

**DEGREE/PROGRAM CHANGE
FORM C
Form Number: C1119**

Fields marked with * are required

Name of Initiator: Gloria Napper-Owen **Email:*** napperow@unm.edu **Date:*** 10-03-12

Phone Number:* 505 277-0835

Initiator's Title* Associate Professor: Physical Perform
Dev

Associated Forms exist?* Yes ▼

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Administrative Contact* Todd Seidler

Department* Health, Exercise & Sports Sciences

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Branch Main Campus

Admin Phone* 277-2783

Proposed effective term:

Semester Fall ▼ Year 2014 ▼

Course Information

Select Appropriate Program Graduate Degree Program ▼

Name of New or Existing Program * PhD Physical Education, Sports and Exercise Science - Curriculum & Instruction Concentration

Select Category Concentration ▼ Degree Type PhD

Select Action Revision ▼

Exact Title and Requirements as they should appear in the catalog. If there is a change, upload current and proposed requirements.

See current catalog for format within the respective college (upload a doc/pdf file)

[Curriculum and Instruction PhD in Physical Education.docx](#)

Does this change affect other departmental program/branch campuses? If yes, indicate below.

Reason(s) for Request * (enter text below or upload a doc/pdf file)

See Attached

[PhD C and I concentration rev req.pdf](#)

Upload a document that includes justification for the program, impact on long-range planning, detailed budget analysis and faculty workload implications.*

[PhD rev Just.pdf](#)

Current Catalog Copy
 PhD in Physical Education, Sports and Exercise Sciences
 Concentration Curriculum and Instruction

Core Content

PEP 541	Ethics in Sport and Fitness	3
PEP 510	Curriculum Construction in PE	3
PEP 526	Motor Assessment for Individuals with Disabilities	3
PEP 570	Analysis of Teaching	3
PEP 571	Concepts Teaching in PE	3
PEP 572	Critical Issues in Elementary PE	3
EDPY 503	Human Growth and Development	3
EDPY 510	Principles of Classroom Learning	3
PEP 590	Supervision of Physical Education Programs	3
PEP 591	Problems	3
PEP 696	Internship	6
PEP 699	Dissertation	18

Total **54**

Inquiry Skills Minimum of 18 hours is required

EDPY 511	Introductory Educational Statistics	3
PEP 507	Research Design in HPER	

-or-

EDPY 505	Conducting Quantitative Educational Research	3
EDPY 603	Applied Statistical Design & Analysis	3
PEP 604	Research Seminar	3
PEP 691	Problems	3
	Approved Elective	3

Total **18**

Minor/Supporting Area

Twenty-four credit hours of course work in an approved minor or supporting area outside of the program is required.

Total **24**

Proposed Catalog Copy

PhD in Physical Education, Sports and Exercise Sciences,
Concentration: Curriculum and Instruction

Core Content

PEP 510	Curriculum Construction in PE	3
PEP 521	Motor Learning for Individuals with Disabilities	3
PEP 526	Motor Assessment for Individuals with Disabilities	3
PEP 570	Analysis of Teaching	3
PEP 572	Critical Issues in Elementary PE	3
PEP 573	Critical Issues in Secondary PE	3
PEP 590	Supervision of Physical Education Programs	3
PEP 625	Writing for Professional Publication	3
EDPY 630	College Teaching	3
PEP 591	Problems	3
PEP 696	Internship	3
	Electives	9
PEP 699	Dissertation	minimum 18
Total		60

Inquiry Skills	Minimum of 18 hours is required	
EDPY 511	Introductory Educational Statistics	3
PEP 507	Research Design in HPER	
-or-		
EDPY 505	Conducting Quantitative Educational Research	3
EDPY 603	Applied Statistical Design & Analysis	3
PEP 604	Research Seminar	3
LLSS 502	Introduction to Qualitative Research	3
PEP 691	Problems	
	-or-	
	Approved Inquiry Elective	3
Total		18

Minor/Supporting Area

A minimum of 12 of the 72 hours must be outside of the student's major area of study. This coursework must be determined with the student's major advisor and Committee on Studies to reflect a comprehensive program of study and may include research courses and/or other courses complementary to the student's major area of study and degree program.

