

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

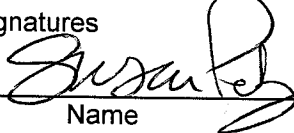
Type of Request (circle): New Program Program Change
The Sport, Physical Education, and Exercise Science (SPEES) section in the School of PAES wishes to change its name to Kinesiology (effective June 1, 2012), which it ~~believes better reflects its mission~~

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
PhD in Kinesiology

Last Updated: Wheaton, Joe Edward
10/13/2011

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	PhD in Kinesiology
Type of Program/Plan	Graduate degree program
Program/Plan Code Abbreviation	KIN-PHD
Proposed Degree Title	Doctor of Philosophy

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				53	
Required credit hours offered by the unit	Minimum			47	
	Maximum				
Required credit hours offered outside of the unit	Minimum			6	
	Maximum				
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

- 1. The creation and application of knowledge related to physical education, sport and physical activity.
- 2. Conducting high quality research, synthesis, and integration of existing knowledge designed for students, the scholarly community, and constituents within the state of Ohio, nationally, and abroad.
- 3. The 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.
- 4. To prepare scholars and researchers in physical education, sport, physical activity and health to provide innovation and leadership in the promotion of an active and healthy lifestyle and to lessen the health burden of an inactive lifestyle.

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

- National standardized examination
- Certification or licensure examinations
- Local comprehensive or proficiency 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

- Candidacy exams
- 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
- Student evaluation of instruction

Additional types of indirect evidence

- Job or post-baccalaureate education placement
- 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
- Periodically confirm that current curriculum and courses are facilitating student attainment of program goals

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.

Pre-Major

Status: PENDING

PROGRAM REQUEST
PhD in Kinesiology

Last Updated: Wheaton,Joe Edward
10/13/2011

Does this Program have a Pre-Major? No

Attachments

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

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Wheaton,Joe Edward	10/13/2011 10:43 AM	Submitted for Approval
Approved	Wheaton,Joe Edward	10/13/2011 10:43 AM	Unit Approval
Pending Approval	Achterberg,Cheryl L Blount,Jackie Marie Zircher,Andrew Paul	10/13/2011 10:43 AM	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
305 West 17th Avenue
Columbus, OH 43210-1224

Director: 614-247-6411
FAX: 614-688-4613
<http://ehe.osu.edu/paes/>

October 13, 2011

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

RE: Letter of support for Ph.D. in Kinesiology

This letter is in support of the establishment of a new doctoral 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 doctoral 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. Physical Education
2. Sport Management
3. Health and Exercise Science

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

Sincerely,

A handwritten signature in black ink that reads "Joe E. Wheaton".

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

Semester Conversion Plan
For The Doctor of Philosophy 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 in 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 physical education, sport and physical activity through high quality research, synthesis, and integration of existing knowledge designed for students, the scholarly community, and constituents within the state of Ohio, nationally, and abroad. 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 prepare scholars and researchers in physical education, sport, physical activity and health to 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 their first opportunities to engage in college level teaching and is linked to one (7863) of the courses in the Kinesiology core. 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 doctoral program and developed common core requirements for the degree and then identified requirements for each of the three areas of specialization areas.

KINESIOLOGY CURRICULUM

The doctoral program in Kinesiology is focused on the training of doctoral level scholars in three specialization areas. Kinesiology is a broad field which encompasses topics ranging from the cellular & 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 doctoral program consists of a common core of course work in the field around which three specializations are built. The three specializations are:

- Health and Exercise Science
- Physical Education
- Sport Management

Because these three areas of specialization differ in content and methods, the faculty's philosophy is to allow a great deal of flexibility to each specialization in designing the curricula and requirements

associated with its specialization to meet the needs of the students and best prepare doctoral students that will be competitive upon graduation. The doctoral program consists of a common core of requirements coupled with additional requirements and options associated with each of the three specialization areas. The common core and the requirements are listed below.

Kinesiology Courses and Ethical Focus (9 hrs)

The faculty of Kinesiology believes that it is important all doctoral students understand ethical issues in conducting research, teaching students and global issues surrounding the professoriate. Rather than teach a specific class in ethics we have chosen to weave issues of ethics into the four core Kinesiology classes identified above. In 6890.01 (Research Design) doctoral students will learn about the ethics of working with human subject and OSU IRB procedures. In 6890.02 (Research Methods) doctoral students will develop a broader understanding of the ethics of conducting research and maintaining research procedures that are compliant with federal and local policies. In 6807 (Sport Law) doctoral students will be exposed to the concept and importance of ethics, ethical decision making and ethical practice. In 7863 (college teaching) doctoral students will develop an understanding of ethical issues associated with instruction and ethical issues tied to student engagement in academic honesty and dishonesty.

The core courses are designed to give the students a common experience. The courses are not sequential and can be taken in any order and during any semester, although it is recommended that they be taken early in the student's career.

