



Graduate School

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March 22, 2013

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Dr. Phillip Ward
Professor
College of Education and Human Ecology

Doctor of Education, Kinesiology

Phil,

The Graduate School Curriculum Committee met yesterday, March 21st, and considered the re-submission of the proposal to establish a Doctor of Education in Kinesiology degree at Ohio State. The GSCC felt the re-submission was highly responsive to their previous comments which I had relayed to you in my letter dated October 2nd. The committee expressed two small concerns with the proposal but otherwise has approved it.

- The proposal states that the program will be administered by the Graduate Studies Committee of the Department of Educational Studies. Concern was expressed that this Committee does not yet exist. For clarification, the program will require a Graduate Studies Committee. The program may form its own Graduate Studies Committee, it may utilize the Graduate Studies Committee for the PhD program in Kinesiology, or it may utilize the Graduate Studies Committee of the Department after it is formed.
- To limit possible confusion, one might consider synchronizing the proposal's language to use either "concentration" or "specialization" rather than using the two terms synonymously.

The proposal will next be submitted to the Graduate Council, to the Council on Academic Affairs, to the University Senate, and finally to the Board of Trustees. After the proposal has obtained approval from the University Senate, we will begin the submission process to the Ohio Board of Regents. Throughout this process I will be working with you, helping to shepherd this proposal through all these committees.

Please don't hesitate to contact me with questions or clarifications.

Many thanks,

A handwritten signature in black ink that reads "Scott Herness".

Scott Herness
Associate Dean
The Graduate School



Graduate School

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October 2, 2012

Dr. Phillip Ward
Professor
Sport & Exercise Sciences
College of Education and Human Ecology

Doctor of Education, Kinesiology

Phillip,

Thank you for joining our Graduate School Curriculum Committee (GSCC) meeting last week on September 27. Prior to the meeting, the GSCC read and reviewed the proposal to establish a new degree, Doctor of Education, Kinesiology, at the Ohio State University. I believe our discussion with you was very productive. As you know, our goal is not only to gain Graduate School approval of this new degree but also to strengthen the proposal for the subsequent approval steps it will require as it moves towards the Board of Trustees and the Board of Regents.

Here I'd like to summarize changes and clarifications to the proposal as a result of our discussion.

- Absent from the proposal were essential aspects of program administration and student advising. Among the items that should be discussed:
 - The formation/composition of the Graduate Studies Committee and its Chair.
 - The formation/composition of the Advising Committee/Candidacy Committee/Thesis Committee for the student.
 - The approval procedure for students choosing a mentor and for the topic of his/her thesis.
 - Discussion of how progress of student will be monitored.
- The comparison of the EdD and the PhD programs in Kinesiology was well done and very helpful. It might be helpful if somewhere in the proposal (in the table or elsewhere) the applied and basic research topics for these programs were compared and contrasted with a few examples.
- The learning goals of the program were well-received. An additional sentence or two stating that an assessment plan will be developed to evaluate the learning goals would be helpful.

- It is noted that a minimum of one year of experience teaching children and youth is a requirement of the degree. How students might acquire that experience, e.g. as part of their experience prior to graduate school, experience gained during their Master’s degree, or other field experience, would be helpful.
- Concurrence letters for courses taught outside the College of Education and Human Ecology will be required.
- A more fully developed plan to enroll and retain underrepresented groups will be required before the proposal is submitted to the Ohio Board of Regents.
- The expected enrollment over the first few years of the program should be stated and a market study or other data should be presented to justify these numbers.
- A description of the faculty expected to participate in this new degree should be included.

I have also included a copy of the guidelines for developing a Program Development Plan issued by the Regent’s Advisory Committee on Graduate Student (RACGS), a committee of the Ohio Board of Regents. The proposal will be submitted to RACGS using this format.

Please resubmit the proposal to me or my assistant, Dena Myers (myers.663@osu.edu), at your convenience. After we receive it, I will schedule it for review at the next upcoming Graduate School Curriculum meeting. Subsequently, the proposal will be submitted to the Graduate Council, to the Committee on Academic Affairs, to the University Senate, and finally to the Board of Trustees. After the proposal has obtained approval from the University Senate, we will begin the submission process to the Ohio Board of Regents. Throughout this process I will be working with you, helping to shepherd this proposal through all these committees.

