

Andrew Zircher

From: Andrew Zircher
Sent: Monday, December 12, 2011 3:22 PM
To: James Kinder (jkinder@ehe.osu.edu); Joe Wheaton; David Stein
Cc: Kathryn Stafford; Jackie Blount (jblount@ehe.osu.edu); Elliot Slotnick (slotnick.1@gradsch.ohio-state.edu); herness.1@osu.edu
Subject: GSCC Feedback- PhD and MA in Kinesiology

Dear Drs. Kinder and Wheaton,

This is a lengthy email, so here is a summary of what is included below.

- **CAA timeline for approval**
- **Notes from today's GSCC meeting including comments for:**
 - **MA Kinesiology**
 - **PhD Kinesiology**
 - **Teaching in Virtual Environments**

CAA timeline of approval

The Graduate School Curriculum Committee (GSCC) completed an enormous amount of semester conversion work today on behalf of EHE. Dr. Slotnick and GSCC provisionally approved the Kinesiology PhD and MA proposals. We have a few important pieces of work to take care of before these are forwarded to CAA (see below). Randy Smith and Elliot Slotnick planned to have all EHE graduate proposals considered at the same CAA meeting, which will either be January 4 or 18. The Graduate Minor/ Graduate Specialization/ Graduate Interdisciplinary Specialization in Teaching in Virtual Environments was not approved today, but the GSCC provided some constructive feedback that we can use to improve the proposal and bring it back for review in winter quarter.

Notes from today's GSCC meeting

Below are my notes from today's GSCC meeting. Elliot Slotnick also took notes, so he may follow-up, too.

Before I list the questions raised by GSCC, I want to congratulate all of the faculty who worked on these proposals. Dr. Slotnick and the GSCC were grateful for the dedication to the process and noted that the Kinesiology MA and PhD proposals were vastly improved compared to the proposals submitted originally. Having these approved by the Graduate School is a major step in this process.

MA Kinesiology

Two points raised for the MA seemed to me as larger issues that need to be addressed. Many of the other comments should be able to be handled with minor editing to the documents. The two larger questions are, 1) do the faculty really intend for this to be an MA, would they like to change it to an MS? and 2) while the committee appreciated the concurrence from Dance, they also thought it best if EHE seek concurrence from the School of Allied Medical Professions and its director Deborah Larsen.

Here is a link to the materials the GSCC had for the MA in Kinesiology- <http://people.ehe.ohio-state.edu/curriculum/files/2011/11/email-pdf-Kinesiology-MA-110811.pdf>

- GSCC asked whether the intent was to submit an MS, and whether in the rush of making all of the changes the MA was not what was really wanted given the scientific nature of the subject matter in the program

- The GSCC was appreciative that EHE faculty obtained concurrence from Dance, but thought it important that concurrence also be obtained from the School of Allied Medical Professions for the use of the name Kinesiology for the MA and PhD
- On pages 14, 15, and 16 of the PDF file at the above link in each of the specialization areas there is reference to elective courses within, but GSCC suggested using different terminology other than “elective”, since in some cases the courses in those lists are required
- It was noted that the math for the total hours for the Physical Education total hours seems incorrect, that it should be 36-39 hours. The committee suggested that the math for all specializations be rechecked.
- The GSCC recommended that, in the section that outlines the foundation requirements and courses a note to the effect of, “See your advisor or see details of your specialization area for recommended foundations course”

PhD in Kinesiology

Here is a link to the materials the GSCC had for the PhD in Kinesiology- <http://people.ehe.ohio-state.edu/curriculum/files/2011/11/email-pdf-Kinesiology-PhD-110811.pdf>

- The GSCC was appreciative that EHE faculty obtained concurrence from Dance, but thought it important that concurrence also be obtained from the School of Allied Medical Professions for the use of the name Kinesiology for the MA and PhD
- Given that the program allows for flexibility, the GSCC wanted to ensure that adequate oversight will be in place. On page 13 of the PDF at the above link, in the Program Oversight section, it is mentioned that the program of study will be filed with the GSC. Then, somewhat oddly each of the Flexibility Requirements within specializations indicate that students may choose flexibility courses with approval of the advisor and the GSC. The GSCC noted that it was odd that GSC oversight is only specifically required for the Flexibility Requirement. They asked that the Program Oversight paragraph on page 13 be changed and that GSC oversight be built in for every program of study.
- On pages 19 and 21 of the PDF, each of these specializations has an asterisk for a course that would potentially already have been completed in the student’s master’s program. The committee found the paragraphs awkward and difficult to interpret
- The committee noted that it was odd that the proposal stated that students should complete the core courses in the first year. They argued that core courses imply they are in the first year and the proposal language should be stronger to indicate that the core must be taken in the first year. I told the committee that we viewed the core courses not necessarily as foundational but instead that these were common experiences shared by students in the program. The committee said that this is an acceptable answer too. They said we can either require the core courses in the first year or describe the courses as common experiences.
- On page 12 of the PDF, “Although a minimum of 6 credits of research is required...”- should be changed to 9 credits
- On page 12 of the PDF, “Students will select nine credits from the following...” – should be changed to Students will select at least nine...

Teaching in Virtual Environments

The feedback on this may not be conducive to email- if there are questions, let me know.

Here is a link to the materials the GSCC had for Teaching in Virtual Environments- http://oaa.osu.edu/assets/files/caa/teaching-in-virtual-environments-Grad%20Minor_LOW.pdf

- Update to current semester numbers- indicate which of the courses will be taught in the realigned EHE units
- Update with who will oversee the program
- A Graduate Minor is the designation we would use if all of the courses will be taught in the same realigned EHE unit and the only students who complete it are outside of that unit; the Graduate Specialization designation would be used if all of the courses are from the same unit and it is available to students in that unit; the

Graduate Interdisciplinary Specialization designation is used if courses are taken from multiple units and in this case would not be available to students from within the unit since the majority of the courses are from that unit. Dr. Slotnick suggested that the proposal account for all possibilities as for a Minor, GS, and GIS in this area, but he said that the proposal should indicate for each how students would get the designation given the courses available for the specialization

Let me know if you have any questions.

Andy Zircher, MA
Academic Planning Specialist, Curriculum Coordinator
Education and Human Ecology
The Ohio State University
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<http://people.ehe.ohio-state.edu/curriculum/>

Andrew Zircher

From: Joe Wheaton
Sent: Monday, January 09, 2012 4:47 PM
To: Andy Zircher; Kathryn Stafford
Subject: FW: Concurrence for Kinesiology in PAES
Attachments: Kinesiology Program Concurrence Form.pdf

From: Larsen, Deborah [<mailto:Deborah.Larsen@osumc.edu>]
Sent: Monday, January 09, 2012 3:45 PM
To: Joe Wheaton
Subject: RE: Concurrence for Kinesiology in PAES

Dr. Wheaton,
We are fine with this request. Our concurrence form is attached.

Deborah S. Larsen, PhD
Director, Health and Rehabilitation Sciences
Associate Dean, College of Medicine
The Ohio State University
614-292-5645

From: Joe Wheaton [<mailto:jwheaton@ehe.osu.edu>]
Sent: Monday, December 12, 2011 9:50 PM
To: Larsen, Deborah
Cc: jwheaton@ehe.osu.edu; Andy Zircher; Kathryn Stafford; Jim Kinder (EHE)
Subject: FW: Concurrence for Kinesiology in PAES

Dear Dr. Larsen:

The Sport, Physical Education, and Exercise Science (SPEES) section in the School of PAES (College of EHE) wishes to change it's name to Kinesiology. The faculty believe that the name better reflects its mission and focus. I am asking for concurrence from the School of Allied Health Professions in this name change (see attached concurrence form). If I haven't heard back from you by Decemeber 27, I will assume SAMP has no problem. Thank you in advance for your consideration. If you have any questions, please feel free to contact me at your convenience.

Joe Wheaton, Ph.D.
Associate Director of PAES
A334 PAES Bldg.
307 W. 17th Ave.
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Department of Dance

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MEMO

to: Joe Wheaton

from: Susan Petry, Chair

date: November 21, 2011

re: Concurrence for Kinesiology in PAES

Thank you for your email and concurrence form regarding the name change of SPEES to Kinesiology. We appreciate you coming to us regarding this.