- PAES 6890.01 PAES Core 1 (3): This course will introduce students to the different research designs used commonly in Kinesiology including quantitative, qualitative, single subject and case study designs. The course includes ethical guidelines needed for submission of research proposals to the institutional review board (IRB).
- PAES 6890.02 PAES Core 2 (3): This course introduces students to the principles of successful grant writing including identifying sources of funding and development of competitive research proposals. In line with our field's focus, a broad-based approach to writing for funding will be undertaken including federal funding, foundations, and grants and contracts. Ethical issues associated with the development and conduct of research will be discussed.

Select one of the following two courses to fulfill the Kinesiology Core. (Note: Students who have taken both of these core courses must take an additional course in their specialization.)

- PAES 6807 Sport Law (3): This course will introduce students in the field to the basic concepts of law that are particularly relevant to our field, including: negligence, intentional torts, anti-discrimination laws, contracts, and drug-testing laws. The distinctions between law, justice, and ethics will be integral to the course.
- PAES 7863 Teaching Health and Fitness Courses at the College Level (3): The purpose of this course is to enhance the preparation of students to teach Health and Fitness

courses at the College Level. In addition, this course will provide students with the opportunity to develop the knowledge and skills necessary to teach College level classes beyond The Ohio State University. Ethical issues associated with teaching will be examined within the course.

Research Core (9 hrs minimum beyond the Masters)

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 doctoral student's area of specialization and research interests. Thus, we have not prescribed a specific set of research courses, but rather students can select from a menu of options. Although a minimum of 9 credits of research is required for the doctoral degree, many students will undertake more than 6 credits of research as part of their doctoral program. When appropriate, other higher level courses may be substituted for the courses below depending on the student's prior experience in research.

Students will select at least nine credits from the following list of courses. This coursework will be selected in consultation between the student, the advisor, and the doctoral committee members, and subject to the rules of the Graduate Studies Committee. 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

- 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

- 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

- 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)

Flexibility Requirement (6 hrs minimum)

The intent of the flexibility requirement is to provide opportunities for doctoral students to take coursework in line with their prior experiences and professional goals. This may involve the student taking coursework that extends the breadth of their disciplinary knowledge or the depth of their knowledge. The coursework may be from inside or outside of the doctoral program. This coursework will be selected in consultation between the student, the advisor, and the doctoral committee members. Examples of the flexibility focus areas are provided under each specialization area.

Dissertation Credit (6 hrs minimum)

Students will complete a minimum of 6 credits of 8999 dissertation credit. An additional 3 credits may be taken depending on the nature and length of the dissertation study.

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). Candidacy committees should also be involved as the student approaches the candidacy exam. 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 and relevant committee(s), it must also be approved by 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.

Master's Degree Information

The Kinesiology Specialization accepts doctoral students with and without master's degrees. If a master's degree was earned at another university or from Ohio State in a program other than Kinesiology, students may transfer up to 30 earned semester hours to their doctoral degree with approval from their advisor and the Graduate Studies Committee. Students should discuss the transfer

of graduate hours with their advisor during their first quarter of enrollment at Ohio State. Procedures for requesting transfer credit are available from the Graduate School.

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 courses 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.

Assessment Conversion

Assessment practices will not be affected. The plan for assessment does not change as our students will be evaluated using the same evaluation tools as were used in the quarter.

HEALTH & EXERCISE SCIENCE SPECIALIZATION (55-56 HRS BEYOND THE MASTERS)

Mission

The Health and Exercise Science specialization of Kinesiology exists to advance the understanding of the role of physical activity in health promotion and disease prevention across the lifespan. Health and Exercise Science is focused upon innovative research, exceptional teaching, and translational/clinical application of this knowledge to address Ohio State University's tripartite mission of research, academics, and service.

Vision

Health and Exercise Science embraces the scholar/teacher model and aspires to a level of scholarly distinction that is recognized nationally and internationally. We seek to advance the field of health and exercise science by conducting innovative, meaningful research, training exceptional students, and engaging with the community to promote health and well-being. We aim to secure extramural funding and focus our course offerings around the themes of exercise in health promotion and disease prevention.

Specialization Goals and Competencies

The following goals and competencies are consistent with those established by the American College of Sports Medicine and the National Commission of Health Education Credentialing.

The Health and Exercise Science specialization prepares graduates to:

1. Educate individuals and groups about the physiological and behavioral foundations of physical activity, health and fitness.
2. Conduct basic and applied research on health, disease prevention, human behavior, and human performance.
3. Actively engage in scholarship, education and services to national and international organizations to advance knowledge to promote health and human performance.
4. Contribute to the professional research literature in physical activity, exercise, and sport.
5. Design and implement evidence-based strategies to help individuals, groups, and communities to maintain and enhance physical performance, fitness, health, and quality of life.
6. Conduct research on the structural, functional and behavioral phenomena related to health and exercise behavior in sport, clinical, and community settings.
7. Be employed in jobs in university, research, government and health care setting that address health and exercise behaviors.
8. Be leaders in governmental and professional organizations involved in policy development and implementation in health and human performance.

The Health and Exercise Science specialization allows students to go more in depth in the following two concentration areas: Health and Exercise Science and Physical Activity Behavior.

