



College Document # \_\_\_\_\_

UCC Document # 147

Date Received 01/24/06

CATALOG YEAR 2006 - 2007

(Please use separate form for each add/change)

COLLEGE/SCHOOL : \_\_\_\_\_ Education \_\_\_\_\_

Current Catalog Page(s) Affected \_\_\_\_\_ 232, 233, 235, 236, 238\_&386

**Course:** Add: \_\_\_\_\_ Delete: \_\_\_\_\_  
 (check all that apply) Change: Number \_\_\_\_\_ Title \_\_\_\_\_ SCH \_\_\_\_\_  
 Description \_\_\_\_\_ Prerequisite \_\_\_\_\_

If new, provide Course Prefix, Number, Title, SCH Value, Description, prerequisite, and lecture/lab hours if applicable. If in current catalog, copy and paste the text from the [on-line catalog](#) and indicate changes in red.

(Please see attachment)

**Program:** Add: \_\_\_\_\_ Change: \_\_\_\_\_ Attach new/changed Program of Study description and 4-year plan. If in current catalog, copy and paste the text from the [on-line catalog](#) and indicate changes in red.

**Minor:** Add: o Delete: \_\_\_\_\_ Change: \_\_\_\_\_ Attach new/changed minor. If in current catalog, copy and paste the text from the [on-line catalog](#) and indicate changes in red. Graduate minor for Fitness and Sports under five programs (Please see attachment)

**Rationale:** Survey data collected from 130 participants that included Fitness and Sports majors, as well as coaches and athletic coordinators from the public schools, revealed that there is a great deal of interest in the development of graduate course work in Fitness and Sports. The particular areas of interest include exercise physiology, sports psychology, curriculum development, and research-based instructional and assessment practices.

Individuals earning a master's degree with a minor in Fitness and Sports have several potential benefits. Such individuals can significantly enhance their content knowledge and pedagogical content knowledge and skills to help them more effective physical education instructors and thus enhance the educational experiences for their students. Additionally, in certain instances, these individuals have the opportunity to apply for scholarships offered by their school districts to help them defray costs associated with their schooling. Further, once they earn their master's degree, these persons can increase their earning power and paid salary. Moreover, students earn a master's degree with a minor in Fitness and Sports could apply for positions such as campus athletic coordinator or assistant athletic director for a school district. Finally, these individuals with 18 graduate semester credit hours in Fitness and Sports could apply for a full-time teaching position at a community college or as an adjunct professor at a university.

**Faculty:** Add: \_\_\_\_\_ Delete: \_\_\_\_\_ Change: \_\_\_\_\_ Attach new/changed faculty entry.  
If in current catalog, copy and paste the text from the [on-line catalog](#) and indicate changes in red.

**College Introductory Pages:** Add information: \_\_\_\_\_ Change information: \_\_\_\_\_  
Attach new/changed information. If in current catalog, copy and paste the text from the [on-line catalog](#) and indicate changes in red.

Approvals:	Signature	Date
Chair Department Curriculum Committee	_____	_____
Chair Department	_____	_____
Chair College Curriculum Committee	_____	_____
Dean	_____	_____

**Graduate Minor for Fitness and Sports**

**It will meet general requirements for minor in selected Master of Science Degrees delivered by the College of Education.**

**The Fitness and Sports Minor can consist of 12 to 18 semester credit hours depending on the degree into which it is incorporated within the College of Education. (examples : Curriculum and Instruction (15-18 hours), General Special Education (12 hours), Early Childhood Education (12 hours), Bilingual Education (12 hours), Reading (12 hours)**

**The required courses for the Fitness and Sports minor area can be selected from the following:**

EDFS 5301 Advanced Exercise Physiology  
EDFS 5303 Physiology of Aging  
EDFS 5311 Performance Enhancement in Sports  
EDFS 5313 Applied Sports Psychology  
EDFS 5321 Sports Pedagogy  
EDFS 5323 Curriculum in Physical Education