Please don’t hesitate to contact me with questions or clarifications.

Many thanks,



Scott Herness
Associate Dean
The Graduate School

ED.D. DEGREE IN KINESIOLOGY PROGRAM DEVELOPMENT PLAN**DESIGNATION**

Ed.D. in Kinesiology with a graduate studies committee specialization in physical education teaching allows students to specialize in physical education teacher education (PETE) or adapted physical education (APE).

Rationale In 2010-11 Dean Achterberg charged the faculty in the College of Education and Human Ecology with both re-structuring in terms of program affiliations and in terms of semester transition. The Dean specifically told faculty to examine our programs in light of national trends and evidence-based practices, and not to roll our programs over “as is.” In physical education we have taken this process very seriously and have carefully considered the needs of the higher education community and the kinds of programs that make our graduates most competitive. To that end we have determined that there is a significant need in terms of demand and curriculum for an Ed.D. in Kinesiology with a specialization in creating educators prepared to teach teacher educators. Our evidence and support comes from the following areas:

Research Evidence Supporting the Need for and Ed.D in Kinesiology with a specialization in physical education. A recent monograph (Boyce & Rikard, 2011a) in the *Journal of Teaching in Physical Education*, undertook a comprehensive review of doctoral education in Physical Education Teacher Education (PETE). We were involved with a research team consisting of researchers from seven institutions who examined the state of doctoral education in physical education in the United States. Our Ed.D. will respond to four critical issues identified in the monograph.

1. Typical physical education (PE) doctoral programs do not specifically address the need for PE teacher educators. Thus, between 1997 and 2009, one third of all job searches in PETE failed to be filled because demand for PE teacher educators exceeded supply of qualified individuals (Boyce & Rikard, 2011a). There is a significant need to address this supply issue.
2. Approximately 90% of PE graduates enter higher education professional degree positions, where their primary responsibility is to work in undergraduate PE programs (Boyce & Rikard, 2011b). A majority of these undergraduate programs focus on preparing PE teachers and place modest requirements for research productivity on their faculty (Boyce & Rikard, 2011b).
3. Knowledge, as well as formal and informal experience, in a majority of the typical PE doctoral programs, often focuses heavily on research in non-educational settings, which poorly prepares graduates for the jobs in which they will be employed (Ward, et al., 2011). There is this a clear need for professional coursework in the area of teacher education in physical education and adapted physical education.
4. An increasing number of graduates (approaching 60%) have not taught physical education in K-12 school settings and as such they have little credibility for the jobs they are being hired for (Ward, Parker, Sutherland, & Sinclair, 2011a). Moreover, many states require faculty to have prior teaching experience before they can supervise students in pre-service programs, yet few new hires meet this criterion (Boyce & Rikard, 2011b).

In short, the picture described in the monograph, which is widely discussed in the field, is one where demand for teacher educators exceeds supply because the Ph.D., with its strong focus on

conducting research, does not provide sufficient time in the curriculum for students to acquire the necessary knowledge and experience to be an effective teacher educator in physical education.

Boyce and Rikard (2011a) and colleagues (Ward et al., 2011a; Ward et al., 2011b) describe the trickle-down effect of the above trends, including the cyclical effects of graduating teacher educators who are ill prepared to work in teacher education programs; both because of their training and the absence of experiences in K-12 school settings. This in turn impacts the training of pre-service teachers and ultimately the quality of instruction that children and youth receive in schools. Our analysis of the findings in the monograph is that PETE doctoral education must change to meet what are clearly ethical and urgent demands in the profession.

OSU Graduate School recommendation to consider professional doctorates to better reflect the character of existing Ph.Ds. In the OSU Graduate School review of EHE doctoral programs, Dean Patrick Osmer (April 8th 2008) challenged the function of doctoral programs in the college and strongly suggested that Ed.D.'s be considered appropriate degrees for teaching orientated doctoral students. Specifically his recommendation was to "Aggressively pursue alternative degree options as a primary component and mechanism for pursuing appropriate graduate education options for some constituents." The May 15, 2008 response from the college was as to create "an Ed.D. program to provide a doctoral pathway separate from the Ph.D. program that is currently designed for students who wish to pursue an academic, research-oriented career. This follows a national trend to distinguish the Ed.D. from the Ph.D. in various institutions." This proposal is consistent with recommendations from the graduate school review and with the college's commitment to developing an Ed.D.