I have signed the concurrence form and we support this change. In fact, we are pleased to learn of it and the greater transparency and simplicity of it might help all of our students to mutually benefit from courses in our departments.

Please be sure to keep us posted regarding course work or special opportunities that our students could participate in and we will do the same. We probably both advance somatic practices and research on movement efficiency, health and well being through movement, etc.

Thank you.

The Ohio State University
School of PAES Program Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for response.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request.

School of Physical Activity & Educational Services 11/15/2011

 Initiating Academic Unit Date

Kinesiology

 Program Title

Major MA & PhD

 Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

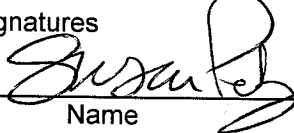
Type of Request (circle): New Program Program Change
 The Sport, Physical Education, and Exercise Science (SPEES) section in the School of PAES wishes to change its name to Kinesiology (effective June 1, 2012), which it believes better reflects its mission.

 Academic unit asked to review the request

Dance

 Date response is needed

B. Information from the academic unit reviewing the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary)

Signatures				
1.		chair	Dance	11/21/11
	Name	Position	Unit	Date
2.				
	Name	Position	Unit	Date
3.				
	Name	Position	Unit	Date

Status: PENDING

PROGRAM REQUEST
Kinesiology

Last Updated: Wheaton, Joe Edward
01/05/2012

Fiscal Unit/Academic Org Schl of Phys Act & Educ Serv - D1270
Administering College/Academic Group Education & Human Ecology
Co-administering College/Academic Group
Semester Conversion Designation New Program/Plan
Proposed Program/Plan Name Kinesiology
Type of Program/Plan Graduate degree program
Program/Plan Code Abbreviation KIN-MS
Proposed Degree Title Master of Science

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program				30	
Required credit hours offered by the unit	Minimum			24	
	Maximum			38	
Required credit hours offered outside of the unit	Minimum			6	
	Maximum			6	
Required prerequisite credit hours not included above	Minimum				
	Maximum				

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

Program Learning Goals

- The promotion of sport, physical education, sport humanities, sport management, and exercise science
- Train practitioners in sport activities, such as physical education teachers, coaches, and athletic trainers
- Conduct research applicable to practitioners who address the health aspects of physical activity (e.g., combating obesity, adopting healthy lifestyles)
- Linking teaching, practice, and policy related to health, physical education, sports, and physical activity.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? No

DIRECT MEASURES (means of assessment that measure performance directly, are authentic and minimize mitigating or intervening factors)

Standardized tests

- Certification or licensure examinations

Classroom assignments

- Embedded testing (i.e. specific questions in homework or exams that allow faculty to assess students' attainments of a specific learning goal)
- Pre- and post-testing
- Other classroom assessment methods (e.g., writing assignments, oral presentations, oral exams)

Evaluation of a body of work produced by the student

- Practicum, internship or research evaluation of student work

Direct assessment methods specifically applicable to graduate programs

- Research proposals written and grants awarded
- Thesis/dissertation oral defense and/or other oral presentation
- Thesis/dissertation (written document)

INDIRECT MEASURES (means of assessment that are related to direct measures but are steps removed from those measures)

Surveys and Interviews

- Student survey
- Employer feedback or survey
- Student evaluation of instruction

Additional types of indirect evidence

- Student or alumni honors/recognition achieved
- Curriculum or syllabus review
- Grade review
- Outreach participation

USE OF DATA (how the program uses or will use the evaluation data to make evidence-based improvements to the program periodically)

- Meet with students directly to discuss their performance
- Analyze and discuss trends with the unit's faculty
- Analyze and report to college/school
- Analyze and report to accrediting organization
- Make improvements in curricular requirements (e.g., add, subtract courses)
- Make improvements in course content
- Make improvements in course delivery and learning activities within courses
- Make improvements in learning facilities, laboratories, and/or equipment

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Program Specialization/Sub-Plan Name Health and Exercise Science

Program Specialization/Sub-Plan Goals •

Program Specialization/Sub-Plan Name Physical Education/Adapted PE

Program Specialization/Sub-Plan Goals •

Program Specialization/Sub-Plan Name Sport Management

Program Specialization/Sub-Plan Goals •

Pre-Major

Status: PENDING

PROGRAM REQUEST
Kinesiology

Last Updated: Wheaton, Joe Edward
01/05/2012

Does this Program have a Pre-Major? No

Attachments

- Kinesiology Masters letter of support.docx
(Letter from Program-offering Unit. Owner: Wheaton, Joe Edward)
- Kinesiology MS.docx
(Program Proposal. Owner: Wheaton, Joe Edward)

Comments

- Return requested from A. Zircher *(by Myers, Dena Elizabeth on 01/05/2012 11:10 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Wheaton, Joe Edward	10/21/2011 05:35 PM	Submitted for Approval
Approved	Wheaton, Joe Edward	10/21/2011 05:35 PM	Unit Approval
Revision Requested	Zircher, Andrew Paul	10/21/2011 09:18 PM	College Approval
Submitted	Wheaton, Joe Edward	10/25/2011 12:21 PM	Submitted for Approval
Revision Requested	Wheaton, Joe Edward	10/25/2011 12:23 PM	Unit Approval
Submitted	Wheaton, Joe Edward	10/25/2011 12:24 PM	Submitted for Approval
Approved	Wheaton, Joe Edward	10/25/2011 12:24 PM	Unit Approval
Revision Requested	Zircher, Andrew Paul	10/27/2011 01:30 PM	College Approval
Submitted	Zircher, Andrew Paul	11/07/2011 09:02 PM	Submitted for Approval
Approved	Zircher, Andrew Paul	11/07/2011 09:04 PM	Unit Approval
Approved	Zircher, Andrew Paul	11/07/2011 09:04 PM	College Approval
Revision Requested	Myers, Dena Elizabeth	01/05/2012 11:10 AM	GradSchool Approval
Submitted	Wheaton, Joe Edward	01/05/2012 03:40 PM	Submitted for Approval
Approved	Wheaton, Joe Edward	01/05/2012 03:43 PM	Unit Approval
Pending Approval	Achterberg, Cheryl L Blount, Jackie Marie Zircher, Andrew Paul	01/05/2012 03:43 PM	College Approval



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

Date: November 7, 2011

To: Randy Smith, Vice Provost for Academic Programs
Elliot Slotnick, Associate Dean, Graduate School

From: Jackie Blount, Associate Dean, EHE Academic Affairs

RE: Revised Semester Conversion Package for School of Physical Activity & Educational Services

I am pleased to present the complete package of semester conversion materials for the School of Physical Activity & Educational Services. In response to feedback from the Graduate School Curriculum Committee, the faculty in the School of Physical Activity and Educational Services have revised their Ph.D., and M.S. semester program proposals. In addition, a proposal for the conversion of the Ed.S. in School Psychology is being submitted. In what follows, I will outline unique college and school contexts that have shaped this package. I will include tables summarizing constituent programs/courses and describe any other pertinent considerations. Finally, you will find Dean's level approval.

College Contexts

The College of Education and Human Ecology was formed in 2006 by merging two colleges (Human Ecology and Education). Curriculum across the new college, however, has remained relatively unchanged. Given this situation, we view the semester conversion process as a fresh opportunity to deepen the merger by building curricular collaborations among our units. We also wish to rethink our pre-existing programs and find ways to make them stronger, more coherent, and streamlined.

To these ends, we have asked faculty in our units to purge their curricula of little-used or less-than-relevant courses. We have challenged faculty to reach across unit lines to forge curricular collaborations by creating new degrees, interdisciplinary specializations, or co-taught courses. We are re-instituting a number of undergraduate teacher preparation programs (B.S.Ed.), each of which draws from courses in units around our college as well as across the university. We have encouraged five of our six units to address findings of the [2008 OSU Doctoral Program Assessment and Plan](#) by strengthening their Ph.D. programs and making them more coherent. They have responded by: 1) defining their Ph.D. programs in alignment with their units -- rather than with their pre-merger college (i.e., Ph.D. in Consumer Science rather than Ph.D. in Human Ecology); and 2) creating true cores for their Ph.D. programs if they did not previously exist. Additionally, an Ed.D. degree in Educational Leadership is being proposed to address the need of school administrators to pursue advanced degrees geared for practitioners. With approval of the Ed.D. and also with recent B.O.R. approval of our other practitioner-oriented programs, an Ed.S. (Education Specialist) program in School Psychology and another in Teaching and Learning, fewer graduate students in the college will pursue Ph.D.s by default than in the past.