**Prerequisites for Enrolling in Fitness and Sports Graduate Minor (9 sch)**

Sports Psychology or its equivalent  
Exercise Physiology or its equivalent  
Foundations of Fitness and Sports or its equivalent

## **Graduate courses for Fitness and Sports Minor**

### **1. EDFS 5301 Advanced Exercise Physiology (3 semester credit hours)**

This course is an in-depth study of physiological aspects of exercise. The physiological adaptations occurring with acute and chronic training, as well as different environmental conditions and disuse will be discussed. Also, a weekly laboratory hour will be assigned to improve students' practical knowledge of exercise physiology. Prerequisite: Exercise Physiology or equivalent course approved by graduate advisor.

### **2. EDFS 5303 Physiology of Aging (3 semester credit hours)**

This course examines the relationship between aging and the cardiovascular, respiratory, digestive/nutrition and reproductive systems. Also, aging induced disabilities and possible interventions for attenuation and/or prevention will be covered. The homeostatic functions associated with bone metabolism and fluid balance will be discussed. Prerequisite: Exercise Physiology or equivalent course approved by graduate advisor.

### **3. EDFS 5311 Performance Enhancement in Sports (3 semester credit hours)**

This course will examine the mechanisms by which athletes can exceed their perceived physical limitations. Strategies such as visualization, meditation, hypnosis, autogenic training, biofeedback, and progressive relaxation will be examined. Prerequisite: Sports Psychology or equivalent course approved by graduate advisor.

### **4. EDFS 5313 Applied Sports Psychology (3 semester credit hours)**

This course will examine theoretical concepts associated with Sports Psychology and their practical application in the field of sports psychology. The focus of this course is on how the sports psychologist interacts with individuals within a sports context. How to provide effective professional guidance in the areas of learning, motivation, and social interaction will be examined, as will mental training for performance enhancement. Issues such as referrals, drug abuse, burnout, injury, and termination from athletics will also be explored. Prerequisite: Sports Psychology or equivalent course approved by graduate advisor.

### **5. EDFS 5321 Sports Pedagogy (History, Principles, and Philosophy of Physical Education) (3 semester credit hours)**

This course will examine pedagogical research in education and relate it to the specialty area of physical education. Intensive study of key research paradigms that influence inquiry in physical education and link to current practices in effective teaching will be emphasized. Prerequisite: Foundations of Fitness and Sports or equivalent course approved by graduate advisor.

### **6. EDFS 5323 Curriculum in Physical Education (3 semester credit hours)**

The course will examine the foundations of curriculum development in Physical Education. Special consideration is given to curriculum change, curriculum patterns and programs in physical education which can help address the needs of a culturally diverse, global society. Prerequisite: Foundations of Fitness and Sports or equivalent course approved by graduate advisor.

# EDFS 5301 Advanced Exercise Physiology

## College of Education

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**Instructor** : Sukho Lee  
**Office** : KL 419C  
**Office hours** :  
**Phone** : 956-326-2672  
**E- mail** : [slee@tamiu.edu](mailto:slee@tamiu.edu) (Best way to contact)  
**Class time** :

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**Course Description:** This course is an in-depth study of physiological aspects of exercise. The physiological adaptations occurring with acute and chronic training, different environmental conditions and disuse will be discussed. Also a weekly laboratory hour will be assigned to improve students' practical knowledge of exercise physiology. Prerequisite: Exercise Physiology or equivalent course approved by graduate advisor.

**Course Objectives:** Upon completing this course students will have a deep understanding of the physiology of exercise. Also, students will be able to assess several physiological variables and prescribe appropriate exercise programs.

**Required Text:** *Exercise Physiology: Human Bioenergetics and its Application* (4<sup>th</sup> edition) by Brooks, G.A., Fahey, T.D., and Baldwin, K.M. (2005). New York, NY: McGraw-Hill.