Health and Exercise Science Courses Required by Both Concentrations (13 hrs minimum)

The following courses are required of all students in the Health and Exercise Science specialization, regardless of concentration area:

- PAES 5661.01 Beginning Exercise Physiology Laboratory (unless taken previously)
- PAES 5661.02 Intermediate Labs in Exercise Physiology (unless taken previously) (1)
- PAES 5685 Adult Exercise Programming (3)
- PAES 7896.23 Exercise Science Colloquium (4)
- PAES 6189.22 Practicum (1)
- Research Core (in addition Kinesiology requirement) (3)

Note: Students who have taken PAES 5661, PAES 5662, and PAES 5685, or equivalents do not need to retake these courses and should select a course from the flexible course schedule.

Exercise Science Concentration Courses (13 hrs minimum)

The following courses are required of all students in Exercise Science concentration area:

- PAES 7714 Advanced Physiology of Exercise (4)

Choose three of the following:

- PAES 8867 Biochemical Methods for Assessment of Human Performance (3)
- HUMN NTR 8802 Metabolism (3)
- PAES 8803 Cardiovascular Exercise Physiology (3)
- PAES 8804 Skeletal Muscle Structure, Function, and Plasticity (3)

Physical Activity Behavior Concentration Courses (12 hrs minimum)

The following courses are required of all students in Physical Activity Behavior concentration area:

- PAES 7713 Foundations of Physical Activity Behavior (3)
- PAES 7720 Measurement in Physical Activity (3)
- PAES 7726 Changing Physical Activity Behavior (3)
- PAES 8801 Seminar in Physical Activity Behavior (3)

Flexibility Requirement (6 hrs minimum)

The following are common examples of the focus of the flexibility requirement for doctoral. The following are common examples of the focus of the flexibility requirement. Others areas may be appropriate, with approval of the advisor and the Graduate Studies Committee.

- Statistics/Research
- Public Health
- Psychology
- Physiology/Cell Biology
- Nutrition

Sample courses include:

PHYSIOCB 601 Organ System Physiology (3)
HUM NTR 8806 Advanced Nutrition Education (3)
PSY 644 Behavioral Endocrinology (3)
HBHP 720 Health Promotion Disease Prevention (3)
Ed P&L 8648: Multivariate Experimental Designs (3)

Rationale for Proposed Program Changes

In general, we are making minimal changes to concentrations within Kinesiology. In the Health and Exercise Science specialization, the content of several quarter courses were expanded by adding course content. No new courses were proposed for the specialization.

Transition Policy

Students who begin the PhD in Kinesiology with a specialization in Health and Exercise 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 SPECIALIZATION (54 HRS BEYOND THE MASTERS)

Mission

Physical inactivity, obesity, and ineffective instruction in physical education, community and sport settings represent serious problems in society. The Physical Education specialization is dedicated to improving the lives of children and youth by investigating, translating and disseminating best practices in teaching/ instruction and interventions that can be used to improve physical education, physical activity and sport by researchers, practitioners, community members, and policy makers. Our faculty share a commitment to improving American education and the lives of diverse Americans by studying physical education, adapted physical education, physical activity and sport using high quality, socially relevant research and honoring the public trust.

Vision

To continue to be a preeminent leader in the world for the study of pre-service and in-service teacher education and professional development in both adapted and general physical education; and to conduct applied research in the study of physical education, physical activity and sport, with an ultimate goal of educating children and youth to develop and maintain a healthy, physically active lifestyle.

Specialization Goals and Competencies

Definition: The “field” referred to in the goals and objectives below, including Physical Education, Adapted Physical Education, Physical Education Teacher Education, and physical activity settings found in schools and communities.

Our specialization has four fundamental goals. We prepare graduates to be:

1. Consumers who are able to critique and draw defensible conclusions about the subject matter studied;
 - a. Apply relevant theoretical knowledge to educational problems.
 - b. Make significant intellectual contributions to the body of knowledge in their chosen field and provide innovative solutions to the day-to-day problems faced in the field.
2. Researchers who are able to both design research to answer specific questions, and are also able to critically evaluate research;
 - a. Explain and apply a range of quantitative and qualitative research method used in educational research
 - b. Critically evaluate research studies in order to assess their quality and applicability in educational and physical activity settings.
3. Practitioners who are able refine, modify, apply and teach knowledge in the field.
 - a. Acquire and utilize knowledge of behavioral, policy and strategic issues to our field.
 - b. Demonstrate strong oral and written communications skills relevant to higher education.

4. Leaders who serve and lead professional organizations in the field, engage in public policy discussion and advocacy, as well as serve as models for profession.
 - a. Disseminate and advocate, through leadership in service and engagement activities, essential knowledge in the field that can be transmitted to individuals, schools, families, and communities.

Courses Required by All Students in the Physical Education Specialization (15 hrs minimum)

The following courses are required of all students in the Physical Education specialization, regardless of concentration area:

- PAES 7863 Teaching Health and Fitness Course at the College Level (3)*
- PAES 7998.20 Research Project in Physical Education (3 credits repeatable 3 times) (9)
- PAES 8890.20 Doctoral seminar (3 credits repeatable 4 times) (12)

* PAES 7863, or its equivalent, may be waived for students who have taken the course during their master's program. The course must be replaced with an additional Physical Education course. See your advisor for further assistance.

