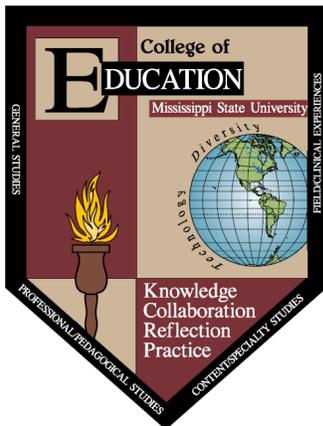


**MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**DEPARTMENT of KINESIOLOGY  
COURSE SYLLABUS**

<b>Course Prefix &amp; Number:</b>	PE 8193
<b>Course Title:</b>	Professional Preparation in Physical Education
<b>Credit Hours:</b>	3 semester hours
<b>Course Type:</b>	Lecture
<b>Catalog Description:</b>	Three hours lecture. The course covers NASPE guidelines for professional preparation. Special areas are professional roles, academic advisement and professional writing skills.

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

### **Course Instructional Objectives:**

1. A broadened perspective and more thorough understanding of research and literature in the areas of clinical experience and pedagogy. **INTASC # 1 & 7; CFPO #1, 4, 6, 10, 11, & 12**
2. Improved skills in classroom observation and conferencing. **INTASC # 5; CFPO #1, 3, 4, 6, 10, 11, & 12**
3. An enhanced appreciation of issues of diversity in educational settings through engagement in experiential learning activities, group discussions, readings, and analyses. **INTASC # 3; CFPO #6 & 11**
4. A fundamental understanding about the nature and functions of clinical experience, supervision and evaluation, models of supervision, organizational contexts, climate and culture, and leadership through engaging in activities that promote critical inquiry and analysis. **INTASC # 9; CFPO #6**
5. Improved understanding of the applications and use of information and communication technologies in the supervisory process and in advancing learning and development. **INTASC # 10; CFPO #4, 5, & 8**

### **Topics To Be Covered:**

1. Introduction to class; Review of Syllabus; Assumptions about clinical experience and pedagogy. (3 hours) **INTASC # 1; CFPO #1, 2, 3, 5, 6, 10, 11, & 12**
2. Nature and background of clinical experience. (3 hours) **INTASC # 1; CFPO # 2, 3, & 11**
3. The original clinical models (3 hours) **INTASC # 1& 7; CFPO #1, 2, 3, 4, 5, 7, 8, 10, 11, &12**
4. Humanistic and artistic models. (3 hours) **INTASC # 1; CFPO #1, 2, 4, 5, & 12**
5. Technical and didactic models. (3 hours) **INTASC # 1; CFPO #1, 3, 7, 8, 9, & 12**
6. Developmental and reflective models. (3 hours) **INTASC # 1; CFPO #1, 8, 9**
7. Teacher/career cycles and professional development. (3 hours) **INTASC #9**
8. Mental models and the evaluation of teaching. (3 hours) **INTASC # 9; CFPO #1,5,6,7,9&12**
9. Implications of context for teaching and learning. (3 hours) **INTASC # 7**

10. Personal and environmental fit. (3 hours) **INTASC # 9; CFPO #1, 3, 7, 9, & 12**
11. Perspectives of mentoring and supervision. (3 hours) **INTASC # 10; CFPO # 2, 3, & 11**
12. Critical development and assessment of instruments for the evaluation of teaching. (3 hours) **INTASC # 8; CFPO #1, 2, 3, 4, 7, 10 & 12**
13. Toward a learning community. (3 hours) **INTASC # 9 & 10; CFPO # 1, 2, 3, 4 & 10**
14. Conclusions and commentary (3 hours); Final examination.

**Required Text:**

American Psychological Association. (2001). Publication manual of the American Psychological Association (5<sup>th</sup> Ed.). Washington, D.C.: APA.

Steeves, K. A. (2000) Preparing teachers for national board certification : A facilitator's guide  
New York, NY: Guilford Press.

Supplemental materials and sources will be used throughout the course including reference to Internet documents. Students are encouraged to use the references cited in the above texts and those mentioned during class to enhance depth of understanding.

**Methods of Instruction:**

The class will be conducted as a graduate seminar. The development of the course is based on the notion that learning is something people do and knowledge gained by doing not something passively received. As such, students are expected to actively participate in class activities, to complete assignments in a timely and professional manner, and be able and willing to share information and ideas. Students will be provided opportunities to work collaboratively as well as independently.

**Suggested Student Activities:**

Students are expected to participate in class discussions, complete the readings and other assignments, generate discussion questions, and carefully prepare written assignments (printed, in appropriate style, free of grammatical, typographical, and other errors). Clarity, thoughtfulness, and easy-to-follow organization characterize the superior paper. The grade assigned will reflect an assessment of the quality and character of the work, format of written work, and the depth and breadth of reflective commentary.

**MSU Honor Code:**

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

**“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”**

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information visit: <http://students.msstate.edu/honorcode>

**Technology:**

Technology is not a specific aspect of this course.

**Diversity:**

Diversity will not be formally/specifically addressed in this course.

**Students with Disabilities:**

In accordance with section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Mississippi State University reasonably accommodates students who demonstrate, through appropriate documentation, a qualified disability. The Department of Student Support Services (SSS) is the designated unit on campus that assists students requesting academic accommodations based on a disability. For additional information contact SSS at 662-325-3335

**Field Component:**

This course does not have a field component.

**Evaluation of Student Progress/Assessment of Concepts and Skills:**

Reflective Commentary	100 points
Academic, Field, and Developmental Activities	100 points
Article Reviews and Critiques	100 points
Case Study Analyses	100 points
Teaching Observations, Information Collection, Follow-up and Analyses	100 points
Total	500 points

An "A" represents exceptional work that is clearly above expected guidelines. It is work that has a clearly defined, adequately supported purpose and sense of direction. It is work that is thought provoking and well stated. Care is evidenced in the development of ideas and in organization. Needless to way, it is work that reflects a thorough understanding of the educational topic under discussion

A "B" represents expected graduate level work. It has a clearly defined and adequately supported thesis but lacks the clarity of insight that characterizes superior work.

A "C" represents below expected work. Frequently, there is evidence of ill-defined purpose or direction or relevance may not be readily apparent. There may be jumps from topic to topic without following through on the development of a unifying idea or concept. Often, this work contains spelling, grammatical, and other writing errors reflecting poor organization.

### **Bibliography:**

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Block, P. (1993). *Stewardship: Choosing service over self-interest*. San Francisco: Berrett-Koehler.

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Daloz, L., Keen, C., Keen, J., & Parks, S. (1996). *Common fire of commitment in a complex world*. Boston: Beacon Press.

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