**Recommended Texts** : Wilmore, J.H., and Costil, D.L. (2004). *Physiology of Sports and Exercise*. (3<sup>rd</sup> ed.). Champaign, IL: Human Kinetics.

**Attendance** : Attendance will be taken randomly during the semester and used to give up to 5 extra credit points at the end of the semester. Also, it will be used to determine the grade of a student on the borderline.

### Important Schedule

Quiz : TBA

Class writing (given topic): TBA

Midterm : TBA

Final exam : TBA

The tests (exams) will consist of multiple choices, fill in blank and short essay questions.

## **Project Report & Presentation**

Student will pick any topic related to the information given during the class.

### **Project Report Due Date: TBA.**

Double space, follow APA manual. Maximum 15 pages including title, references.

### **Presentation Date: TBA.**

Each student will present his/her study to the class using **Power Point** (10 mins)

## **Grading Policy**

Quiz	= 10
Report	= 10
Presentation	= 10
Class writing evaluation	= 10
Mid-tern exam	= 25
Final exam	= 35
Extra credit (from attendance)	= 5

**Total : 105 points.**

### **There will be no additional make-up exams or quizzes**

**(Exceptions:** If you are absent because of a school-sponsored activity, you need to notify me at least **one week** in advance. If you are ill, you need to submit a doctor's excuse. In either case, you will need to take the exam on the specific date and time that I will assign).

**The professor has the right to include or take away any materials that help to improve quality of the class.**

### **Grading Scale (No Curve !)**

90 or higher : A, 80 – 89 : B, 70 – 79 : C, 60 – 69 : D, Below 60 : F

### **Approved Research Paper Format**

Points will be deducted for style deviations. The research paper **MUST** include the following sections:

- Title page
- Abstract (new page)
- Introduction (new page)
- Literature Review (new page)

- Methods (new page)
- Results (new page)
- Discussion (new page)
- Practical Applications (new page)
- References (new page)

All papers **MUST** be word-processed, spell checked (12 pt font) and double-spaced on 8½ x 11-in paper with 1-in margins. Pages must be numbered in the upper right hand corner starting on the title page.

*Title Page:* **MUST** include title, laboratory where the research was conducted, authors full name, department, institution, telephone number, and e-mail address.

*Abstract and Key Words:* **MUST** be 100-150 words, followed by 3 to 6 key words not used in the title.

*Body of Text:* **MUST** be divided into literature review, methods, results, and discussion. The methods section should begin with an overview that explains how the study design will address the questions and hypotheses presented in the Introduction.

*Practical Applications:* **MUST** end with a 1-or-2 paragraph practical applications section describing how the information can be used in a practical situation. It should be consistent with the limitations of the study and show how the study might contribute to better application for the practitioner.

*References:* **MUST** be alphabetized by surname of first author, and numbered. All references listed must be cited in the paper and referred to by number therein (1,2 7-9). Below are three examples of references (1. journal articles; 2. books; 3. chapters in edited books):

1. Hartung, G.H., R.J. Blancq, D.A. Lally, and L.P. Krock. Estimation of aerobic capacity from submaximal cycle ergometry in women. Med. Sci. Sports Exerc. 27:452-457. 1995.
2. Lohman, T.G. Advances in Body Composition Assessment. Champaign, IL: Human Kinetics, 1992.
3. Yahara, M.L. The shoulder. In: Clinical Orthopaedic Physical Therapy. J.K. Richardson and Z.A. Iglarsh, eds. Philadelphia: Saunders, 1994. pp. 159-199.

# EDFS 5303 Physiology of Aging

## College of Education

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**Instructor** : Sukho Lee  
**Office** : KL 419C  
**Office hours** :  
**Phone** : 956-326-2672  
**E- mail** : [slee@tamiu.edu](mailto:slee@tamiu.edu) (Best way to contact)  
**Class time** :

---

**Course Description:** This course examines the relationship between aging and the cardiovascular, respiratory, digestive/nutrition and reproductive systems. Also, aging induced disabilities and possible interventions for attenuation and /or prevention will be covered. The homeostatic functions associated with bone metabolism and fluid balance will be discussed. Prerequisite: Exercise Physiology or equivalent course approved by graduate advisor.

