

Soave, Melissa

From: Andrew Zircher <AZircher@ehe.osu.edu>
Sent: Tuesday, April 24, 2012 5:08 PM
To: Smith, Randy; herness.1@gradsch.ohio-state.edu; Wolf, Kay; Soave, Melissa
Subject: Health Education Licensure
Attachments: OAA Health Education License non degree.pdf

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.ohio-state.edu/curriculum/>




Office of Academic Affairs
172 Arps Hall, 1945 N. High Street
614 688-4571

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.



Physical Education Teacher Education

School of Physical Activity & Educational Services
College of Education and Human Ecology
A240 PAES Building
305 West 17th Avenue
Columbus, OH 43210

Phone: 614-292-5679

FAX: 614-688-4885

<http://education.osu.edu/paes>

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 V: Assessment. Candidates assess student learning.

Standard VI: Administration and Coordination. Candidates plan and coordinate a school health education program.

Standard VII: Being a Resource. Candidates serve as a resource person in health education.

Standard VIII: Communication and Advocacy. Candidates communicate and advocate for health and school health education.

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.)*

EDU PAES	2204	Sexuality and Health	2
EDU PAES	3312	Issues in Alcohol/Drug Use and Abuse	2
EDU PAES	2250	Cancer Prevention	2
EDU PAES	3314	AIDS Awareness	2
EDU PAES	5645	School Health Counseling	3
EDU PAES	5635	School Health Services	3
EDU PAES	5703	Health Behavior Theory	3
EDU PAES	5704	Health Program Evaluation	3
EDU PAES	5651	Health Program Planning	3
EDU PAES	4743	Teaching Health Education in Elementary, Middle, and High Schools	3
EDU PAES	4189.30	Practicum in K-12 Health Education	3
EDU TL	5442	Teaching and Reading Across the Curriculum	3
EDU PAES	2601	Teaching Physical Education, Leisure, and Exercise	3
EDU PAES	3189.01	Field Experience in Elementary Physical Education	3
EDU PAES	4189.02	Field Experience in Secondary Physical Education	3

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 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

Program credit hour requirements		Number of credit hours required for proposed program (Semester credit hours)
Total minimum credit hours required for completion of program		41
Required credit hours offered by the unit	Min	38
	Max	38
Required credit hours offered outside of the unit	Min	3
	Max	3
Required prerequisite credit hours not included above	Min	
	Max	

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.**



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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

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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.

Ohio Board of Regents
Academic Quality Assurance
30 East Broad St., 36 FL • Columbus, OH 43215
www.ohioeducator.ning.com
educator_prep@regents.state.oh.us

**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 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.	
Date of Submission	
Name of Institution	The Ohio State University
Name of Department or College	College of Education and Human Ecology
Mailing Address	127 Arps Hall 1945 North High Street Columbus, OH 43210-1172
Dean or Director's Name	Cheryl Achterberg
Dean or Director's Email	greentree.2@osu.edu
Person Submitting Program	Phillip Ward
Title	Professor
Phone	614 688-8435
Email	Ward.116@osu.edu
What semester/year do you want your proposed program to begin?	Fall 2012
Your Proposed Program Name and License Code (License Types and Teaching Field Codes)	<i>Name: Multi-age Health</i> <i>Code: 080115</i>
If applicable, within what degree program does this licensure sit?	<i>Physical Education, Sport and Physical Activity Major</i>
Program Level	<input checked="" type="checkbox"/> Baccalaureate
	<input checked="" type="checkbox"/> 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

Name of Accrediting Organization	HLC
Date of Accreditation	XXXXXX
Date of Next Review	XXXXXX

National Accreditation

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

X	National Council for the Accreditation of Teacher Education (NCATE)
	Teacher Education Accreditation Council (TEAC)

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.

Name of Specialized Professional Association	American Association for Health Education
Date of Last SPA Approval	NA/ New program

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](mailto:L.Scott.Lissner@osu.edu)
Office Of Diversity and Inclusion 281 W. Lane Ave
<<http://www.osu.edu/map/building.php?area=northdorms&building=160>>
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?

Year One	Year Two	Year Three
25	35	40

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,

and transfer policies.

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.

Ohio Licensure Program Requirements for Teaching	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.
<p>12 semester-hour reading requirement for early childhood, middle childhood, & intervention specialist programs OR 3 semester-hour reading core for AYA programs, career-vocational and multi-age programs;</p>	<p>Since these 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</p>
Candidates' understanding of the Ohio Academic Content Standards ;	See above
Requirements for the Resident Educator License ;	See above
Ohio Standards for the Teaching Profession (PDF)	See above
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.	See above
Meet Ohio Department of Education Licensure Program Standards . (If the program already has been approved	See above

by national SPA, these standards are met.)	
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.'	See above
Value-added growth measures , as defined by the State Board of Education.	
General Education Requirements	See above

Ohio Licensure Program Requirements for School Administrators	Describe where in the curriculum and/or program these standards and requirements are addressed. If you are enclosing scanned attachments, indicate below.
Alignment with Ohio Department of Education Standards for Principals and Superintendents Ohio Standards for Principals (PDF)	NA
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.)	NA
Ohio Standards for the Teaching Profession (PDF)	NA
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.	NA
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.'	NA
Value-added growth measures , as defined by the State Board of Education.	NA

Ohio Licensure Program Requirements for Pupil	Describe where in the curriculum and/or
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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.	NA
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.	NA
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.'	NA

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.

Courses and course numbers	Credit hrs – Semester	R or E? [required/ elective]	N or E? [new or existing]	Check if this is an undergrad TAG course. [Mandatory for Public Institutions]	<u>12 semester-hour reading requirement for early childhood, middle childhood, & intervention specialist programs</u> <u>3 semester-hour reading core</u>
ATTACHED IN APPENDIX B.					

					for AYA programs, career-vocational and multi-age programs
EDUPAES 2204 Sexuality and Health	2	R	E		
EDUPAES 3312 Issues in Alcohol/ Drug Use and Abuse	2	R	E		
EDUPAES 2250 Cancer Prevention	2	R	E		
EDUPAES 3314 AIDS Awareness	2	R	E		
EDUPAES 5645 School Health Counseling	3	R	E		
EDU PAES 5635 School Health Services	3	R	E		
EDUPAES 5703 Health Behavior Theory	3	R	E		
EDUPAES 5704 Health Evaluation	3	R	E		
EDUPAES 5651 Health Program Planning	3	R	E		
EDUPAES 4743 Teaching Health Education in Elementary, Middle and High Schools	3	R	N		
EDU PAES 4189.30 Practicum in K-12 Health Education	3	R	N		
EDU TL 5442 Teaching and reading across the curriculum	3	R	E		Multi-age reading requirement
FIELD EXPERIENCES					
EDUPAES 2601 Teaching physical education health and exercise	3	R	E		
EDU PAES 3189.01 Elementary field experience (K-5)	3	R	E		
EDU PAES 4189.02 Secondary field	3	R	E		

experience (6-12)					
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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, sdegarmo@regents.state.oh.us, for questions about Board of Regents policies related to program locations and delivery models.

Locations and Types	Percent of Program Offered	Location Name Address, City and State	Does the institution use this location for other academic programs?
In-Person/On Main Campus	95%	Columbus main campus	Yes
In-Person/Other Than Main Campus	0%		
Online [an online program is one in which most (80+%) of the content is delivered online, typically without face-to-face meetings]	5%	Columbus main campus	Yes
Hybrid/blended [a hybrid/blended program is one that blends online and face-to-face delivery, with substantial content delivered online]	0%		
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]	0%		
Other. Explain:			

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

proposed program, **what is/are the content areas** [additional language] and who is providing these materials?

NA

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.
<http://www.ncate.org/Standards/NCATEUnitStandards/NCATEGlossary/tabid/477/Default.aspx#F>
- ***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.
<http://www.ncate.org/Standards/NCATEUnitStandards/NCATEGlossary/tabid/477/Default.aspx#F>

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 their 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.
4. Documentation of 3 observations of candidate performance by university supervisors and cooperating teachers.
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.

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

Learner Growth and Development	X	X	X
Lesson Planning		X	X
Professional Growth	X	X	X
Reading Instruction		X	X
Subject Specific Pedagogy	X	X	X
Technology Instruction/Integration	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.
4. Collaboration.
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

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

How will the assessment data collected and analyzed be used to improve your proposed program over time?

Assessments for Administrator and Pupil Service [audiologist, counselor, social worker, speech-language pathologist, psychologist, nurse, orientation and mobility specialist, occupational therapist, physical therapist]
Programs

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?

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?

	First Year	Second Year	Third/Fourth Year
Full professor	Note: students would take no classes in the first year of the program	2	2
Associate professor		1	1
Assistant Professor			

Instructor		2	2
Higher Ed Clinical Faculty [higher education faculty who primarily work within school districts with candidates]		3	3
PK-12 Clinical Faculty [PK-12 teachers granted clinical faculty status by an institution of higher education]			
Adjunct (or part time) faculty		1	
Other, please specify			

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.

Program Faculty

Complete the faculty matrix for the faculty who will be teaching at the proposed site. Faculty information should be provided for all 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 (Section 5).**

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

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

Information literacy

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.

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 <http://library.osu.edu/help/>.

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 ap-
proved 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

LITERATURE:
3 Hours

HISTORICAL STUDY:
3 Hours

Cultures & Ideas or
Historical Study: 3 Hours

DATA ANALYSIS:
3 Hours

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- Lspn Mtr Dvlpmt- 3Hr _____
- EDU PAES 2301- Tchng Invasion Games- 3Hr _____
- EDU PAES 3520- Cntrnt in Elem Phys Ed- 3Hr _____
- EDU PAES 3305- Tchng Crt Games- 3Hr _____
- EDU PL 3206- Schl & Society- 3Hr _____
- EDU PAES 4189.02- Fld Exp in Scndry Phys Ed- 3Hr _____
- EDU PAES 4191.01- Intrnshp: Elem Phys Ed- 6Hr _____

- EDU PAES 1208- Orntn to Sprt & Leis Stds- 3Hr _____
- EDU PAES 2601- Tchng Phys Ed, Leis, & Exer- 3Hr _____
- EDU PAES 2307- Advntr Bsd Lrng- 3Hr _____
- EDU PAES 5544- Intro to Adptd Phys Activity- 3Hr _____
- EDU PAES 3740- Tchng Phys Ed in Elem Schls- 3Hr _____
- EDU PL 2309- Psych Perspectives on Education- 3Hr _____
- EDU PAES 5795- Soc-Cultrl Iss in Phys Ed- 3Hr _____
- EDU PAES 4191.02- Intrnshp: Scndry Phys Ed- 6Hr _____

- EDU PAES 1201- Cncepts of Ftnss & Wltnss- 3Hr _____
- EDU PAES 4525- Prmt Beh Chng in Sprt, Ls, & Ex- 3Hr _____
- EDU PAES 5521- Qual Skill Anlys- 3Hr _____
- EDU PAES 3302- Tchng Rqt Sprts- 3Hr _____
- EDU PAES 3189.01- Fld Exper in Elem Phys Ed- 3Hr _____
- EDU PAES 4741- Tchng Phys Ed in Scndry Schls- 3Hr _____
- EDU TL 5442- Tchng & Rding Across the Crrclm- 3Hr _____
- EDU PAES 4780- Sem for Stdnt Tchng- 2Hr _____

Minimum Total Hours: 121-125 Elective Hours: 0

SUGGESTED FOUR YEAR PLAN

Autumn First Year	Spring First Year	Autumn Second Year	Spring Second Year	Autumn Third Year	Spring Third Year	Autumn Fourth Year	Spring Fourth Year
EHE 1100	PAES 1201	EDU PAES 2601	EDU PAES 2301	EDU PAES 3520	EDU PAES 3740	EDU PAES 4741	EDU PAES 4191.01
ENGLISH 1110.01	EDU PAES 2542	EDU PAES 4525	EDU PAES 2307	EDU PAES 5544	EDU PAES 3189.01	EDU PAES 4189.02	EDU PAES 4191.02
MATH 1130	Literature	Second Writing	Open Option: GE	EDU PAES 3302	EDU PL 3206	HDFS 5795	EDU PAES 4780
EDU PAES 1208	Phys. Science	Art	Social Science	EDU PAES 3305	EDU PL 2309	EDU TL 5442	
BIOL Science	STAT 1350	Math & Log Anlys	Social Science	Historical Study	Cult & Ideas or Hist Study	Open Option	
Hours: 16	Hours: 17	Hours: 18	Hours: 15	Hours: 15	Hours: 15	Hours: 15	Hours: 14

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 requisites and terms offered
 Step 3: For each term below, project when you expect to complete remaining requirements

Semester:	Semester:	Semester:	Semester:	Semester:	Semester:	Semester:	Semester:
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____

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 5544- 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

BACHELOR OF SCIENCE IN EDUCATION, Physical Education, Sport and Physical Activity

Physical Education Teacher Education 2012-2013

PROPOSED SEMESTER PROGRAM SHEET

Effective for NFQF and New Transfer students admitted to the College of Education and Human Ecology SU 12 - SP 13

Name _____ Advisor _____

COURSE & NUMBER	HRS	GR	SM/YR	COURSE & NUMBER (74)	HRS	GR	SM/YR
UNIVERSITY REQUIREMENTS (46-50 semester)				MAJOR REQUIREMENTS			
Writing (6)				EDU PAES 1208- Orientation to Sprt & Leisure Stds	3		
ENGLISH 1110.01 or 1110.02 or 1110.03	3			EDU PAES 1201- Concepts of Ftss & WlInss	3		
2 nd Level Writing Course (2367)	3			EDU PAES 2542- Lfspn Mtr Development	3		
				EDU PAES 2601- Tchng Phys Ed, Leisure, & Exercise	3		
Literature	3			EDU PAES 4525- Prmting Beh Chnge in Sprt, Leis & Ex	3		
				EDU PAES 2301- Tchng Invasion Games	3		
Arts	3			EDU PAES 2307- Advntre Bsd Lrng	3		
				EDU PAES 5521- Qual Skill Anlys	3		
Math (3-7)				EDU PAES 3520- Cntnt in Elem Phys Ed	3		
Math Placement 2 or higher, MATH 1148 or Equiv	0-4			EDU PAES 5544- Intro to Adpted Phys Activity	3		
Next Math course past placement, MATH 1131, or other course from university approved Math & Logical Analysis list	3			EDU PAES 3302- Tchng Rqt Sprts	3		
				EDU PAES 3305- Tchng Crt Games	3		
Data Analysis (3)				EDU PAES 3740- Tchng Phys Ed in Elem Schls	3		
STAT 1350 or 1430 or 1450	3			EDU PAES 3189.01- Fld Exper in Elem Phys Ed	3		
				EDU PL 3206- Schl & Society	3		
Science (10)				EDU PL 2309- Psych Perpctves on Education	3		
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.				EDU PAES 4741- Tchng Phys Ed in Scndry Schls	3		
				EDU PAES 4189.02- Fld Exper in Scndry Phys Ed	3		
				EDU PAES 5795- Socio-Cultrl Iss in Phys Ed	3		
				EDU TL 5442- Tchng & Rding Acrss the Crclum	3		
Historical Study	3			EDU PAES 4191.01- Intrnshp: Elem Phys Ed	6		
				EDU PAES 4191.02- Intrnshp: Scndry Phys Ed	6		
Social Science (6)				EDU PAES 4780- Seminar for Stdnt Tchng	2		
Take two social science courses from University approved GE list. Choose from 2 different subcategories							
Culture & Ideas or Historical Study	3						
Open Options (6)							
Choice	3						
Choice	3						
EHE 1100 (1)							
ELECTIVES (0)				CREDIT HRS REQUIRED	121-125		

Revised xx/xx

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.

Year 1 NA

Year 2 EDUPAES 2204, 3312, 2250, 3314, 5645, **2601**

Year 3 EDUPAES 5635, 5703, 5704, 4743, **3189.01**

Year 4 EDUPAES 5651, **4189.02**, 4189.30

Appendix B
Syllabi

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

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

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)

Week	Subject
Week 1	Course introduction; Sexual anatomy and physiology; Cancers of the reproductive organs
Week 2	Sexuality and the life cycle - sex hormones, sexual differentiation, conception, and childbirth
Week 3	Conception (continued); Contraceptives and abortion

Week 4	Menopause and menstration; Sexual responses
Week 5	Techniques of sexual arousal; Physiology of sexual arousal
Week 6	Sexual dsyfunction and therapy
Week 7	Midterm
Week 8	Sexually transmitted infections; Sexually transmitted infections - prevention strategies
Week 9	HIV and AIDS
Week 10	Sexual orientation; Panel Discussion
Week 11	Gender and Sexuality
Week 12	Sexuality and the life cycle - Adult and adolescents
Week 13	Relationships - like, lust, and love
Week 14	Relationships - Communication
Week 15	Final Exam

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.

Text

Shibley Hyde, J & Delamater, J. (2011). Understanding Human Sexuality (11th edition). McGraw Hill Publishing. ISBN: 978-0-07-338282-1.

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

Midterm Exam	70 points
Final Exam	100 points
Attendance to Guest Speakers	10 points (4 of 5 attended for 2.5 points each)
Anatomy Assignment	40 points
Reaction Papers and Class Discussions	60 points
Total	<u>280 points</u>

Grading Scale:

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

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 has 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 encourage to contact the instructor during office hours or by appointment.

Academic Misconduct

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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

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. "

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,

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.

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

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

Course Requirements/Evaluation

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

Grading Scale:

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

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 encourage to contact the instructor during office hours or by appointment.

Text

Hart, C., and Ksir, C. (2011), Drugs, Society and Human Behavior. 14th edition, McGraw Hill publishing.

Academic Misconduct

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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

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

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
Required Text:	"Avoiding Cancer One Day at a Time: Practical Advice for Preventing Cancer" by Lynne Eldridge; ISBN-13: 978-1-59298-159-5

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

The Ohio State University

Topical Outline

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

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.

The Ohio State University

Academic Misconduct

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http://studentaffairs.osu.edu/resource_csc.asp

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The Ohio State University

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

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

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

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

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.

Required Text:

Stine, Gerald J. AIDS Update 2011. McGraw-Hill. ISBN-13 9780073527635

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http://studentaffairs.osu.edu/resource_csc.asp

ODS Statement

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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	Phone: 614-571-7639
Email: king.118@osu.edu	

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 web site. 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 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 %

A	93-100
A-	90-92
B+	87-89:
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
E	59 or less

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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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. 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.

Student Mental Health:

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.

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:

School health services and programs. Authors: Lear, J., Isaacs, S, and Knickman J. pub date: 2006 ISBN 0-7879-8374-8

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:

Discussion postins	30 pts(3 pts per class)
School Health Services Issues OR School Assessment	40 pts
Class assignments	30 pts (3 assignments at 10 pts each)

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
E	59 or less

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

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.

TEXT: Health Behavior and Health Education: Theory, Research and Practice. 4th Edition
by: K. Glanz, B. Rimer. K. Viswanath

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.
6. Estimating the behavioral impact of theory-based health promotion interventions.

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.

GRADING

Undergraduate Students		Graduate Students	
Application Papers 6@50 pts.	300	Application Papers	300
Course Participation	100	Course Participation	00
Synthesis Model	50	Synthesis Model	50
Exam Item construction	50	Exam Item Construction	50
Theory Review Paper	300	Theory Review Paper	400
<u>Exam</u>	<u>200</u>	<u>Exam</u>	<u>200</u>
Total Course points	1,000	Total Course Points	1,000

A- = 900-920	A= 921 - 1000	
B- = 800-820	B= 821 - 878	B+=879 - 899
C- = 700-720	C= 721 - 778	C+=779 - 799
	D= 600 - 678	D+=679 - 699
	E= 0-599	

COURSE SCHEDULE

	Topic	Readings	Assignments
Week1	Course Overview, Definitions and Concepts.C1-2,		
Wk2	Health Belief Model	C3,	A1
Wk3	Theory of Reasoned Action	C4.	A2.
Wk4	Transtheoretical Model	C5, 7	
Wk5	Social Cognitive Theory	C8,12	A3
Wk6	Diffusion of Innovations	C14.15	
Wk7	Ecological Models/Social Marketing	C16.17,	A4
Wk8	Evaluation and Synthesis	C19	
Wk9	Exam	Exam	
Wk10	Ecological Models	C20	A5
Wk11	Social Marketing	C21	A6
Wk12	Evaluation of Theory Based Health Programs	C 22	
Wk13	Construct Validation of Mediating Variables		Synthesis Model
Wk14	<u>Class Presentations</u>		<u>Theory Review Paper</u>

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 hand-written 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.
8. **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.
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/rpetosa/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

93 - 100%	A	Labs 1-6	300	Labs 1-6	300
90 - 92	A-	Exam Construction	100	Exam Construction	100
87- 89	B+	Exams	200	Exams	200
82 - 86	B	Evaluation Project	400	Evaluation Project	200
80 - 81	B-			Literature Assignment	200
77 - 79	C+	Total course pts.	1,000	Total course pts.	1,000
72 - 76	C				
70 - 71	C-				
67 - 69	D+				
63 - 66	D				
< 63	E				

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

	Course Topic	Reading Due	Assignments Due
Week 1	Course Intro, Purpose of Evaluation	Driver Safety, Text1	
Week 2	Measurement of Mediating Variables	Text3	
Week 3	Measurement of Impact and Outcome Variables	Text4,	Lab 1
Week 4	Formative evaluation	Text5	
Week 5	Process evaluation	Text6	Lab 2
Week 6	Evaluation Design/Impact Eval.	Text 7	
Week 7	Evaluation Design/OutCome Eval.	Text 8	Lab 3
Week 8	Sampling for Evaluation	Exam	
Week 9	Data Management	Text 9	Lab 4
Week 10	Data Analysis and Interpretation	Text 10	
Week 11	Evaluation Timeline and Administration	Text 11	Lab 5
Week 12	Evaluation Budget	Text 12	Lab 6
Week 13	Synthesis of Process, Impact and Outcome Evaluation		
Week 14	Evaluation Project Due	Exam	

Classroom Policies

1. **Attendance** will be monitored through the completion of labs and class quizzes. Students are expected to attend class.
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 hand-written 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.
8. **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.
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).

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).

PAES 5651 –Health Program Planning: Petosa, Ph.D., PAES A54 Petosa.1@osu.edu

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.
4. Construct objectives and programs using evidence-based planning approaches.
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.