The College of EHE Strategic Plan indicating the college's commitment developing Ed.Ds. Finally, this proposal conforms to Dean Achterberg's strategic plan for the college where she specifically notes that in the year 2011-12 the goal of EHE is to "Gain approval for Ed.D. and Ph.Ds. in Educational Policy and Leadership, Teaching and Learning and Physical Activity and Educational Services" (p. 12). This proposal for an Ed.D. is a direct response to the EHE strategic plan.

Definition Of The Focus Of The Program. The "field" referred to in the following section includes Physical Education, Adapted Physical Education, Physical Education Teacher Education, and physical activity settings found in schools and communities.

Brief description of its disciplinary purpose and significance. The Ed.D. program 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 as evidenced by successful completion of coursework and the candidacy exam and the completion of a research dissertation in an educational setting.
 - 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 as evidenced by peer reviewed presentations and/or publications as well as successful completion of a research dissertation.
2. Researchers who are able to both design research to answer specific questions, and are also able to critically evaluate research;

- a. Critically evaluate research studies in order to assess their quality and applicability in educational and physical activity settings as evidenced by completion of reviews of research during their program of study.
 - b. Conduct high quality research that advances the field as evidenced by peer reviewed presentations and/or publications as well as successful completion of a research dissertation.
 - c. Exhibit ethical and professional conduct as evidenced by compliance with professional and ethical guidelines.
3. Practitioners who are able to refine, modify, apply and teach knowledge in the field;
- a. Demonstrate strong oral and written communication skills relevant to higher education as evidenced by completion of the *Kinesiology Certificate of Professional Development in Teaching* and oral presentations at conferences.
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 the 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 as evidenced by engagement in schools, the community and professional organizations.

An assessment plan will be developed to evaluate the above learning goals once approved.

Description Of The Proposed Curriculum (52-57 Hrs Minimum)

[Please note: A detailed advising sheet is attached as Appendix A of this document. Also attached is Appendix B, which contrasts the Ed.D. and Ph.D. programs.]

The number of credit hours required for graduation is consistent with the Graduate School policies for professional doctorates.

Kinesiology Core Courses (9 hrs minimum)

A Kinesiology core of 9 hrs reflecting the interdisciplinary knowledge and values of the new kinesiology unit (see common core course details below). 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.

1. KINES 6890.01 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).
2. KINES 6890.02 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 may take an additional course in their specialization.)

- KINES 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.
- KINES 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.

Ed.D. Foundational Courses Required by All Students (20 hrs)

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

- KINES 7868 Research on teaching in physical education (3)
- KINES 7754 Advanced motor development and learning (3)
- KINES 8890.21 Research Seminar in Physical Education Teacher Education (3 hrs, repeatable to a maximum of 12)
- KINES 8193.20 Advanced Individual Studies in Physical Education or APE (2)

Specialization Courses (6-12 hrs)

In addition to the above Foundational Courses, all students must complete the requirements of one of the following two specializations:

Physical Education Teacher Education Specialization (6 hrs)

The following courses are required students focusing on Physical Education Teacher Education:

- KINES 8865 Advanced socio-cultural issues in physical education (3)
- KINES 8870 Research on teaching (3)

Adapted Physical Education Specialization (12 hrs)

The following courses are required students focusing on Adapted Physical Education:

- KINES 5657 Sport and Disability (3)
- KINES 5676 Programming for severe physical impairments (3)
- KINES 5742 Applied behavior analysis for teachers (3)
- KINES 8872 Advanced study in adapted physical education (3)

Research Core (6 hrs minimum beyond the Masters)

Six hours of research classes (please note that an additional 3 hrs research class, KINES 7868, is contained within the Ed.D. Foundational courses required by all students).