**Course Objectives:** Upon completing this course students will have a deep understanding of the aging process. Also, students will acquire an in-depth understanding of various aging induced disabilities and possible interventions for attenuation and /or prevention.

**Required Text: Spirduso, W.W., Francis, K.L., and MaeRae, P.G. (2005). *Physical Dimensions of Aging*. (2<sup>nd</sup> Ed.). Champaign, IL: Human Kinetics.**

**Recommended Texts:** Wilmore, J.H., and Costil, D.L. (2004). *Physiology of Sports and Exercise*. (3<sup>rd</sup> ed.). Champaign, IL: Human Kinetics.

**Attendance:** Attendance will be taken randomly during the semester and used to give up to 5 extra credit points at the end of the semester. Also, it will be used to determine the grade for an individual on the borderline.

### Important Schedule

Quiz : TBA

Class writing (given topic): TBA

Midterm : TBA

Final exam : TBA

The tests (exams) will consist of multiple choices, fill in blank and short essay questions.



## **Project Report & Presentation**

Student will pick any topic related to the information given during the class.

### **Project Report Due Date: TBA.**

Double space A4, follow APA manual. Maximum 15 pages including title, references.

### **Presentation Date: TBA.**

Each student will present his/her study to the class using **Power Point** (10 mins)

## **Grading Policy**

Quiz	= 10
Report	= 10
Presentation	= 10
Class writing evaluation	= 10
Mid-term exam	= 25
Final exam	= 35
Extra credit (from attendance)	= 5

**Total : 105 points.**

### **There will be no additional make-up exams or quizzes**

**(Exceptions:** If you are absent because of a school-sponsored activity, you need to notify me at least **one week** in advance. If you are ill, you need to submit a doctor's excuse. In either case, you will need to take the exam on the specific date and time that I will assign).

**The professor has the right to include or take away any materials that help to improve quality of class.**

### **Grading Scale (No Curve !)**

90 or higher : A, 80 – 89 : B, 70 – 79 : C, 60 – 69 : D, Below 60 : F

## Approved Research Paper Format

Points will be deducted for style deviations. The research paper **MUST** include the following sections:

- Title page
- Abstract (new page)
- Introduction (new page)
- Literature Review (new page)
- Methods (new page)
- Results (new page)
- Discussion (new page)
- Practical Applications (new page)
- References (new page)

All papers **MUST** be word-processed, spell checked (12pt font) and double-spaced on 8½ x 11-in paper with 1-in margins. Pages must be numbered in the upper right hand corner starting on the title page.

*Title Page:* **MUST** include title, laboratory where the research was conducted, authors full name, department, institution, telephone number, and e-mail address.

*Abstract and Key Words:* **MUST** be 100-150 words, followed by 3 to 6 key words not used in the title.

*Text Body:* **MUST** be divided into literature review, methods, results, and discussion. The methods section should begin with an overview that explains how the study design will address the questions and hypotheses presented in the Introduction.

*Practical Applications:* **MUST** end with a 1-or-2 paragraph practical applications section describing how the information can be used in a practical situation. It should be consistent with the limitations of the study and show how the study might contribute to better application for the practitioner.

*References:* **MUST** be alphabetized by surname of first author, and numbered. All references listed must be cited in the paper and referred to by number therein (1,2 7-9). Below are three examples of references (1. journal articles; 2. books; 3. chapters in edited books):

1. Hartung, G.H., R.J. Blancq, D.A. Lally, and L.P. Krock. Estimation of aerobic capacity from submaximal cycle ergometry in women. Med. Sci. Sports Exerc. 27:452-457. 1995.
2. Lohman, T.G. Advances in Body Composition Assessment. Champaign, IL: Human Kinetics, 1992.
3. Yahara, M.L. The shoulder. In: Clinical Orthopaedic Physical Therapy. J.K. Richardson and Z.A. Iglarsh, eds. Philadelphia: Saunders, 1994. pp. 159-199.