Elective Courses (9 hrs. minimum)

Students must pick a minimum of three of the following courses:

- PAES 5676 Programming for Severe Physical Impairments (3)
- PAES 5742 Applied Behavior Analysis for Teachers (3)
- PAES 7754 Advanced Motor Development and Learning (3)
- PAES 7868 Research on Teaching in Physical Education (3)
- PAES 8865 Advanced Socio-Cultural Issues in Physical Education (3)
- PAES 8870 Research on Teaching (3)
- PAES 8872 Advanced study in adapted physical education (3)
- PUBAFRS 6000 Public Policy Formulation and Implementation
- PUBAFRS 6070 Public Affairs Statistics

The following courses are taken outside of Kinesiology and the semester numbers are not yet available:

- PUBHHMP 802 Economic Analysis of Health Services
- PUBHHMP 803 Economics of Health Care I
- PUBHHMP 805 Introduction to Health Policy
- PUBHHMP 840 Disability Policy and Politics
- PUBHHBP 820 Foundations of Health Behavior and Health Promotion
- PUBHHBP 821 Community Health Assessment
- PUBHHBP 822 Settings and Special Populations

Flexibility Requirement (6 hrs minimum)

The following are common examples of the focus of the flexibility requirement. Others areas may be appropriate, with approval of the advisor and the Graduate Studies Committee.

- Statistics/Research
- Public Health
- Teacher Education
- Child Development
- Developmental Psychology
- Urban Education

Rationale for Proposed Program Changes

In general, minimal changes are made to the Physical Education specialization requirements. Some semester courses are a combination of quarter courses. For example, PAES 7754 (Advanced motor development and learning) is a combination of PAES 754 Physical Growth & Motor Development and PAES 851 Advanced Motor Learning. PAES 8872 (Advanced Topics in APE) is a combination of three quarter courses including PAES 755 (Inclusion in Sport and Exercise Education), PAES 762 (Physical and Motor Assessment for Children with Handicapping Condition), and PAES 872 (Advanced Topics in APE). Finally, the content of some quarter courses will be expanded into semester length courses. No new courses were proposed for the Physical Education Specialization. Our proposed changes are consistent with university programs that offer the same degree on a semester schedule. These changes will enable our students to acquire more in-depth knowledge and skills to be better prepared for their future career.

Transition Policy

Students who begin the Physical Education doctoral specialization 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 SPECIALIZATION (57 HRS BEYOND THE MASTERS)

Mission

There is unprecedented interest in health, sport and leisure. Sport today is a \$250 billion industry in the United States. Companies in North America spent \$12 billion as sponsors of sporting events in 2010. Attendance at sporting events and participation in sport activity are at an all-time high. Given the economic magnitude and pervasive nature of popular sport in American society, the need has never been greater for professionally trained sport managers who understand the historical and cultural context of sport. The Sport Management program is committed to filling this need and focused upon cutting edge research, and best practices in teaching, management, and leadership.

Vision

To continue to be the leader in preparing students for management, research, and faculty positions at all levels of sport; and to advance the field with theoretical and applied research.

Specialization Goals and Competencies

1. Students will acquire an in-depth knowledge of the multiple research methods and theoretical approaches scholars employ in sport management.
2. Students will acquire a broad knowledge base of all areas of sport management to become successful faculty members.
3. Students will be able to critically analyze and critique research in the field.
4. Students will be able to design and conduct quality research for publication and presentation at national and international conferences.

Courses Required by All Students in the Sport Management Specialization (15 hrs minimum)

The following courses are required of all students in the Sport Management specialization:

PAES 6807 Sport Law (3)*

PAES 6809 Sport Marketing (3)**

PAES 7906 Understanding Sport Consumers: Theoretical Perspectives (3)

PAES 8951 Theoretical Approaches to Sport and Exercise Organizations (3)

PAES 8952 Colloquium in Sport Management (repeatable) (6)

* PAES 6807, or its equivalent, may be waived for students who have taken the course during their master's program. The course must be replaced with an additional Sport Management course. See your advisor for further assistance.

** Students who have not completed PAES 6809, or its equivalent, will need to take this course during their first semester of doctoral study. Contact your advisor for further assistance. In such cases, PAES 6809 does not count toward the required hours in the specialization.

Elective Courses (12 hrs)

Students in the Sport Management specialization area will take 12 hours from the courses listed below (in consultation with advisor).

PAES 5610 History of Women in Sport (3)
PAES 5611 Premodern Sport (3)
PAES 5614 Sport and Sexuality (3)
PAES 6730 Financing Sport Operations (3)
PAES 6808 Management of Sport Delivery Systems (3)
PAES 6837 Event and Facility Management for Sport Managers (3)
PAES 6842 Business of College Sports (3)
PAES 7711 American Sport History (3)
PAES 7730 Philosophical and Ethical Issues in Sport (3)
PAES 7839 Professional Sport from the Civil War to the Present (3)
PAES 7850 Role of Sport in Society (3)
PAES 8193.22 Individual Studies (repeatable) (1-4)
PAES 8892 Seminar in Sport Humanities (3)
PAES 8998.22 Individual Research Studies (repeatable) (1-4)

Flexibility Requirement (6 hrs minimum)

The following are common examples of the focus of the flexibility requirement. Others areas may be appropriate, with approval of the advisor and the Graduate Studies Committee.