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 Ed.D. 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 6 credits of research is required for the degree, many students will undertake more than 6 credits of research. 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 from the following list of courses. This coursework will be selected in consultation between the student, the adviser, 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 advisers to determine if other courses would be more beneficial to a student's particular research needs.

Quantitative

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

Qualitative

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

Single Subject

- ESSPED 8861 Behavioral Research Methods in Applied Settings (3)
- ESSPED 8871 Behaviorism: Schedules and Translational Research (3)
- ESSPED 8874 Behavioral Research in Education (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 adviser, and the doctoral committee members.

The following are common examples of the focus of the flexibility requirement for doctoral students in the Physical Education specialization. Examples of flexibility focus areas can be, but are not limited to:

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

Candidacy Examination

All students are required to take a candidacy examination. The candidacy examination is a single examination consisting of two portions, written and oral, administered under the auspices of the Department of Human Sciences Graduate Studies Committee in conjunction with the student's candidacy examination committee and the Graduate School.

The candidacy examination is a test of the student's comprehension of the field, allied areas of study, his or her capacity to undertake independent research, and his or her ability to think and express ideas clearly.

Dissertation Credit (6 hrs minimum)

A dissertation, including the oral defense, serves the purpose of a final project and exit requirement. A dissertation was chosen over a final project because consistent with our goals for the Ed.D. we require students to demonstrate rigorous original research on an applied topic typically focused on teachers and/or students in physical education. This expectation is also consistent with the NSF that classifies the Ed.D. as either a research degree or as a professional degree, depending on whether the program is totally oriented professionally or whether it includes a substantial research component, such as in a research dissertation. Students will complete a minimum of 6 credits of 7999 dissertation credit. An additional 3 credits may be taken depending on the nature and length of the dissertation study.

ADMINISTRATIVE ARRANGEMENTS FOR THE PROPOSED PROGRAM

The Ed.D. will be housed in the Kinesiology unit of the Department of Human Sciences in the College of Education and Human Ecology. The existing Kinesiology graduate studies committee will oversee the Ed.D. However, because of the amalgamation of college into three departments we expect that the soon to be formed graduate studies committee of the Department of Human Sciences take over oversight responsibility from the Kinesiology committee during the 2013-14 academic year.

Admission: Admission to the degree will require students to meet the graduate school guidelines listed below:

- An earned baccalaureate or professional degree from an accredited college or university by the expected date of entry.
- A minimum of a 3.0 cumulative point-hour ratio (on the 4.0 scale used at Ohio State) in all previous undergraduate and graduate work.
- Prerequisite training that will enable the student to pursue the graduate program to which admission is sought.
- A minimum score of 550 on the Test of English as a Foreign Language (TOEFL), 82 on the Michigan English Language Assessment Battery (MELAB), or 7.0 on the International English Language Testing System (IELTS). The minimum score on the computer-based TOEFL (CBT) is 213. The minimum score on the Internet-based TOEFL is 79. This

requirement applies only to an applicant from a country where the first language is not English, unless a bachelor's degree or higher was earned in an English-speaking country.

Admission to the Ed.D. in Kinesiology with a specialization in PETE will also require:

- A master's degree in the field with a cumulative GPA of 3.0 or higher
- Real world experience teaching children and youth in P-12 school and recreation settings and thus having a strong understanding of children/youth, schooling and physical education as evidenced by a teaching degree and at least one year of teaching experience and instructional experience in sport and recreation instructional experience. Students without direct teaching experience in schools will be admitted initially at the masters level to complete field experience prior to entering the doctoral degree.
- Writing ability, as evidenced by a professional, academic document or publication and/or letters of recommendation.
- Two letters of recommendation from a college/university professor attesting to the candidate's ability to perform a quality level of academic work.
- Two letters of recommendation attesting to the candidate's professional competency (e.g., school principal, district superintendent).

Selection of adviser. Typically the student has been in contact with a graduate faculty member prior to admission. As part of the admission process potential students are interviewed by several graduate faculty in the program. The faculty in the Ed.D. program will meet and discuss the best adviser match for the student, taking into account the wishes of the student. This recommendation will be then forwarded to the Human Sciences Graduate Studies Chairperson for approval.