<u>Course Outline</u>	<u>Readings</u>	<u>Deliverables</u>
Week 1 Course Intro		
Wk 2 Social DX	Causal Reasoning Articles	P1 Causal DM
Wk3 Epidemiological DX	Text 1	
Wk4 Behavioral DX	Text 2	P2 Social DX
Wk5 Behavioral DX		
Wk6 Educational DX	Text 3	P3 Behavioral DX
Wk7 Educational DX		
Wk8 Intervention Plans	Text 4	P4 Educational DX
Wk9 Intervention Outlines		
Wk10 Intervention Plans	Text 5	
Wk 11 Behavior Change Models		P5 Intervention Plan
Wk 12 Stage Models		
Wk13 Program Admin. Budgets and Timelines		
Wk14 Presentation of Health Programs		P6 Complete Program

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 rationale 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: XXXXX

Class Meetings: XXXXX

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:

A 91-100%	B+ 85-87%	C+ 76-78	D+ 67-69
A- 88-90%	B 82-84	C 73-75	D 64-66
	B- 79-81%	C- 70-72%	E Less than 63

Texts:

- Telljohann, S. K., Symons, C. W., & Pateman, B. (2004). *Health education: Elementary and middle school applications* (4th Edition). New York: McGraw-Hill.
- Tyson, H. (1999). A load off the teachers' backs: Coordinated school health programs. *Phi Delta Kappan: Kappan Special Report*, K1-K8.

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.

Tentative Schedule:

DATE	TOPIC	READING ASSIGNMENT	WRITTEN ASSIGNMENT
	Introduction	None	Most dates will be announced in class
	Concepts of Health	Chapter 1	
	Health and Learning Among Children and Adolescents	Chapter 1	
	Factors Influencing Health and Learning	Chapter 4	
	Youth Health Risk Behaviors		
	Planning for CSHP and CSHE: School Community Task Forces and School Health Councils		
	Planning for CSHP and CSHE: PRECEDE-PROCEED		
	Planning for CSHP and CSHE: Needs and Capacity Assessment	CDC's School Health Index	
	Coordinated School Health Programs (CSHP) Resources for CSHP	Tyson (1998)	
	Comprehensive School Health Education (CSHE) Resources for CSHE		

	Planning for CSHP and CSHE: Standards, Goals, Objectives, Content, Skills, Content Bites, Skill Cues, and Assessment	CDC's School Health Index	☞ Goals/Objectives
	Teaching CSHE Content and Skills: Principles of Learning and Teaching Strategies That Work	Chapter 4	
	Teaching CSHE Content and Skills: Methods (Active Learning Strategies) and Materials		
	Sensitive Issues in Teaching CSHE Content and Skills		
	Teaching CSHE Skills: Accessing Valid Health Information, Products, and Services		
	Teaching CSHE Skills: Self-Management	Chapter 3	
	Teaching CSHE Content and Skills: Analyzing Influences	Chapter 3	
	Teaching CSHE Content and Skills: Decision Making and Goal Setting	Chapter 3	
	Spring Break		
	Spring Break		
	Teaching CSHE Content and Skills: Advocacy	Chapter 3	
	Teaching CSHE Content and Skills: Mental Health	Chapter 5	
	Teaching CSHE Content and Skills: Personal and Consumer Health	Chapter 14	
	Teaching CSHE Content and Skills: Growth and Development/Family and Sexual Health	Chapters 12 & 13	

	Teaching CSHE Content and Skills: Tobacco	Chapter 9	
	Teaching CSHE Content and Skills: Alcohol and Other Drugs	Chapter 8	
	Teaching CSHE Content and Skills: Nutrition	Chapter 10	
	Teaching CSHE Content and Skills: Physical Activity	Chapter 11	
	Teaching CSHE Content and Skills: Injury Prevention and Management	Chapters 6 & 7	
	Teaching CSHE Content and Skills: Community and Environmental Health		☞ Resource Kits are due
	Professional Development		
	Final thoughts/Course Evaluation		
	Pick-up of graded Resource Kits		

Paper # 1

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 a 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
XXXXX**

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 a "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 excused 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 though 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.

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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 and 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 (Lab 1&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.

NASPE Content Standard #	Description of NASPE/NCATE Content Standard	Means of Assessment
1.6	Demonstrate knowledge of approved state and national content standard and local program goals.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • Inclusion and Content Development labs • Active Supervision lab • Lesson Plan Assignment
3.2	Use appropriate strategies, services, and resources to meet diverse learning needs	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Routines Lab • Routines Lab performance assessment
4.2	Organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, and	<ul style="list-style-type: none"> • Routines Lab Assessment • Formations Lab

	teacher attention) to provide active and equitable learning experiences	Assessment
4.5	Develop an effective behavior management plan	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Demonstration Lab
6.9	Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance	<ul style="list-style-type: none"> • Content Development Lab • Lesson Plan Assignment (Cue Column)
6.10	Develop a repertoire of direct and indirect instructional formats to facilitate student learning.	<ul style="list-style-type: none"> • Instructional Format Lab

Course Evaluation:

Required Tasks	Description	Points
SAFMED quizzes (7)	1-min. timed SAFMEDs tests	105 points (15 points/quiz)
Quizzes on Reading (8)	Multiple choice questions	200 points (25 points/quiz)
Teacher Reflections (4)	Journal reflections based on lecture and lab experiences	100 points (25 points/reflection)
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:

Siedentop, D. & Tannehill, D. (2000). *Developing teaching skills in physical education* (4th ed.).

Mountain View: Mayfield.

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 is 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

**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 11:30-12:3pm 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:

Graham, G. (2008) *Teaching children physical education: Becoming a master teacher* (3rd ed.). Champaign, IL. Human Kinetics.

Graham, G., Holt/Hale, S. A., & Parker, M. (2007). *Children Moving. A reflective approach to teaching physical education* (7th ed). New York, NY. McGraw Hill.

NASPE, (2004). *Moving into the future. National standards for physical education.* (2nd ed.). New York: McGraw-Hill.

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 respectA 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

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

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>

Online materials:

- To access lesson plan template go to: <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>
 - North Carolina PE is Active <http://www.ncpe4me.com/index.html>

Off Campus Field experience: This class is 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.

PAES 4189.02 Syllabus p.4

- Please conduct the following analyses of your video: ALT-PE, feedback, and gender equity.
 - i. Please summarize the strengths and weakness 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 weakness 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 weeks 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.

EDU PAES 689.02 Physical Education Placements

Wk	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4	Teaching at HMMS- Adventure Ed.	Teaching at HMMS- Adventure Ed.	Teaching at HMMS- Adventure Ed.	Teaching at HMMS- Adventure Ed.	Teaching at HMMS- Adventure Ed.
5					
6	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite
7 ¹	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite
8	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite
9	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite
10	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite
11	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite
12	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite
13	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite
14	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite	689.02 7.30-12.30 onsite
15					

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

<i>Periods Time Class size</i>	<i>Observe lesson</i>	<i>Teach lesson</i>
Period 1: 7.35-8.23 (16) Teacher: Mr. Ken Ash	<ul style="list-style-type: none"> • Berger • Parry 	<ul style="list-style-type: none"> • Kaufman • Pressie
Period 2: 8.36-9.14 (30) Teacher: Mr. Gavin Sever	<ul style="list-style-type: none"> • Kaufman • Pressie • Curtis • Group 	<ul style="list-style-type: none"> • Berger • Parry
Period 3: 9.17 -10.05 (16) Teacher: Mr. Ken Ash	<ul style="list-style-type: none"> • Terwilliger • Velbeck 	<ul style="list-style-type: none"> • Curtis • Group
Period 4: 10.08-10.56 (25) Teacher: Mr. Ken Ash	<ul style="list-style-type: none"> • Kaiser • Stevens • Miller 	<ul style="list-style-type: none"> • Terwilliger • Velbeck
Period 5: 10.59-11.47 (29) Teacher: Mr Gavin Sever		<ul style="list-style-type: none"> • Kaiser • Stevens • Miller

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

Name _____

Unit _____

Score _____/75

Comments

Section I – Goals 10 points _____

Indicators: Goals are appropriately stated
Each area has at least one goal
Goals are linked to a unit goal

Section II – Equipment 5 points _____

Indicator: All equipment/supplies are listed

Section III – Activity Development 20 points _____

Indicators: Transitions are present
Introduction and Closure are included
Appropriate Task Descriptions
Linked to goals
Sequences are present

Section IV – Time 5 points _____

Indicators: Time allotments were appropriate
Total was appropriate

Section V – Scripting (CE/Cues) 20 points _____

Indicators: All were listed
Script was thorough and inclusive

Section VI – Organization 5 points _____

Indicators: Descriptions of student positions were clear
All were included

Section VII – Criteria 5 points _____

Indicator: Clearly Stated

Formatting Issues 5 points _____

Indicators: Spelling and grammar
Appearance
Structure

Points	Area	Description of Area	Points Given
10	Entry	Organized, At door to greet students; positions self appropriately; tries to connect with students	
10	Introduction	Clear directions, appropriate voice level, monitors student behaviors; provides overview of lesson, positions self appropriately	
10	Content Knowledge	Correct information provided; correct responses; appropriate grade level activities; task modifications; appropriate sequences.	
20	Instruction	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.	
5	Diverse Learners	Responds well to diverse learners; modifies task when appropriate; demonstrates gender equity; accommodates individuals with disabilities.	
10	Management	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.	
10	Assessment	Assessment is provided for ; cognitive; ; and affective goals; transition time minimal for getting materials used. Assessment is developmentally appropriate.	
10	Closure	Engages students in questions; provides feedback on lesson, maintains a positive learning environment; maintains students attention during closure; uses closure routine.	
10	Professionalism & Collaboration	Respectful to students; enthusiastic; knows lesson well, dresses professionally, addresses students' questions. Is interactive with classroom teacher as children are picked up.	
5	Reflection	Critically reflective of lesson implementation, identifies strengths of lesson and areas for improvement. Suggests changes to lesson if it were taught again.	
100	TOTAL POINTS	Overall grade	

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 _____

Assessment & Evaluation			Possible Points	Student Score
Student Data – 5 points per goal				
Unacceptable 0-9	Acceptable 10-12	Target 13-15	0-15	
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.	Spreadsheet does display student data. Data are displayed adequately. Summary data are clear. Graphs are displayed and correctly labeled. The “readability” of the spreadsheets and graphs is acceptable	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.		
Analysis Student Progress 20 points per analysis				
Unacceptable 0-48	Acceptable 49-67	Target 68-80	0-80	
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.	Analysis is grounded in assessment results, and examines in 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.	Analysis is grounded in assessment results, and examines the performance of both individual students as well as the class performance. Differential effects of instruction are clearly delineated. 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 enhances the reader’s understanding of the assessment results presented. Conclusions are drawn. Suggestions for changes in the assessments and use of the results in future instruction are made.		

REFLECTIVE ESSAY				
Unacceptable 0-34	Acceptable 35-47	Target 48-57	0-57	
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.	Demonstrates a “stepping back” 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.	Demonstrates a “stepping back” 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.		
Total Number of Points			152	

Assessor _____

The Ohio State University
College of Education and Human Ecology
Health Education
Summative Evaluation of Teacher Candidate Teaching Performance

Date:

School:

Mentor Teacher:

University Supervisor:

Teacher Candidate:

Person Completing Form*: MT US T (circle one)

Context: (Describe unit):

** Mt mentor teacher; US University supervisor; T Teacher candidate/*

Target Performance (A, A-)	Acceptable Performance (B+, B, B-)	Unacceptable Performance (C+>)
<p>9 10 11 12</p> <p>Teacher provides appropriate and correct content information to students. Displaying a strong knowledge of the subject matter. Content is well linked to knowledge and interests of the students and to content in the curriculum.</p>	<p>Teacher provides correct content information to students. Displaying some knowledge of the subject matter including rules, techniques, tactics (if applicable), common errors and safety. Some effort is made to connect content to prior knowledge of the students and to content in the curriculum.</p>	<p>Teacher provides incorrect or incomplete content information to students. Displaying a lack of knowledge of the subject matter including rules, techniques, tactics (if applicable) and safety.</p>
<p>Teacher uses clear, accurate and appropriate examples that illustrate the content to be taught.</p>	<p>Teacher uses accurate and appropriate demonstrations that represent the content to be taught.</p>	<p>Teacher uses inaccurate and incomplete demonstrations that do not represent the content to be taught.</p>
<p>Teacher analyzes correct responses demonstrating a strong knowledge of the content and understanding the questions of the learner.</p>	<p>Teacher analyzes correct performances demonstrating some knowledge of critical features of the movement and the problems encountered by the learner.</p>	<p>Teacher provides incomplete and/or incorrect analysis of performances or does not recognize the presence of errors in the performance.</p>
<p>Teacher modifies tasks demonstrating a strong knowledge of progressions appropriate to the content being taught and student understanding</p>	<p>Teacher modifies tasks demonstrating some knowledge of progressions appropriate to the content being taught and student ability.</p>	<p>Teacher either fails to modify tasks when students are unable to complete the task or provides tasks that are inappropriate to the content being taught and student ability.</p>
<p>Feedback</p>		

CAA

Growth and Development

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Target Performance (A, A-)	Acceptable Performance (B+, B, B-)	Unacceptable Performance (C+)
<p>Teacher consistently differentiates instruction by choosing materials, activities, methods or technology relative to the differing needs and abilities students in the class.</p>	<p>Teacher provides some differentiation of instruction by choosing materials, activities, methods or technology relative to the differing needs and abilities students in the class.</p>	<p>Teacher seldom differentiates instruction relative to student needs and abilities in the class.</p>
<p>Teacher provides a variety of instruction that addresses different learning styles of the students in the class.</p>	<p>Teacher provides adequate instruction that addresses different learning styles of the students in the class.</p>	<p>Teacher does not address different learning styles of students in the class.</p>
<p>Teacher displays substantial knowledge of students' abilities, development levels and understandings, including students with special needs.</p>	<p>Teacher displays adequate knowledge of students' abilities, development levels and understandings, including students with special needs.</p>	<p>Teacher displays little, or no knowledge of students' abilities, development levels and knowledge.</p>
<p>Feedback</p>		

Diverse Learners

<p>Teacher displays knowledge of students' diversity in the classroom including an understanding of cultural and ethnic heritage, gender, at-risk, and special populations and makes strong connections to this in both feedback and instruction.</p>	<p>Teacher displays knowledge of students' diversity in the classroom including an understanding of cultural and ethnic heritage, gender, at-risk, and special populations and makes strong connections to this in both feedback and instruction.</p>	<p>Teacher displays little knowledge of students' diversity in the classroom including cultural and ethnic heritage, gender, at-risk, and special populations and makes little or no connections to this in both feedback and instruction.</p>
<p>Teacher is both proactive and responsive to diverse learner needs and interests; in their interactions with students, and through their instructional and curricular choices.</p>	<p>Teacher demonstrates responsiveness to diverse learner needs and interests; in their interactions with students, and through their instructional and curricular choices.</p>	<p>Teacher demonstrates little appreciation of diverse learners as evidenced by their instructional and curricular choices.</p>
<p>Feedback</p>		

Management and Motivation

Target Performance (A, A-)	Acceptable Performance (B+, B, B-)	Unacceptable Performance (C+)
<p>Teacher communicates clear expectations for appropriate interactions among students and for conduct in class. Uses a behavior management system that is highly effective.</p>	<p>Teacher communicates clear expectations for appropriate interactions among students and for conduct in class. Uses a behavior management system that is effective.</p>	<p>Teacher communicates expectations for appropriate interactions among students and for conduct in class. Does not consistently use a behavior management system or the system that is used is ineffective.</p>
<p>Teacher teaches management skills to students and frequently consistently reinforces them.</p>	<p>Teacher teaches management skills to students and reinforces them.</p>	<p>Teacher teaches management skills to students and but does not consistently nor frequently reinforce them.</p>
<p>Routines are evident. Pacing of the lesson is appropriate for the students. Non-instructional procedures are performed efficiently.</p>	<p>Routines are evident. Pacing of the lesson is appropriate for most of the students. Non-instructional procedural matters do not occupy an excessive amount of time.</p>	<p>No routines are evident. Pacing of the lesson is inappropriate to the content and/or the students. Substantial amounts of time are spent on activities of little instructional value</p>
<p>Tasks for group work are highly organized, and groups are managed so that all students are engaged at all times.</p>	<p>Tasks for group work are organized, and groups are managed so most students are engaged at all times.</p>	<p>Students not working with the teacher are not productively engaged in learning.</p>
<p>Teacher consistently has low management and transition times.</p>	<p>Teacher has typically low, but some moderate management and transition times.</p>	<p>Teacher consistently has moderate to high management and transition times.</p>
<p>Monitoring by teacher is consistent and preventive. Teacher response to misbehavior is sensitive to students' individual needs.</p>	<p>Teacher is alert to student behavior at all times and responds to student misbehavior with success.</p>	<p>Teacher is unaware of, non-responsive to or over-reactive to student behavior</p>
<p>Teacher provides a safe physical environment and accommodations are made to accommodate all students, including those with special needs. He or she quickly and effectively adjusts the environment in response to changing needs.</p>	<p>Teacher provides a safe physical environment with accommodations made to accommodate students, including those with special needs.</p>	<p>Teacher allows the physical environment to be unsafe OR to interfere with learning.</p>
<p>Teacher provides appropriate, consistent, and frequent positive feedback; and where necessary corrective feedback.</p>	<p>Teacher provides appropriate and frequent positive feedback; and where necessary corrective feedback.</p>	<p>Teacher provides often inappropriate, inconsistent, and/or infrequent positive and corrective feedback.</p>
<p>Teacher provides appropriate, consistent, and</p>	<p>Teacher provides appropriate, but inconsistent,</p>	<p>Teacher provides little or no motivation and</p>

<p>frequent motivation and advocacy for physical activity-healthful practices.</p> <p>Management & Motivation Feedback</p>	<p>motivation and advocacy for physical activity.</p>	<p>advocacy for physical activity.</p>
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Communication

<p>Target Performance (A, A-)</p>	<p>Acceptable Performance (B+, B, B-)</p>	<p>Unacceptable Performance (C+>)</p>
<p>Teacher's directions and procedures are clear to students, avoiding student misunderstanding, and contains an appropriate level of detail and age-appropriate vocabulary.</p>	<p>Teacher's directions and procedures are clear to students and contain an appropriate level of detail and age-appropriate vocabulary.</p>	<p>Teacher provides the students with little information, confusing information or inaccurate directions about the goals or procedures</p>
<p>Teacher consistently demonstrates active and effective listening skills.</p>	<p>Teacher typically demonstrates active and effective listening skills.</p>	<p>Teacher demonstrates ineffective listening skills.</p>
<p>Teacher consistently and accurately uses student names.</p>	<p>Teacher accurately uses student names for much of the time.</p>	<p>Teacher inconsistently or inaccurately uses student names.</p>
<p>Teacher's written and non-verbal communication is very appropriate and responsive to student contexts (sex, gender, race and ethnicity).</p>	<p>Teachers written and non-verbal communication is appropriate and responsive to student contexts (sex, gender, race and ethnicity).</p>	<p>Teachers written and non-verbal communication is often not appropriate nor responsive to student contexts (sex, gender, race and ethnicity)</p>
<p>Teacher can describe situations in which she or he has communicated or would communicate with parents, guardians or other school personnel regarding specific students and indicates the form he or she would use.</p>	<p>Teacher can describe situations in which she or he would communicate with parents, guardians or other school personnel regarding specific students and indicates the form he or she would use.</p>	<p>Teacher demonstrates no knowledge of forms of communication that he or she can use to communicate with parents, guardians or other school personnel OR makes no attempt when it is clearly necessary.</p>
<p>Feedback</p>		



Planning and Instruction

Target Performance (A, A-)	Acceptable Performance (B+, B, B-)	Unacceptable Performance (C+>)
<p>Teacher has the lesson plan written well in advance of instruction and approved by the supervisor. No revisions were required</p>	<p>Teacher has the lesson plan written well in advance of instruction and approved by the supervisor. Minor revisions were required and these were made prior to the lesson.</p>	<p>Teacher has at times not had the lesson plan written in advance on the next day's instruction and/or has not had his or her plan approved by the supervisor.</p>
<p>Teacher's instructional objectives are well aligned with national standards. The connections are clear.</p>	<p>Teacher's instructional objectives are aligned with national standards</p>	<p>Teacher's instructional objectives are not aligned with national standards</p>
<p>Teacher's lesson plans are well detailed and developmentally appropriate in terms of the content and pedagogy to be used in the lesson.</p>	<p>Teacher's lesson plans contain adequate detail, and are developmentally appropriate in terms of the content and pedagogy to be used in the lesson.</p>	<p>Teacher's lesson plans are not detailed, nor developmentally appropriate in terms of the content and pedagogy to be used in the lesson.</p>
<p>Teacher provides clear instructions to students. There are seldom students who do not understand the tasks.</p>	<p>Teacher provides typically clear instructions to students. There are students who require some further clarification at times.</p>	<p>Teacher provides unclear instructions to students. There are consistently students who do not understand the tasks.</p>
<p>Teacher has aligned their assessment with their objectives in very clear and practical ways.</p>	<p>Teacher has aligned their assessment with their objectives. The assessment is appropriate</p>	<p>Teacher's has not aligned their assessment with their objectives.</p>
<p>Teacher has planned and delivered lessons that maximize student involvement in the content.</p>	<p>Teacher has planned and delivered lessons that have high student participation in the content.</p>	<p>Teacher has not planned and delivered lessons that maximize student participation in the content.</p>
<p>Feedback</p>		

Student Assessment

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Target Performance (A, A-)	Acceptable Performance (B+, B, B-)	Unacceptable Performance (C+>)
Teacher appropriately uses a variety of authentic, formal and informal assessments to assess student learning.	Teacher appropriately uses some authentic, formal and informal assessments to assess student learning.	Teacher uses few formal or informal assessments to assess student learning.
Teacher communicates clear assessment criteria to students and uses modified criteria to account for student needs. The criteria are accessible to students during the assessment.	Teacher communicates clear assessment criteria to students and uses modified criteria to account for student developmental needs	Teacher does not communicate assessment criteria to students, creates confusion and does not use modified criteria to account for student developmental needs.
Teacher provides assessment evidence of student learning gains for all students including those with special needs.	Teacher provides some assessment evidence of student learning gains for students including those with special needs.	Teacher provides little or no assessment evidence of student learning gains for students.