- Research & Statistics
- Sociology
- Women's Studies
- Marketing
- History
- Higher Education Administration
- Comparative Studies

Rationale for Proposed Program Changes

In general, slight changes were made to the Sport Management program. We combined three seminar quarter courses (PAES 951, 952, and 953) into two semester course (PAES 8951 and PAES 8952) and increased the scope of one quarter class. Also, instead of three quarters of dissertation credit, students will now have two semesters of dissertation credit. These changes are consistent with other comparable Sport Management programs across the country. We have kept a strong research and statistics requirement (12 semester hours) and a cognate area (9 semester hours).

Transition Policy

Students who begin the Sport Management program under the quarter system will not be delayed in graduating. The program is designed for students to complete the degree in three years. Students entering their 3rd year (typically post-candidacy), will only be taking dissertation hours. Those entering their second year will primarily be taking cognate and research classes. See also the Transition Policy for overall guidelines.

APPENDIX A: KINESIOLOGY PH.D. COURSE LIST

Dept	Sm #	Sm Title	Sm Hrs	Qtr #	Qtr title	Qtr hrs
KINESIOLOGY CORE COURSES						
EDU PAES	6807	Sport law	3	807	Legal issues Affecting Sport	5
EDU PAES	6890.01	PAES Graduate Core Course 1	2			
EDU PAES	6890.02	PAES Graduate Core Course 2	2			
EDU PAES	7863	Teaching Health and Fitness Courses at the College Level	3	863		3
KINESIOLOGY RESEARCH COURSES						
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
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, 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	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

Dept	Sm #	Sm Title	Sm Hrs	Qtr #	Qtr title	Qtr hrs
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
HEALTH & EXERCISE SCIENCE REQUIRED COURSES						
EDU PAES	5661.01	Beginning Exercise Physiology Laboratory	1	660.01	Laboratories in Exercise Physiology: Introductory	1
EDU PAES	5661.02	Intermediate Labs in Exercise Physiology	1	660.02	Laboratories in Exercise Physiology: Intermediate	1
EDU PAES	5685	Adult Exercise Programming-Implementation	3	685	Adult Exercise Program-Implementation	3
EDU PAES	6189.22	Practicum	3	989	Internship in Sport Management	9
EDU PAES	7896.23	Exercise Science Colloquium	4	886	Colloquium in Exercise Science	1
HEALTH & EXERCISE SCIENCE OPTION COURSES						
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	7723	Changing Physical Activity Behavior	3	726		3
EDU PAES	8801	Seminar in Physical Activity Behavior	3	802.01	Introduction to Exercise Physiology	4
EDU PAES	8803	Seminar in Exercise Metabolism	3	802.02	Exercise Physiology: Metabolism, Temperature, Water, and Electrolyte Balances	4
EDU PAES	8804	Skeletal Muscle Structure, Function, and Plasticity	3	802.04	Muscle Structure and Function: Overload and Disuse	4
EDU PAES	8867	Biochemical Methods for Assessment of human Performance	3	867		4
HUMN NTR	8802	Advanced Micronutrient Metabolism	3	830.02	Advanced Studies: Vitamins/Minerals	5
PHYSICAL EDUCATION REQUIRED COURSE						
EDU PAES	8880.2	Doctoral Seminar in Physical Education	3	925.20		2
EDU PAES	7998.2	Research Project in Physical Education	3			
PHYSICAL EDUCATION OPTION COURSES						
EDU PAES	5676	Programming for Severe Physical Impairments	3	676		3
EDU PAES	5742	Applied Behavior Analysis	3	742	Applied Behavior Analysis for Teachers	3

