1997). Visiting lecturer: Minority Studies, The Ohio State University.


Hallam, Jeff, "A Process Evaluation of a Social cognitive theory-Based Intervention to promote physical activity of adults at the worksite" (1995) Received Gamman of the Year Award. Tenured Associate Professor: Mississippi University

Bernard, Amy., "Use of Social Cognitive Theory to Predict Heart Health Diet" Dissertation, The Ohio State University, (1994) Received Gamman of the Year Award. Tenured Associate Professor: University of Cincinnati.

Assistant Professor: SUNY at Fredonia

Physical Educator: Chitanango School District

Assistant Professor: Western Kentucky University

Currently Health Program Administrator, New Zealand Government.


Calasaric, Heather. "Pilot Study of Physical Activity Curriculum" Master's Project. The Ohio State University, (Summer 1991)
Health Consultant: Ohio Health Department

Lux, Kathy, "Using the Health Belief Model to Predict Safer Sex Behavior Among Juvenile Delinquents" Doctoral Dissertation, The Ohio State University, 1991. Received Ohio Dept. of Health Award. Visiting Assistant Professor: The Ohio State University

GRADUATE ADVISEMENT (cont.)

Assistant Principal, Heathwood Private School, Columbia, South Carolina.

Assistant Professor, Western Carolina University.

McCormick, Lori, "The Frequency and Nature of Drinking and Driving Among College Students" University of South Carolina, 1989.

Research Associate, Cooper Clinic, Dallas, TX.

Lawrence, M., "Student Recognition of and Response to Suicidal Peers" Doctoral Dissertation, University of South Carolina, 1989, Member of Committee.

Professor: United State International University

Hill, V., "Hardiness and the Hassles-Symptoms Relationship" Purdue University, 1987.

Tobin, J., "Spirituality and Mental Health in College Students" University of Nebraska, 1986.
Noteworthy accomplishments of graduate student advisees:

University Awards:

Megan Wolfe: School of PAES: Graduate Teaching Award, 2006.

Emily Stevens: College of Education: Dai Ho Chun Graduate Fellowship, 2006.


PAES Cushman Award for Health Education Graduate Student, 2002.

PAES Cushman Award for Health Education Graduate Student, 2002.
PAES: Sport, Fitness and Health Program Teaching Award, 2002.
PAES Cushman Award for Health Education Graduate Student, 2001.
PAES: Sport, Fitness and Health Program Service Award, 2002.

Eric Winters: PAES: Cushman Award for Health Education Graduate Student, 1998.

Manoj Sharma: OSU Pride Award 1997.
Ohio Public Health Association Best Dissertation Award 1997.
Fellowship to the American Institute of Stress, 1996.
OSU William Oxley Thompson Early Career Achievement Award 1998,
Recognition Award, American Alliance for Health Education.
Jeff Hallam: Delbert Oberteuffer: College of Education, OSU.
John P. McGovern Award, American School Health Association.
Graduate Student Association Research Award, OSU.
Distinguished Service Award, National Eta Sigma Gamma
Chair of the Worksite Health Promotion Interest Group: APHA

Catherine Cardina: Dai Ho Chun Fellowship, College of Education at OSU
Oberteuffer Award, College of Education at OSU

Amy Bernard: Oberteuffer Award, College of Education at OSU
Distinguished Service Award, National Eta Sigma Gamma

Tecora Rogers: Presidential Fellowship for Graduate Study, OSU

Kathy Lux: Ohio SOPHE Award for Dissertation Research

REFERENCES

Dr. Gary Lawson, Assoc. Dean
Behavioral Sciences
U.S. International University
San Diego, CA 92131
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University of Cincinnati
Cincinnati, Ohio
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Mark Kittleson
Professor
Department of Health Promotion
Southern Illinois University
Carbondale, Illinois 62901
(618) 452-2777
kittle@siu.edu

Brian Hartz
Associate Professor
Denison University
Department of Health
Granville, Ohio
(614) 563-7779
hortzb@denison.edu

Steve Sussman
Professor
Preventive Medicine
Keck School of Medicine
University of Southern California
(626)457-6635
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Dr. Janet Fink
Associate Professor
Sports Management
University of Connecticut
Storrs, Connecticut
janet.fink@uconn.edu
860 486-3169