Total **12**

Reasons for PhD Curriculum and Instruction concentration program revision

1. The first significant revision is in the minor/supporting area. The concentration program faculty believes a supporting area of 12 hours allows students flexibility to pursue interdisciplinary coursework outside of the major. The COE passed the change from 24 supporting hours to 12 supporting hours in 2012-2013. If a student desires to focus in-depth in a program that has a transcribed minor, 24 hours within the minor program requirements may be used to pursue a transcribed minor. For this student, the program of studies would then become 75 hours plus dissertation hours.
2. The program faculty believes the courses listed under the proposed concentration curriculum better reflect the knowledge and skills that physical education teacher educator candidates currently need to be marketable in seeking employment at an institution of higher education. Current job descriptions in physical education teacher education indicate within required and preferred qualifications that candidates teach methodology courses in physical education teacher education and in adapted physical education. We believe the proposed curriculum better prepares candidates for such teaching roles.

The inclusion of the PEP 573 Critical Issues in Secondary Physical Education (Form B in AY2012-2013) engages future teacher educators in reflective teaching and learning opportunities about the role that middle and high school physical education can play in creating more physically active adolescents. The course PEP 521 Motor Learning for Individuals with Disabilities has been offered as an elective, and we believe the inclusion of this course in the POS adds to the content knowledge in motor learning previously learned as an undergraduate or masters students and extends the knowledge to those with disabilities.

The previous POS included EDPY 503 and EDPY 510 as core requirements. We believe the content in these courses is important to future teacher educators. However in an attempt to streamline the major core courses and offer opportunity for interdisciplinary study, we believe these courses may be strongly recommended through consultation with the faculty advisor and faculty representative from the supporting area of study.

The proposed POS includes a new course EDPY 630 College Teaching as a required course. The focus of this course is on preparing the next generation of teaching faculty and leaders in the discipline.

Most job descriptions list as a desired qualification experience supervising field experience students. These skills are still highlighted through coursework in PEP 590 and the PEP 696 Internship. However, we believe the students do not meet the allotted time commitment for a six-hour course as a supervisor of field experience in the PEP 696 course. Consequently, this course is being reduced to a

3-hour requirement for the program of studies. Since PEP 696 is a variable credit course of 3-6 hours, no Form A was submitted to make this change.

Additionally, candidates need to be able to establish a record of scholarship. We believe the addition of PEP 625 will prepare doctoral candidates to learn how to disseminate their research through publications. We believe doctoral candidates need a stronger focus on dissemination of scholarly work through publications to be more marketable.

PEP 571 Concepts Teaching in PE is being eliminated from the POS as the course content was redundant to content that is being included in PEP 571, 572, and 573.

PEP 541 Ethics in Sports and Fitness will be recommended as an elective course rather than a core course. Ethical work as a faculty member in higher education is discussed in EDPY 630.

3. The nine hours of electives enables doctoral candidates to pursue interdisciplinary coursework in content that may prepare them for their future goals in higher education in addition to the coursework to the supporting area. Recent students have not had the opportunity to engage in coursework from broader fields of study because there were no elective hours within the program. We believe having more opportunity for electives in addition to the supporting area of study will encourage doctoral students to engage in more conversations that involve interdisciplinary content and potentially become involved in interdisciplinary research projects prior to leaving the program.

Justification, impact on long-range planning and faculty workload.

Program faculty concluded an Academic Program Review in Spring 2012 and determined a need to revise the doctoral concentration to better reflect the knowledge and skills desired for doctoral candidates pursuing a career in higher education. In the three-year course matrix for the degree concentration, each course is offered every two years. We do not believe the rotation of courses is detrimental to degree completion at the PhD level.

Faculty Workload.

Each course fits into the two-year rotation for faculty workload. The inclusion of 12 hours of electives encourages doctoral students to broaden their knowledge and skills and learn from faculty members from outside of the degree concentration, thereby increasing the sphere of influence on their advancement into higher education. One course in the current program of studies, PEP 571, will be sunsetted in order to add PEP 573 into the rotation. The inclusion of EDPY 630 College Teaching will eliminate one course in the PEP rotation for faculty in the C & I concentration. We believe the inclusion of this course offers doctoral candidates a broader perspective of preparation to become a faculty member at an institution of higher education. The Educational Psychology faculty has assured the C & I faculty that this course will fall into a normal two year rotation cycle and will not impact faculty workload.

Doctoral candidates will be encouraged to enroll in electives in semesters during which fewer concentration courses are offered, e.g. fall semester when program faculty workload is heavily dominated by undergraduate courses.