Advisory committee. The student's adviser will assist the student with course selection until the advisory committee is formed. Registration forms received from the Graduate School must be filled out by the student and submitted in accordance with registration guidelines. In consultation with the adviser, the student will identify and request three additional qualified members of the graduate faculty to serve on the advisory committee for the candidacy exam. One member of the committee must be from the cognate area if a cognate is required by the specialization.

The dissertation committee will consist of the adviser and a minimum of two other P status faculty whom the adviser and student believe will best serve the interests of supervising the dissertation research. Students will present to their dissertation committee their proposal (typically the first three chapters of the dissertation). The dissertation committee must approve the dissertation proposal.

Monitoring progress. Doctoral programs typically require 3-4 years of full-time study. A doctoral student is making reasonable progress if (a) he or she has filed an approved program of study in the Graduate Studies within the first year of full time study. (b) Takes the candidacy exam during the second or third year of their program of study; (c) proposes a dissertation topic within 3-4 years of being admitted and (d) defends within 3-4 years of being admitted. The adviser is responsible for the monitoring of these milestones.

EVIDENCE OF NEED FOR THE NEW DEGREE PROGRAM

This section includes opportunities for employment of graduates, addresses other similar programs in the state, and documents the need for the new program and potential duplication of programs in the state and region (see also the Rationale section, above).

1. Between 1997 and 2009 one third of all job searches in PETE failed to be filled because demand exceeded supply (Boyce & Rikard, 2011a). There is a significant need to address this supply issue.
2. Approximately 90% of PE graduates enter higher education professional degree positions, where their primary responsibility is to work in undergraduate PETE programs (Boyce & Rikard, 2011b), which focus on teacher education and place modest requirements for research productivity from their faculty (Boyce & Rikard, 2011b).
3. Knowledge as well as formal and informal experience in a majority of the PE doctoral degrees are poorly aligned with the jobs in which the graduates will be employed (Ward, et al., 2011). There is a clear need for professional coursework in the area of teacher education in physical education and adapted physical education.
4. An increasing number of doctoral graduates (approaching 60%) have not taught physical education in K-12 school settings and lack credibility for the PETE jobs for which they are being hired (Ward, Parker, Sutherland & Sinclair, 2011a). Our analysis of the findings in the monograph is that doctoral education must change to meet what are clearly ethical and urgent demands in the profession. The Ed.D. in Kinesiology with a PETE specialization is designed to meet those demands.

As we have described in the rationale (see above) data in support of this Ed.D. are based on a 2011 research study of all doctoral programs in physical education in the United States. Several of our faculty were co-authors on the studies that (a) identified only 28 PETE-specific doctoral degrees in the United States, (b) that there were no other Ed.D. or Ph.D. PETE programs in the state of Ohio, and (c) programs similar to the one we propose can be found at peer institutions such as Teacher College Columbia University, University of Illinois Champaign-Urbana, University of North Carolina-Greensboro, Louisiana State University, University of South Carolina, and the University of Michigan.

PROSPECTIVE ENROLLMENT

Currently the old Ph.D. with a Physical Education specialization has been internationally known for more than 30 years for providing leadership in the field of undergraduate and doctoral education. More than 65% of the leaders in the field have graduated from this program or taught as faculty in this program (Ward, 2011). As such we expect the Ed.D. program, the replacement for the old Ph.D. program, will attract local and national as well as international students, much as our original Ph.D. has done. Our recently approved Ph.D. program is designed to better reflect the demands of a research-intensive degree. As such, our market will not have changed and thus we expect that the numbers currently in the “old” Ph.D program to transfer to the Ed.D. This numbers range between 8-16 over the past 5 years.

SPECIAL EFFORTS TO ENROLL AND RETAIN UNDERREPRESENTED GROUPS

We are committed to recruiting and retaining a diverse student cohort with particular attention to underrepresented groups in the Kinesiology Ed.D. program.

- We anticipate working with The College of Education and Human Ecology’s *Office of Equity and Diversity* to facilitate recruitment and retention of minority students. This includes working with the diversity office to send information to appropriate institutions and programs that target under-represented minorities.