## Performance Enhancement in Sports

College of Education

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**Instructor** : Rafael Romo  
**Office** : KL 416 C  
**Office hours** :  
**Phone** : 956-326-2695  
**E- mail** : [rromo@tamiu.edu](mailto:rromo@tamiu.edu) (Best way to contact)  
**Class time** :

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**Course Description:** This course will examine the mechanisms by which athletes can exceed their perceived physical limitations. Strategies such as visualization, meditation, hypnosis, autogenic training, biofeedback, and progressive relaxation will be examined. Prerequisite: Sports Psychology or equivalent course approved by graduate advisor.

**Course Objectives:** Upon completing this course students will have a deep understanding of performance enhancement issues dealing with sport psychology. Also, students will acquire an understanding of how to help athletes increase their performance through mental strategies that are linked to performance enhancement.

**Required Text:** Murphy, S.(2005). *The Sport Psych Handbook*. Champaign, IL. Human Kinectics.

**Recommended Texts:** LFranken, R.E. (2002). *Human Motivation*. Belmont, CA:Wadsworth/Thomas Learning.

**Attendance** : Attendance will be taken randomly during the semester and used to give up to 5 extra credit points at the end of the semester. Also, it will be used to determine the grade. Five points will be deducted from final grade for each unexcused absence, and two points will be deducted for each tardy.

## Important Schedule

Quiz : TBA

Class writing (given topic): TBA

Midterm : TBA

Final exam : TBA

The tests (exams) will consist of multiple choices, fill in blank and short essay questions.

## Research Paper & Presentation

Student will pick any topic related to the information given during the class.

### Research Paper Due Date: TBA.

Double space, follow APA manual. Maximum 15 pages including title, references.

### Presentation Date: TBA.

Each student will present his/her study to the class using **Power Point** (10 mins)

## Grading Policy

Quiz = 10

Research Paper = 15

Presentation = 10

Class writing evaluation = 5

Mid-tern exam = 25

Final exam = 35

Extra credit (from attendance) = 5                      **Total : 105 points.**

### There will be no additional make-up exams or quizzes

**(Exceptions:** If you are absent because of a school-sponsored activity, you need to notify me at least **one week** in advance. If you are ill, you need to submit a doctor's excuse. In either case, you will need to take the exam on the specific date and time that I will assign).

**The professor has the right to include or take away any materials that help to improve quality of class.**

### Grading Scale (No Curve !)

90 or higher : A, 80 – 89 : B, 70 – 79 : C, 60 – 69 : D, Below 60 : F

## Approved Research Paper Format

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- Discussion (new page)
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- References (new page)

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*Practical Applications:* **MUST** end with a 1-or-2 paragraph practical applications section describing how the information can be used in a practical situation. It should be consistent with the limitations of the study and show how the study might contribute to better application for the practitioner.

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3. Yahara, M.L. The shoulder. In: *Clinical orthopaedic physical therapy*. J.K. Richardson and Z.A. Iglarsh, eds. Philadelphia: Saunders, 1994. pp. 159-199.

## Applied Sports Psychology

College of Education

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**Instructor** : Rafael Romo  
**Office** : KL 416 C  
**Office hours** :  
**Phone** : 956-326-2695  
**E- mail** : [romo@tamiu.edu](mailto:romo@tamiu.edu) (Best way to contact)  
**Class time** :

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**Course Description:** This course will examine theoretical concepts associated with Sports Psychology and their practical application in the field of sports psychology. The focus of this course is on how the sports psychologist interacts with individuals within a sports context. How to provide effective professional guidance in the areas of learning, motivation, and social interaction will be examined, as will mental training for performance enhancement. Issues such as referrals, drug abuse, burnout, injury, and termination from athletics will also be explored. Prerequisite: Sports Psychology or equivalent course to be approved by graduate advisor.