Requests for revision to the semester program proposals came at a time in which the College faculty were in the midst of implementing a realignment of its six academic units into three departments. As a result, the revised proposals reflect some of the impending changes in administrative structure.

The College Curriculum Committee and College Council have approved the proposals, and approved a standard practice for level of transcript designation across Education and Human Ecology graduate degrees. All Ph.D., Ed.D., Ed.S., M.A., M.S., and M.Ed. programs have been approved for transcript designation at the specialization level.

We believe that, taken together, these changes will greatly strengthen our programs and clarify our new college identity.

School Notes

Changes to School of Physical Activity and Educational Services are a substantial part of the College's overall realignment plan. These changes include joining the academic areas related to educational services to the School of Educational Policy and Leadership, and combining physical activity academic areas into a unit with Consumer Sciences, Human Development and Family Science, and Human Nutrition, effectively splitting the former School. The academic areas joining with Educational Policy and Leadership have been incorporated with the revised graduate programs from that unit. However, graduate degree proposals in Consumer Sciences, Nutrition, and Human Development and Family Science have already been developed, submitted, and in some cases approved. Physical activity faculty sought counsel on how to proceed from Graduate School and Office of Academic Affairs and subsequently moved forward with a plan to propose degrees encompassing only the physical activity subject areas. Therefore, proposals for a Ph.D. in Kinesiology and a M.S. in Kinesiology are being submitted.

A proposal for the conversion of the Ed.S. in School Psychology is being submitted.

Summary Tables

Program	Extent of Change	Notes	Approval by EHE Curr. Committee	Approval by EHE College Council
Ph.D. in Kinesiology	New	Common core added; physical activity areas proposed as separate degree.	Oct. 28, '11	Nov. 4, '11
M.S. in Kinesiology	New	Physical activity areas proposed as separate degree.	Oct. 28, '11	Nov. 4, '11
Ed.S. in School Psychology	Converted	Straight conversion	Oct. 28, '11	Nov. 4, '11
B.S.Ed. in Sport Industry	Re-envisioned	Program updated to align more closely with those offered by peer institutions.	Dec. 9, '10	Jan. 7, '11

B.S.Ed. in Technical Education and Training	Converted	All specializations are converting. Previously the FCS Ed specialization was its own major, but has been brought into TET to combine resources and streamline	Dec. 9, '10	Jan. 7, '11
B.S.Ed. in Special Education	Converted	Straight conversion.	Dec. 9, '10	Jan. 7, '11
B.S.Ed. in Physical Education, Sport, and Physical Activity	Re-envisioned	Mostly straight conversion, but program broken into two strands to better suit students' needs (licensure and non-licensure).	Dec. 9, '10	Jan. 7, '11
Minor in Coaching Education	Converted	Straight conversion.	Dec. 9, '10	Jan. 7, '11
Minor in Family and Consumer Sciences Education	Converted	Straight conversion.	Dec. 9, '10	Jan. 7, '11
Program	Extent of Change	Notes	Approval by EHE Curr. Committee	Approval by EHE College Council
Licensure - School Nurse (non-degree)	Converted	Straight conversion.	Nov. 30, '10	Dec. 3, '10
Endorsement - Pre K Special Needs (non-degree)	Converted	Allows educators who already possess licenses to add service area (endorsement area).	Dec. 9, '10	Jan. 7, '11

Courses	Number	Extent of Change	Approval by EHE Curr. Committee	Approval by EHE College Council
New graduate courses	11	New	Nov. 30 & Dec. 9, '10	Dec. 3, '10 & Jan. 7, '11
New undergraduate courses	12	New	Nov. 30 & Dec. 9, '10	Dec. 3, '10 & Jan. 7, '11
Total new Courses	23			
Re-envisioned graduate courses	95	Re-envisioned	Nov. 30 & Dec. 9, '10	Dec. 3, '10 & Jan. 7, '11
Re-envisioned undergraduate courses	228	Re-envisioned	Nov. 30 & Dec. 9, '10	Dec. 3, '10 & Jan. 7, '11

Total re-envisioned courses	323			
Graduate courses	34	Converted	Nov. 30 & Dec. 9, '10	Dec. 3, '10 & Jan. 7, '11
Undergraduate courses	63	Converted	Nov. 30 & Dec. 9, '10	Dec. 3, '10 & Jan. 7, '11
Total converted courses	97			
Total number of all courses	443			

College Approval

I have carefully reviewed all semester conversion materials for the School of Physical Activity & Educational Services, having done so conjointly with the EHE Curriculum Committee. I also have discussed these materials with Dean Achterberg. This memo signifies Dean's level approval of the entire semester conversion package for the School of Physical Activity & Educational Services.



PAES Administration

School of Physical Activity & Educational Services
College of Education and Human Ecology
PAES Building, First Floor
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Columbus, OH 43210-1224

Director: 614-247-6411
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<http://ehe.osu.edu/paes/>

October 13, 2011

Office of Academic Affairs
203 Bricker Hall
Columbus, OH 43210-1358

RE: Letter of support for Master's Degree in Kinesiology

This letter is in support of the establishment of a new Master's program in kinesiology. In 2010-2011, the College of Education and Human Ecology began the work to realign its six academic units, and in spring of 2011 faculty voted for a three department model. The College is currently developing the proposal documentation to submit to the Council on Academic Affairs by the end of Autumn Quarter, 2011. In the faculty approved re-configuration, two academic areas within the School of Physical Activity and Educational Services (PAES) would be housed in separate departments. Consequently, the faculty in Physical Activity (PA) in PAES needed to develop their own Master's program. The review process began in Autumn Quarter of 2011 with all specializations in PA identifying the goals and objectives for the semester curriculums. Faculty looked at the current goals and objectives and also examined the goals and objectives of peer institutions, accrediting and licensure agencies, and professional organizations related to the discipline. From this study, the faculty constructed their programs of study. At this next stage, every specialization was examined for academic rigor and consistency of the mission to the program. Courses were also examined for consistency and accuracy of title, numbering, audience, and subsidy level before submission for review by the College. In the course of these discussions, the PA faculty renamed the degree to more accurately reflect their mission; that is, the faculty decided to name the new program Kinesiology.

It is my pleasure to support this new program as it accurately reflects the mission and vision of the disciplines encompassed by the study of kinesiology. The specializations within the degree include:

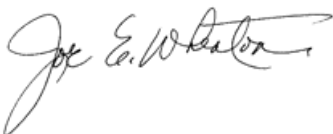
1. Health and Exercise Science
2. Physical Education
3. Sport Management

The Health and Exercise Science (HES) and Physical Education (PE) Specializations each include two concentrations. In HES, these two concentrations are Exercise Science and Physical Activity Behavior. The Physical Education Specialization includes Adapted PE and Teacher Education.

Kinesiology is a broad field which encompasses topics ranging from the cellular and molecular level (e.g. how skeletal muscles adapt to exercise stressors) to the macro-level (e.g. fan behavior in professional sports or physical activity promotion in schools). Together, these concentrations address sport and physical in its many facets in American society.

If you have any questions or need more information, please contact me. I am at your service.

Sincerely,

A handwritten signature in black ink, appearing to read "Joe E. Wheaton". The signature is fluid and cursive, with a large initial "J" and "W".

Joe E. Wheaton, Ph.D.
Associate Director, School of PAES

Semester Conversion Plan For The Master of Science Degree in Kinesiology

BACKGROUND AND RATIONALE

During the 2011-2012 academic year the College of Education and Human Ecology (EHE) is being reorganized from three schools and three departments into a college with only three departments. Currently, Sport, Physical Education, and Exercise Science (SPEES) is one of four areas of study within the School of Physical Activity and Educational Services. In the new configuration the School of Physical Activity and Educational Services will cease to exist and the SPEES faculty will join another unit consisting of faculty from the Departments of Human Nutrition, Human Development and Family Science, and Consumer Science. As part of these changes the Sport, Physical Education and Exercise Science Section will be newly named **Kinesiology**, which is the name used by similar configurations at our peer institutions.