- Our faculty have for more than a decade hosted sessions at national conventions in the field focused on recruiting underrepresented groups to our program. we will continue to do so.
- Currently, our Ph.D. specialization has 15 students composed of the following racial/ethnic distributions” 20% African American, 60% Asian, and 20% Caucasians and the gender distribution 30% female and 70% male. Our faculty include professors from African American, Australian, U.S., British, and Chinese cultures. We have found that this diversity in our current doctoral cohort and faculty attracts minority students to study at Ohio State.
- In addition we are one of a few doctoral programs in physical education in the United States working in urban settings. We have worked extensively with Columbus City Schools and schools in central Ohio for more than 30 years. Our goal is use our reputation and relationship with teachers to recruit underrepresented groups of teachers from these settings to the Ed.D.

AVAILABILITY AND ADEQUACY OF THE FACULTY AND FACILITIES FOR THE NEW DEGREE PROGRAM

Currently, we have 15 students in the existing Ph.D. program. We expect that many of these students will change to the new Ed.D. once it is approved, provided they have the requisite one year of teaching experience and other qualifications indicated above.

The specialization has six “P” status faculty:

Dr. Jackie Goodway, Associate Professor-her research interests include motor development, physical activity and early child motor development

Dr. Samuel Hodge, Professor-his research interests include adapted physical education, equity and culture

Dr. Weidong Li, Associate Professor, his research interests include physical activity and physical education

Dr. David Porretta, Professor, his research interests include adapted physical education

Dr. Sue Sutherland, Associate Professor, his research interests include elementary physical education, teacher education and the affective domain.

Dr. Phillip Ward, Professor, his research interests include content knowledge for teaching and professional development

The existing facilities are appropriately and sufficiently staffed to address any increased enrollment in an Ed.D. We do not require additional resources in the program.

NEED FOR ADDITIONAL FACILITIES AND STAFF AND THE PLANS TO MEET THIS NEED

There are no additional facilities or staff required to deliver this program.

PROJECTED ADDITIONAL COSTS ASSOCIATED WITH THE PROGRAM

There are no projected additional costs associated with this program.

References

- Boyce, A., & Rikard, G. L. (2011a). Characteristics of PETE Doctoral Level Institutions: Descriptions of Programs, Faculty and Doctoral Students *Journal of Teaching Physical Education*. 30, 103-115
- Boyce, A., & Rikard, G. L. (2011b). A Comparison of Supply and Demand for PETE Professionals in Higher Education in the United States. *Journal of Teaching Physical Education*. 30, 116-128.
- Ward, P. (2011). *The Ohio State University Physical Education Teacher Education Program: Its Legacy and Promise*. Keynote talk at Nippon Sport Science University's opening of new sport science program. Tokyo, Japan. October, 2011.
- Ward, P., Parker, M., Sutherland, S., & Sinclair, C. (2011). A Critical Examination of the Curriculum of Physical Education Teacher Education Doctoral Programs. *Journal of Teaching Physical Education*. 30, 145-156.

Appendix A: Proposed Advising Sheets in Physical Education

Physical Education Teacher Education Semester by Semester Schedule (52 hrs)

	Fall Semester	Spring Semester	Summer
Year 1 24/52	6807 Sport Law (3) or 7863 Teaching health and fitness courses at the graduate level. (3) 7868 Research on teaching in physical education (3) 7754 Advanced motor development and learning (3) 8890.21 PhD Seminar in PETE (3)	Research core (3) 8870 Research on teaching (3) 8890.21 PhD Seminar in PETE (3)	Flex class (3)
Year 2 24/52	Research core (3) 6890.01 Core (Grant) (3) 6890.02 Core (Research) (3) 8890.21 PhD Seminar in PETE (3)	8865 Advanced socio-cultural issues in physical education (3) 8890.21 PhD Seminar in PETE (3) 8193.20 Advanced Individual Studies in Physical Education or APE (3) Flex class (3)	Candidacy Exam
Year 3 6/52	8999.20 Dissertation (3)	8999.20 Dissertation (3)	

Adapted Physical Education Semester by Semester Schedule (57 hrs)