Feedback

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Reflection

Target Performance (A, A-)	Acceptable Performance (B+, B, B-)	Unacceptable Performance (C+>)
Teacher accurately describes the strengths and weaknesses of the lesson AND suggests specific, practical actions that he or she intends to take to improve the next lesson	Teacher accurately describes the strengths and weaknesses of the lesson AND teacher describes how he or she could use the experience from this lesson in future instruction.	Teacher cannot accurately identify strengths and weaknesses of the lesson in relation to the learning goals
Teacher implements the modifications in planning and instruction as a result of reflection in the next lesson both efficiently and successfully.	Teacher implements the modifications in planning and instruction as a result of reflection in the next lesson successfully.	Teacher fails to implement the modifications in planning and instruction in the next lessons.

Feedback

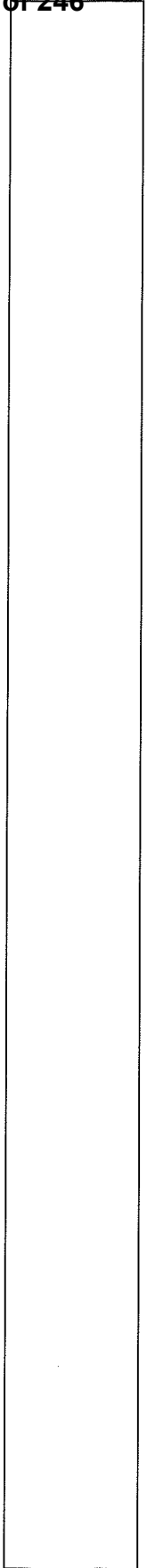
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Technology

Target Performance (A, A-)	Acceptable Performance (B+, B, B-)	Unacceptable Performance (C+>)
Teacher uses a variety of technology (e.g., multimedia projectors) and communication mediums (e.g., Bulletin boards, Web Pages, email) in and out of the gymnasium classroom to communicate with students, parents, colleagues and administrators effectively.	Teacher uses some technology (e.g., multimedia projectors) and communication mediums (e.g., Bulletin boards, Web Pages, email) in and out of the gymnasium, to communicate with students, parents, colleagues and administrators effectively.	Teacher uses little technology (e.g., multimedia projectors) and few communication mediums (e.g., Bulletin boards, Web Pages, email) in and out of the gymnasium, to communicate with students, parents, colleagues and administrators.
Teacher uses technology effectively and appropriately to address instructional needs in the classroom and for their professional development.	Teacher uses technology appropriately to address instructional needs and for their professional development.	Teacher uses technology ineffectively, inappropriately or not at all.
There is strong evidence of student competence with technology used by the teacher during instruction.	There is some evidence of student competence with technology used by the teacher during instruction.	There is little evidence of student competence with technology used by the teacher during instruction.
Feedback		

Collaboration

Target Performance (A, A-)	Acceptable Performance (B+, B, B-)	Unacceptable Performance (C+>)
Teacher initiates collaboration with specialists such as ESL, Speech Pathologist, etc	Teacher collaborates with colleagues outside of his or her own classroom to coordinate learning activities, address concerns and locate resources.	Teacher is unaware of resources OR does not attempt to use them despite an obvious need OR does not share with colleagues.
Teacher is very active in attending school, parent-teacher and extra curricula meetings and events. As well as assisting in the running of these events.	Teacher attends all parent-teacher conferences and some school, and extra curricula meetings and events. As well as assisting in the running of these events.	Teacher does not participate in the life of the school beyond the gymnasium.
Feedback		



Professionalism

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Target Performance (A, A-)	Acceptable Performance (B+, B, B-)	Unacceptable Performance (C+>)
Teacher dresses appropriately for a physical education classroom teacher and is consistent with the stated program policy.	N/A	Teacher dresses inappropriately for a physical education teacher and is not consistent with the stated program policy.
Teacher uses appropriate language in interactions with peers, supervisors, and students.	N/A	Teacher uses inappropriate language in interactions with peers, supervisors, and students.
Teacher Interacts with MT, school staff and US professionally.	N/A	Teacher does not interact with MT and US professionally.
Teacher is on-time to the agreed upon start time for the field experience and is organized.	N/A	Teacher is not on-time to the agreed upon start time for the field experience and/or is not organized.
Teacher follows through on required tasks set by his or herself, the US, or the MT.	N/A	Teacher does not follow through on required tasks set by his or herself, the US, or the MT.
Teacher responds positively to feedback from the US or MT.	N/A	Teacher does not respond positively to feedback from the US or MT.
Feedback		

Evaluation of Teacher Candidate Teaching Performance

Final Evaluation Sheet

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This evaluation is based upon your teaching and feedback from your Mentor Teacher & University Supervisor. The intent of this evaluation is to provide you with feedback about your teaching based upon these experiences. The grading scale is based on the following:

- A, A-** The candidate 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 **unit(s)** consistently and efficiently.
- B+, B, B-** The candidate was above average in attending to objectives for **unit(s)**. 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 candidate did an average job in field experience though they had some difficulty attending to the goals of **unit(s)**. They were adequately prepared though few objectives were demonstrated consistently.
- D+, D, D-** The candidate had 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.
- Fail** 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 if any progress was made in managing and organizing a class of students.

Overall Grade:

Overall Comments:

Appendix D
Faculty Vita

Jacqueline Dawn Goodway

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Hilliard, OH. 43026.
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(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
Methods. Awarded May 1994.

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
United Kingdom". January 1987–June 1989.

BACHELOR OF SCIENCE (Honors)

Chelsea School of Human Movement
University of Brighton, England.
Bachelor of Science with Honors in Sport
Science. September 1983-June 1986.

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.

Visiting Lecturer, Department of Health, Physical Education, Recreation and Dance, Eastern Michigan University, Ypsilanti, MI. Fall Semester 1993.

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.

Adjunct Lecturer, 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

Cohen, R., **Goodway, J. D.**, & Lidor, R. (in press). The influence of aligned developmental feedback on the throwing performance of third grade students. *Journal of Sport Pedagogy*.

Goodway, J. D., Robinson, L. E., & Crowe, H. (2010). Gender differences in fundamental motor skill development in preschoolers from two geographical regions who are disadvantaged. *Research Quarterly for Exercise and Sport*, 81, 17-24.

Goodway, J. D., Wall, S., & Getchell, N. (2009). Promoting an "Active Start" for young children: Developing competent and confident early movers. *Strategies*, 23(2), 30.

Goodway, J. D. (2009). What's skill got to do with it: A developmental approach to promoting physical activity in urban youth. *Journal of Physical Education, Recreation, and Dance*, 80(8), 38.

Robinson, L. E., & **Goodway, J. D.** (2009). Instructional climates in preschool Children who are at risk. Part I: Object control skill development. *Research Quarterly for Exercise and Sport*, 80(3), 533-542.

- Robinson, L. E., Rudisill, M. E., & **Goodway, J. D.** (2009). Instructional climates in Preschool Children who are at risk. Part II: Perceived motor competence. *Research Quarterly for Exercise and Sport*, 80(3), 543-551.
- Stodden, D. F., **Goodway, J. D.**, Lagendorfer, S. A, Robertson, M. A., Rudisill, M. E., Garcia, C., & Garcia, L. (2008). A developmental perspective on the role of physical competence in physical activity: An emergent relationship. *Quest*, 60, 290-306.
- Lorson, K., & **Goodway, J.D.** (2008). Influence of instruction and gender on The throwing form of children during a throwing game. *Research Quarterly for Exercise and Sport*, 79, 174-182.
- Lorson, K., & **Goodway, J.D.** (2007). Influence of critical cues and task constraints on overarm throwing performance in elementary aged children. *Perceptual and Motor Skills*, 105, 753-767.
- Stodden, D. F., & **Goodway, J. D.** (2007). The dynamic association between motor skill development and physical activity. *Journal of Physical Education, Recreation, and Dance*, 78, , 33-49.
- Ward, P., Lee, M., **Goodway, J. D.**, Wallhead, T. L., & Nye, S. C. (2007). Technology use in a physical education teaching education program: Unique strategies for our subject area. *Future Focus*, Fall/Winter.
- Lorson, K., **Goodway, J. D.**, & Hovatter, R. (2007). Using goal-directed reflection to make reflection more meaningful. *Journal of Physical Education, Recreation, and Dance*, 78, 42-46.
- Robinson, L. E., & **Goodway, J. D.**, (2006). Is your school a no child left on their behind school? Tips to promote an active school environment. *Principal*, 86, 1-4.
- Goodway J. D.**, & Robinson, L. E. (2006). *SKIP*ping toward an active start: Promoting physical activity in preschoolers. *Beyond the Journal: Young Children*, 61(3), 1-6.
- Ince, L., Ward, P., Lee, M., & **Goodway, J.** (2006). Effects of professional development on the technological competency and attitudes toward the use of technology of urban physical education teachers *Journal of Teaching Physical Education*
- Goodway, J. D.**, & Smith, D. W. (2005). Foreword: Health of Children. *Family & Community Health*, 28, 111-112.
- Goodway, J. D.**, & Smith, D. W. (2005). Keeping all children healthy: Challenges to leading an active lifestyle for preschool children qualifying for at-risk programs. *Family & Community Health*, 28, 142-155.
- Goodway, J. D.** (2005). Expert commentary: Childhood. In D. L. Gallahue &

J. C. Ozmun. Understanding motor development: Infants, children, adolescents, adults. (6th ed.). Boston: McGraw Hill.

- Goodway, J. D.**, Savage, H., & Ward, P. (2003). Effects of motor skill instruction on fundamental motor skill development. *Adapted Physical Activity Quarterly*, 20, 298-314.
- Goodway, J.D.**, & Branta, C.F. (2003). Influence of a motor skill intervention on Fundamental motor skill development of disadvantaged preschool children. *Research Quarterly for Exercise and Sport*, 74, 36-46.
- Goodway, J. D.**, Rudisill, M. E., & Valentini, N. C. (2002). The influence of instruction on the development of catching in young children. *Motor Development: Research and Reviews. Volume 2*, 96-119.
- Goodway, J. D.**, & Savage, H. (2000). Environmental engineering in elementary physical education: Developmental lessons. *Teaching Elementary Physical Education*, 12, 12-14.
- Altschuld, J. A., Kumar, D. D., Smith, D. W., & **Goodway, J. D.** (1999). School-based educational innovations: Case illustrations of context-sensitive evaluations. *Family & Community Health*, 22, 66-79.
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IV. PEER-REVIEWED PUBLISHED ABSTRACTS

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V. NON-REFEREED ARTICLES

Goodway, J. (1988). Sports injuries research - The practical implications. *The Gymnast Magazine, Technical Supplement*. May/June.

Goodway, J. (1987) Exercise, the stressor that reduces stress. *Occupational Health*, May.

PRESENTATIONS

II. INTERNATIONAL MEETINGS

Robinson, L. E., Rudisill, M. E., **Goodway, J. D.**, & Johnson, E. N. (2008). The effect of motor skill instructional climates on perceived physical competence in at-risk preschoolers. Presented at North American Society for the Psychology of Sport and Physical Activity. *

Goodway, J. D., Humeric, I., Robinson, L. E., Stevens, J., & Dunn, R. (2008). Changes in critical elements of striking a ball as a result of motor intervention in disadvantaged preschoolers. Presented at North American Society for the Psychology of Sport and Physical Activity.*

Goodway, J. D., Robinson, L. E., & Amui, H. (2007, June). *Needs assessment of the object control skills of African American and Hispanic preschoolers who are at risk*. Presented at North American Society for the Psychology of Sport and Physical Activity. San Diego, CA.*

Goodway, J. D., & Amui, H. (2007, June). *Promoting motor development in Disadvantaged preschoolers: To direct or facilitate?* Presented at North American Society for the Psychology of Sport and Physical Activity. San Diego, CA.*

Robinson, L. E., **Goodway, J. D.**, Dunn, R., Johnson, E., & Devins, L. (2007, June). *Developmental changes in object control skills as a result of motor skill intervention in disadvantaged preschoolers*. Presented at North American Society for the Psychology of Sport and Physical Activity. San Diego, CA.*

Robinson, L. E., **Goodway, J. D.**, Williams, E. J., Hugo, J., & Cohen, R. (2006, June). *Influence of gender and skill level on throwing rates and trajectories in the performance of the overarm throw in young children*. Presented at North American Society for the Psychology of Sport and Physical Activity. Denver, Colorado.*

Cohen, R., **Goodway, J. D.**, & Robinson, L. E. (2006, June). *The role of feedback in children's motor skill learning: A review of the literature*. Presented at North American Society for the Psychology of Sport and Physical Activity. Denver, Colorado.*

Goodway, J.D., Quiñones-Padovani, C., Segarra-Román, A., Robinson, L., & Hugo. (2005, June). *Developmental trajectories in the throwing profiles of Hispanic preschoolers*. Paper presented at the North American Society for the Psychology of Sport and Physical Activity, St. Pete Beach, FL.

Goodway, J. D., Chong, A, & Lee, S. (2003, August). *Object control development in preschool children who are at risk of developmental delay*. Poster presented at the 14th International

Symposium for Adapted Physical Activity, Souel, Korea.

- Goodway, J. D.**, Lorson, K., Lee, S., Rudisill, M. E., & Wall, S. E. (2003, June). *The influence of a 12-week instructional motor program on locomotor and object control development of disadvantaged Hispanic preschoolers*. Poster presented at the North American Society for the Psychology of Sport and Physical Activity, Savannah, GA.
- Rudisill, M. E., Wall, S. J., Parish, P., St Onge, P., **Goodway, J. D.** (2003, June). *Effectiveness of a preschool mastery-motivational climate motor-skill-development intervention program: Gender equity issues*. Poster presented at the North American Society for the Psychology of Sport and Physical Activity, Savannah, GA.
- Chong, A., & **Goodway, J. D.** (2003, June). *The fundamental motor skill development of young children born preterm*. Poster presented at the North American Society for the Psychology of Sport and Physical Activity, Savannah, GA.
- Crowe, H., **Goodway, J. D.**, & Ward, P. (2003, May). *Learning to kick: Effects of untrained assistants versus student choice on preschoolers in physical education*. Poster presented at the 29th Annual Convention for the Association of Behavior Analysis, San Francisco, CA.
- Lorson, K., & **Goodway, J. D.** (2002, June). *The influence of critical cues on the performance of the overarm throw*. Paper presented at the North American Society for the Psychology of Sport and Physical Activity, Hunt Valley, MD.
- Savage, H., & **Goodway, J. D.** (2002, June). *Influence of a motor skill intervention on the object control development of young children*. Paper presented at the North American Society for the Psychology of Sport and Physical Activity, Hunt Valley, MD.
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- Goodway, J. D.**, Savage, H., & Rudisill, M.E. (2001, June). *Relationships between perceived physical competence, perceived difficulty, and actual competence in object control skills in preschoolers who are undeserved*. Poster presented at the North American Society for the Psychology of Sport and Physical Activity, St Louis, MO.
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- Savage, H., **Goodway, J. D.**, & Ward, P. (2001, June). *Comparing mastery-based versus teacher-centered instruction with preschoolers: An examination of trials, success and motor skill development*. Paper presented at the North American Society for the Psychology of Sport and Physical Activity, St Louis, MO.
- Weimer, W.H., Rudisill, M.E., Martin, E.H., Stodden, D.F., Adalbjornsson, C.F., & **Goodway, J.D.** (2001, June). *How cue words influence the biomechanical parameters of motor skill acquisition*. Poster presented at the North American Society for the Psychology of Sport and Physical Activity, St Louis, MO.
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- Goodway, J.D.**, Savage, H., Rudisill, M. E., Gehring, M., Adalbjornsson, C. F. (2000, June). *The development of object-control skills resulting from a motor skill intervention in Hispanic, disadvantaged preschool children*. Paper presented at the North American Society for the Psychology of Sport and Physical Activity, San Diego, CA.

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- Zittel, L., & **Goodway, J. D.** (1998, October). *Social validity: The value of subjective measurement in early childhood*. Presented at North American Federation of Adapted Physical Activity, St Paul/Minneapolis, MN.
- Goodway, J. D.,** Lee, J. T., & Hamilton, M. L. (1998, June). *Relations among contextual constraints in young at-risk children*. Paper presented at the annual conference of the North American Society for the Psychology of Sport and Physical Activity, St Charles, IL.
- Hamilton, M. L., Tate, A. L., **Goodway, J. D.,** Ruiz, A., & Gaus, M. (1998, June). *Constraints on the overhand throw*. Paper presented at the annual conference of the North American Society for the Psychology of Sport and Physical Activity, St Charles, IL.
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- Lee, J., Apter, M., Pease, D. G., & **Goodway, J. D.** (1997, July). *The development of the exercise motivation scale as a tool for understanding physical activity.* Presented at the 8th International Reversal Theory Conference, London, England.
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- Goodway, J. D.**, Rudisill, M. E., & Lee, J. (1997, June). *Determining change as a result of a motor skill intervention: Exploratory analysis of catching.* Presented at the annual conference of the North American Society for Psychology of Sport and Physical Activity Conference, Denver, CO.
- Goodway, J. D.** (1996, November). *Lighting the flame to lifelong wellness: A K-12 perspective on physical education.* Presented at the Central East-Asian Regional Council of Overseas Schools, Manila, Philippines. (Invited keynote speaker)
- Goodway, J. D.** (1996, November). *Integrating academic concepts into physical education.* Presented at the Central East-Asian Regional Council of Overseas Schools, Manila, Philippines. (Invited keynote speaker)
- Goodway, J. D.** (1996, November). *Bridging the gap to lifelong wellness.* Presented at the Central East-Asian Regional Council of Overseas Schools, Manila, Philippines. (Invited keynote speaker)
- Goodway, J. D.** (1996, November). *The magic of numbers: The search for authentic assessment in physical education.* Presented at the South-East Asia Teachers Council of Overseas Schools, Bangkok, Thailand. (Invited keynote speaker)
- Goodway, J. D.** (1996, November). *Infusing wellness into the physical education curriculum.* Presented at the South-East Asia Teachers Council of Overseas Schools, Bangkok, Thailand. (Invited keynote speaker)
- Goodway, J. D.** (1996, November). *Foundations of Personal Fitness in High School.* Presented at the South-East Asia Teachers Council of Overseas Schools, Bangkok, Thailand. (Invited keynote speaker)
- Goodway, J. D.**, Rudisill, M. E., Blume, M. Lee, J., & McGilberry, M. (1996, June). *Gender differences in the fundamental motor skills of African American and Hispanic children who are at risk of school failure and/or 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.
- Rudisill, M. E. & **Goodway, J. D.** (1996, June). *The relationship between perceived competence and actual motor skill competence of African American preschool children who are at risk.* Presented at the annual conference of the North American Society for Psychology of Sport and Physical Activity Conference, Cleveland House Resort, Ontario, Canada.
- Lee, J., McGilberry, M., Rudisill, M. E., & **Goodway, J. D.** (1996, June). *Planning*

- 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.** (1995, June). *The influence of contextual variables and risk factors on the motor performance of African-American preschoolers who are at-risk.* Presented at the annual conference of the North American Society for Psychology of Sport and Physical Activity Conference, Asilomar, CA.
- Goodway, J. D.,** Rudisill, M. E., & Blume, M. (1995, June). *Relationship between motor performance and perceived competence and social acceptance in a motor skill intervention with at-risk preschoolers.* Presented at the annual conference of the North American Society for Psychology of Sport and Physical Activity Conference, Asilomar, CA.
- Goodway, J. D.,** & Rudisill, M. E. (1995, June). *Research with an African-American community: An outsider stepping in.* Presented at the annual conference of the North American Society for Psychology of Sport and Physical Activity Conference, Asilomar, CA.
- Rudisill, M. E., Goodway, J. D., Lee, J., & Cremates, J. (1995, June). *Planning macroscopic movements: A developmental comparison.* Presented at the annual conference of the North American Society for Psychology of Sport and Physical Activity Conference, Asilomar, CA.
- Connor-Kuntz, F., Chapman, D., **Goodway, J. D.,** Zittel, L., & Stanton, K. (1994, October). *Investigating motor skill acquisition in early childhood populations.* Symposium presented at the North American Federation of Adapted Physical Activity, East Lansing, MI.
- Goodway, J. D.** (1994, October). *The effect of a motor skill intervention on fundamental motor skill performance of African-American preschoolers who are at-risk.* Presented at the North American Federation of Adapted Physical Activity, East Lansing, MI.
- Overby, L. Y., Parker, L., Branta, C., & **Goodway, J. D.** (1994, October). *Parental descriptions of themselves and their at-risk children regarding attitudes and behavior towards physical activity.* Presented at the North American Federation of Adapted Physical Activity, East Lansing, MI.
- 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.
- Goodway, J. D.** & Branta, C. F. (1992, October). Physical education needs of preschool children who are at-risk of failure in school. Presented at the North American Federation of Adapted Physical Activity, Montreal, Canada.
- Goodway, J., McNaught-Davis, P. & White, J. A. (1990, June). *The distribution of injuries among young female gymnasts in relation to selected training and environmental factors.* Presented at the International Congress on Youth, Leisure, and Physical Activity and Kinanthropometry IV, Brussels, Belgium.