Kinesiology is the study of human movement in its' many forms, including a wide variety of different physical activities, physical education, and sport. Within **Kinesiology**, the study of human movement will be addressed across the lifespan and with diverse constituents from the perspectives of three different specialization areas:

- Health and Exercise Science
- Physical Education
- Sport Management

The Kinesiology program is involved in instruction, scholarship, and service related to sport and physical activity in a variety of settings and with many different constituents. The Kinesiology faculty will have impact and effectiveness through the education of a diversity of professionals, scholars, and leaders in the promotion of sport, physical education, sport humanities, sport management, and exercise science for the state of Ohio, nationally, and globally. Each of the three specializations within Kinesiology is connected and interrelated through addressing various ways in which the value placed on physical activity in society is manifest. The teaching, research, and service work of Kinesiology faculty, students, and staff targets: (a) the increasing rates of obesity; (b) the impact of physical activity throughout the lifecycle and for a diversity of individuals; (c) the crisis in physical education in our schools; (d) the historical and cultural context of sport; (e) the business and consumer dimensions of athletics; and, (f) the challenges of promoting physical activity and health.

Mission

Consistent with a land grant institution, our mission is the creation and application of knowledge related to sport, physical activity, and physical education through applying high quality research to practice. Our mission also includes the professional preparation of leaders who represent diverse backgrounds in the fields of education, such as physical educators, coaches, managers, and researchers in sport and physical activity. We also provide innovation and leadership in the promotion of an active and healthy lifestyle and to lessen the health burden of an inactive lifestyle.

Vision

The vision for the Kinesiology program is to be at the forefront of innovation for enhancement of research, teaching, learning, health, physical education, and physical activity in order to improve the overall quality of life for constituents within the state of Ohio, nationally, and internationally.

Values

We value education and health for all individuals and we seek to inspire in our stakeholders a lifelong commitment to learning and wellbeing. We value research to inform and guide our teaching, practice, and policy making related to health, physical education, sports, and physical activity. We commit to equity and to celebrating and learning from our diversity. We will pursue freedom of inquiry, communication, and the pursuit of knowledge.

The Kinesiology program encompasses the **Sport Fitness and Health Program (SFHP)**, the SFHP is a basic physical activity and health program available to the entire student body. The SFHP typically enrolls 12,000 student credit hours per year in a wide variety of health and physical activity courses. The Kinesiology faculty strongly believes SFHP is integral to their mission and vision. This SFHP program provides our students with first opportunities to engage in applied practice. The SFHP program also serves as a place where faculty and graduate students can engage in research related to critical issues in health and exercise science, physical education, and sport management.

During semester transition activities the faculty of Kinesiology undertook a thorough review of the Master's program and developed common core requirements for the degree and then identified requirements for each of the three areas of specialization.

KINESIOLOGY CURRICULUM

The Master's program in Kinesiology is focused on the training of Master's level practitioners in the three specialization areas. Kinesiology is a broad field which encompasses topics ranging from the cellular and molecular level (e.g. how skeletal muscles adapt to exercise stressors) to the macro-level (e.g. fan behavior in professional sports or physical activity promotion in schools). Reflecting this broad range, our Master's program consists of a common core around which the three specializations are built. This core includes a foundations course, research courses, and a thesis/non-thesis option. The three specializations are:

- Health and Exercise Science
- Physical Education
- Sport Management

Foundations requirement: Choose one of these approved courses (3 hrs)

PAES 5544 Introduction to Adapted Physical Activity (3)

PAES 6807 Sport Law (3)

PAES 7726 Changing Physical Activity Behavior (3)

PAES 7852 Sport Philosophy and Ethics (3)

Recommended courses that will fulfill this requirement are listing in each specialization, but your advisor for assistance in making your selection.

Research Core (6 hrs minimum)

Research paradigms in Kinesiology vary widely from quantitative, qualitative, to single subject designs. The philosophy of the program faculty is to identify a set of research courses that are in line with the Master's student's area of specialization and research interests. Nevertheless, it is expected that all Master's students will be knowledgeable in the foundations of research.

Therefore, all Master's students should have the knowledge gained from the following introductory courses, or their equivalents:

Ed P&L 6641: Introduction to Educational Statistics (4)

Ed P&L 6661: Intro to Educational Measurement (3)

When appropriate, higher level courses may be substituted for these introductory courses, depending on the student's prior experience in research (see Appendix A, Approved Research Courses). Alternative coursework should be selected in consultation between the student and the advisor, and subject to the rules of the Graduate Studies Committee.

Thesis Requirement or Non-Thesis Option (choose 1) (3 hrs minimum)

Thesis Option

Students must submit a complete typed thesis draft approved by the student's Master's Examination Committee before being examined over the thesis. The Master's Examination Committee is composed of at least two Graduate Faculty members, including the student's faculty advisor. The thesis must conform to Graduate School Format Requirements as described in the Graduate school Guidelines for Preparing Theses, Dissertations, and DMA documents. Students will complete a minimum of three hours of 7999 thesis credit.

Non-Thesis Option

Depending on the concentration, students will either satisfactorily pass a four-hour examination that has been constructed and evaluated by the student's Master's Examination Committee during the final semester of the student's program, or be required to create a project. See your advisor for more concentration requirements. Students will complete a minimum of three hours of independent study or research credit during the semester in which they take the exam.

Specialization Requirement

Students are required to complete coursework in at least one area of specialization.

Transition Policy

Students who begin their graduate work under the quarter system – and transition to the semester system before graduation – will not experience a delay or disruption in their progress toward their degree if they:

1. Meet the standards for progress defined by their academic unit and continue to complete appropriate course loads successfully
2. Actively develop and follow academic plans in consultation with their academic advisors

Understanding that some classes may not be offered in the same terms under the semester system, we will provide alternatives (in the form of independent studies) to accommodate students who have entered our graduate program under the quarter system and complete their degree requirements under the semester system. In addition, the following policies may be used

by advisors in consultation with Graduate Studies Committee and department chair when working with students to assure their progress toward degree:

1. Waive pre-requisites for semester courses when necessary and appropriate.
2. Advisors will have a “suggested list” of appropriate substitution courses for those students who have taken parts of courses that have been combined for the semester conversion. Advising for these will need to be on an individual basis.
3. For special circumstances, Individual Studies or Group Studies options may be used.
4. For courses that have minimal changes an automatic transfer of credits will be used.

Program Oversight

Each student will plan their program of study in consultation with an advisor, based on the degree requirements, and subject to the rules of the Graduate Studies Committee (GSC). Students will be provided with a checklist of department and specialization requirements at the beginning of each academic year; students should meet with their advisor and plan their annual coursework with that checklist in mind. After the program of study has been approved by the student’s advisor, it will be filed with the GSC. Faculty will meet with students annually in the spring semester to discuss their progress toward completion of degree. Advisors will provide written reports of this meeting as designated by the GSC. The Graduate Studies Committee will provide additional oversight to facilitate the annual review, as needed.

**HEALTH AND EXERCISE SCIENCE (37-38 HRS MINIMUM,
INCLUDING 12 HRS OF CORE)**

Required Courses (8 hrs minimum)

- PAES 5661.01 Beginning Exercise Physiology Laboratory (1)
- PAES 5685 Adult Exercise Programming (3)
- PAES 7896.23 Exercise Science Colloquium (4)
- PAES 7999.23 Thesis/dissertation for thesis option students (3-6)

Concentration Specific Courses (11 or 12 hrs minimum)

Select one of the following concentrations.

Exercise Science Concentration (11 hrs)

- PAES 5661.02 Intermediate Labs in Exercise Physiology (1)
- PAES 5661.03 Advanced Labs in Exercise Physiology (1)
- PAES 5686 Exercise Training for Fitness and Cardiac Rehabilitation (3)
- PAES 6189.22 Practicum (2)
- PAES 7714 Responses and Adaptations to Exercise (4)

Physical Activity Behavior Concentration (12 hrs)

- PAES 5703 Health Behavior Change (3)
- PAES 5704 Program Evaluation (3)
- PAES 7713 Foundations of Physical Activity Behavior (3)
- PAES 7720 Measurement in Physical Activity (3)

Electives outside of Kinesiology (6 hrs)

A minimum of six hours outside of each Concentration is required. Suggested areas of study outside of the Exercise Science Concentration are in physiology. In the Physical Activity Behavior Specialty, students should take courses in the behavioral sciences, such as psychology or public health. See your advisor for specific course recommendations.