**Course Objectives:** Upon completing this course students will have a deep understanding of the theories underlying Sport Psychology and demonstrate their ability to apply these theories in sport psychology contexts. Also, students will be able to explain and demonstrate how the sport psychologist interacts with the individuals that compete within the sports arena and provide effective professional guidance for the performance enhancement of athletes.

**Required Text:** Murphy, S.M. (1995). *Sport psychology interventions*. Champaign, IL. Human Kinetics.

Copper, A. (1998). *Playing in the zone. Exploring the spiritual dimensions of sports*. Boston,MA: Shambahala Publication, Inc.

**Recommended Texts:** Csikszentmihaly, M. (1990). *Flow. The psychology of optimal experience. Steps towards enhancing the quality of life*. New York,NY: Harper & Row Publishers, Inc.

**Video(DVD):** Ravizza, K., Giges, B., Murphy, S. (2000). *Three approaches to sport psychology*

*consulting. Virtual sport psychology.*

**Attendance** : Attendance will be taken randomly during the semester and used to give up to 5 extra credit points at the end of the semester. Also, it will be used to determine the grade. Five points will be deducted from the final grade for each unexcused absence and two points will be deducted from the final grade for each tardy.

## **Important Schedule**

Quiz : TBA

Class writing (given topic): TBA

Midterm : TBA

Final exam : TBA

The tests (exams) will consist of multiple choices, fill in blank and short essay questions.

## **Research Paper & Presentation**

Student will pick any topic related to the information given during the class.

### **Research Paper Due Date: TBA.**

Double space, follow APA manual. Maximum 15 pages including title, references.

### **Presentation Date: TBA.**

Each student will present his/her study to the class using **Power Point** (10 mins)

## **Grading Policy**

Quiz	= 10
Research Paper	= 15
Presentation	= 10
Class writing evaluation	= 5
Mid-tern exam	= 25
Final exam	= 35

Extra credit (from attendance) = 5                      **Total : 105 points.**

### **There will be no additional make-up exams or quizzes**

**(Exceptions:** If you are absent because of a school-sponsored activity, you need to notify me at least **one week** in advance. If you are ill, you need to submit a doctor's excuse. In either case, you will need to take the exam on the specific date and time that I will assign).

**The professor has the right to include or take away any materials that help to improve quality of class.**

## Grading Scale (No Curve !)

90 or higher : A, 80 – 89 : B, 70 – 79 : C, 60 – 69 : D, Below 60 : F

## Approved Research Paper Format

Points will be deducted for style deviations. The research paper **MUST** include the following sections:

- Title page
- Abstract (new page)
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*Abstract and Key Words:* **MUST** be 100-150 words, followed by 3 to 6 key words not used in the title.

*Text Body:* **MUST** be divided into literature review, methods, results, and discussion. The methods section should begin with an overview that explains how the study design will address the questions and hypotheses presented in the Introduction.

*Practical Applications:* **MUST** end with a 1-or-2 paragraph practical applications section describing how the information can be used in a practical situation. It should be consistent with the limitations of the study and show how the study might contribute to better application for the practitioner.

*References:* **MUST** be alphabetized by surname of first author, and numbered. All references listed must be cited in the paper and referred to by number therein (1,2 7-9). Below are three examples of references (1. journal articles; 2. books; 3. chapters in edited books):

1. Hartung, G.H., R.J. Blancq, D.A. Lally, and L.P. Krock. Estimation of aerobic capacity from submaximal cycle ergometry in women. *Med. Sci. Sports Exerc*, 27:452-457. 1995.
2. Lohman, T.G. *Advances in body composition assessment*. Champaign, IL: Human Kinetics, 1992.
3. Yahara, M.L. The shoulder. In: *Clinical orthopaedic physical therapy*. J.K. Richardson and Z.A. Iglarsh, eds. Philadelphia: Saunders, 1994. pp. 159-199.