III. NATIONAL MEETINGS

- Hurmeric, I. & **Goodway, J. D.** (2007, November). *Physical activity in early childhood: Implications for future research.* Presented at the Motor Development Research Consortium, Baltimore, MA.
- Robinson, L. E., **Goodway, J. D.,** & Johnson, E. (2007, November). *Where do I go*

- and what do I do? Preschoolers navigation of a mastery motivational climate.* Presented at the Motor Development Research Consortium, Baltimore, MA.
- Robinson, L. E., Breslin, C. M., **Goodway, J. D.**, & Rudisill, M. E. (2007, October). *A developmental perspective in promoting physical activity in young children.* Presented at The History & Future Directions of Research on Teaching and Teacher Education in Physical Education Conference, Pittsburgh, PA.
- Lorson, K., & **Goodway, J. D.** (2007, October). *Goal directed reflection: Student teacher's reflections using a systematic data-driven approach.* Presented at The History & Future Directions of Research on Teaching and Teacher Education in Physical Education Conference, Pittsburgh, PA.
- Stodden, D. F., & **Goodway, J. D.** (2007, March). *The role of motor competence in promoting physical activity.* Presented at the NASPE All Academy Symposium: Combating Obesity in K-12 Learners at the American Alliance for Health, Physical Education, Recreation, and Dance. Baltimore, MD.
- Robinson, L. E., **Goodway, J. D.**, & Williams, E. J. (2007, March). *Developmental Trends of Overarm Throwing Performance in Young Children.* Presented at the American Alliance for Health, Physical Education, Recreation, and Dance. Baltimore, MD.*
- Hugo, J., & **Goodway, J. D.** (2007, March). Gender differences in motor skill competence, perceived motor competence and physical activity levels during physical education and recess. Presented at the American Alliance for Health, Physical Education, Recreation, and Dance. Baltimore, MD.*
- Goodway, J. D.** & Humeric, I. (2006, October). *A "Mastery Approach" to teaching early childhood physical education.* Presented at the Physical Education Teacher Education Conference. Long Beach, CA.
- Goodway, J. D.**, Robinson, L. E., Sutherland, S., Shiebler, C., & Hugo, J. (2006, October). *Mentoring tomorrows teachers and scholars: Developing a community of learners to promote GTA professional development.* Presented at the Physical Education Teacher Education Conference. Long Beach, CA.
- Lorson, K. M., Stodden, D. F., **Goodway, J. D.**, & Langendorfer, S. J. (2006, April). *Overarm throwing velocity of high-school-age boys and girls.* Presented at the American Alliance for Health, Physical Education, Recreation, and Dance. Salt Lake City, UT.*
- Robinson, L.E., **Goodway, J.D.**, Hugo, J., & Williams, E. J. (2006, April). *Gender differences in developmental trajectories of overarm throw in preschool children.* Presented at the American Alliance for Health, Physical Education, Recreation, and Dance. Salt Lake City, UT.*
- Lorson, K. M., & **Goodway, J. D.** (2006, April). *Teacher Work Sample in an Elementary Physical Education Program.* Presented at NASPE Symposium Meeting Standards: How Teacher Work Samples Link Pre-Service Teachers' Knowledge and Practice at the American Alliance for Health, Physical Education, Recreation, and Dance. Salt Lake City, UT.
- Robinson, L., Hugo, J., & **Goodway, J. D.** (2005, November). *Girls and boys come out to play: Examining the influence of gender and skill on young children's throwing performance.* Oral presentation at the Motor Development Research Consortium, DeKalb, IL. *
- Goodway, J. D.**, Chong, A., Lorson, K., Quinones, C., Lee, S., Segarra-Roman, A., & Rudisill, M. E. (2005, April). *Developmental profiles in throwing resulting from throwing instruction in preschoolers.* Poster presentation at the AAHPERD National Convention

- and Exposition, Chicago, IL.
- Lorson, K., & **Goodway, J. D.** (2005, April). *Throwing performance of elementary-aged children during game play*. Oral presentation at the AAHPERD National Convention and Exposition, Chicago, IL.
- Sherman, W. M., Haag Granello, D., **Goodway-Shiebler, J. D.**, & Plank, K. (2004, November). *Creating a departmental culture where teaching is valued*. Oral presentation at the Lilly Conference, Oxford, OH.
- Goodway, J. D.**, Quinones-Padovani, C., Segarra-Roman, A., Robinson, L., & Hugo, J. (2004, November). *Developmental profiles in throwing as a result of a preschool motor skill intervention*. Oral presentation at the Motor Development Research Consortium, Newark, DE.
- Goodway, J. D.**, Chong, A., Lee, S., Rudisill, M. E., Vidoni, C., & Wall, S. J. (2004, April). *Influence of instruction on throwing performance in disadvantaged preschool children*. Poster presentation at the AAHPERD National Convention and Exposition, New Orleans, LA.
- Lorson, K., & **Goodway, J. D.** (2004, April). *Gender differences in body component levels and ball velocity in first-and-second-grade children*. Poster presentation at the AAHPERD National Convention and Exposition, New Orleans, LA. (peer reviewed)*
- Lee, M., & **Goodway, J. D.** (2004, April). *Learning to catch: Implications for teaching catching from the developmental literature*. Poster presentation at the AAHPERD National Convention and Exposition, New Orleans, LA.
- Crowe, H., & **Goodway, J. D.** (2004, April). *Gender differences in object control skill development of young urban children*. Poster presentation at the AAHPERD National Convention and Exposition, New Orleans, LA.
- Lorson, K., & **Goodway, J. D.** (2004, April). *Influence of instructional strategies on the performance of the overarm throw in children*. Free communication at the AAHPERD National Convention and Exposition, New Orleans, LA.
- Wall, S. J., Rudisill, M. E., Parish, L. E., & **Goodway, J. D.** (2004). *Effectiveness of early motor skill interventions: Implementing active start*. Poster presentation at the AAHPERD National Convention and Exposition, New Orleans, LA.
- Goodway, J. D.**, & Suminski, R. (2003). *The influence of project SKIP on the motor skill development of young disadvantaged Hispanic children*. Free communication at the AAHPERD National Convention and Exposition, Philadelphia, PA.
- Crowe, H., & **Goodway, J. D.** (2003). *Predictors of object control motor skill performance in young children attending urban elementary schools*. Poster presented at the AAHPERD National Convention and Exposition, Philadelphia, PA.
- Goodway, J. D.** & Suminski, R. (2003). *Learner and environmental constraints influencing fundamental motor skill development of at-risk Hispanic preschoolers*. Free communication at the AAHPERD National Convention and Exposition, Philadelphia, PA.
- Lorson, K. & **Goodway, J. D.** (2003). *Influence of critical cues and task constraints on the performance of the overarm throw*. Poster presented at the AAHPERD National Convention and Exposition, Philadelphia, PA.
- Goodway, J. D.** (2002, October). *Serving underserved preschoolers: What do we know and where do we go?* Paper presented at the Motor Development Research Consortium, Austin, TX.
- Rudisill, M. E., Lawrence, M. B., **Goodway, J. D.**, & Wall, S. J. (2002, April). *Effects of a preschool physical activity and motor skill development program on the locomotor skill*

- performance of underserved children*. Paper presented at the AAHPERD National Convention and Exposition, San Diego, CA.
- Ward P, & **Goodway J.D.** (2002, April). *Contextual teaching and learning framework at The Ohio State University: Program implementation*. Paper presented at the AAHPERD National Convention and Exposition, San Diego, CA.
- Goodway, J. D.** (2002, April). *Assessment of preservice teachers using teacher work sample methodology*. Paper presented at the AAHPERD National Convention and Exposition, San Diego, CA.
- Goodway, J. D.** (2002, January). *Games for U: Design and implementation of The graduate assistant mentoring for excellence program at Ohio State University*. Paper presented at the AAHPERD National Convention and Exposition, San Diego, CA.
- Lorson, K., **Goodway, J.D.**, & Stroot, S. (2001, October). *The influence of critical cues and task feedback on the performance of throwing*. Paper presented at the Motor Development Research Consortium, Ann Arbor, MI.
- Savage, H., **Goodway, J. D.**, & Ward, P. (2001, October). The influence of instructional climates on the development of object control skills. Paper presented at the Motor Development Research Consortium, Ann Arbor, MI.
- Burt, T, Porretta, D., & **Goodway, J. D.** (2001, October). *Dynamical development of conventional cycling skills utilizing adapted bicycles*. Paper presented at the Motor Development Research Consortium, Ann Arbor, MI.
- Goodway, J.D.**, Jones, S., & Bush, K. (2001, March). *The role and importance of service-learning in meeting student and community needs*. Presented at the AAHPERD National Convention and Exposition, Cincinnati, OH.
- Goodway, J.D.**, Savage, N.H., Ward, P., Lorson, K., & Rudisill, M.E. (2001, March). *Gender differences in locomotor and object control skill performance in underserved preschoolers*. Presented at the AAHPERD National Convention and Exposition, Cincinnati, OH.
- Goodway, J.D.**, Savage, N.H., Rudisill, M.E., Suminski, R., & Ward, P. (2001, March). *Locomotor skill development resulting from a motor skill intervention for underserved Hispanic preschoolers*. Presented at the AAHPERD National Convention and Exposition, Cincinnati, OH.
- Goodway, J.D.**, Savage, H., & Rudisill, M.E. (2000, October). *Exploratory analyses of object control skill competence, and perceptions of skill competence and skill difficulty in underserved preschool children*. Presented at the annual Motor Development Research Consortium, Bowling Green, OH.
- Goodway, J.D.**, & Shiebler, C. (2000, March). *Authentic student-centered assessment in basic instructional programs*. Presented at the AAHPERD National Convention and Exposition, Orlando, FL.
- Adalbjornsson, C.F., Rudisill, M.E., Valentini, N.C., Martin, E.H., Buchanan, A.M., & **Goodway, J.D.** (2000, March). *Mastery motivational climate interventions: A closer developmental look at who benefits*. Presented at the AAHPERD National Convention and Exposition, Orlando, FL.
- Rudisill, M. E., Adalbjornsson, C., **Goodway, J. D.**, Valentini, N. C., Martin, E. (1999, October). *Mastery motivational climate effectiveness: Does everyone benefit?* Presented at the annual Motor Development Research Consortium, University of Wisconsin, Madison, WI.
- Goodway, J. D.**, Savage, H., Rudisill, M. E., & Thompson-Grim. (1999, October). *The influence of instruction on the FMS development of young Hispanic children: An exploratory analysis*. Presented at the Annual Motor Development Research Consortium, University of

- Wisconsin, Madison, WI.
- Stroot, S., **Goodway, J. D.**, & Ward, P. (1999, October). *Physical education professional preparation: A fifth-year professional preparation program at The Ohio State University*. A poster presented at Teacher Education Conference in Physical Education: Exemplary Practice in Teacher Education, Indian Lakes Resort, Bloomingdale, IL.
- Rudisill, M. E., Adalbjornsson, C., **Goodway, J. D.**, & Valentini, N. C. (1999, May). *Incorporating a mastery climate into physical education*. Presented to the Conference for Researchers and Practitioners of the Pacific Rim, Honolulu, Hawaii.
- Goodway, J. D.**, Rudisill, M. E., & Valentini, N. C. (1999, April). *The influence of instruction on catching: A developmental approach*. Presented at the AAHPERD National Convention and Exposition, Boston, MA.
- Rudisill, M. E., Valentini, N. C., & Goodway, J. D. (1999, April). *Incorporating a mastery climate in K-12 physical education: It's developmentally appropriate*. Presented at the AAHPERD National Convention and Exposition, Boston, MA.
- Gill, D., Graber, K., **Goodway, J. D.**, & Knutsen, D. (1999, April). *Getting started in the grant game*. Workshop presented at the AAHPERD National Convention and Exposition, Boston, MA.
- Goodway, J. D.** (1999, April). *Developmental issues: The at-risk child*. Presented at the AAHPERD National Convention and Exposition, Boston, MA.
- Goodway, J. D.**, Rudisill, M. E., & Valentini, N. C. (1998, October). *The developmental coupling of catching components*. Presented at the Annual Motor Development Research Consortium, University of North Carolina-Greensboro, Greensboro, NC.
- Connell, M., Smith, D., White, C., & **Goodway, J.** (1998, June). *Unified elementary education methods across disciplines*. Presented at the National Academy on the Alignment of Standards and Teacher development for Student Learning, Washington, D.C.
- Rudisill, M. E., Valentini, N. C., & **Goodway, J. D.** (1998, April). *Teaching motor learning: What the educator needs to know*. Presented at the AAHPERD National Convention and Exposition, Reno, NV.
- Valentini, N., Rudisill, M., & **Goodway, J.** (1997, October). *The effects of mastery climate intervention on motor skill performance*. Presented at the Annual Motor Development Research Consortium, Michigan State University, East Lansing, MI.
- Hamilton, M., **Goodway, J.** & Tate, M. (1997, October). *Constraints on throwing*. Presented at the Annual Motor Development Research Consortium, Michigan State University, East Lansing, MI.
- Lee, J., Apter, M., & **Goodway, J.** (1997, October). *Overview of reversal theory: Implications to developmental research*. Presented at the Annual Motor Development Research Consortium, Michigan State University, East Lansing, MI.
- Goodway, J. D.**, Rudisill, M. E., & Hamilton, M. L. (1997, March). *Incorporating movement activities across the curriculum: An integrated approach*. Presented at the AAHPERD National Convention and Exposition, St Louis, MS.
- Goodway, J. D.**, Hamilton, M. L. & Rudisill, M.E. (1996, October). *What's in a number: Investigating change resulting from motor skill interventions*. Presented at the Annual Motor Development Research Consortium, Indiana University, Bloomington, IN.
- Hamilton, M. L, **Goodway, J. D.**, Overby, L. Y. & Rudisill, M. E. (1996, April). *University, school and community collaboration in physical activity with children who are at-risk: Issues and implications for conducting research and implementing programs*. Presented at the AAHPERD National Convention and Exposition, Atlanta, GA.
- Goodway, J. D.**, Layne, R. & Rudisill, M. E. (1996, March). *Teaching academic concepts*

- through movement: A multiple intelligences perspective.* Association of Supervisors for Curriculum Development Conference, New Orleans, LA.
- Goodway, J. D.** (1995, October). Barriers to engaging in physical activity for children and families who are at-risk. In M. L Hamilton, J. D. Goodway, & L. Y. Overby *Parental involvement in physical activity: A family systems approach.* Symposium presented at the Annual Motor Development Research Consortium, Northern Illinois University, DeKalb, IL
- Branta, C. F., **Goodway, J. D.**, & Overby L. Y. (1995, March). *Status of motor skills and health-related fitness in urban children.* Professional Development School Research Conference, Michigan State University, E. Lansing, MI.
- Goodway, J. D.** & Branta, C. F. (1994, April). *The link between service and research in an at-risk preschool environment.* Presented at the AAHPERD National Convention and Exposition, Denver, CO.
- Branta, C. F. & **Goodway, J. D.** (1994, April). *The process and organization of a motor development inquiry group in a Professional Development School.* Presented at the AAHPERD National Convention and Exposition, Denver, CO.
- Parker, L., Lawson, M., Branta, C. F. & **Goodway, J. D.** (1994, April). *Adults as learners: Collaborating with teachers in the classroom.* Presented at the AAHPERD National Convention and Exposition, Denver, CO.
- Overby, Y. L., Branta, C. F., **Goodway, J. D.** & Smith, Y. (1994, April). *The relationship of parental attitudes to perceived competence, motor development and physical fitness of at-risk youth.* Presented at the AAHPERD National Convention and Exposition, Denver, CO.
- Goodway, J. D.** (1993, October). *Using contextual theory to guide the research of the motor development of African-American preschool children who are at-risk.* Presented at the Annual Motor Development Research Consortium, Bowling Green State University, Bowling Green, OH.
- Goodway, J. D.** (1987, February). *Injuries in woman's gymnastics: State of the art.* Presented at the Welsh Amateur Gymnastics Association National conference, Cardiff, Wales, Great Britain.

III. DISTRICT MEETINGS

- Goodway, J. D.** (1998, February). Bridging the gap between theory and practice. In Fischman, M., Goodway, J. D., Hart, M., Loftin, M., Reeve, G., & Rudisill, *Emerging concepts from exercise science: Applications to teaching and coaching.* Symposium Presented at Southern District AHPERD, Mobile, AL.

IV. STATE MEETINGS

- Goodway, J. D.**, Lorson, K., Ward, P., Hovatter, R., Borchers, S., & Wallace, S. (2005, December). *Teacher work sample methodology: A means to improve teacher candidate outcomes.* Paper presented at the Ohio Association of Health, Physical Education, Recreation and Dance annual conference, Columbus, OH.
- Goodway, J. D.**, Robinson, L., Owens, P., Hugo, J., Sutherland, S., Gross, M. (2005, December). *SKIPing to future success in fundamental motor skills.* Paper presented at the Ohio Association of Health, Physical Education, Recreation and Dance annual conference,

Columbus, OH.

- Lorson, K., **Goodway, J. D.**, & Thompson, G. (2001, November). *Critical cues and fundamental motor skill learning*. Paper presented at the Ohio Association of Health, Physical Education, Recreation and Dance annual conference, Toledo, OH.
- Hamilton, M. L., **Goodway, J. D.** & Wellman, J. (1997, December). *Application and practices of qualitative research for HPER practitioners*. Presented at the Texas Association of Health, Physical Education, Recreation and Dance, Fort Worth, TX.
- Thompson, J. & **Goodway, J.** (1997, December). *Practicum experiences and learning trends*. Presented at the Texas Association of Health, Physical Education, Recreation and Dance, Fort Worth, TX.
- Goodway, J. D.**, & Branta, C. F. (1993, March). *The necessity of physical education: A study of preschool children who are at risk of school failure*. Presented at the Michigan Council for Exceptional Children Conference, Creativity: The Art of Teaching, Grand Rapids, MI.
- Goodway, J. D.** (1992, November). *Gymnastics: An approach everyone can use*. Presented at the Michigan AHPERD Convention and Trade Show, Grand Rapids, MI.
- Goodway, J. D.** (1991, November). *Application of motor development principles to early childhood physical education*. Presented at the Michigan AHPERD convention, Detroit, MI.

RESEARCH & TRAINING GRANTS

Grants Submitted and Funded

- Goodway, J. D.**, & Stodden, D. (2009). *Examining the Dynamic Relationship Between Motor Skill Competence and Physical Activity*. NIH R21 Exploratory Grant, Understanding the Mechanisms of Health Risk Behavior. \$412,500 (Direct costs - \$275,000).
- Goodway, J. D.**, Robinson, L. E., & Shiebler, C. (2005). *Professional Development and Technology Enhanced Instruction for the Sport, Fitness and Health Program*. Seed Grant. Faculty and TA Development and The Graduate School. \$10,000.
- Goodway, J. D.** (2003). *Providing ongoing support to Graduate Teaching Assistants in the Sport, Fitness, & Health Program: Development of a web-based resource and communication center*. GTA Program Enhancement Grant from the Graduate School and Office of Faculty & TA Development, 2003-2004, \$5,000.
- Ward, P., **Goodway, J. D.**, & Barrett, T. (2002). *Evaluating technology in preservice teaching*. PT3 Community of Learners Mini Grant, 2002-2003, \$7,000.
- Ward, P., **Goodway, J. D.**, & Hodge, S. (2001). *Infusing technology into preservice teaching*. PT3 Community of Learners Mini Grant, 2001-2002, \$20,000.
- Goodway, J. D.**, & Savage, H. (2000). *Skipping into the future: The influence of Project SKIP on the motor skill development of young underserved children*. Ohio Association of Health, Physical Education, Recreation and Dance Research Grant, 2000-2001, \$2,500.
- Goodway, J. D.** (2000). *SKIP: Successful Kinesthetic Instruction for Preschoolers*. Ohio State University Outreach and Engagement Mini Seed Grant Program, 2000-2001, \$1,500.00
- Goodway, J. D.** (1999). *SKIPing 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.** (1999). *Proposal to institute PAES 542-Lifespan Motor Development as a Service Learning class.* 1999 Service-Learning Scholars Roundtable Grant Program, \$250 + GA support.
- Suminski, R., & **Goodway, J. D.** (1998). *Physical activity, physical fitness and obesity in Hispanic children.* University of Houston, Program to Enhance External Research, \$5,000.
- Goodway, J. D.,** Suminski, R., & Anding, J. (1998). *Teaching "SKILL" to Young Hispanic Children Who Are At Risk of Obesity.* AAHPERD Collaboration Grant, \$10,000.
- 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.,** Smith, D., Jones, H., Ryan, N., & Hamilton, M. L. (1997). *Developing SKILL in the Physical Education Basic Program: Successful, Kinesthetic, Instruction for Lifelong Learning.* University of Houston, Program to Enhance Faculty Collaboration Teaching, \$15,000.
- 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.** (1997). *Investigation of a Culturally Sensitive Instrument to Measure Perceived Competence & Social Acceptance in Young Ethnically Diverse Children.* University of Houston, College of Education Faculty Research Opportunity. \$1,200.
- 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.** (1995). *Validation of instructional materials for an integrated math science, and movement education intervention.* University of Houston. Limited Grant In Aid Program. \$2,000.
- Goodway, J. D.** (1995). *Investigation of developmentally appropriate practice in the motor domain. in at-risk prekindergarten programs.* University of Houston, College of Education Faculty Research Opportunity. \$1,200.
- Goodway, J. D.,** & Branta, C. F. (1992). *The effect of a motor skill intervention on the fundamental motor skills and physical fitness of African-American preschool children who are at-risk.* Institute for Children, Youth, and Family Seed Research Grant: \$3,974.16.
- Branta, C., Overby, L., Smith, Y. R., & **Goodway, J. D.** (1992). *The relationship of parental attitudes to the physical development of African American 3-8 year olds.* National Association for Sport and Physical Education Academy Grant, Motor Development Academy, \$1800.00.
- 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

- Ward, P., & **Goodway, J. D.** (Submitted 2000, March). *Expanding the undergraduate multimedia resource center for sport and exercise science: Phase II.* OSU-TELR Continuing and Expansion Grants Program, 2000, \$27,500.

- 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
- Goodway, J. D., Branta, C. F., & Overby, L.** (Submitted June 1993). *The retention of fundamental motor skills and sustained activity performance of African-American kindergarten children who are at-risk*. National Association for Sport and Physical Education Academy Grant, Motor Development Academy, \$1800.00.

REVIEWS & EDITORIAL WORK

Journal Reviewer:

Research Quarterly for Exercise & Sport – 1997 ongoing.
Adapted Physical Activity Quarterly – 1995 ongoing.
Peace and Conflict: Journal of Peace Psychology - 1996
Journal of Classroom Interaction – 1997
International Journal of Sports Medicine – 2001
Journal of Teaching Physical Education – 2003 ongoing

Editorial Board Member:

Journal of Family and Community Health – 1997 ongoing.

Co-Editor

Journal of Family and Community Health – Special Edition on health of children 2004

Reviewer:

Reviewer: National Guidelines on Developmentally Appropriate Practice in Physical Education for Preschool Children with Disabilities.
Reviewer: Council on Physical Education for Children document: “Developmentally Appropriate Practice in Movement Programs for Young Children Ages 3-5” – 1999
Reviewer: National Association of Sport and Physical Education document: “Active Start-Physical Activity Guideline for Birth Through Five”. - 2000
Reviewer: *Lab Manual For Motor Learning*, Brown & Benchmark Publishers.
Reviewer: National Guidelines on Developmentally Appropriate Practice in Physical Education for Preschool Children with Disabilities.

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
- The History & Status of PE in 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.
- D. Supervisor of all GTAs in the Early Childhood Motor Skills program – 1999-ongoing.

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

H. Supervised Special Education, Teacher Education, and Family Child Ecology students in an early childhood motor skill program.