Recommended Foundations Course

- PAES 7726 Changing Physical Activity Behavior (3)

Transition Policy

Students who begin the MA Health and Exercise Program under the quarter system will not be delayed in graduating. The same sequence of courses and content will be followed but reconfigured differently on a semester schedule. See also the Transition Policy for overall guidelines.

**PHYSICAL EDUCATION (36-39 HRS MINIMUM,
INCLUDING 12 HRS OF CORE)**

Required Courses (9 hrs)

PAES 5742 Applied Behavior Analysis for Teachers (3)
PAES 5795 Socio-cultural Issues in Physical Education (3)
PAES 7754 Advanced Motor Development & Learning (3)

Concentration Specific Courses (9 or 12 hrs minimum)

Select one of the following concentrations.

Adapted PE Concentration (12 hrs)

PAES 5657 Sport & Disability (3)
PAES 5676 Programming for Severe Physical Impairments (3)
PAES 8189.20 Practicum in Adapted Physical Education (3)
PAES 8872 Advanced Study in Adapted Physical Education (3)

Teacher Education Concentration (9 hrs)

PAES 5521 Skill Analysis (3)
PAES 8189 Practicum in Physical Education (3)
PAES 8998.20 Research: Teaching in Physical Education (3)

Electives outside of Kinesiology (Teacher Education Concentration only) (6 hrs)

A minimum of six hours outside of the Teacher Education Concentration is required. Suggested areas of study are: special education, curriculum development, recreational sports. See your advisor for specific course recommendations.

Recommended Foundations Course

PAES 5544 Introduction to Adapted Physical Activity (3)

Transition Policy

Students who begin the Physical Education master and doctoral programs under the quarter system will not be delayed in graduating. The same sequence of courses and content will be followed but reconfigured differently on a semester schedule. See also the Transition Policy for overall guidelines.

**SPORT MANAGEMENT (30-36 HRS MINIMUM,
INCLUDING 12 HRS OF CORE)**

Required Courses (9 hrs)

- PAES 6808 Management of Sport Delivery Systems (3)
- PAES 6809 Sport Marketing (3)
- PAES 6837 Event and Facility Management for Sport Managers (3)

Concentration Supplemental Courses (6 hrs minimum)

Select a minimum of 6 hrs from the following list:

- PAES 5610 Women's Sport History (3)
- PAES 5611 Pre-modern Sport (3)
- PAES 5614 Sport and Sexuality (3)
- PAES 5626 Sport and Popular Culture (3)
- PAES 5890.21 Cultural Theories of Sport (3)
- PAES 6189.22 Practicum in Sport Management (3)
- PAES 6730 Financing Sport Operations (3)
- PAES 6842 Business of College Sports (3)
- PAES 7193.22 Individual Studies (1-4)
- PAES 7711 American Sport History (3)
- PAES 7744 Sexuality and Education (3)
- PAES 7839 Professional Sport From the Civil War to the Present (3)
- PAES 7850 Role of Sport in Society (3)
- PAES 7906 Understanding Sport Consumers: Theoretical Perspectives (3)

Internship in Sport Management (9 hrs) or Thesis Option (3 hrs minimum in addition to the Thesis Option Core)

Students are required to take either nine hours of advisor approved internship in Sport Management (PAES 6191.22 Internship in Sport Management), or complete a thesis (3 hrs minimum in addition to the 3 hours of thesis required by the Core). See your advisor for specific course recommendations to discuss internship and thesis requirements.

Recommended Foundation Courses (choose 1)

- PAES 6807 Sport Law (3)
- PAES 7852 Sport Philosophy and Ethics (3)

Transition Policy

Students who begin the Sport Management program under the quarter system will not be delayed in graduating. A majority of students in the Sport Management program graduate in one calendar year. Most that return for a second year only need research and elective classes to fulfill the requirements for graduation. See also the Transition Policy for overall guidelines.

APPENDIX A: APPROVED RESEARCH COURSES

This list is not meant to list all possible research options, and advanced students should work with their advisors to determine if other courses would be more beneficial to a student's particular research needs.

Quantitative

These courses are currently housed in Ed P&L, a new name may for the unit may be developed once college re-structuring is complete.

- Ed P&L 6641: Introduction to Educational Statistics (4)
- Ed P&L 6661: Intro to Educational Measurement (3)
- Ed P&L 7627: Sampling and Survey Research Methods (3)
- Ed P&L 7631 Applied Evaluation Design (3)
- Ed P&L 7635: Research Methods (3)
- Ed P&L 7643: Categorical Data Analysis (3)
- Ed P&L 7648: Univariate Experimental Designs (4)
- Ed P&L 7651: Regression Analysis (3)
- Ed P&L 7661: Instrument Construction (3)
- Ed P&L 8648: Multivariate Experimental Designs (4)
- Ed P&L 8657: Factor and Cluster Analyses (3)
- Ed P&L 8658: Applied Multilevel Data Analysis (3)
- Ed P&L 8659: Structural Equation Modeling (3)
- Ed P&L 8674: Scaling and Item Response Theory (3)

Qualitative

These courses are currently housed in Ed P&L, a new name may for the unit may be developed once college re-structuring is complete.

- Ed P&L 8210 Qualitative Research: The Analysis of Interaction in Educational Settings (3)
- Ed P&L 8211 Analysis of Classroom Discourse (3)
- Ed P&L 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)
- Ed P&L 8290 Qualitative Research in Education: Practicum in Methods and Analysis (3)

Single Subject

These courses are currently under Special Education. A new unit name will be determined under college of EHE re-structuring.

- PAES 8861 Behavioral Research Methods in Applied Settings (3)
- PAES 8871 Behaviorism: Schedules and Translational Research (3)
- PAES 8874 Behavioral Research in Education (3)

Other research courses outside the college

- Sociology 6608 - Qualitative Methods in Sociology (3)
- AAE 8850 Research Methods (2)
- AAE 8860 Research Design (2)
- AAE 8870 Analysis and Interpretation of Data (2)
- AAE 8880 Instrumentation and Procedures for Data Collection (2)
- AAE 8890 Applied Regression Analysis (2)
- AAE 8895 Applied Data Reduction Techniques (2)

HIST 7900 Colloquium in the Philosophy of History, Historiography, & the Historian's Skills
(3)

HIST 7901 Colloquium in the Philosophy of History, Historiography, & the Historian's Skills
(3)