# EDGR 5321 Pedagogical Research on Teaching Physical Education

## College of Education

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**Instructor** : Todd Farmer  
**Office** : KL 419A  
**Office hours** :  
**Phone** : 956-326-2685  
**E- mail** : [tfarmer@tamiu.edu](mailto:tfarmer@tamiu.edu) (Best way to contact)  
**Class time** :

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**Course Description:** This course will examine pedagogical research in education and relate it to the specialty area of physical education. Intensive study of key research paradigms that influence inquiry in physical education and link to current practices in effective teaching will be emphasized. Prerequisite: Foundations of Fitness and Sports or equivalent course to be approved by graduate advisor

**Course Objectives:** Upon completing this course students will have a great knowledge regarding pedagogical research in education. Also, students will be able to study key research paradigms that influence inquiry in physical education and link to current practices in effective teaching.

**Required Text:** Silverman, S. & Ennis, C. (2004). *Student learning in physical education: Applying research to enhance instruction*. (2<sup>nd</sup> ed.). Champaign, IL: Human Kinetics.

**Recommended Texts:** Locke, L. & Lambdin, D. (2004). *Putting research to work in elementary physical education: Conversations in the gym*. Champaign, IL: Human Kinetics.

**Attendance** : Attendance will be taken randomly during the semester and used to give up to 5 extra credit points at the end of the semester. Also, it will be used to determine the grade. 5 points will be deducted from final grade for each unexcused absence. 2 points for each tardy.

### Important Schedule

Quiz : TBA

Class writing (given topic): TBA

Midterm : TBA

Final exam : TBA

The tests (exams) will consist of multiple choices, fill in blank and short essay questions.

## Research Paper & Presentation

Student will pick any topic related to the information given during the class.

### Research Paper Due Date: TBA.

Double space A4, follow APA manual. Maximum 15 pages including title, references.

### Presentation Date: TBA.

Each student will present his/her study to the class using **Power Point** (10 mins)

## Grading Policy

Quiz	= 10
Research Paper	= 15
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Class writing evaluation	= 5
Mid-term exam	= 25
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Extra credit (from attendance) = 5                      **Total : 105 points.**

### There will be no additional make-up exams or quizzes

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**The professor has the right to include or take away any materials that help to improve quality of class.**

## Grading Scale (No Curve !)

90 or higher : A, 80 – 89 : B, 70 – 79 : C, 60 – 69 : D, Below 60 : F

### Approved Research Paper Format

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- Title page
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- Literature Review (new page)

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*Abstract and Key Words:* **MUST** be 100-150 words, followed by 3 to 6 key words not used in the title.

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*Practical Applications:* **MUST** end with a 1-or-2 paragraph practical applications section describing how the information can be used in a practical situation. It should be consistent with the limitations of the study and show how the study might contribute to better application for the practitioner.

*References:* **MUST** be alphabetized by surname of first author, and numbered. All references listed must be cited in the paper and referred to by number therein (1,2 7-9). Below are three examples of references (1. journal articles; 2. books; 3. chapters in edited books):

1. Hartung, G.H., R.J. Blancq, D.A. Lally, and L.P. Krock. Estimation of aerobic capacity from submaximal cycle ergometry in women. Med. Sci. Sports Exerc. 27:452-457. 1995.
2. Lohman, T.G. Advances in Body Composition Assessment. Champaign, IL: Human Kinetics, 1992.
3. Yahara, M.L. The shoulder. In: Clinical Orthopaedic Physical Therapy. J.K. Richardson and Z.A. Iglarsh, eds. Philadelphia: Saunders, 1994. pp. 159-199.