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.*

Leah Robinson – 2007 – *The influence of instructional climate on the object control development of at risk preschoolers.*

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.*

Kevin Lorson – 2003 – *Influence of three instructional strategies on the performance of throwing during practice and gameplay.*

N. Heather Savage – 2002 – *The effect of an object control motor skill intervention on the motor development of preschool and kindergarten children who are attending an urban elementary school.*

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.

Columbus Public Schools – PEP Grant Workshop – assisted a small team of elementary physical educators in curriculum planning efforts for the next year. June – 2004 & August 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

promoting physical activity and good nutrition within communities and schools. January – 2004.

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 daycares, 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 Stroot. 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. Stroot 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.

- 2000-2001 committee member for Conference in St Louis, MS in June, 2001.
- 1995-1996 committee member for Conference in Cleveland House Resort, Minnetonka, Muskoka, Ontario, Canada in June, 1996.

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 Chair 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-coordinated 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 Gymnastic 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.

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.

Chair (1999-2000 & 2001-2002) & Member (2000-2002), College of Education International Affairs Committee

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, Sport and Exercise Education faculty, 2003-2007.

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.

Indonesian Ministry of Education Project - 1994-1997

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.

Intern Program - 1994-1998.

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

Research Assistant, Motor Performance Study - Annual measurement of growth and motor performance variables as part of a longitudinal study. Statistical data base assistant
Assessment of fundamental motor skills as part of a longitudinal study on early childhood motor skill development. 1989-1994.

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

disabilities, East Lansing, MI. 1991-1993.

Volunteer gymnastics coach, Mason Special Olympics gymnastics team, Mason, MI. 1990-1991.

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

National Coaching Foundation - Certified lecturer in coach education courses in flexibility and sport injury. 1987-1989.

The Central Council of Physical Recreation - Taught "The Community Sports Leaders Course," Brighton, England. October to November 1987.

Brighton Area Health Authority - Consultant to Area Health Education Officer. February 1987-1988.

National Sport Organizations In Great Britain

British Amateur Gymnastics Association - Taught national coach certification courses. 1984 to 1989.

Y.M.C.A. - Taught national aerobic instructor certification courses, England. March 1987 to 1989.

County Sport Organizations in Great Britain

Sussex Sports Injury Clinic - Research assistant to a regional sport injury clinic, England. 1987 to 1989.

County and Regional Squads - Coach and coach education consultant to junior and senior gymnastics squads, England. 1983-1989.

Local Sport Organizations in Great Britain

Harrow Gymnastics Club & Brighton Gymnastics Club - Consultant to injury prevention and coach education, England. 1985-1989.

HONORS

Research Fellow, Centers for Disease Control – Physical Activity and Public Health – Park City, Utah. September 2008.

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.

Outstanding Doctoral Dissertation, Department of Physical Education and Exercise Science, Michigan State University, 1994.

Outstanding Doctoral Student, College of Education, Michigan State University, 1994.

Arthur R. and Pearl Butler Scholarship, 1993.

Teaching Excellence Award, Departmental Nomination for Michigan State University Teaching Excellence Award for Graduate Assistants, 1992.

Wohlgamuth Memorial Youth in Sport Scholarship, 1990.

Phillip C. Ward

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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 Sports Science	1988, Victoria College, Rusden Campus. Australia
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.
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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.
1984 - 1987	Physical Education Manningham Rd Primary School. Victoria, Australia.

BOOKS

- Ward, P. (1997). *Teaching Tumbling*. Champaign, IL: Human Kinetics.
- Ward, P., & Doutis, P. (Eds.). (2001). *Physical Education in the 21st Century*. Lincoln, NE: University of Nebraska Printing Service.

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- Ward, P. (in press). Sport Education and Play Practice. In A. Launder. *Play Practice 2nd Edition*. (pp.xx-xx). Champaign, IL: Human Kinetics.
- Ward, P. (2011). Goal setting and performance feedback in sport. J. Luiselli and D. Reed. (pp. 99-112). *Behavioral Sport Psychology: Evidence-Based Approaches to Performance Enhancement*. New York: Springer.
- Ward, P. (2010). *Knowing content well enough to teach it: Re-conceptualizing physical activity content knowledge for physical education*. Congress Proceedings: International Sports Science Congress: Commemorating the 1988 Seoul Olympic Games. ChunCheon, Korea (pp.126-133).
- Ward, P. (2009) Content matters: Knowledge that alters teaching. *Historic Traditions and Future Directions of Research on Teaching and Teacher Education in Physical Education*. In L. Housner, M. Metzler, P. Schempp and T. Templin. (pp. 345-356) Morgantown WV. Fitness Information Technology.
- Ward, P. (2006). The philosophy, science and application of behavior analysis in physical education. In D. Kirk., D. Macdonald, & M. O'Sullivan *The Handbook of Physical Education*. (pp. 3-21). London, Sage Publications.
- Ward, P. (2005). Epistemology and the Workplace: Considerations for the Preparation of Researchers in Education. In P. Paul & C. Hancock (Eds.). *Essays on the Role and Nature of Research Within the Ph.D. Program in Education*. (pp. 205-222) Columbus: The Ohio State University.
- Ward, P. (2005). Preparing preservice teachers to teach sports: What critical skills and knowledge do they need to be successful. Congress Proceedings: 46th Anniversary ICHPER-SD World Congress-Istanbul, Turkey. (pp. 137-139).
- Ince, L., Ward, P., Lee, M., Ang, J., & Lee, S. (2005). *Technology access, competency and attitude of physical education teachers*. Congress Proceedings: 46th Anniversary ICHPER-SD World Congress. pp.266-268.
- Ward, P., & Doutis, P. (2001). The changing context of educational settings in the 21st century. In P. Ward, & P. Doutis., (Eds.), *Physical education in the 21st century* (pp. 3-9). Lincoln, NE: University of Nebraska Printing Services.

BULLETINS

- Barnes, D., & Ward, P. Columbus Public Schools. Carol M. White Physical Education for Progress Grant. *PEP STARS: Final Report*. US. Dept. of Education Award # 5999460.
- Paul, P.V., Loeterman, M., Cook, L., Donahue, S., Wang, Y., & Ward, P. (2005). *Research on Edited Captions Final Report*. Boston, MA: The National Center for Accessible Media. US Dept. of Education Award #H327H000003-01.
- Ward, P. (1988). *Level one coaches course – Conductor's handbook*, Melbourne, Australia: Victorian Gymnastic Association Inc.
- Ward, P. (1987). *Level two coaches course - Fieldwork projects*. Melbourne, Australia: Victorian Gymnastic Association Inc.
- Ward, P. (1982). *Curriculum manual for P.W.G.A.* Brisbane, Australia: North Brisbane College of Advanced Education.
- Ward, P. (1982). *Women's recreation award scheme*. Brisbane, Australia: North Brisbane College of Advanced Education.

Ward, P. (1982). *Men's recreation award scheme program*. Brisbane, Australia: North Brisbane College of Advanced Education.

Ward, P. (1982). *Junior gymnastic program*. Brisbane, Australia: North Brisbane College of Advanced Education.

PEER REVIEWED JOURNAL ARTICLES

65. Stuhr, P., Sutherland, S., & Ward, P. (in press). Lived-Positive Emotionality in Elementary Physical Education. *Pedagogies: An International Journal*.

64. Ayvazo, S., & Ward, P. (in press). Pedagogical Content Knowledge of Experienced Teachers in Physical Education: Functional Analysis of Adaptations. *Research Quarterly for Exercise and Sport*.

63. Cohen, D. Setodji C; Evenson K; Ward P; Lapham S; Hillier A; & McKenzie T. (2011). How much observation is enough? Refining the Administration of SOPARC. *Journal of Physical Activity and Health*. 8, 117-1123.

62. Stuhr, P., Sutherland, S., Ward, P. (2011). Care enacted by two elementary physical education teachers and their students. *International Journal of Human Movement Science*, 5(1), 5-28.

61. Ward, P., Sutherland, S., Woods, M., Boyce, A., Gop-Karp, G., Judd, M., Parker, M., Rikard, L., Sinclair, C. (2011). The Doctorate in physical education teacher education in the 21st Century: Context and Challenges *Journal of Teaching Physical Education*. 30, 178-188.

60. Parker, M., Sutherland, S., & Sinclair C., & Ward, P. (2011). Not Surprised, But Concerned: The Professoriate's Reaction to PETE Doctoral Education in the U.S. *Journal of Teaching Physical Education*. 30, 157-177.

59. Ward, P., Parker, M., Sutherland, S., & Sinclair, C. (2011). A Critical Examination of the Curriculum of Physical Education Teacher Education Doctoral Programs. *Journal of Teaching Physical Education*. 30, 145-156.

58. Rikard, L., Boyce, A., Ward, P. M., Parker, Gop-Karp, G., & Sutherland, S. (2011). Introduction and Overview: A Multifaceted Examination of the Status of PETE Doctoral Education in the U.S. *Journal of Teaching Physical Education*, 30, 99-102.

57. Ward, P. (2011). The future direction of physical education teacher education: It's all in the details. *Japanese Journal of Sport Education Studies*, 30(2), 63-72.

56. Ayvazo, S., & Ward, P. (2010). Assessment of classwide peer tutoring for students with Autism as an inclusion strategy in physical education. *Palaestra*, 25 (1), 5-7.

55. Ayvazo, S., Ward, P., Sthur, P. (2010). Teaching and assessing Content knowledge in preservice physical education. *Journal of Physical Education Recreation and Dance*, 81(4). 40-44.

54. Ward P., (2010). Teacher Worksample Methodology. *Journal of Physical Education, Recreation and Dance*. 81(1), 33.

53. Ayvazo, S., & Ward, P. (2009). *Effects of classwide peer tutoring on the performance of sixth grade students during a volleyball unit*. *The Physical Educator*. 66(1), 12-23.

52. Vidoni, C, & Ward, P. (2009) Effects of fair play instruction on student social skills during a middle school sport education unit. *Physical Education and Sport Pedagogy*. 14, 285-310.

51. Smith, R., Ward, P., Neto, M., & Zhang, P. (2009) Practice behaviors of youth soccer players. *The Physical Educator*, 66(1), 2-11.

50. Lee, M-A., & Ward, P. (2009). Generalization of tactics in tag rugby from practice to games in middle school physical education. *Physical Education and Sport Pedagogy*. 14, 189-207.

49. Ward, P., Goodway, J., Lee, M-A., Wallhead, T. L., & Nye, S. (2007) Technology use in physical education: Unique strategies for our subject area. *Future Focus*. 28(2). 22-26.

48. Sutherland, S., & Ward, P. (2007). How to foster a positive, caring and respectful environment for all students. *Future Focus*.28(1), 21-24.
47. Ward, P., Wang, Y, Paul, P & Loeterman, M. (2007) Near verbatim versus edited captioning for students who are deaf or hard of hearing: A preliminary investigation of effects on comprehension. *American Annals of the Deaf*. 152(1), 585-594
46. Ward, P. (2006). What we teach is as important as how we teach it. *Journal of Physical Education, Health, Recreation and Dance*.77(8), 23-24.
45. Smith, S., & Ward, P. (2006). Effects of public posting, goal setting, and public posting with goal setting in collegiate football. *Journal of Applied Behavior Analysis*. 39, 385-391.
44. Deglau, D. Ward, P., O'Sullivan, M., & Bush, K. (2006). Professional dialogue as professional development. *Journal of Teaching Physical Education*. 25, 413-427
43. Ince, L., Ward, P., Lee, M., & Goodway, J. (2006). Effects of professional development on the technological competency and attitudes toward the use of technology of urban physical education teachers *Journal of Teaching Physical Education*, 25, 397-412.
42. Ko, B., Wallhead, T., & Ward, P., (2006). Professional development workshops what do teachers learn and use. *Journal of Teaching Physical Education*, 25, 413-427
41. Ward, P., & O'Sullivan (2006). The contexts of urban settings. *Journal of Teaching Physical Education*. 25, 348-363.
40. Ayvazo, S., & Ward, P. (2006) Classwide Peer tutoring in physical education: Assessing its effects as an inclusion strategy with kindergartners with autism. *Adapted Physical Education Quarterly*, 23, 233-244.
39. Ward, P., & Ko, B. (2006). Publication Trends in the Journal of Teaching in Physical Education 1981-2003 *Journal of Teaching in Physical Education*. 25, 266-280.
- 38 Vidoni, C., & Ward, P. (2006). Effects of a dependent group-oriented contingency on middle school physical education students fair play behaviors. *Journal of Teaching in Physical Education*. 15, 81-92.
37. Holt, J. E., Ward, P., & Wallhead, T. L. (2006). The transfer of learning from play practices to game play in young adult soccer players. *Physical Education and Sport Pedagogy*. 11, 101-118.
36. Ward, P. & Lee, M-A. (2005). Peer assisted learning in physical education: A review of theory and research. *Journal of Teaching Physical Education*. 24, 205-225.
35. Grissom, Ward, Martin, & Leenders, N. (2005) An assessment of physical activity in physical education lessons with and without heart rate monitors to prompt physical activity. *Family and Community Health*, 28, 125-129.
34. Goodway, J. D., Savage, H., Ward, P. (2003). Effects of motor skill instruction on fundamental motor skill development of hispanic preschool children who are at risk of developmental delay *Adapted Physical Education Quarterly*, 20, 298-314
33. Leenders, N., Sherman, W. M., & Ward, P. (2003). College physical activity courses: Why do students enroll and what are their health behaviors? *Research Quarterly for Exercise and Sport*, 74,313-318.
32. Ward, P., & Barrett, T. (2002). A review of behavior analysis research in physical education. *Journal of Teaching Physical Education*, 21, 242-266.
31. Ward, P., & Carnes, M. (2002). Effects of self-set goals and public posting on the performance of collegiate football players during practice and games. *Journal of Applied Behavior Analysis*, 35, 1-12
30. Brobst, B., & Ward, P. (2002). Effects of public posting, goal setting, and oral feedback on the skills of female soccer players. *Journal of Applied Behavior Analysis*, 35, 247-257.

29. Ah Lee, M., & Ward, P. (2002). Peer tutoring: Student centered learning in physical education for the 21st Century *Teaching Elementary Physical Education*, 13(4), 16-17.
28. Ward, P. (2001). Curriculum decision making in an age of responsibility and accountability: Who wants to be a physical education teacher? *Teaching Elementary Physical Education*.12(2), 7-9.
27. Johnson, M., & Ward, P. (2001). Effects of Classwide Peer Tutoring on Correct Performance of Striking Skills in 3rd grade Physical Education. *Journal of Teaching in Physical Education*, 20, 247-263.
26. Ward, P. (1999). An Introduction the Saber-tooth Project [Monograph]. *Journal of Teaching in Physical Education*, 18, 379-381.
25. Ward, P., & Doutis, P. (1999). Toward a consolidation of the knowledge base for reform in physical education [Monograph]. *Journal of Teaching in Physical Education*, 18, 382-402.
24. Ward, P. (1999). Design of the Saber-tooth Project [Monograph]. *Journal of Teaching in Physical Education*, 18, 403-416.
23. Doutis, P., & Ward, P. (1999). Teachers' and administrators' perceptions of the Saber-tooth Project reform and of their changing workplace conditions [Monograph]. *Journal of Teaching in Physical Education*, 18, 417-427.
22. Ward, P., Barrett, T. Evans, S., Doutis, P., Nguyen, P., & Johnson, M. (1999). Curriculum effects in eighth-grade lacrosse [Monograph]. *Journal of Teaching in Physical Education*, 18, 428-443.
21. Ward, P., Doutis, P., & Evans, S. (1999). Lessons, conclusions and implications of the Saber-tooth Project [Monograph]. *Journal of Teaching in Physical Education*, 18, 455-463.
20. Galvan, Z. J., & Ward, P. (1998). Effects of public posting on inappropriate on-court behaviors by collegiate tennis players. *The Sport Psychologist*, 12, 419-426.
19. Ward, P., Johnson, M., & Konukman, F. (1998). Directed rehearsal and preservice teachers performance of instructional behaviors. *Journal of Behavioral Education*. 8, 369-380.
18. Jones, D. L. & Ward, P. (1998). Sport education: Another alternative for secondary physical education programs. *Journal of Physical Education, Recreation and Dance*. 69, 40-45.
17. Ward, P., Smith, S. L., Makasci, K., & Crouch, D. W. (1998). Differential effects of peer-mediated accountability on task accomplishment in elementary physical education *Journal of Teaching in Physical Education*. 17, 442-452.
16. Ward, P., Crouch, D. W., & Patrick, C. A. (1998). Effects of peer-mediated accountability on opportunities to respond and correct skill performance by elementary school children in physical education. *Journal of Behavioral Education*. 8, 103-114.
15. Patrick, C. A., Ward, P., & Crouch, D. W. (1998). Effects of holding students accountable for social behaviors during volleyball games in elementary physical education. *Journal of Teaching in Physical Education*. 17, 143-156.
14. Ward, P., & O'Sullivan, M. (1998). Similarities and differences in pedagogy and content: five years later. *Journal of Teaching in Physical Education*. 17, 195-213.
13. Ward, P., Smith, S., & Makasci, K. (1997). Teacher training: Effects of directed rehearsal on the teaching skills of physical education majors. *Journal of Behavioral Education*. 7, 505-517.
12. Crouch, D. W., Ward, P., & Patrick, C. A. (1997). The effects of peer-mediated accountability on task accomplishment during volleyball drills in elementary physical education. *Journal of Teaching in Physical Education*. 17, 26-39.
11. Ward, P., Smith, S., & Sharpe, T. (1997). The effects of accountability on task accomplishment in collegiate football. *Journal of Teaching in Physical Education*. 17, 40-51.
10. Ward, P., Johnson, L. A., Ward, M. C., & Jones, D. L. (1997). Comparison of the effects of formal and informal accountability on the task accomplishment of a lifeguard rescue. *Journal of Behavioral Education*, 7, 359-371.

9. Ward P., Johnson, L. A., Mulligan, N. W., Ward, M. C., & Jones, D. L. (1997). Improving cardiopulmonary skills retention: Effect of two checklists designed to prompt correct performance. *Resuscitation, 34*, 221-225.
8. Ward, P., & Ward, M. C. (1996). The effects of classwide peer tutoring on correct cardiopulmonary resuscitation performance by physical education majors. *Journal of Behavioral Education, 6*, 331-342.
7. Ward, P., & Dunaway, S. (1995). The effects of contingent music on laps run in a high school physical education class. *The Physical Educator, 52*, 2-7.
6. Ward, P. (1995). A response to "The negative effects of positive reinforcement in teaching children with developmental delays." *Exceptional Children, 61*, 489-492.
5. Siedentop, D., Doutis, P., Tsangaridou, N., Ward, P., & Rauschenbach, J. (1994). Don't Sweat Gym: An analysis of curriculum and instruction. *Journal of Teaching in Physical Education, 13*, 375-394.
4. Ward, P. (1993). Theory into practice: Training coaches in the field. *The Coaching Director, 7(2)*, 30-35.
3. Ward, P., Cull, M. C., Sweeney, W. J., & Drevno, G. E. (1992). Teaching throwing: Precision teaching in physical education. *Journal of Precision Teaching, 10(1)*, 16-21.
2. Cull, M., Ward, P., Sweeney, W. J., & Drevno, G. E. (1992). Seven successive Saturdays. *Journal of Precision Teaching, 10(1)*, 10-15.
1. Ward, P. (1992). Monitoring performance: It's all in the data. *Strategies, 6(1)*, 20-24.

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- Ward, P., & Smith, S. (1998). Improving player performance in practice and in games using public posting. *Gridiron Coach, 8*, 6-8.
- Ward, P. (1990). The use of trampolines and mini-trampolines in physical education. *Australian Council for Health, Physical Education, and Recreation (Victorian Branch) Newsletter, 4*, 18.
- Ward, P. (1990). The downhill salto on women's uneven bars. *Gymnastic Coach, 8(4)*, 14-17.
- Ward, P. (1990). The forward salto. *Gymnastic Coach, 8(4)*, 18-20.
- Ward, P. (1990). The handspring full twist. *Gymnastic Coach, 8(4)*, 21-23.
- Ward, P. (1985). Legal responsibility in gymnastics. *Gymnastique, 2(2)*, 2-3.
- Ward, P. (1984). The profile somersault for all backward rotating somersaults used in Tumbling. *Gymnastique, 1(2)*, 1-2.

REVIEWS AND ABSTRACTS

- Ward, P., McKenzie, T., Cohen, D., Marsh, T., Evenson, K., Hillier, A., Lapham, S., & Setodji, C. [Abstract]. *Measuring physical activity and its context in parks*. Presented at the American Alliance for Health, Physical Education, Recreation, and Dance convention, Indiana, IL. *Supplement, 81:A*. 2010.
- Kim, I., Lee, Y. S., Ward, P., & Li, W. [Abstract]. *A comparison of content knowledge courses of physical education teacher education programs in the State of Ohio and South Korea*. Presented at the American Alliance for Health, Physical Education, Recreation, and Dance convention, Indiana, IL. *Supplement, 81:A69*. 2010.
- McKenzie, T. L., Cohen, D. A., Marsh, T., Williamson, S., Evenson, K., Ward, P., Hillier, A., Lapham, S. (2009, May 28). Establishing Optimal Sampling for Assessing Physical Activity in Parks: SOPARC. *American College of Sports Medicine Annual Meeting*, Seattle. *Medicine & Science in Sport and Exercise, 41*, (5, Supplement), S71.
- Ward, P. Domains of subject matter knowledge [Abstract]. *Research Quarterly for Exercise and Sport Supplement, 80:A7* Presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention, Tampa Florida, April, 2009.

Parker, M., Sinclair, C., Sutherland, S., & Ward, P. A survey of physical education teacher education doctoral programs [Abstract]. *Research Quarterly for Exercise and Sport Supplement*, 80:A69 Presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention, Tampa Florida, , April, 2009.

Ayvazo, S. & Ward., P. With a little help from my friend: Peer tutoring research in physical education. [Abstract]. *Research Quarterly for Exercise and Sport Supplement*, 78:A49 Presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention, Baltimore, Maryland, April, 2007.

Ayvazo, S. & Ward., P. Effects of classwide peer tutoring on the performance of sixth-grade students during volleyball practice and games. [Abstract]. *Research Quarterly for Exercise and Sport Supplement*, 77:A48 Presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention, Salt Lake City, Utah, April, 2006.