APPENDIX B: KINESIOLOGY MS COURSE LIST

Dept	Sem #	Sem Title	Sem Hrs	Qtr #	Qtr title	Qtr hrs
KINESIOLOGY MS CORE COURSES						
EDU PAES	7726	Changing Physical Activity Behavior	3	726		3
EDU PAES	5544	Introduction to Adapted Physical Activity	3	544	Sport and Leisure Perspectives for Special Populations	5
EDU PAES	6807	Sport law	3	807	Legal issues Affecting Sport	5
KINESIOLOGY MS RESEARCH COURSES						
EDU PL	6641	Introduction to Educational Statistics	4	786	Introduction to Inquiry: Quantitative Methods	5
EDU PL	6661	Introduction to Educational Measurement	3	744		3
EDU PL	7627	Sampling Designs and Survey Research Methods	3	807	Educational Survey Research Methods	3
EDU PL	7631	Applied Evaluation Design	3	836, 854, 837, 931	Evaluation Methods: Principles of Needs Assessment I; Evaluation Methods: Principles and Techniques for the Evaluation of Teaching and Teachers; Evaluation Methods: Principles for the Evaluation of Professional Personnel in Education; Applied Evaluation Design	4, 3, 3
EDU PL	7635	Advanced Research Methods	3			
EDU PL	7643	Categorical Data Analysis	3	827	Analyzing Categorical Data in Educational Research	3
EDU PL	7648	Univariate Experimental Design	4	808, 809	Experimental Design in Education I; Experimental Design in Education II	5, 5
EDU PL	7651	Regression Analysis	4	881	Applications of Regression Analysis to Educational Research	3
EDU PL	7661	Instrument Construction	3	796, 848	Classroom Test Construction; Educational Inquiry Within the Affective Domain: Theory and Methods	3, 4
EDU PL	8210	Qualitative Research: The Analysis of Interaction in Educational Settings	3	817.01	Qualitative Research: Introduction to the Analysis of Interactions in Educational Settings	3
EDU PL	8211	Analysis of Classroom Discourse	3	817.02, 817.03	Qualitative Research: Analysis of Classroom Discourse; Qualitative Research: Advanced Topics in the Analysis of Interaction in Education	3, 3
EDU PL	8280	Qualitative Research in Education: Paradigms, Theories, and Exemplars	3	800, 966, 967	Qualitative Research in Education; Practicum in Educational Research and Evaluation; Analyzing Qualitative Data in Educational Research	3, 3, 5
EDU PL	8290	Qualitative Research in Education: Methods and Analysis	3	800, 966, 967	Qualitative Research in Education; Practicum in Educational Research and Evaluation; Analyzing Qualitative Data in Educational Research	3, 3, 5
EDU PL	8648	Multivariate Experimental Designs	4	810	Experimental Design in Education III	5
EDU PL	8657	Factor and Cluster Analysis	3			
EDU PL	8658	Applied Multilevel Data Analysis	3	938		4
EDU PL	8659	Structural Equation Modeling	3	883		4
EDU PL	8674	Scaling and Item Response Theory (IRT)	3	874	Item Response Theory (Rasch Model) Techniques for Competency Testing	3
EDU PAES	8861	Behavioral Research Methods in Applied Settings	3	871		5
EDU PAES	8871	Behaviorism: Schedules and Transitional Research	3	861	Focus of Behavior Analysis in Education	3
EDU PAES	8874	Behavioral Research in Education	3	874, 873	Behavioral Research in Education: Critical Analysis and Thematic Extensions; Behavioral Research in Education: Strategies and Tactics	3, 3
HEALTH & EXERCISE SCIENCE SPECIALIZATION REQUIRED COURSES						
EDU PAES	5661.01	Beginning Exercise Physiology Laboratory	1	660.01	Laboratories in Exercise Physiology: Introductory	1
EDU PAES	5685	Adult Exercise Programming-Implementation	3	685	Adult Exercise Program- Implementation	3
HEALTH & EXERCISE SCIENCE SPECIALIZATION OPTION COURSES						
EDU PAES	5661.02	Intermediate Labs in Exercise Physiology	1	660.02	Laboratories in Exercise Physiology: Intermediate	1
EDU PAES	5661.03	Advanced Labs in Exercise Physiology	1	660.03	Laboratories in Exercise Physiology: Advanced	1

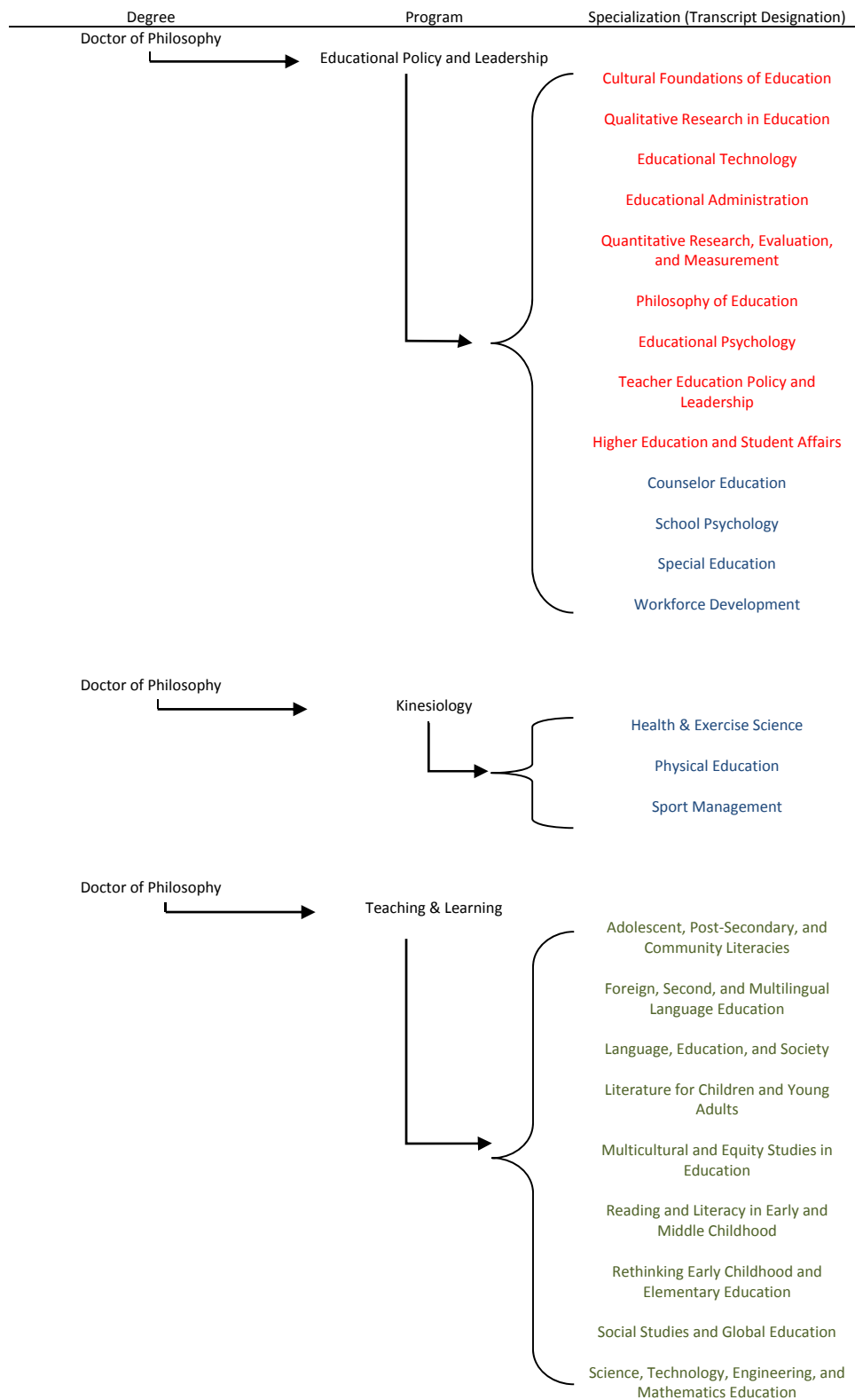
Dept	Sem #	Sem Title	Sem Hrs	Qtr #	Qtr title	Qtr hrs
EDU PAES	5686	Advanced Exercise Training and Evaluation for Prevention and Rehabilitation	3	686	Exercise Training for Fitness and Cardiac Rehabilitation	3
EDU PAES	5703	Health Behavior Theory	3	703	Health Behavior Change in Adulthood and Later Years	3
EDU PAES	5704	Health Program Evaluation	3	704	Evaluation in Health Education	3
EDU PAES	7713	Foundations of Physical Activity Behavior	3	713		3
EDU PAES	7714	Advanced Physiology of Exercise	4	714	Responses and Adaptations to Exercise	5
EDU PAES	7720	Measurement in Physical Activity Behavior	3	720	Measurement of Physical Activity	3
EDU PAES	6189.22	Practicum	3	989	Internship in Sport Management	9
PHYSICAL EDUCATION SPECIALIZATION REQUIRED COURSES						
EDU PAES	5742	Applied Behavior Analysis	3	742	Applied Behavior Analysis for Teachers	3
EDU PAES	5795	Socio-cultural Issues in Physical Education	3	795		3
EDU PAES	7754	Advanced Motor Development & Learning	3	754, 851	Physical Growth and Motor Development; Motor Learning	3, 3
PHYSICAL EDUCATION SPECIALIZATION OPTION COURSES						
EDU PAES	5521	Qualitative Skill Analysis	3	521	Sport Skill and Strategy Analysis I	3
EDU PAES	5657	Sport and Disability	3	657		3
EDU PAES	5676	Programming for Severe Physical Impairments	3	676		3
EDU PAES	8189.2	Field Experience in Physical Education	1-6	889	Practicum	2-15
EDU PAES	8872	Advanced Study in Adapted Physical Education	3	872	Advanced Studies in Adapted Physical Education	3
EDU PAES	8998.2	Research: Teaching in Physical Education	1-12			
SPORT MANAGEMENT SPECIALIZATION REQUIRED COURSES						
EDU PAES	6808	Management of Sport Delivery Systems	3	808	Effective Management of Sport Delivery Systems	3
EDU PAES	6809	Sport Marketing	3	809		3
EDU PAES	6837	Event and facility Management for Sport Managers	3	837		3
SPORT MANAGEMENT SPECIALIZATION REQUIRED COURSES						
EDU PAES	5610	Women's Sport History	3	610		4
EDU PAES	5611	Premodern Sport	3	611	History of Physical Education and Sports from Ancient Times to 19th-Century Europe	3
EDU PAES	5614	Sport and Sexuality	3	614	Sexuality and Sport	5
EDU PAES	5626	Sport and Popular Culture	3	626.01 , 626.02	Sport and Popular Culture Overview; Sport and Popular Culture- Race and Gender	3, 3
EDU PAES	5890.21	Cultural Theories of Sport	3	690		3
EDU PAES	6730	Financing Sport Operations	3	733		3
EDU PAES	6842	Business of College Sports	3	842		4
EDU PAES	7193.22	Advanced Individual Studies: Sport Management	1-12	893.22	Advanced Individual Studies: Sport and Exercise Management	1-15
EDU PAES	7711	American Sports History	3	711		5
EDU PAES	7744	Sexuality and Education	3	744		4
EDU PAES	7839	Professional Sport from the Civil War to the Present	3	839	Professional Sport in 20th Century America	3
EDU PAES	7850	Role of Sport in Society	3	850	The Role of Sports in Society	5
EDU PAES	7906	Understanding Sport Consumers: Theoretical Perspectives	3	906		3