# EDFS 5323 Curriculum in Physical Education

## College of Education

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**Instructor** : Todd Farmer  
**Office** : KL 419A  
**Office hours** :  
**Phone** : 956-326-2685  
**E- mail** : [tfarmer@tamiu.edu](mailto:tfarmer@tamiu.edu) (Best way to contact)  
**Class time** :

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**Course Description:** This course will examine the foundations of curriculum development in Physical Education. Special consideration is given to curriculum change, curriculum patterns and programs in physical education that can help address the needs of a culturally diverse, global society. Prerequisite: Foundations of Fitness and Sports or equivalent course approved by graduate advisor.

**Course Objectives:** Upon completing this course students will have a great knowledge of the foundations for curriculum development. Also, students will be able to consider curriculum change, curriculum patterns and programs in physical education which will meet a culturally diverse, global society.

**Required Text:** Kelly, L., & Melograno, V. (2004). *Developing the physical education curriculum: An achievement-based approach*. Champaign, IL: Human Kinetics.

**Recommended Texts:** Hopple, C. (2005). *Elementary physical education teaching and assessment*. Champaign, IL: Human Kinetics.

**Attendance** : Attendance will be taken randomly during the semester and used to give up to 5 extra credit points at the end of the semester. Also, it will be used to determine the grade. 5 points will be deducted from final grade for each unexcused absence. 2 points for each tardy.

### Important Schedule

Quiz : TBA

Class writing (given topic): TBA

Midterm : TBA

Final exam : TBA

The tests (exams) will consist of multiple choices, fill in blank and short essay questions.

## Research Paper & Presentation

Student will pick any topic related to the information given during the class.

### Research Paper Due Date: TBA.

Double space A4, follow APA manual. Maximum 15 pages including title, references.

### Presentation Date: TBA.

Each student will present his/her study to the class using **Power Point** (10 mins)

## Grading Policy

Quiz	= 10
Research Paper	= 15
Presentation	= 10
Class writing evaluation	= 5
Mid-tern exam	= 25
Final exam	= 35
Extra credit (from attendance)	= 5

**Total : 105 points.**

### There will be no additional make-up exams or quizzes

(**Exceptions:** if you are absent because of school-sponsored activity (you need to notify me at least **one week** in advance) or illness with doctor's excuse. In which case, you need to take the exam on specific date & time that I will assign).

**The professor has the right to include or take away any materials that help to improve quality of class.**

## Grading Scale (No Curve !)

90 or higher : A, 80 – 89 : B, 70 – 79 : C, 60 – 69 : D, Below 60 : F

### Approved Research Paper Format

Points will be deducted for style deviations. The research paper **MUST** include the following sections:

- Title page
- Abstract (new page)
- Introduction (new page)
- Literature Review (new page)

- Methods (new page)
- Results (new page)
- Discussion (new page)
- Practical Applications (new page)
- References (new page)

All papers **MUST** be word-processed, spell checked (12pt font) and double-spaced on 8½ x 11-in paper with 1-in margins. Pages must be numbered in the upper right hand corner starting on the title page.

*Title Page:* **MUST** include title, laboratory where the research was conducted, authors full name, department, institution, telephone number, and e-mail address.

*Abstract and Key Words:* **MUST** be 100-150 words, followed by 3 to 6 key words not used in the title.

*Text Body:* **MUST** be divided into literature review, methods, results, and discussion. The methods section should begin with an overview that explains how the study design will address the questions and hypotheses presented in the Introduction.

*Practical Applications:* **MUST** end with a 1-or-2 paragraph practical applications section describing how the information can be used in a practical situation. It should be consistent with the limitations of the study and show how the study might contribute to better application for the practitioner.

*References:* **MUST** be alphabetized by surname of first author, and numbered. All references listed must be cited in the paper and referred to by number therein (1,2 7-9). Below are three examples of references (1. journal articles; 2. books; 3. chapters in edited books):

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