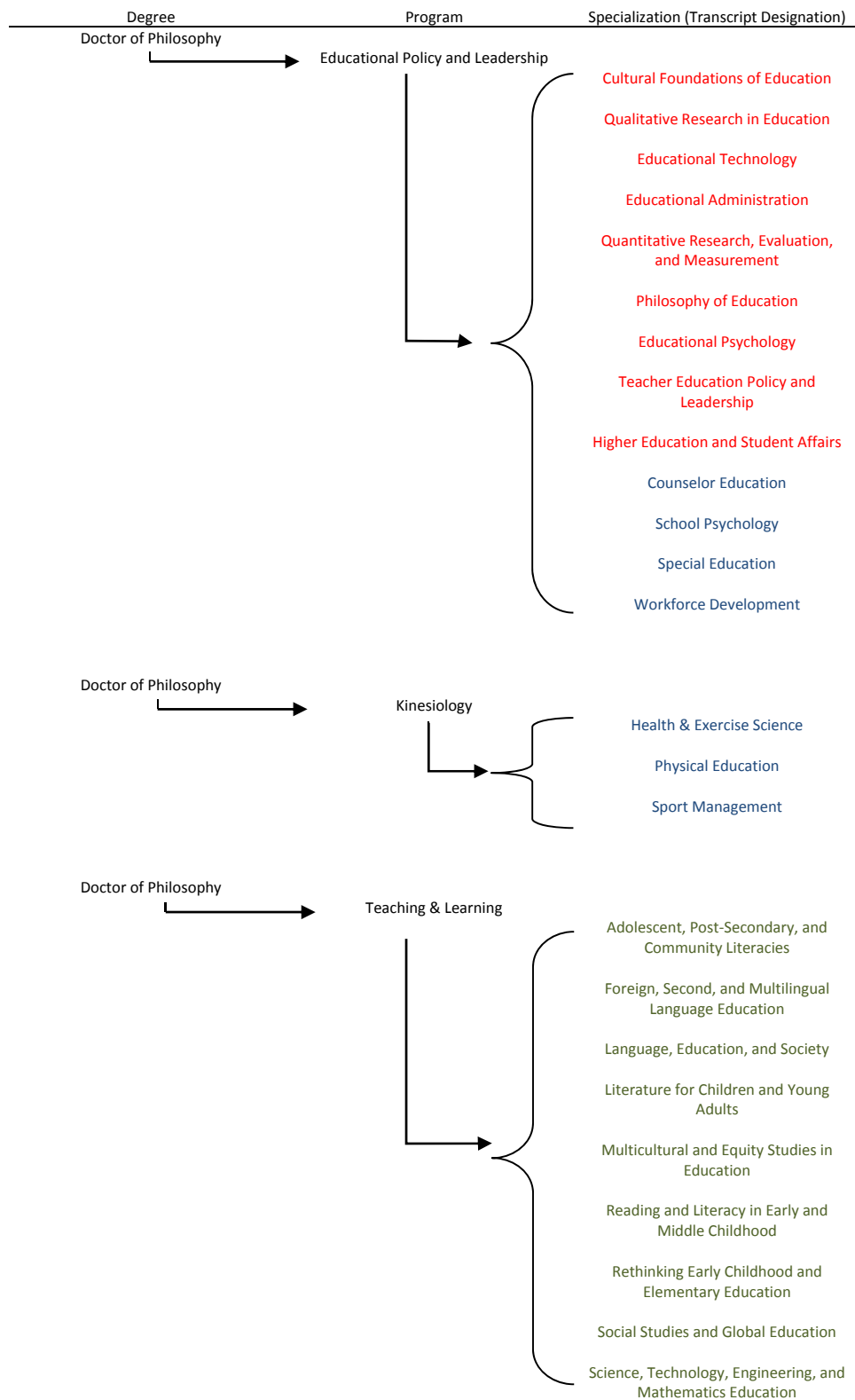
Dept	Sm #	Sm Title	Sm Hrs	Qtr #	Qtr title	Qtr hrs
EDU PAES	7754	Advanced Motor Development & Learning	3	754, 851	Physical Growth and Motor Development; Motor Learning	3, 3
EDU PAES	7868	Research on Teaching in Physical Education	3	868		3
EDU PAES	8865	Advanced Socio-cultural Issues in Physical Education	3	865	Naturalistic Inquiry in Physical Education	4
EDU PAES	8872	Advanced Study in Adapted Physical Education	3	872	Advanced Studies in Adapted Physical Education	3
SPORT MANAGEMENT REQUIRED COURSES						
EDU PAES	7906	Understanding Sport Consumers: Theoretical Perspectives	3	906		3
EDU PAES	8951	Theoretical Approaches to Sport Organizations	3	951	Organization and Management Theory in Sport and Exercise Management	3
EDU PAES	8952	Colloquium in Sport Management	3	953, 952	Current Research in Sport and Exercise Science Management; Selected Topics in Organizational Behavior	3, 3
SPORT MANAGEMENT OPTION 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	6730	Financing Sport Operations	3	733		3
EDU PAES	6808	Management of Sport Delivery Systems	3	808, 806	Effective Management of Sport Delivery Systems; Sport Management and Administration	3, 3
EDU PAES	6837	Event and facility Management for Sport Managers	3	837		3
EDU PAES	6842	Business of College Sports	3	842		4
EDU PAES	7711	American Sports History	3	711		5
EDU PAES	7730	Philosophical and Ethical Issues in Sport	3	852, 730	Sport Ethics; Philosophical Perspectives of Sport Leisure	3, 5
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	8892	Seminar in Sport Humanities	3	925.21	Seminar: Sport and Exercise Humanities	2-5
EDU PAES	8998.22	Research: Sport Management	1-4	893.22	Advanced Individual Studies: Sport and Exercise management	1-15