Education Graduate Programs Schematic

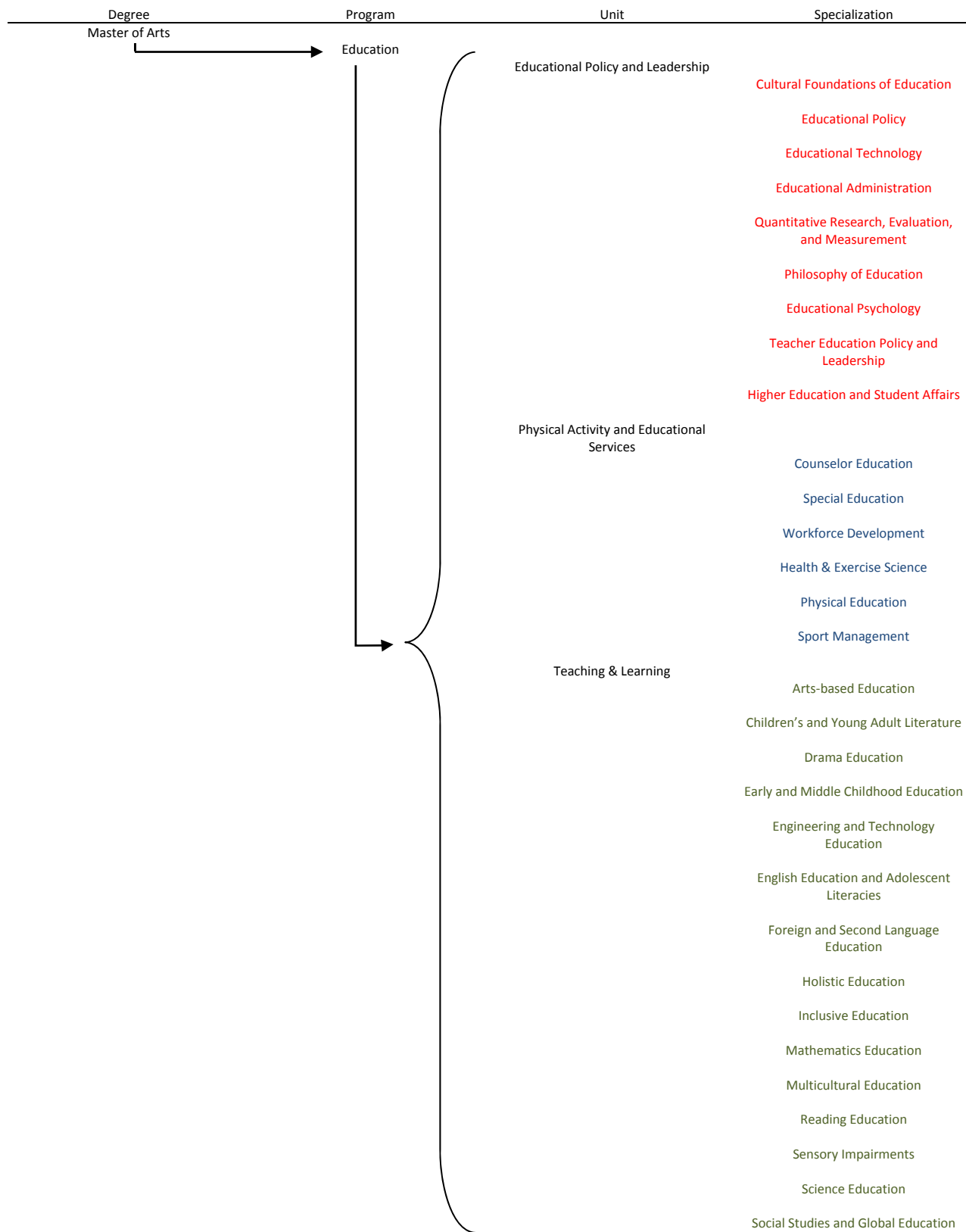
Doctor of Philosophy- Quarters



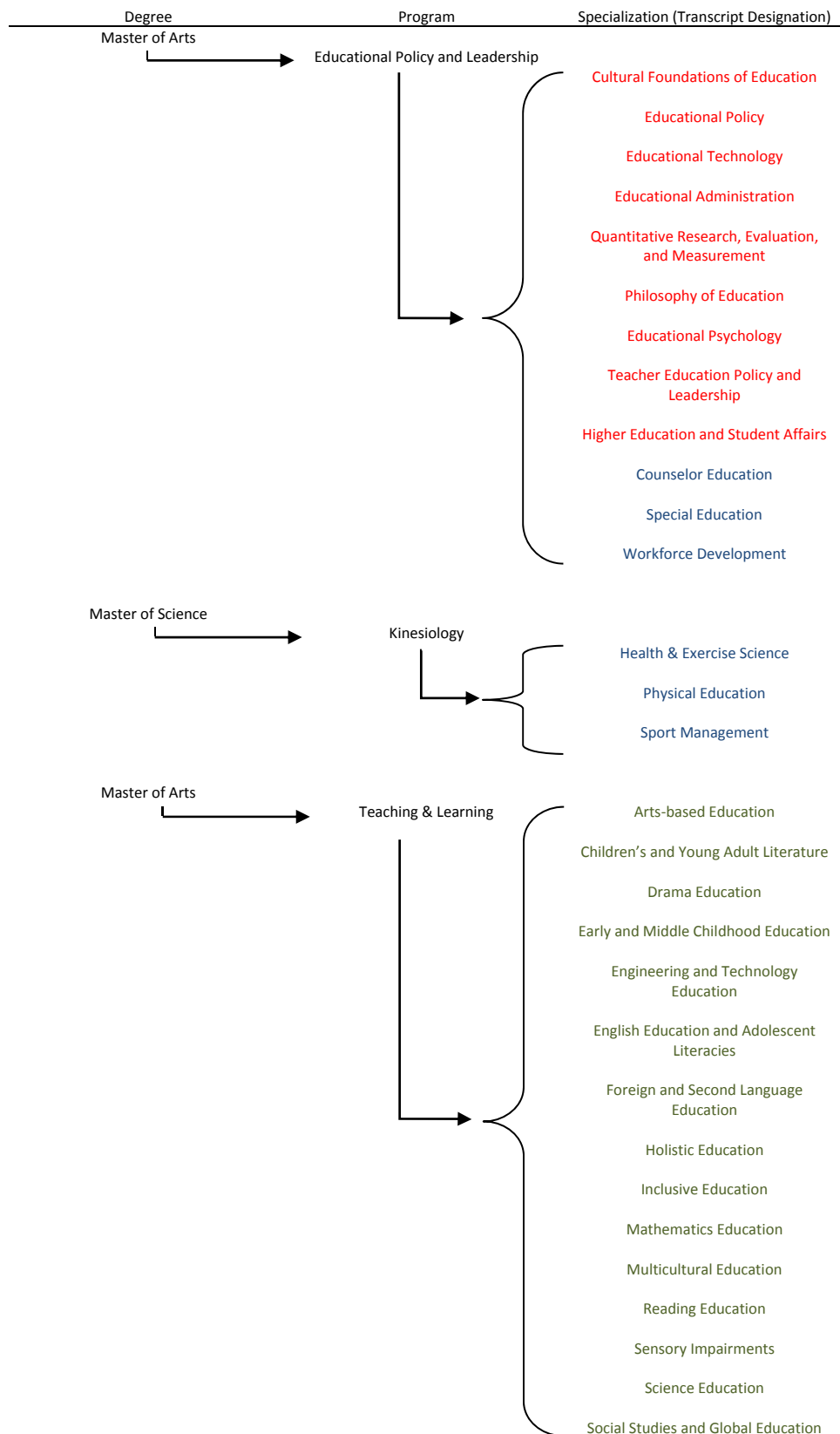
Doctor of Philosophy- Proposed for Semesters