Vidoni, C., & Ward., P. Effects of fair play instruction on middle school physical education students. [Abstract]. *Research Quarterly for Exercise and Sport Supplement*, 77:A70 Presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention, Salt Lake City, Utah, April, 2006.

Lee, M-A., Ward., P., Ince, L., Lee, S., & Ang, J. The relationship among preservice teachers' technology access, competency, and attitude. [Abstract]. *Research Quarterly for Exercise and Sport Supplement*, 77:A62 Presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention, Salt Lake City, Utah, April, 2006.

Ward, P. Conceptual and methodological issues related to research on the teaching of tactics in physical education. [Abstract]. *Research Quarterly for Exercise and Sport Supplement*, 77:A10 Presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention, Salt Lake City, Utah, April, 2006.

Vidoni, C., & Ward, P. Effects of a dependent group-oriented contingency on middle school physical education students' fair play behaviors. [Abstract]. *Research Quarterly for Exercise and Sport Supplement*, 76:A92. Presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention, Chicago, Illinois, April, 2005.

Ward, P., O'Sullivan, M., Deglau, D., Bush, K., & Segarra-Roman, Teacher Dialogue as Professional Development [Abstract]. *Research Quarterly for Exercise and Sport Supplement*, 76:A20. Presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention, Chicago, Illinois, April, 2005.

O'Sullivan, M., Ward, P., & Deglau, D. Principals of high quality professional development; Lesson learned. [Abstract]. *Research Quarterly for Exercise and Sport Supplement*, 76:A20. Presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention, Chicago, Illinois, April, 2005.

Ayvazo, S., & Ward, P. Effects classwide peer tutoring on the catching performance of children with and without autism in physical education [Abstract]. *Research Quarterly for Exercise and Sport Supplement*, 76:A112. Presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention, Chicago, Illinois, April, 2005.

Vidoni, C., & Ward, P. Effects of a dependent group-oriented contingency on middle school physical education students' fair play behaviors. [Abstract]. *Research Quarterly for Exercise and Sport Supplement*, 76:A92. Presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention, Chicago, Illinois, April, 2005.

Ward, P. Peer-assisted learning: A report on essential elements for successful outcomes [Abstract]. *Research Quarterly for Exercise and Sport Supplement*, 53:A136. Presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention, New Orleans, Louisiana, April, 2004.

Martin, B., Grissom, T., Ward P. & Leenders, N.J.M. Effects of wearing heart rate activity monitors on elementary students' activity levels during a team handball unit. [Abstract]. *Research Quarterly for Exercise and Sport Supplement*, 74:A49. Presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention, Philadelphia, Pennsylvania, March, 2003.

Ward P. The Ohio State University's use of teacher work sample methodology in teacher preparation. [Abstract]. *Research Quarterly for Exercise and Sport Supplement*, 73:A58. Presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention, San Diego, California, March, 2002.

Ward P, & Goodway J.D. Contextual teaching and learning framework at The Ohio State University: Program implementation [Abstract]. *Research Quarterly for Exercise and Sport Supplement*, 73:A56. Presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention, San Diego, California, March, 2002.

Stroot, S., & Ward, P. Contextual teaching and learning framework at The Ohio State University: Students' perspectives on enhancers and inhibitors to developing effective teachers. [Abstract]. *Research Quarterly for Exercise and Sport Supplement*, 73:A57. Presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention, San Diego, California, March, 2002.

Goodway, J., Savage, H., Ward, P., H., Rudisill, M. E., & Lorson K. Gender differences in locomotor and object control skill performance in underserved preschoolers [Abstract]. *Research Quarterly for Exercise and Sport Supplement*, 71, A-73. Presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention, Cincinnati, Ohio, March, 2001.

Goodway, J., Savage, H., Rudisill, M. E., Suminski, R., & Ward, P., Locomotor Skill Development Resulting from a Motor Skill Intervention for Underserved Hispanic Preschoolers preschoolers [Abstract]. *Research Quarterly for Exercise and Sport Supplement*, 71,A-73. Presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention, Cincinnati, Ohio, March, 2001.

Johnson, M., & Ward, P. (2000). Effects of classwide peer tutoring on motor skills and social behaviors of third grade students [Abstract]. *Research Quarterly for Exercise and Sport Supplement*, 71, A-73. Presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention, Orlando, Florida, March, 2000.

Crouch, D. W., Ward, P., & Patrick, C. A. (1996). An experimental analysis of peer tutoring in elementary physical education [Abstract]. *Research Quarterly for Exercise and Sport Supplement*, 67, A-87. Presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention, Atlanta, Georgia, April, 1996.

Patrick, C. A., Ward, P., & Crouch, D. W. (1996). Improving elementary school students social skills during volleyball games with the good behavior game [Abstract]. *Research Quarterly for Exercise and Sport Supplement*, 67, A-77. Presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention, Atlanta, Georgia, April, 1996.

Ward, P., & Sims, S. Differences in the presentation of pedagogical content knowledge by a golf professional in group versus individual tutoring sessions [Abstract]. *Scientific and Pragmatic Aspects of HPER.SD Program*, A373. Paper presented at the ICHPER.SD 38th World Congress, Gainesville, Florida, July 1995.

Ward, P., & Johnson L. Effect of peer-mediated accountability during peer tutoring on skill development in physical education [Abstract] *Scientific and Pragmatic Aspects of HPER.SD Program*, A374. Paper presented at the ICHPER.SD 38th World Congress. Gainesville, Florida, July 1995.

Ward, P., & O'Sullivan, M. (1995). Five years later: A case study of differences and similarities in the pedagogy of a beginning teacher [Abstract]. *Scientific and Pragmatic Aspects of HPER.SD Program*, A375. Paper presented at the ICHPER.SD 38th World Congress. Gainesville, Florida, July 1995.

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Kim, I., Ward, P., Li, W., Stuhr, P., Lorson, K. (2010) Content knowledge on basketball as a function of playing and coaching experience. Paper presented at the Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD), Columbus, Ohio. December, 2010.

Ward, P., Li W., & Lewald, H. (2009). *A Conversation About Skill, Task and Game Analysis—What They are, Why They are Important for Teaching, and How They Relate to One Another*. Paper presented at the Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD), Columbus, Ohio. December, 2009.

Lee, Y., Kim, I., & Ward, P. (2009). *Implications for Physical Education Teacher Education (PETE) programs in Ohio regarding content knowledge (CK) courses*. Paper presented at the Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD), Columbus, Ohio. December, 2009.

Ayvazo, S., Stuhr, P., & Ward, P. (2009). *Past and Current Conceptualizations of Pedagogical Content Knowledge*. NASPE Physical Education Teacher Education Myrtle Beach: South Carolina October 2009.

Sutherland, S., Ward, P., Sinclair, C., & Parker, M. (2009). *A Discussion of the Content of PETE Doctoral Programs*. Physical Education Teacher Education Myrtle Beach: South Carolina October 2009.

Ayvazo, S., Stuhr, P., & Ward, P. (2009). *Indicators of Pedagogical Content Knowledge in Physical Education*. NASPE Physical Education Teacher Education Myrtle Beach: South Carolina October 2009.

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

Cohen, D., Setodji, C., Marsh, T., Ward, P., Evenson, K., Lapham, S., Hillier, A., & McKenzie, T. *A Day in the Life of a Park: Validation of SOPARC* (2009). Active Living Conference San Diego.

Rodrigues-Neto, M., & Ward, P. *Effects of a Feedback Package on Tactical Behaviors in Youth Basketball*. Presented at the 34th Annual Convention of the Association for Behavior Analysis. Chicago, IL, May, 2008.

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.

Zhang, P., Ward, P., Roderigues-Neto, M., and Lee, Y. S. *The Effects of Play Practice Instruction on Improving Table Tennis Game Play Skills*. Presented at Historic Traditions and Future Directions of Research on Teaching and Teacher Education in Physical Education” conference, Pittsburgh, Pennsylvania. October, 2007.

Rodrigues-Neto, M., Ward, P. (2006). *Some Challenges for Behavior Analysis Research in Sports*. Paper presented at Missouri Association for Behavior Analysis (MOABA), Saint Louis, MO, November 2006.

Rodrigues-Neto, M., Ward, P., Smith, R., Zhang, P. (2006). *Teaching Youth Soccer Players to Play as a Team*. Paper presented at The College of Education’s 11th Annual Diversity Forum and Graduate Student Symposium, Columbus, OH, May 2006.

Ayvazo, S., Cohen, R., Robinson, L., Stuhr, P.T., Ward, P., & Zhang, P. Developing pre-service teacher’s pedagogical content knowledge. Paper presented at the Ohio Association for Health, Physical Education, Recreation, and Dance (OAHPERD), Columbus, Ohio. December, 2006.

Ward, P., Ayvazo, S., & Stuhr, P. *Teaching the subject matter of physical education*. Paper presented at the National Association for Sport, Physical Education: Physical Education Teacher Education conference, Long Beach: CA. October, 2006.

Ayvazo, S., Cohen, R., Robinson, L., Stuhr, P., Ward, P., & Zhang, P. *Developing preservice teachers' pedagogical content knowledge*. Paper presented at the Ohio Association for Health, Physical Education, Recreation and Dance, Columbus, Ohio December, 2006.

Ward, P., Barnes, D., Cain, D., Evans, S., Iquina, G., & O'Brien K. (2005). *A curriculum guide that works: How to do it and how to make it functional for teachers*. Paper presented at the Ohio Association for Health, Physical Education, Recreation and Dance, Columbus, Ohio December.

Larson, K., Hovatter, R., Goodway, J., Stuhr, P., Ward, P., Martin, B., Grissom, T. Borchers, S., & Wallace, D. (2005). *Teacher work sample methodology. A means to improve programmatic and teacher candidate outcomes*. Paper presented at the Ohio Association for Health, Physical Education, Recreation and Dance, Columbus, Ohio December.

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.

Lee, M-A., & Ward, P. *Training teachers to teach physical education: a review of contributions of applied behavior analysis* Presented at the 29th Annual Convention of the Association for Behavior Analysis. San Francisco, CA, May, 2003.

Barrett, T. & Ward, P. *A review of behavioral interventions in physical education and sport settings*. Presented at The Ohio State University 3rd Focus on Behavior Analysis in Education Conference. Columbus, OH, September, 2002.

Ward, P. *A case for cultural interdependence: Behavior analysis and the zeitgeist*. Presented at The Ohio State University's 3rd Focus on Behavior Analysis in Education Conference. Columbus, OH, September, 2002.

Savage, H., Goodway, J., Ward, P. (2001, October). *The influence of instructional climates on the development of object control skills*. Presented at the Motor Development Research Consortium, Ann Arbor, MI.

Ward, P. *Systemic Workplace Problems Require Systemic Solutions: A Talk About the Focus of Professional Development Efforts in Physical Education*. Paper presented at National Association for Sport and Physical Education Conference on Physical Education: Exemplary Practice in Teacher Education 1999.

Ward, P. *Getting better at middle school physical education*. Paper presented at the Nebraska Association for Health, Physical Education, Recreation and Dance, Lincoln, Nebraska November, 1998. (with Panayiotis Doutis, Marybell Avery, Cindy Golden, Jeff Oscher, Tim Farley, and Laurel Hiedbrink).

Ward, P. *Project Saber-tooth: Curriculum reform in middle school physical education*. Paper presented at the American Alliance for Health, Physical Education, Recreation, and Dance National Convention, Reno, Nevada, April, 1998. (with Panayiotis Doutis, Marybell Avery, Cindy Golden, Jeff Oscher, Tim Farley, and Laurel Hiedbrink)

Ward, P. *Using peer tutoring to improve skill learning and social skills*. Paper presented at the Nebraska Association for Health, Physical Education, Recreation and Dance, Omaha, Nebraska November, 1996.

Ward, P. *An error correction procedure by itself, is not a sufficient condition for error remediation*. Paper presented at the 21st Annual Convention of the Association for Behavior Analysis Washington, May, 1995.

Ward, P. *Teaching behavior analysis to undergraduate physical education majors*. Paper presented at the 19th Annual Convention of the Association for Behavior Analysis. Chicago, Illinois, May, 1993.

Ward, P. *Preservice teacher supervision: Framing the question*. Paper presented at the 18th Annual Convention of the Association for Behavior Analysis. San Francisco, California, May, 1992.

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.

The Future of Physical Education Teacher Education. Keynote Address. The international conference for the 30th Anniversary of the Japanese Society of Sport Education. Tokyo, Japan. October, 2010.

Knowing content well enough to teach it: re-conceptualizing physical activity content knowledge for physical education. Invited talk: International Sports Science Congress: Commemorating the 1988 Seoul Olympic Games. ChunCheon, Korea. August, 2010.

Content and pedagogical content knowledge: definitions, relationships, and implications for teaching. Invited talk: 15th Annual Congress of the European College of Sports Science: Antalya, Turkey. June, 2010.

The power of peers: Findings from peer assisted learning research. Invited talk at Catholic University of Leuven, Belgium. February, 2010.

Beighle, A., McKenzie, T., Ricard, L., van der Mars, H. & Ward, P. (2009). *Sailing the seas of love: Mentoring our young scholars.* Invited response. NASPE Physical Education Teacher Education Conference, Myrtle Beach: South Carolina. October 2009.

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.

Single Subject Research in Physical Education and Sport. Invited lecture: Zinman College at the Wingate Institute, Israel, 2004.

Behavior Analysis in Physical Education and Sport: Invited lecture. Zinman College at the Wingate Institute, Israel, 2004.

Autism, Behavior Analysis and Research Invited lecture. Zinman College at the Wingate Institute, Israel, 2004.

Applied Behavior Analysis, Research and Publication. Invited lecture in Israel: To teacher educators and applied behavior analysts in Israel: A public lecture: Zinman College at the Wingate Institute, Israel 2004.

Data collection systems in physical education. Invited lecture Purdue University, Indiana. September, 2001.

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

Studies in instructional effectiveness in physical education. Invited Address presented at the Hong Kong Institute of Education Visiting Scholar Seminar. May, 1996.

Working together: Using peer tutoring and group contingencies to improve social and academic skills of children. Invited Address presented at the Behavior Analysis Conference of Michigan. March, 1996.

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., Clarke, G., Kinchin, G., & Ward, P. (2008) The Effects of Goal Setting, Individual and Group Contingencies on Learning and Effort in Practice by Young, Talented Soccer Players. Poster presented at the Annual Convention of the Association for Behavior Analysis, Chicago, IL, May, 2008.

Stuhr, P.T., Lee, Y.S., Ressler, J., Rodrigues-Neto, M., Zhang, P. & Ward, P. (2007, Nov). *The relationship between prior soccer experience and current soccer content knowledge*. Presented at the annual conference of the Ohio Association for Health, Physical Education and Recreation, December, 2007

Rodrigues-Neto, M., Ward, P. (2007). *Behavioral Assessment of Skill Development in Youth Soccer*. Poster presented at the Annual Convention of the Association for Behavior Analysis, San Diego, CA, May 2007.

Rodrigues-Neto, M., Ward, P. (2006). *Behavior analysis research in sports: Skill level of young soccer players on three different positioning skills*. Poster on research data presented at the 77th Annual OAHPERD Convention, Columbus, OH. November 2006

Rodrigues-Neto, M., Ward, P., Smith, P., & Zhang, P. (2006). *Teaching youth soccer players to play sport*. Presented at the annual conference of the Ohio Association for Health, Physical Education and Recreation, December, 2006.

Ayvazo, S., & Ward, P. Effects of classwide peer tutoring on a the motor performance of a kindergarten student with autism in an inclusion setting. Poster presented at the Ohio Association for Health, Physical Education, Recreation and Dance, Columbus, Ohio December, 2005.

Ward, P., Lee, M., Deglau, D., Vidoni, C., and Holt, J. *Effects of Three Interventions Designed to Generalize a Tactic from Practice Scrimmages in Basketball*. Poster presentation at Association of Behavior Analysis, Boston, MA. May, 2004.

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

Crowe, H., Goodway, J., & Ward, P. learning to kick. Effects of untrained assistants versus student choice on preschoolers in physical education Presented at the 29th Annual Convention of the Association for Behavior Analysis. San Francisco, CA, May, 2003.

Lee, M-A., & Ward, P. *Three ways to use peers to help students learn: What we've learned from research*. Presented at the 2002 conference of the Ohio Association for Health, Physical Education and Recreation, November, 2002.

Ward, P. *Lessons from the field: Helping Middle and High School teachers improve their programs*. Presented at the 2002 conference of the Ohio Association for Health, Physical Education and Recreation, November, 2002.

Brobst, B., & Ward, P. *Effects of public posting on the tactical performance of female high school soccer players*. Presented at the 26th Annual Convention of the Association for Behavior Analysis. Washington, DC, May, 2000.

Konukman, F., Ward, P., Carnes, M., Johnson, M., LeRoy, T., & Shinoda, *The effects of classwide peer tutoring on team handball skills in sixth grade physical education classes*. Presented at the Nebraska Association for Health, Physical Education, Recreation and Dance, Lincoln, Nebraska November, 1998.

Galvan, Z., & Ward P., *Effects of goal setting and public posting of inappropriate on-court behaviors by collegiate tennis players*. Presented at the 24th Annual Convention of the Association for Behavior Analysis. Orlando, Florida, May, 1998.

Johnson, M., & Baker, E., Ward, P., & Bahls, V. *The effects of positive rehearsal on the delivery of instructional skills by preservice physical education teachers* Presented at the 24th Annual Convention of the Association for Behavior Analysis. Orlando, Florida, May, 1998.

Ward P., Makasci, K., & Smith, S. *Differential effects of peer mediated accountability on correct skill performance by elementary physical education students*. Presented at the 24th Annual Convention of the Association for Behavior Analysis. Orlando, Florida, May, 1998.

Johnson, M., Ward, P., & Bahls, V. *A systematic replication of the effects of positive rehearsal on the delivery of instructional skills by preservice physical education teachers*. Presented at the 23rd Annual Convention of the Association for Behavior Analysis. Chicago, Illinois, May, 1997.

Makasci, K., Ward, P., Smith, S., & Bahls, V. *Effects of positive rehearsal on the delivery of instructional skills by preservice physical education teachers*. Presented at the 23rd Annual Convention of the Association for Behavior Analysis. Chicago, Illinois, May, 1997.

Barrett, T., Ward P., & Johnson, M. *Differences between tutorial and group instruction by a golf professional*. Presented at the 23rd Annual Convention of the Association for Behavior Analysis. Chicago, Illinois, May, 1997.

Smith, S., Ward, P., & Sharpe, T. L. *Effects of public posting on the practice and game performance of college wide receivers*. Presented at the Midwest Association for Behavior Analysis and Therapy Conference, Mankato, Minnesota, April 1996.

Ward, P. *The effects of prompt cards on the lay person's retention of basic life support skills*. Presented at the 20th Annual Convention of the Association for Behavior Analysis. Atlanta, Georgia, May, 1994.

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.

Ward, P., & Dunaway, S. *The effects of contingent music on laps run in a high school physical education class*. Presented at the 19th Annual Convention of the Association for Behavior Analysis. Chicago, Illinois, May, 1993.

Cull, M., Ward, P., Sweeney, W., & Drevno, G. *Teaching preservice physical education teachers to behave differentially*. Presented at the 19th Annual Convention of the Association for Behavior Analysis. Chicago, Illinois, May, 1993.

Ward, P., Cull, M., Sweeney, W., & Drevno, G. *The effects of teaching preservice physical education teachers to behave differentially: A systematic replication*. Presented at the conference on Behavior analysis in education: Focus on measurably superior instruction, The Ohio State University, Columbus, Ohio, September, 1992.

Ward, P., & Drevno, G. *Managing personal behaviors in graduate school. A behavioral approach to analyzing and controlling the contingencies*. Presented at the 18th Annual Convention of the Association for Behavior Analysis San Francisco, California, May, 1992.

EDITORIAL BOARDS/REVIEWER

2011-present	Associate Editor, <i>Research Quarterly for Exercise and Sport</i>
2010	Guest Feature Editor, <i>Journal of Physical Education, Recreation and Dance</i> . Teacher Worksample Methodology
2006	Guest Co-Editor (with Mary O'Sullivan), Summer Monograph <i>Journal of Teaching in Physical Education</i> .
2003-2005	Editorial Board Member: <i>Journal of Applied Behavior Analysis</i> .
1998-present	Editorial Board Member: <i>Journal of Teaching in Physical Education</i> .
2002-2003	Reviewer for <i>Journal of Applied Behavior Analysis</i> .
1999	Guest Co-Editor (with Panayiotis Doutis), Summer Monograph <i>Journal of Teaching in Physical Education</i> .
1999	Coeditor: <i>UNL Teachers' College Research Works</i> .

1997-1999

Editorial Board Member: *The Behavior Analyst*.

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

Journal of Sports Sciences

International Journal of Sports Medicine

Research Quarterly for Exercise and Sport

Perceptual and Motor Skills

Science & Motricité

Physical Education and Sport Pedagogy

European Physical Education Review

Journal of Applied Behavior Analysis

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: OSU Seed Grant Award, 2000-2001, \$10,300 *Using Professional Development of Teachers to Meet Public Health Goals for Youth in an Urban Secondary School. A Replication of the Saber-tooth Project.*
- 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: Laerdal Foundation, 1995, \$3600 (grant). *Cardiopulmonary Resuscitation and Classwide Peer Tutoring Research.*
- 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, 2002-2003: \$7,000 Evaluating technology in preservice teaching.
Co-investigators: Tim Barrett and Jackie Goodway.
- 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-Department of Health and Human Performance Henry Pascale Fund, 1999-2000, \$14,150. *The Janus Conference: Setting Agendas for the 21st Century.*

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

Illinois State University, Ester Larson McGuiness Software. 1994, \$1,145, (Departmental Award) Behavioral Evaluation Strategy and Taxonomy (BEST) software.

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.
- 1988 Postgraduate Research Scholarship to the Australian Institute of Sport. Canberra: Australia.
- 1979 Frank Vig Trophy for Sportsmanship. Queensland Gymnastic Association.