Education Graduate Programs Schematic

Doctor of Philosophy- Quarters



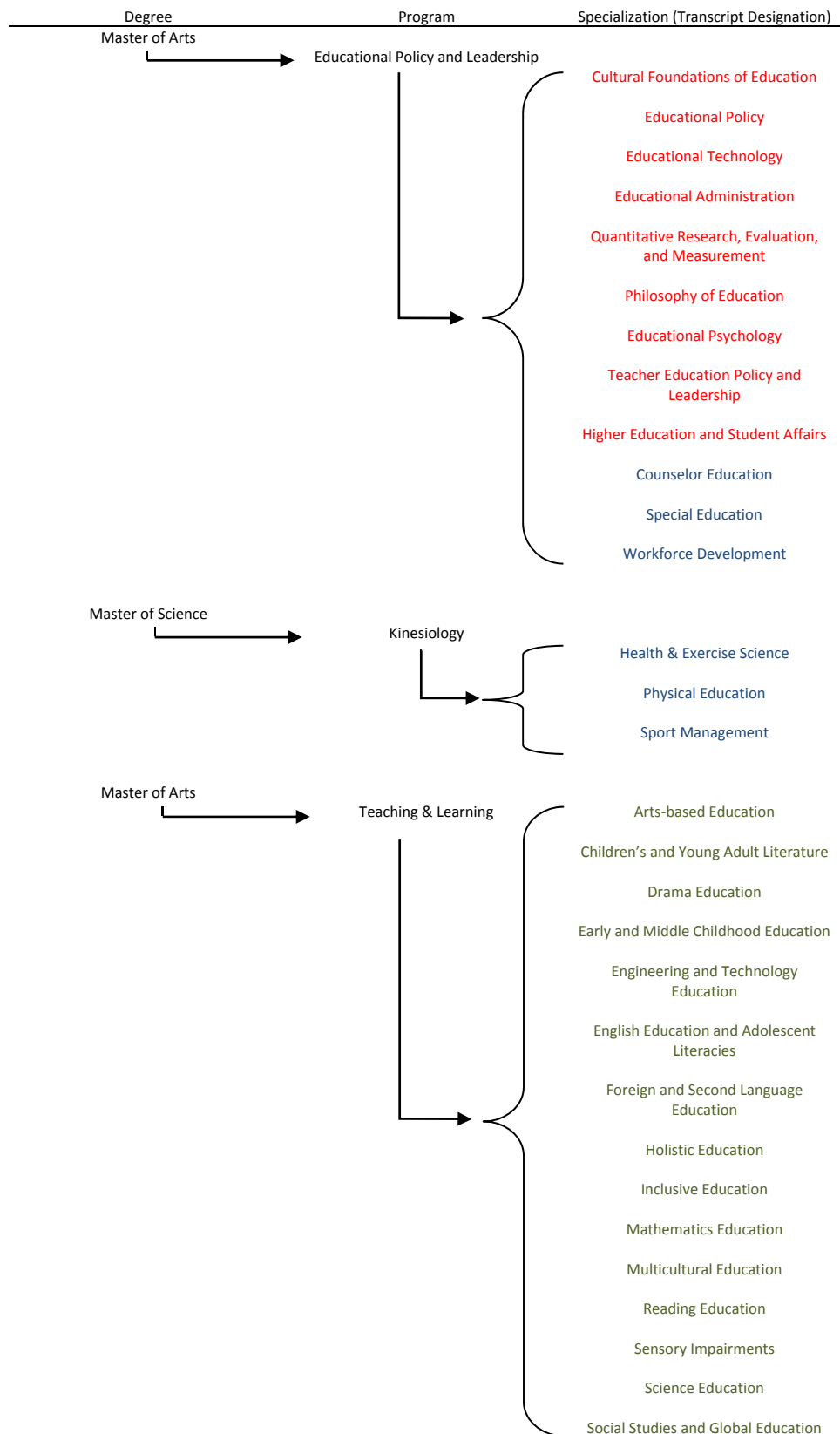
Doctor of Philosophy- Proposed for Semesters