	Fall Semester	Spring Semester	Summer
Year 1 27/57	6807 Sport Law (3) or 7863 Teaching Health and Fitness courses at the graduate level. (3) 7868: Research on teaching in physical education (3) 7754 Advanced motor development and learning (3) 8890.21 PhD Seminar in PETE (3)	Research core (3) 8890.21 PhD Seminar in PETE (3) 5676 Programming for severe physical impairments (3)	Research class (3) Flex class (3)
Year 2 24/57	5657 Sport and Disability (3) 6890.01 Core (Grant) (3) 6890.02 Core (Research) (3) 8890.21 PhD Seminar in PETE (3)	8872 Advanced study in adapted physical education (3) 8890.21 PhD Seminar in PETE (3) 5742 Applied Behavior Analysis for teachers (3) Flex class (3)	Candidacy Exam
Year 3 6/57	8999.20 Dissertation (3)	8999.20 Dissertation (3)	

Appendix B: Differences Between the Ed.D. and the Ph.D.

Area	Proposed Ed.D.	Recently Approved Ph.D.
Program Purpose	Prepare students to work as teacher educators in higher education settings that prepare undergraduate and graduate students for physical education teacher licensure.	Prepare students to work in research centers and other venues not related to physical education teacher licensure.
Program Description	Ed.D. in Kinesiology that allows students to specialize in the training of teachers of physical education or adapted physical education.	Ed.D. in Kinesiology that allows students to specialize in research on physical education and physical activity.
Student target population	Students will have a background in physical education teaching. Students typically have a professional undergraduate and master's degrees that focus on physical education teaching.	Students will have obtained knowledge/degrees in physical education activity/fitness/wellness, public health, and exercise science.
Admission criteria	<p>In addition to the graduate school requirements, admission to the Ed.D. in Kinesiology will also require:</p> <ul style="list-style-type: none"> • A professional master's degree in physical education with a cumulative GPA of 3.0 or higher • A minimum of one year of experience teaching children and youth in schools or recreation settings and having a strong understanding of children/youth, schooling and physical education. • Writing ability, as evidenced by a professional, academic document or publication and/or letters or recommendation. • Two letters of recommendation from a college/university professor attesting to the candidate's ability to perform a quality level of academic work. • Two letters of recommendation attesting to the candidate's teaching competency (e.g., school principal, district superintendent). 	<p>In addition to the graduate school requirements, admission to the Ph.D. in Kinesiology will also require:</p> <ul style="list-style-type: none"> • Master's degree in a physical education related science or field (e.g., public health) • GRE with Verbal and Quantitative scores above the 50th percentile. • Research experience (e.g., Master's thesis, fieldwork). • Three letters of recommendation from previous professors or research supervisors.
Post-graduation employment	Higher education settings focused on preparing pre-service teachers for school-based physical education teacher licensure.	Higher education, public, and private institutions where the purpose is the production of research on physical education and physical activity. For example, research centers, NIH, CDC.
Experiential expectations	Apprentice as GTAs in the PETE program.	Research projects, both short-term and longitudinal. GRA positions on research projects.
Final project	Dissertation is applied field-based research expected to occur in physical education settings examining teaching or curriculum effectiveness or examining the teaching or curriculum effectiveness of higher education physical education teacher education	Dissertation may be field or lab based and is more likely to focus on larger scale interventions to increase levels of physical activity and motor learning often in school settings, but also in settings outside of physical education lessons such as recess,

Area	Proposed Ed.D.	Recently Approved Ph.D.
	<p>programs. Examples of topics would include <i>The effects of peer tutoring on student achievement in physical education</i> or <i>The effects of a particular type of teacher training on teaching skills</i>.</p>	<p>before and afterschool programs, as well as sport contexts. Examples of topics would include <i>The effects changes in the built environment on the moderate to vigorous physical activity during recess and after school</i>. or <i>Examining the differences of two techniques on 5-7 year olds learning to throw</i>.</p>
Coursework	<p>Students take the Kinesiology core, doctoral seminars focused on teacher education, and other courses focused on teacher education.</p>	<p>Students take the Kinesiology core, doctoral seminars focused on research in physical education. A predominate focus on conducting research.</p>
Research core	<p>Minimum of six.</p>	<p>Minimum of nine.</p>
Need for additional resources	<p>None</p>	<p>None</p>