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)	Myung-Ah Lee Ph.D. (2004)
Insook Kim (2011) Co-advised	Tristan Wallhead Ph.D. (2004) Co-advised
Yun Soo Lee (2011)	Carla Vidoni Ph.D. (2005)
Shiri Ayvazo Ph.D. (2007)	Tim Barrett Ph.D. (2000)
Peng Zhang Ph.D (2008)	M.Ed and MA-non thesis -21 advisees
Paul Stuhr Ph.D (2008) Co-advised	MA -thesis – 7 advisees
Manoel Rodrigues-Neto Ph.D (2008)	

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

CURRICULIM 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

Institution	Degree	Date	Field
The University of Akron Akron, Ohio	B.S.N.	5/82	Nursing
The Ohio State University Columbus, Ohio	M.S.	12/90	Nursing
Otterbein College Westerville, Ohio	Post-graduate study	6/98-8/98	Parish Nursing
The Ohio State University Columbus, Ohio	Post-graduate study School Nurse Licensure	1/03-6/04	School Nursing
Wright State University	Post-graduate study	3/03-present	School Nursing

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
2002- present
2002-present

1997-present
1993-present

National Association of School Nurses
Ohio Association of School Nurses
Central Ohio Association of School Nurses,
President 2006-07
Sigma Theta Tau International
Ohio Nurses Association, American Nurses
Association

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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 **2008 – Present** **The Ohio State University** **Columbus, OH**

Experience

Senior Lecturer/Visiting Assistant Professor

Undergraduate courses taught: Lifetime Motor Development, Skill Analysis, Elementary Physical Education Content, Individual Sports, Field Sports, and Supervised Field Experience Courses: Teaching in Physical Activity Settings, Secondary and Elementary Field Experiences.

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

Courses taught: Motor Learning & Development, Developmental & Adapted Physical Education (DAPE), Perceptual Motor Development, Teaching of Gymnastics and Rhythmic Activities, Teaching of Dance, Introduction to Movement & Rhythm, Wellness Labs, Coaching of Track & Field, Bowling, Aerobic Fitness, and Weight Training.

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 SCATE/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"

Publications

Mozen, D., Cradic, S. & Lehwald, H. (2010). Establishing a before school activity program. Strategies, 23(4), 24-27.

Callahan, D. & Lehwald, H. (2008). Preparing elementary and early childhood majors to be movement educators: A home-school approach. JOPERD, 79(3), 30-35.

Lehwald, H. & Greene, L. (1997). The effects of multiaged grouping on the acquisition of selected volleyball skills by upper elementary children, KAHPERD Journal, Fall, 24-27.

Lehwald, H. & Greene, L., (1996). Game adaptation: Essential to health integration within physical education, The Physical Educator, 53:Spring (94-101).

Lehwald, H. (1995). The effects of multiaged grouping on the acquisition of selected sport skills in upper elementary children", Dissertation Abstracts, 56-09.

**Current
Professional
Memberships**

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".
January 1993–May 1999.

BACHELOR OF ARTS

College of Mount Saint Joseph
Cincinnati, Ohio.
Bachelor of Arts with Honors in Physical
Education and Health Education. August
1984-May 1988.

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 Services, The Ohio State University, Columbus, OH 43210. July 1998-August 2001.

Clinical Fitness Provider, OSU Managed Care, The Ohio State University, Columbus, OH 43210. January 1999-August 2003.

Physical Director, Young Men's Christian Association, Beaver, Pennsylvania. 1996 to April 1997.

Intern, Department of Cardiopulmonary Rehabilitation, Allegheny General Hospital, Pittsburgh, Pennsylvania. June 1994 to August 1994.

Physical Education Teacher, Hylan Sounders Elementary, Big Walnut School District, Galena, Ohio. 1988 to 1992.

PRESENTATIONS

I. INTERNATIONAL MEETINGS

Westfall, J.K., (2010, July). The Concept of Wellness: A University Community's Quest for Better Health and Well-Being. Presented at the Tskuba Summer Institute, Japan.

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).

Exercise and Cancer Prevention. Presented to at risk youth for the Junior League of Columbus and the Valerie Still Foundation. (2008).

Becoming a Healthy Role Model for Children. Keynote speaker for the University's "Bring Your Daughter to Work Day" activities. (2004).

Exercise and Disease Prevention. Presented to university staff. (2001).

Body Fat Reduction: Truths, Myths, and Strategies. Presented to university staff. (2001).

Developing a Personal Fitness Plan. Presented to university staff (2000).

Benefits of Stretching. Presented to university staff (1999).

Cold Weather Exercise Strategies. Presented to university (1999).

Physical Activity: How, When, and Where. Presented to incoming college freshman as part of the First Year Success Series (1998, 1999).

REVIEWS & EDITORIAL WORK

Reviewer:

AIDS Update. Stine, G.J. (2009)

Your Health Today. Teague, M. L., S.L. Mackenzie, D.M. Rosenthal. (2011).

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

Rick A. Petosa, Ph.D., FAAHB
Health and Exercise Science,
College of Education and Human Ecology
Allied Medical Professions: College of Medicine
A54 PAES Building, The Ohio State University
Columbus, Ohio 43210
Office (614) 292-8345 Home (614) 579-6780
E-Mail Petosa.1@osu.edu Fax (614) 688-3432
Web Page: <http://people.ehe.ohio-state.edu/rpetosa/>

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: College of Medicine, OSU	2000-present
Center Scholar: Center for Health Outcomes, Policy and Evaluation Studies, College of Medicine, OSU.	1998-present
Visiting Scientist: National Institutes of Health Sponsor: Dr. Elaine Stone. Division of Epidemiology and Clinical Applications National Heart, Lung and Blood Institute, National Institutes of Health	1997-1998
Adjunct Associate Professor	1990-1992
Associate Professor Department of Health Promotion and Education School of Public Health, University of South Carolina Columbia, South Carolina.	1986-1990
Assistant Professor Department of Health Education, Purdue University West Lafayette, Indiana.	1984-1986
Assistant Professor Department of Health Education, University of Nebraska Lincoln, Nebraska.	1980-1984

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. Hertz, 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
 Investigators: J. Evans-Cowley, J. Nasar, R. Petosa
 Amount: \$400,000 Submitted June 1, 2008
 Robert Wood Johnson: Active Living Grant

GRANTS AND CONTRACTS FUNDED

Healthy Ohioans: Governors Office Initiative: Ohio Department of Health (2006)

Amount: \$74,500.00

\$24,000.00 Denison University Research Foundation

Principal Investigator: R. Petosa Co-Investigators: B. Hertz, E. Stevens.

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.

Franklin County Health Department (1997-1998)(renewed 1998-2000)

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 Cooperation Grant: (1992-1994).
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 Tenebrio Molitor, Taeniasis/Cysticercosis and other Helminthiasis 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.)

American Heart Association, (1988-1989)

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.

William T. Grant Foundation, (1983-1985)

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.

Center for Research in Education, University of Nebraska. (1982-1983).

Principal Investigator: R. Petosa

Amount: \$2,500.00

Project: Microcomputer Assisted Instruction, Learning Styles and Higher Order Learning of Health Education Concepts.

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.

National Institute of Health, Biomedical Research Support Grant (1981-1982).

No. RR-97055. Co-Principal Investigators: R. Petosa and G. Lawson.

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)

Submitted 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

Fellow: American Academy of Health Behavior, 2009.

Robert Russell Visiting Scholar: Southern Illinois University, 2000.

Academy of Health Education Research: Founding Member, 1997.

Who's Who in American Education, The National Reference Institute, 1991.

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.

Dean's List: Bachelor of Science-Cum Laude State University of New York: Cortland 1975-1977

PUBLICATIONS: Data-based Research

B. Hartz, E. Stevens, B. Holden, R. Petosa, Rates of Physical Activity Among Appalachian Adolescents in Ohio,, *Journal of Rural Health*,25(1) 2009, 58-61.

B. Hartz, R. Petosa, Social cognitive theory variables mediation of moderate exercise. *American Journal of Health Behavior*,32(3) 2008: 305-314.

B. Hartz, R. Petosa, Impact of the "Planning to be Active" Leisure Time Physical Exercise Program on Rural High School Students, *Journal of Adolescent Health*, 39(4) 2006: 530-535.

R. Suminski, R. Petosa, E. Stevens, "A method for observing physical activity on residential sidewalks Streets" *Journal Urban Health* 83(3) 2006: 434-443.

R. Suminski, R. Petosa, "Web Assisted Instruction for Changing Social Cognitive Variables related to Physical Activity" *Journal of the American College Health* 54(4) 2006, 219-225.

R. Petosa, B. Hartz, C. Cardina, R. Suminski, "Social Cognitive Theory Variables associated with Physical Activity among High School Students" *International Journal of Sports Medicine* 26(2), 2005: 158-163.

M. Langlois, R. Petosa and J. Hallam, "Measuring Self Efficacy and Outcome Expectations for Resisting Social Pressures to Smoke" *Journal of Child and Adolescent Substance Abuse* 15(2) 2005: 1-17.

R. Suminski, C. Poston, R. Petosa, E Stevens, L Katzenmoyer. "Features of the Neighborhood Environment and Walking by U.S. Adults" *American Journal of Preventive Medicine* 28(2) 2005: 149-155.

Hwang, M., Lux, K., and Petosa. R., "A meta-analysis of adolescent psychosocial smoking prevention programs in the United States: Overall results and relative efficacy by theoretical models and setting levels" *Health Education and Behavior*, 31(6) 2004: 702-719.

J. Hallam and R. Petosa, "The Long-term Impact of a Four-Session Worksite Intervention on Selected Social Cognitive Theory Variables Linked to Adult Exercise" *Health Education and Behavior*, 31(1) 2004: 88-100.

R. Petosa, Suminski, R, Hartz, B. "Predicting vigorous physical activity using social cognitive theory" *American Journal of Health Behavior*. 27(4) 2003: 301-310.

E. Winters, R. Petosa, T. Carlton, "Using social cognitive theory to explain discretionary, "leisure-time" physical exercise among high school students" *Journal of Adolescent Health*, 32(6) 2003: 436-442.

R. Suminski, R. Petosa, A. Utter, and J. Zhang, "Physical Activity among Ethnically Diverse College Students" *Journal of the American College Health Association*, 51(2) 2002: 75-80.

R. Suminski, and R. Petosa, "Stage of Change among Ethnically Diverse College Students" *Journal of the American College Health Association*, 51(1) 2002: 26-31.

M. Sharma, R. Petosa, and C. Heaney, "Evaluation of a Brief Intervention Based on Social Cognitive Theory to Develop problem-Solving skills Among Sixth Grade Children" *Health Education and Behavior*, 26(4) 1999: 465-477.

M. Langlois, R. Petosa, and J. Hallam, "Why do Effective Smoking Prevention Programs Work? Student Changes in Social Cognitive Theory Variables" *Journal of School Health*, 69(8) 1999: 326-331.

PUBLICATIONS: Data-based Research (cont.)

J. Hallam, and R. Petosa, "A Worksite Intervention to Enhance Social Cognitive Theory Constructs to Promote Exercise Adherence" *The American Journal of Health Promotion*, 13(1) 1998: 4-7.

R. Petosa, A. Weston, and R. Pate, "Validation of an Instrument for measurement of physical Activity in Youth" *Medicine and Science in Sports and Exercise*, 29(1) 1997:138-143.

Sharma, M., and Petosa, R., "Impact of Expectant Fathers in Breast-Feeding Decisions" *Journal of the American Dietetic Association*. 97(11) 1997:1311-1313.

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	Reuters News Service, March 5
Chicago Tribune, March 19	Charlotte Observer, March 24 and April 6
Gannett News Service, March 25	Buffalo News, April 7
Gannett News Service, April 14	Copley News Service, April 20
Omaha World-Herald, Aug. 17	New Orleans Times-Picayune, Aug. 30
Philadelphia Inquirer, Aug. 12.	

Magazines: Glamour, June 1998

W. Sherman, D. Morris, T. Kirby, R. Petosa, B. Smith, "Evaluation of a Commercial Accelerometer to Measure Energy Expenditure during Ambulation" *International Journal of Sports Medicine* 18(1) 1997: 43-47.

K. Lux and R. Petosa, "Preventing HIV Infection among Juvenile Delinquents: Educational Diagnosis Using the Health Belief Model" *International Journal of Community Health Education* 15(2) 1995:145-163.

C. Tuten, R. Petosa, R. Sargent, A. Weston. "Biracial Differences in Physical Activity among Adult Woman" *International Journal of Obesity* 3(4) 1995:313-318.

K. Lux and R. Petosa, "Using the HBM to Predict Safer Sex Intentions of Incarcerated Youth" *Health Education Quarterly* 22(1) 1995:487-497.

C. Schuster, R. Petosa and S. Petosa. "Using Social Cognitive Theory to Predict Intentional Exercise in Post Retirement Adults" *Journal of Health Education* 26(1) 1995: 14-21.

C. Schuster and R. Petosa, "Using Social Learning Theory to Assess the Exercise Related Health Education Needs of Post Retirement Adults" *International Quarterly of Community Health Education* 14(2), 1994:191-205.

K. Lux and R. Petosa. "Development of and Instrument to Test the Health Belief Model as a

predictor of Juvenile Delinquent's Safer Sex Intentions" Future Focus:OAAHPERD, 13(3), 1993:7-8.

PUBLICATIONS: Data-based Research (cont.)

R. Petosa, "Designing Effective AIDS Education for Adolescents: Educational Diagnosis and Program Planning Considerations" eds. Lawson, G. and Lawson, A., Promoting Adolescent Health, Aspen Publishers, 1992: 463-480.

R. Petosa and K. Jackson, "Using the Health Belief Model to predict Safer Sex Intentions among Adolescents" Health Education Quarterly 18(4) 1991:463-476.

R. Petosa and J. Wessinger, "The AIDS Education Needs of Adolescents: A Theory Based Approach" International Journal of AIDS Education and Research 2(2) 1990:129-138.

R. Petosa and J. Wessinger, "Using the Health Belief Model to Assess HIV Education Needs of Junior and Senior High School Students" International Journal of Community Health Education 10(2) 1990: 135-143.

R. Petosa, "Teaching Prevention Concepts: A Comparison of computer assisted instruction and the case study approach" International Journal of Instructional Media, 16(1) 1989: 16-26.

R. Petosa, R. Baum, J. Cangemi and E. Harryman, "Relationship between Self-Actualization and Self-Reported Health Practices" Perceptual and Motor Skills 64(3) 1987: 1091-1094.

T. Dowd, G. Lawson and R. Petosa, "Attributional Styles of Alcoholics" International Journal of the Addictions 21(4) 1986: 589-593.

D. Olefield and R. Petosa, "Increasing Student 'On-Task' Behaviors through relaxation strategies" Elementary School Guidance and Counseling Journal 20(3) 1986:180-186.

R. Petosa. "Promoting Student Learning of Behavioral Strategies Using Behavior Contracts" Journal of Health Education 16(1) 1985: 39-41.

R. Petosa. "Eustress and Mental Health Promotion" Health Values: Achieving High Level Wellness 9(1) 1985: 3-7.

R. Petosa and D. Olefield. "A Pilot Study of the Impact of Stress Management Techniques on the Classroom Behavior of Elementary School Students" Journal of School Health 55(1) 1985: 69-71.

R. Petosa. "Using Behavioral Contracts to Promote Health Behavior Change: Applications in a College Level Health Course" Journal of Health Education, 15(2) 1984: 22-26.

R. Petosa. "Self-Actualization and Health Practices" Journal of Health Education 15(3) 1984: 9-12.

G. Lawson and R. Petosa, J. Peterson, "The Diagnosis of Alcoholism by Recovering Alcoholics and by Non Alcoholics" Journal of Studies on Alcohol 43(9) 1982: 1033-1036.

PUBLICATIONS: Reviews of Research

D. Duncan, R. Russell and R. Petosa. "Educational Outreach: An experimental evaluation of

Wellness Center involvement in classes" Health Values: Achieving High Level Wellness 4(5)
1980: 234-236.

Sussman, S., and Petosa, R., "The Use of Empirical Curriculum Development to Improve
Prevention Research" American Behavioral Scientist 39(7) 1996:838-352.

PUBLICATIONS: Reviews of Research (cont.)

Duncan, D., and Petosa, R., "Social and Community Factors associated with Drug Misuse
among Adolescents." ed. T. Gullotta, in Advances in Adolescent Development: Vol. VII:
Adolescent Drug Misuse, Sage Pub. Inc.: New York, 1995:56-91.

R. Petosa, B. Goodman, "Recruitment and Retention of Schools Participating in School Health
Research" Journal of School Health 61(8) 1991:426-429.

R. Petosa, "Comprehensive Health Promotion to Prevent Adolescent Drug Abuse: A Research
Based Model" eds. Lawson, G. and Lawson, A., Promoting Adolescent Health,
Aspen Publishers. July, 1992: 431-449.

R. Petosa, "Adolescent Wellness: Implications for Effective Health Education Programs"
Health Values: Achieving High Level Wellness 13(3) 1989:14-20.

PUBLICATIONS: Theory or Conceptual

R. Petosa and B. Hartz, "Wholistic Wellness and Exercise among Adolescents" in R. Gilman,
Promoting Wellness in Children and Youth: A Handbook of Positive Psychology in the Schools"
Sage Co. Inc. 2009.

R. Petosa, "Identifying and Overcoming Barriers to Empirically-Based Health Behavior Program
Planning." in S. Sussman, ed., A Handbook of Program Development for Health Behavior
Research and Practice., Sage Co. Inc.. 2000: 48-76.

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R. Petosa, B. Focht, P. Gurumurthy, J. Wallis, and R. Rhodes, Social Cognitive Correlates of Drive for Muscularity and Resistance Exercise Participation, Society of Behavioral Medicine, 2010.

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L. Mowad, R. Petosa, E. Stevens, B. Hertz, Evaluation of an exercise intervention for Appalachian high school students: Plan for Exercise, Plan for Health, American Public Health Association, 2009.

M. Everman-Moore, R. Petosa, J. Buckworth. An evaluation of a home-based intervention, based on the Social Cognitive Theory, to Promote Physical Activity in Adults. Round Table Presentation: American Public Health Association, 2009.

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E. Stevens, L. Waggle, L. Katzenmoyer, R. Petosa, R. Suminski. "A Time Sampling Observational Method for Measuring Physical Activity in a community" National Meeting of the American College of Sports Medicine, 2004.

L. Katzenmoyer, R. Petosa, L. Waggle, E. Stevens, R. Suminski, "Assessing Physical Activity Patterns using a Door to Door Survey Method" National Meeting of the American College of Sports Medicine, 2004.

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B. Hartz, R. Petosa, M. Everman. "Prospective Study of Gender differences in Social Cognitive Theory Predictors of Vigorous Physical Activity." National American Academy of Health Behavior Conference, March, 2003.

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B. Hartz, R. Petosa, R. Suminski, FACSM, M. Everman, M. Grimm, K. Knott, "Social cognitive predictors of physical activity in college students." Poster Presentation, American College of Sports Medicine, Indianapolis, Indiana, 2002. (peer reviewed)

R. Petosa and J. Hallam, "Methods of Construct Validation of Health Promotion Programs" American Academy of Health Behavior, Napa Valley, California, 2002. (invited)

R. Suminski, R. Petosa, J. Goodway. "Physical inactivity is a problem for institutions of higher education." National Association for Physical Education in Higher Education National Conference, January, 2002.

R. Petosa, R. Suminski, M. Everman, "A Review of Impact of Physical Activity Interventions at the Worksite" American Public Health Association, Nov. 2002.

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R. Petosa, J. Yost, M. Grim, K. Knott and M. Everman, "A Prospective study of Physical Activity among College Students" Poster Presentation, National American Public Health Association Meeting, Boston, Massachusetts, 2000. (peer reviewed)

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 C. McGaha, "Development of an Instrument to Measure Self-Regulatory Processes for Physical Activity among Adults" Poster Presentation, First National American Academy of Health Behavior Meeting, Sante Fe, New Mexico, 2000. (peer reviewed)

B. Gold and R. Petosa, "Research and the Future of Health Promotion" panel discussion, First National American Academy of Health Behavior Meeting, Sante Fe, New Mexico, 2000. (invited)

R. Petosa, "Construct Validation of Health Behavior Interventions: A method for Theory-testing" Presented to Southern Illinois Community, Robert Russell Visiting Scholar Series, Carbondale, Illinois, 2000. (invited)

R. Petosa, "Factors influencing the effectiveness of Health Promotion" Presented to southern Illinois Community, Robert Russell visiting Scholar Series, Carbondale, Illinois, 2000. (invited)

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 and M. Everman, "Social cognitive theory determinants for Vigorous vs. Moderate Physical Activity among College Students" Oral Presentation National American Public Health Association Meeting, Washington, D.C., 1998.

M. Everman and R. Petosa, "Social Cognitive Theory determinants for Vigorous Activity among Male and Female College Students" Poster Presentation, National American Public Health Association Meeting, Washington, D.C., 1998.

R. Petosa, "Using the Health Belief Model to Prevent T. Solium infection among children in rural Ecuador." School of Public Health, San Diego State University, San Diego, CA., 1998. (invited)

R. Petosa, "Construct Validation of the Treatment: a method for advancing Theory" Academy for Educational Development, Invited presentation, Washington, D.C., 1998.(invited)

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)

M. Langlois, R. Petosa, J Hallam. "The Effects of A Psychosocial Smoking Prevention Program on Select SCT Constructs". National American School Health Association Meeting, Colorado, CO., 1998.

M. Sharna, C. Heaney and R. Petosa, "An Evaluation of a School-based Heart Health Program based on Social Cognitive Theory" Dissertation Award Presentation, National Society of Professional Health Educators, Indianapolis, IN., 1997.

R. Petosa, M. Obermiller and C. McGaha, "Using the Health Belief Model to determine the Educational Needs of Young Women related to Breast Self-Exam." National American Public Health Association, Indianapolis, IN. 1997.

R. Petosa, E. Winters and C. McGaha, "Evaluation of a Social Learning Theory-Based Intervention to Reduce Risk of STD Infection among College Students" National American Public Health Association, Indianapolis, IN. 1997.

R. Petosa and M. Sharma, "Effectiveness of Abstinence-Only Sex Education Programs: A Review of published Studies." National American Public Health Association, Indianapolis, IN. 1997.

R. Petosa and M. Tighe, "Use of Social Cognitive Theory to Predict Youth Violence" National American Public Health Association, Indianapolis, IN. 1997.

R. Petosa and T. Rogers. "Effectiveness of Two Theory-Based approaches to promoting Physical Activity in an African American Community" National American Public Health Association, Indianapolis, IN. 1997.

M. Sharma, C. Hearney and R. Petosa, "A Evaluation of a School-based Heart Health Program based on Social Cognitive Theory" Best Dissertation Award Presentation, National American School Health Association, Tampa. Fl. 1997.