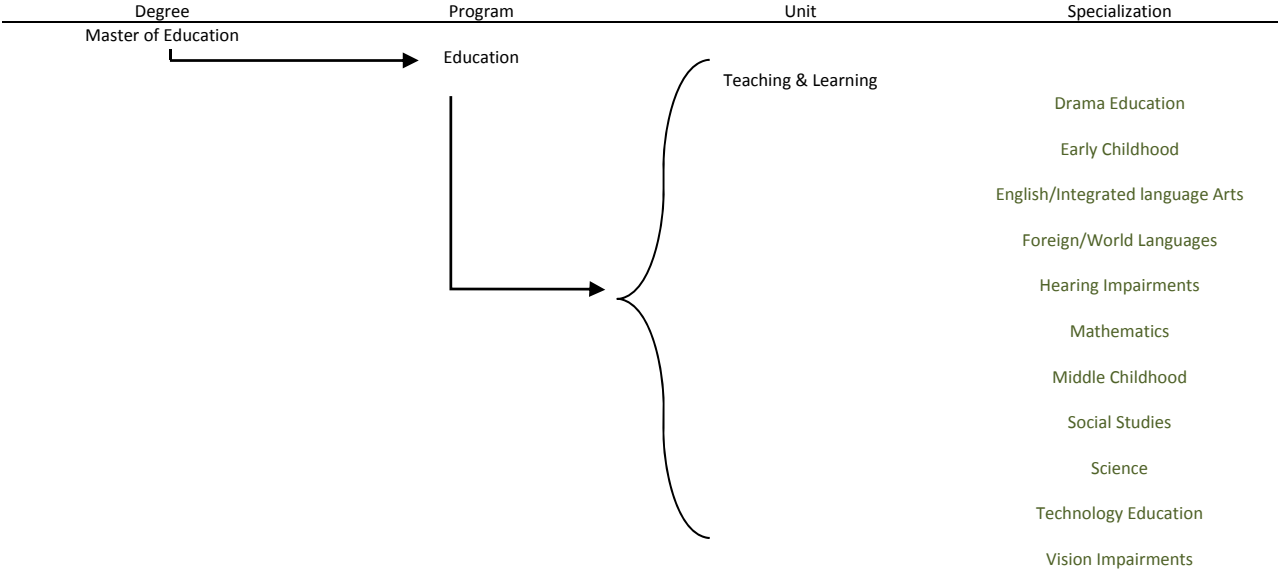
Master of Arts- Quarters



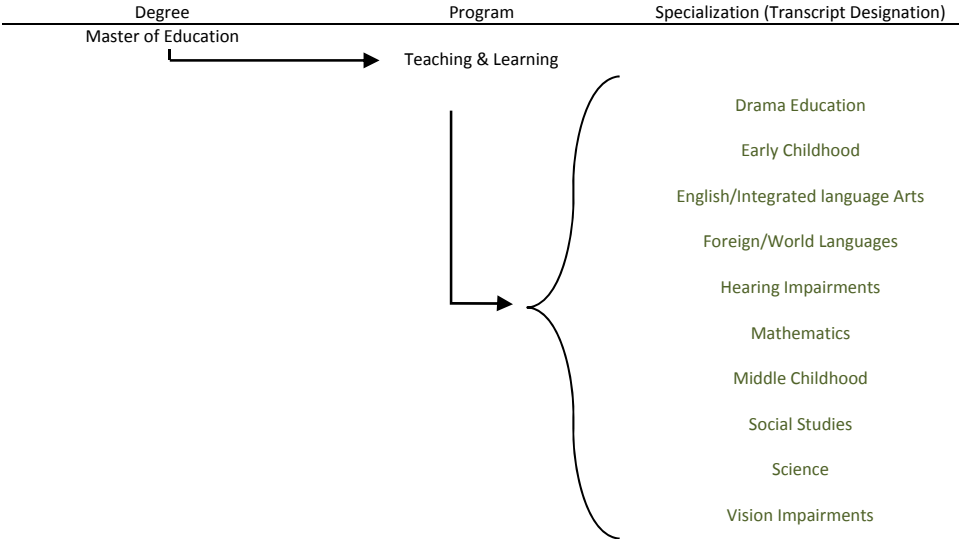
Master of Arts/Science- Proposed for Semesters



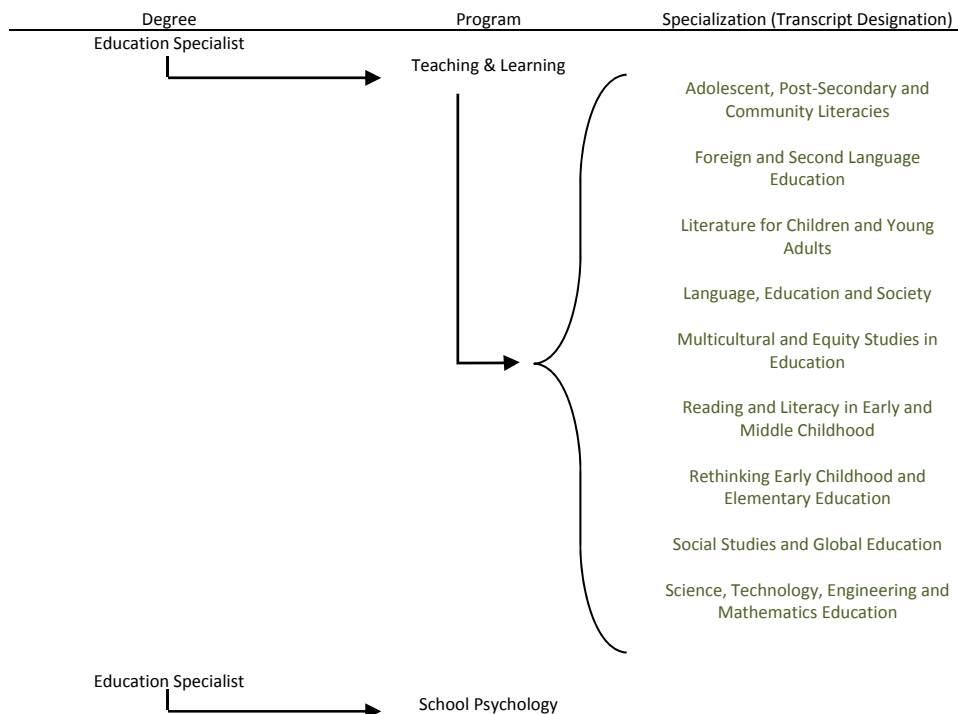
Master of Education- Quarters



Master of Education- Proposed for Semesters



Education Specialist- Proposed for Semesters



Doctor of Education- Proposed for Semesters (new)