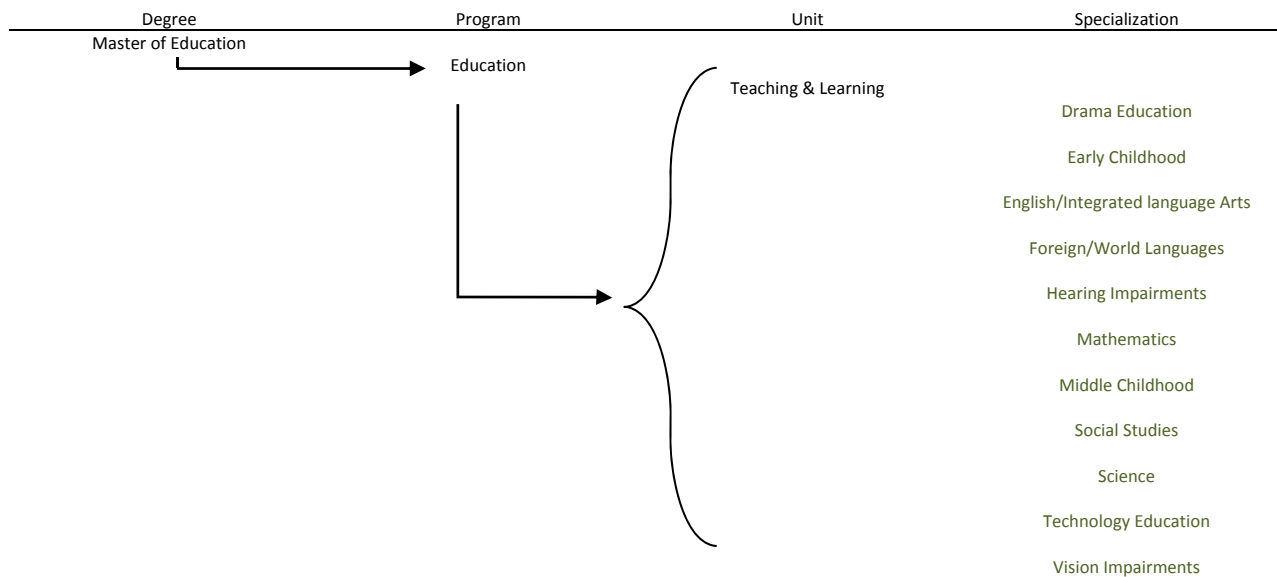
Master of Arts- Quarters



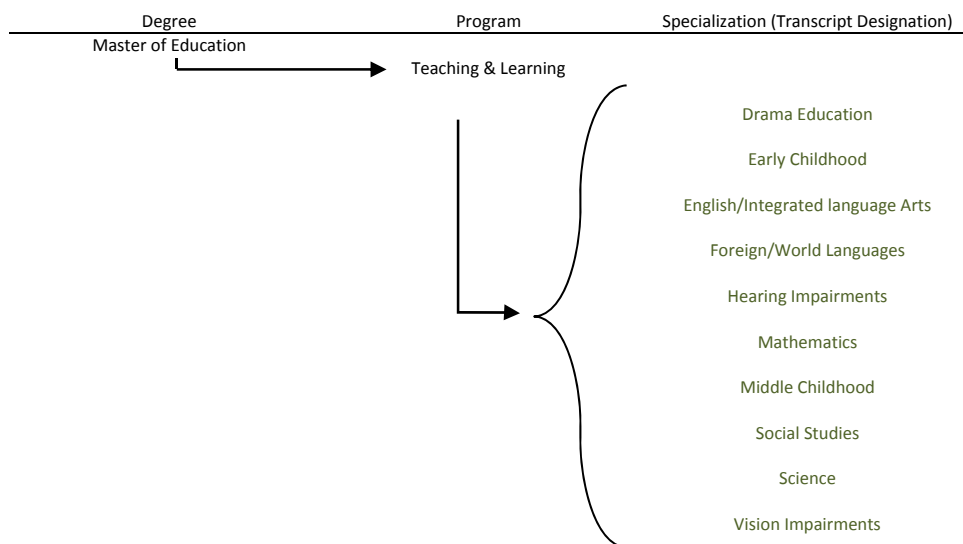
Master of Arts/Science- Proposed for Semesters



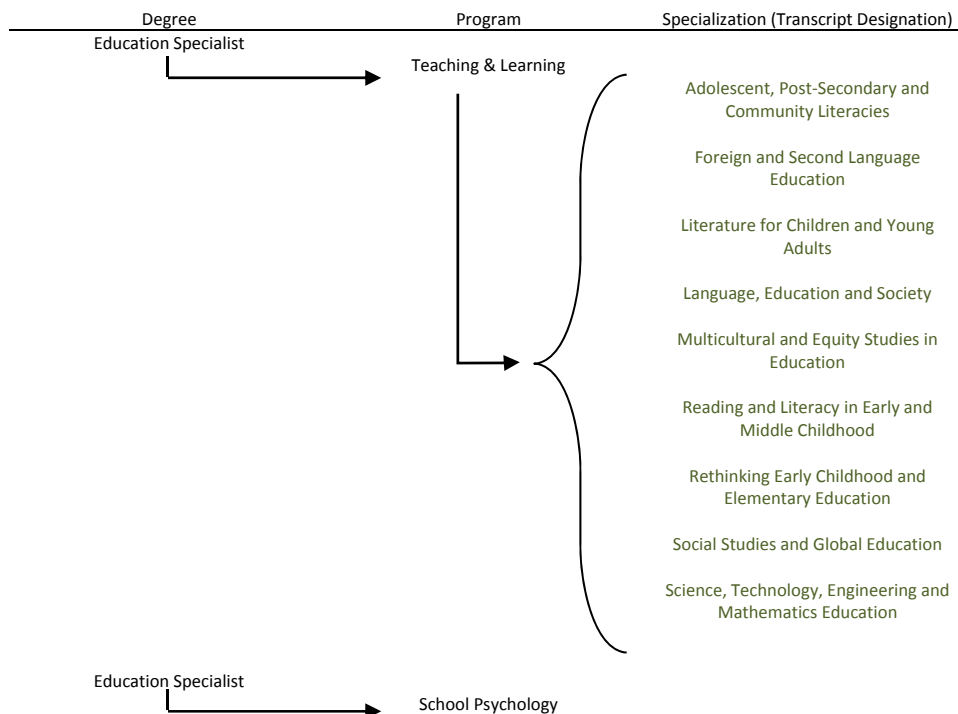
Master of Education- Quarters



Master of Education- Proposed for Semesters



Education Specialist- Proposed for Semesters



Doctor of Education- Proposed for Semesters (new)