R. Petosa and C. McGaha, "Health Belief Model Constructs Associated with Proficiency of Breast Self-Exam in Working Woman Under 35 Years of Age" National American Public Health Association, New York, Nov. 1996

PROFESSIONAL PRESENTATIONS (cont.)

M. Sharma and R. Petosa, "A Theory-Based Intervention for Expectant Fathers to Promote Breastfeeding" National American Public Health Association, New York, Nov. 1996.

R. Petosa and L. Silver, "An examination of School Based Interventions designed to Promote Physical Activity among Adolescents" National American Public Health Association, New York, Nov. 1996

M. Sharma and R. Petosa, "Measurement of Stress-Coping Skills in Elementary School Children" National American Public Health Association, New York, Nov. 1996.

M. Sharma and R. Petosa, "A Review of current Interventions designed to Enhance Stress-Coping in School Children, National American Public Health Association, New York, Nov. 1996.

R. Petosa, "Limitations of Empirical Curriculum Development" Society for Prevention Research Meeting, San Juan, Puerto Rico, June, 1996.

J. Hallam and R. Petosa, " A theory-based Intervention to promote the adoption and maintenance of exercise behavior of adults at the worksite" National American Public Health Association Meeting, San Diego, CA., Nov. 1995.

D. Duncan and R. Petosa, "Symposia on Harm Reduction for Drug Use" National American Public Health Association Meeting, San Diego, CA., Nov. 1995

K. Lux and R. Petosa, "An Empirical Comparison of Certainty and Likert Scaling" National American Public Health Association Meeting, San Diego, CA., Nov. 1995.

A. Bernard and R. Petosa, "Development of an instrument to measure the social cognitive theory constructs in relation to diet" American Public Health Association Meeting, San Diego, CA., Nov. 1995.

R. Petosa and M. Sharma, "Health Belief Model Based educational diagnosis for prevention or Taeniasis Cystercosis among School Children in Rural Ecuador" National American Public Health Association Meeting, San Diego, CA, Nov. 1995.

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

J. Hallam and R. Petosa, "Development of a Three Dimensional Self-Efficacy For Exercise Scale." APHA 122nd Annual Meeting, Washington, DC, Nov., 1994.

K. Lux and R. Petosa, "Incarcerated Youths: Correlations Between Self-Reported Sexual Behavior and Safe Sex Intentions." APHA 122nd Annual Meeting, Washington, DC, Nov., 1994.

S. Petosa and R. Petosa, "Use of Social Cognitive Theory To Predict Stages of Health Related Physical Activity Among Adults." APHA 122nd Annual Meeting, Washington, DC, Nov., 1994.

R. Petosa, M. Obermiller and A. Bernard, "Using The Health Belief Model To Predict Breast Self-Examination." APHA 122nd Annual Meeting, Washington, DC, Nov., 1994.

A. Bernard and R. Petosa, "Predicting Dietary Fat Intake Using Social Cognitive Theory." APHA 122nd Annual Meeting, Washington, DC, Nov., 1994.

PROFESSIONAL PRESENTATIONS (cont.)

A. Bernard and R. Petosa, "Heart Health Diet: Attitudes, Beliefs and Practices of Adults." APHA 122nd Annual Meeting, Washington, DC, Nov., 1994.

R. Petosa and A. Bernard, "Using Social Cognitive Theory To Predict Physical Activity In Adolescents." APHA 122nd Annual Meeting, Washington, DC, Nov., 1994.

A. Bernard and R. Petosa, "Health Beliefs and Condom Use Among College Students." APHA 122nd Annual Meeting, Washington, DC, Nov., 1994.

K. Lux and R. Petosa, "Preventing HIV Infection Among Juvenile Delinquents: Educational Diagnosis Using The Health Belief Model". APHA 122nd Annual Meeting, Washington, DC, Nov., 1994.

R. Petosa, "Is an Empirical Curriculum Development Model Really Useful?" Tobacco, Alcohol and Drug Abuse Prevention: Research Directions and Program Policy Implications, Institute for Health Promotion and Disease Prevention Research, Univ. of California: Institute of Medicine, Jan. 1994.

R. Petosa and K. Lux, "Using the Health Belief Model to Predict Safer Sex Intentions of Juvenile Delinquents." Research Council: American School Health Association, Pittsburgh, PA. 1993.

A. Bernard and R. Petosa, "Social Cognitive Theory and Age Specific Activity Programs for Adolescents," Research Council: American School Health Association, Pittsburgh, PA. 1993.

A. Weston, R. Petosa and R. Pate, "Development of an Instrument to Assess Physical Activity and Lifestyle Behaviors" Research Council: American School Health Association, Pittsburgh, PA., 1993.

R. Petosa and K. Lux., "Development of an Instrument to Test the Health Belief Model as a Predictor of Juvenile Delinquents Safer Sex Intentions." Research Council of the American School Health Association, Pittsburgh, PA., Oct., 1993.

M. Langlois and R. Petosa, "Prevention of Geohelminthiasis Infection among Children in Ecuador Using a Theory-Based Health Education Program" Research Council of the American School Health Association, Pittsburgh, PA., Oct., 1993.

A. Bernard and R. Petosa, "Development of a Model to Predict Condom Use in College Students" Research Council of the American School Health Association, Pittsburgh, PA., Oct., 1993.

C. Schuster and R. Petosa, "Using Social Cognitive Theory to Predict Intentional Exercise in Post-Retirement Adults" 17th Annual Professional and Scientific Conference on Aging, The Ohio State University at Mansfield, Mansfield, Ohio. March, 1993.

R. Petosa and C. Schuster, "Theory-Based approach to Predicting Exercise among Post-Retirement Adults." American Public Health Association, San Francisco, CA. Oct., 1993.

K. Lux and R. Petosa, "Theory-based approach to predicting Safer Sex Intentions among Incarcerated Juveniles" American Public Health Association, San Francisco, CA. Oct. 1993.

C. Schuster and R. Petosa, "Conducting a Theory Based Educational Diagnosis of Intentional Exercise among Post-Retirement Adults" Eta Sigma Gamma, Midwest Regional Conference, April, 1993.

PROFESSIONAL PRESENTATIONS (cont.)

R. Petosa, "Comprehensive Health Promotion to Encourage Physical Activity among School Age Children" Comprehensive School Health Education Conference, Ohio Department of Health and The Ohio Department of Education, June 23, 1993.

R. Petosa, "Health Behavior Modification in the Community Health Promotion Programs" Southeastern Ohio Health Promotion Coalition, Dec. 9, 1993.

K. Lux and R. Petosa, "Test of the Health Belief Model as a Predictor of Juvenile Delinquents' Safer Sex Intentions" First International Conference on Community Health Nursing Research, Edmonton, Canada, Sept. 1993.

R. Petosa. "Physical Activity Assessment in a Statewide Sample of Adolescents" Research Council: American School Health Association, Dearborn, MI. 1991.

R. Petosa. "Predicting Safer Sex Intentions among Adolescents" Research Council: American School Health Association, Dearborn, MI. 1991.

A. Weston and R. Petosa. "Discretionary Physical Activity among Adolescents during Summer" Research Council: American School Health Association, Dearborn, MI. 1991.

R. Petosa. "Innovations in Research: Prevention of Drug and Alcohol Abuse" National Forum on Addiction: Sponsored by the California Association of Alcohol and Drug Educators, San Diego, CA. 1990

R. Petosa. "Research Methods and the Study of Adolescent Physical Activity" Research Colloquia: School of Human Behavior, San Diego, CA., United States International University, 1990

R. Petosa. "Controversial Issues, Censorship and the School Health Curriculum" Faculty/Student Colloquia, Department of Health and Physical Education, Youngstown State University, 1990.

R. Petosa. Planner, Presider "Ethical Responsibility of Health Educators to Participate in Public Health Policy" Participants: L. Green, B. Carlyon, R. Petosa. American Public Health Association Annual Meeting, Chicago, Ill., 1989.

R. Petosa. Presider, "Selected Research Papers on Health Behavior of School Age Children" American School Health Association, Chicago, Ill. 1989.

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)

R. Petosa. "The Results of a Statewide Aids Education Needs Assessment." South Carolina Association of Health Educators Annual Meeting. Columbia, S.C. 1988. (invited)

R. Petosa. Research Council Past Chair's Session, Presider "Research Issues in Health Education," American School Health Association Annual Meeting, Orlando, FL., 1988.

R. Petosa. "The Role of School Health Education in the Prevention of AIDS." International AIDS Education Conference, Columbia, S.C., 1987. (invited)

PROFESSIONAL PRESENTATIONS (cont.)

R. Petosa. "Dimensions of Wellness: Volitional Actions," Society of Public Health Educators, New Orleans, LA. 1987. (peer review)

R. Petosa. "Exemplary Approaches to AIDS Education in the Schools," First International Conference on AIDS Education. Columbia, S.C., 1986. (invited)

R. Petosa. "Public Support for Sex Education in the Schools." Preventing Teenage Pregnancy Conference, Office of Health Promotion University of South Carolina, Columbia, S.C. 1986.

R. Petosa. "Use of the Guide for the Development of Competency- Based Curricula for the Entry Level Health Educator," A two-day preconference Workshop, Central District: American Alliance of Health, Physical Education and Recreation. Omaha, NE. 1985.

R. Petosa. "Selection of Quality Instructional Software for the Micro-computer," Central District: American Alliance for Health, Physical Education and Recreation. Omaha, NE., 1985. (invited)

R. Petosa. "Teaching Adolescents How to Cope with Stress," In-service Workshop for: Tipticanoe School District Health Educators, West Lafayette, IN., 1985. (invited)

R. Petosa. "Research on Adolescent Coping Behavior," School Health Education and Services Section: National American Public Health Association Meeting. Washington, D.C. 1985. (peer review)

R. Petosa. "Using Social Coping Skills to Promote Adolescent Coping," PEHRS Departmental Colloquia. Purdue University. 1984. (invited)

T. Dowd, G. Lawson and R. Petosa. "Attributional Styles of Alcoholics." Association for the Advancement of Behavior Therapy. Los Angeles, CA. 1984. (peer review)

R. Petosa. "Social Coping Skills to Promote Mental Wellness," Mental Health Section: American Public Health Association Meeting, Anaheim, CA. 1984. (peer review)

R. Petosa. "The Use of Stress Management Skills to Increase 'On-Task' Behavior in Elementary School Children," School Health Education and Services Section: American Public Health Association Meeting, Anaheim, CA. 1984. (peer review)

R. Petosa and J. Durkee. "Perceived Usefulness of Behavioral Strategies for Diabetics," Public Health Nursing Section: American Public Health Association Meeting, Dallas, TX. 1983. (peer review)

R. Petosa. "Promoting Adolescent Mental Wellness by Enhancing Social Coping Skills," Mental Health Section: American Public Health Association Meeting, Dallas, TX. 1983. (invited)

R. Petosa and J. Durkee. "Impact of Mode of Instruction on Decision Making among Diabetics," Public Health Nursing: American Public Health Association Meeting, Dallas, TX. 1983. (peer review)

R. Petosa. "Using Educational Diagnosis to Determine Diabetics Educational Needs," Public Health Nursing Section: American Public Health Association Meeting, Dallas, TX. 1983. (peer review)

R. Petosa. "Improving Drug Abuse Prevention Programs," In-service Workshop for: Lancaster School District Health Educators. Lincoln, NE. 1983 (invited)

PROFESSIONAL PRESENTATIONS (cont.)

R. Petosa. "Stress, Mental Health and the School Aged Child," Symposia Coordinator, Presider and Presenter. American Alliance for Health, Physical Education, Recreation and Dance: Research Consortium Symposia, Anaheim, CA. 1983. (peer review)

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)

R. Petosa and J. Durkee. "The Impact of Outpatient Instruction on the Health Beliefs of Diabetics," Public Health Nursing Section: American Public Health Association Meeting, Montreal, CA. 1982 (peer review)

R. Petosa. "Self-Actualization and the Eustress Concept," American Alliance of Health, Physical Education, Recreation and Dance Research Consortium: Health Education Free Papers, Detroit, MI. 1981. (peer review)

R. Petosa. Presider, "Issues in Measurement and Needs Assessment: Mental Health," Mental Health Section: American Public Health Association, Meeting, Los Angeles, CA. 1981 (invited)

R. Petosa and R. Weppner. "Health Behavior Contracting and the Promotion of Lifestyle Changes," School Health Education and Services Section: American Public Health Association Meeting, Los Angeles, CA. 1981. (peer review)

R. Petosa. "Eustress and Mental Health Promotion," Mental Health Section: American Public Health Association Meeting, Los Angeles, CA. 1981. (peer review)

R. Petosa, Presider. "Wellness Education: Moving Towards Optimal Health through Consumer Education," American Public Health Association Meeting, Los Angeles, CA. 1981. (invited)

R. Petosa. "The Relationship Between Stressful Life Events, Mediating Factors and Mental Health," Research Roundtables of the Mental Health Section: American Public Health Association Meeting, Detroit, MI. 1980. (peer review)

R. Petosa. "The Relationship Between Self-Actualization and Health Practices," AAHPERD: Research Consortium. Boston, MA. 1980 (peer review)

K. Briggs and R. Petosa. "Sensitizing the Individual to the Problems of Growing Old in Our Society," New York State Federation of Health Educator's Conference. Cortland, NY. 1976.
(invited)

PROFESSIONAL SERVICE

Research Presentation Award Committee: American Academy of Health Behavior, 2004-2006.

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.

American Journal of Health Behavior, 1998-present.

International Journal of Sports Medicine, 1995-present.

Health Education and Behavior, John Wiley and sons. 1997-present.

Health Education Quarterly, John Wiley and Sons. 1994-1997.

Health Education Research, IRL Publishers, Inc. 1990-present.

AIDS: Prevention and Education: An Interdisciplinary Journal, Guildford Press. 1990-present.

Health Values: Achieving High Level Wellness, C.B. Slack Pub. Co. 1988-1990

Journal of School Health, American School Health Association, 1985-present.

The Journal of Health Education, AAHE, 1985-present.

Editorial Boards

Journal of Health Studies: 2009-present

American Journal of Health Behavior, 2,000-present.

Journal of the Family Dynamics of Addictions, Aspen Publishers, 1990-1993.

Journal of Health Education, Association for the Advancement of Health Education, 1986-1989.

International Journal of AIDS Education and Research, 1987-1990.

Item Author: Certification Exam,
National Commission for Health Education Credentialing, 1990.

Executive Committee: Research Council, American School Health Association
(elected) 1987-1990.

Chairperson, Research Committee, South Carolina Association of Health Educators,
1986-1987.

PROFESSIONAL SERVICE (cont.)

Project Facilitator: Implementation of the Curriculum framework for the Generic Entry-Level Health Educator in the Central Region of U.S., National Task Force on the Preparation and Practice of Health Educators. 1984.

Curriculum Consultant for Health Education, Lincoln Public Schools, Lincoln, NE. (1988)

Evaluation and Research Consultant, Illinois Outpatient Education Program. Responsibility: Utilize the Health Belief Model to design and evaluate a Patient Education Program for Adult Onset Diabetes. Illinois State Dept. of Public Health, 1981-1985.

Research Associate, Research Council: American School Health Association. 1985-present.

Textbook Consultant: Mayfield Publishers, 1985-86.

Textbook Consultant: Allyn and Bacon Publishers, 1983-1985.

Textbook Consultant: Benjamin/Cummings Publishers, 1984-1988.

Evaluation Consultant: Volunteers of America, Responsibility: To design a community needs assessment and a comprehensive evaluation protocol for the Lewellen Health Promotion Project, 1982-1983.

Education Consultant: Nebraska State Health Department, Responsibility: To provide technical assistance on the use of microcomputer assisted health instruction, 1982-1983.

Evaluation Consultant: Alcoholism/Drug Counselor Training Institute of Nebraska, Inc. 1981-1982.

Evaluation Consultant: Student Wellness Resource Center,
Student Health Services at Southern Illinois University, 1979-1980.

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."

Evaluation consultant: Ohio State Department of Education: Center for Disease Control Funds
for the Implementation of HIV Prevention in the Schools. 1994-1999

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.

Comparison of the Effectiveness of Comprehensive Sexuality Education to Abstinence Curriculum in the Public Schools., School Board/Community Forum Upper Arlington School District. 1994.

"The Use of Evaluation Strategies to Enhance Health Education Effectiveness,," Health Promotion Training Workshop. University of South Carolina, 1987.

"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.

"Evaluating Implementation Fidelity: Impact on Quality Assurance," Regional Health Educators, State Department of Health. Columbia, S.C. 1987.

"Positive Stress and Student Mental Health," In-service Workshop for Swansea School District, Swansea, S.C. 1987.

"Role of Evaluation in Community Health Education," In-service Workshop for State Department of Health Education. Columbia, S.C., 1987.

"Coping Skills Curriculum for Young People," In-service presentation for Tippicanoe School District, West Lafayette, IN. 1985.

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.

"Prevention of Drug Abuse in the Public Schools." Presented to Lincoln School Health Educators, Nebraska State Prevention Center, 1981.

"Prevention Program Management." Three-day workshop presented to Administrators of Drug Prevention Organizations in Nebraska, National Institute of Drug Abuse, 1981.

First Aid Workshop Facilitator for the Resident Assistant Program, Cortland State University, 1975.

Teen counselor: Cortland Youth Council, Cortland, New York. 1976.

UNIVERSITY SERVICE

College of Education and Human Ecology: Personnel Committee 2009-present.

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.

Research Committee: College of Education, 2002-2005.

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.

Coordinator of Graduate Studies, Community Health Education, The Ohio State University,, 1991-1998.

College of Education: Personnel Committee, The Ohio State University, 1993-94.

College of Education: Research Committee, The Ohio State University, 1991-93.

College of Education Senator, The Ohio State University 1991-1994.

Coordinating Council, SHPER, The Ohio State University, 1992-1994.

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.

National Task Force for the Implementation of the Curriculum Guide for the Health Education Role Delineation Project, 1983-1985.

Coordinator: Health Education Faculty. University of Nebraska-Lincoln, 1983-1984.

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.

Board of Directors: Synergy - a community based Drug Crisis Intervention Center, Carbondale, Illinois, 1979-1980.

UNIVERSITY SERVICE(cont.)

Research Committee, Department of Health Education, Southern Illinois University at Carbondale, 1979-1980.

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.

Everman, Melinda, "An evaluation of a home-based intervention, based on the social cognitive theory, to promote physical activity in adults.(2008).
Adjunct Professor, Capital University, The Ohio State University.

Laura Mowad, "Evaluation of an Obesity 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

Hortz, Brian, "Evaluation of a Self-Regulation approach to Physical Activity in Rural High Schools" The Ohio State University, (2004).
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.

Lum, Joyce, "Validity of a Visual Physical Activity Recall Instrument."
The Ohio State University, (2003).
Public School Teacher: Hawaii.

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.

McGaha, Cheryl, "Development of an Instrument to measure Self-Regulation Skills" The Ohio State University, (2000).

Sharma, Manoj, "An Evaluation of a School-based Heart Health Program based on Social Cognitive Theory" The Ohio State University, Summer 1997. This dissertation received awards from the Ohio Public Health Association, the National Society of Public Health Educators and the American School Health Association. (1999).
Professor: University of Cincinnati.

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.

Langlois, Marrietta, "A Process Evaluation of a Psychosocial Smoking Prevention Program."
The Ohio State University, (1997)
Head of Health Promotion: Dayton City Hospital Community Outreach.

Tighe, Mary, "Using Social Cognitive Theory to Predict Violent Behavior among School Aged Youth" The Ohio State University, (1996)
Research Associate, Cancer Control Project, Ohio State University Hospital.

Rogers, Tecora, "Factors Associated with African American Health Status and Health Behavior"
Masters Thesis, The Ohio State University, (1996).

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.

Cardina, Katie. "Predictors of Physical Activity among adolescents" Doctoral Dissertation, The Ohio State University, (1994).

Assistant Professor: SUNY at Fredonia

Petosa, Scott, "Use of Social Cognitive Theory to Explain Exercise Behavior Among Adults" Dissertation, The Ohio State University, (1993)
Physical Educator: Chitanango School District

Schuster, C., "Using Social Cognitive Theory to predict Physical Activity of Post-Retirement Adults" The Ohio State University, (1993)
Assistant Professor: Western Kentucky University

Adams, Brian. "Critical Analysis of Factors predictive of Dropping out of Smoking cessation Programs" Doctoral Dissertation, The Ohio State University, (Summer 1992).
Currently Health Program Administrator, New Zealand Government.

Obermiller, Marsha. "Theoretical Analysis of Breast Self- Examination among Young Woman" Masters Thesis, The Ohio State University, (Fall 1992).

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.)

Weston, Ann, "Habitual Physical Activity Among Adolescents in Unstructured Environment" Doctoral Dissertation, University of South Carolina, 1990.
Assistant Principal, Heathwood Private School, Columbia, South Carolina.

Tuten, Chris, "Physical Activity and Energy Expenditure as Predictors of BMI and Percent Body Fat in Black and White Woman" Doctoral Dissertation, University of South Carolina, 1990.
Assistant Professor, Western Carolina University.

McCormick, Lori, "The Frequency and Nature of Drinking and Driving Among College Students" University of South Carolina, 1989.

Trexler, Mike, "Assessment of Nutritional Knowledge, Attitudes and Dietary Practices of High School Students" Doctoral Dissertation, 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.

Lawson, A., "The Relationship of Past and Present Family Environments of Adult Children of Alcoholics" Doctoral Dissertation, United States International University, 1988. 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.

Adams, B., "The Effects of Three Stress Management Strategies upon Type A Behavior in Adolescents" University of Nebraska, 1985.

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.

Laura Mowad: College of Education: The Thiergartner Scholarship, 2006.

Brian Hartz: College of Education: Schoenbaum Scholars Program, 2003.
Oberteuffer Scholarship, 2003.
PAES Cushman Award for Health Education Graduate Student, 2002.

Melissa Grim: College of Education: Schoenbaum Scholars Program, 2003.
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.
Society of Public Health Education: Student Research Paper Award 1997.
Best Dissertation Award 1997: American School Health Association.
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
glawson@alliant.edu
(619) 487-6289

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Professor, Health Promotion
University of Cincinnati
Cincinnati, Ohio
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Department of Health Promotion
Southern Illinois University
Carbondale, Illinois 62901
(618) 452-2777
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Denison University
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Granville, Ohio
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Preventive Medicine
Keck School of Medicine
University of Southern California
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Sports Management
University of Connecticut
Storrs, Connecticut
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