Credit Hour Explanation

<table>
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<th>Program credit hour requirements</th>
<th>A) Number of credit hours in current program (Quarter credit hours)</th>
<th>B) Calculated result for 2/3rds of current (Semester credit hours)</th>
<th>C) Number of credit hours required for proposed program (Semester credit hours)</th>
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<tr>
<td>Total minimum credit hours required for completion of program</td>
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<td>Required credit hours offered outside of the unit</td>
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</table>

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

- Develop consumers who are able to critique and draw defensible conclusions about the subject matter studied
- Create researchers who are able to both design research to answer specific questions, and are also able to critically evaluate research
- Create practitioners who are able to refine, modify, apply and teach knowledge in the field
- Develop 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.

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)
• 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
• Portfolio evaluation of student work
• Senior thesis or major project

**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**
• Alumni survey
• Employer feedback or survey
• Student evaluation of instruction

**Additional types of indirect evidence**
• Curriculum or syllabus review

**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
• 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**

Does this Program have a Pre-Major? No

**Attachments**

• Kinesiology EdD.docx
  (Program Proposal. Owner: Wheaton, Joe Edward)
• Kinesiology EdD letter of support.docx
  (Letter from Program-offering Unit. Owner: Wheaton, Joe Edward)
Status: DENIED

Comments

Workflow Information

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November 9, 2011

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

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

This letter is in support of the establishment of a new Doctor of Education degree 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 developed their own Ph.D. program (currently before the university for approval). They also named the new unit Kinesiology, to be in keeping with the conventions of peer institutions and to more accurately reflect their mission.

Prior to semester conversion and reorganization, the faculty in Physical Education (composed of Teacher Education and Adapted Physical Education) had been exploring the need for an Ed.D. degree. As part of a national study on doctoral education, they reviewed their Ph.D. program’s current goals and objectives and the goals and objectives of peer institutions, accrediting and licensure agencies, and professional organizations related to the discipline. They also examined hiring trends and employment needs for the profession. In response to the needs of the employment needs and the trends within the profession, the Physical Education faculty proposed a new Doctor of Education degree to augment their current Ph.D. The difference between the two degrees is a matter of focus. The Ph.D. is designed for persons who want to work in a research environment such as research centers, whereas the Ed.D. better meets the needs of professionals who wish to conduct applied research and work as teacher educators. There is a clear and demonstrated need for both career paths as outlined in their proposal (see attached).

It is my pleasure to support the proposed degree of the Doctor of Education in Kinesiology, and recommend approval.

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

Sincerely,

Joe E. Wheaton, Ph.D.
Associate Director, School of PAES
Designation
Ed.D. in Kinesiology with a concentration in physical education allowing students to specialize in physical education teacher education or adapted physical education.

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 concentration in Physical Education (PE). Our evidence and support comes from the following areas:

Research Evidence Supporting the Need for and Ed.D in Kinesiology with a concentration in physical education
A recent monograph (Boyce & Rikard, 2011) 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. 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 PE programs (Boyce & Rikard, 2011b). A majority of these undergraduate PE programs focus on teacher education 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 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 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 three years of teaching experience to 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 being discussed widely in the field, is one where demand exceeds supply in terms of the number of graduates and where the doctoral preparation in
many programs is often ill-suited to the demands of the job because the Ph.D. with its strong focus on learning to do research and 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. In addition, the College of EHE’s PE doctoral program is one of a small number of PE doctoral programs preparing PE teacher educators to work in urban settings. 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.D.s**

In the OSU Graduate School review of EHE doctoral programs conducted by Provost Pat Osmer April 8th 2008, he challenged the function of doctoral programs in the college and strongly suggested that Ed.D.’s be considered appropriate degrees for professionally orientated doctoral work. 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.D.s**

Finally, this proposal conforms to Dean Achterberg’s strategic plan for the college where she specifically notes that in the year 2011-12 her goal and the goal of EHE is to “Gain approval for Ed.D. and Ph.D.s in Educational Policy and Leadership, Teaching and Learning and Physical Activity and Educational Services”. (p. 12). Dean Achterberg’s strategic plan calls for greater coherence and clarity in doctoral education. This proposal for an Ed.D. is a direct response to that call.

**Definition Of The Focus Of The Program**

The “field” referred to in the goals and objectives below, 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.
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, qualitative and single subject design research methods 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 to 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 communication 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 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.

DESCRIPTION OF THE PROPOSED CURRICULUM (54-58 HRS MINIMUM)

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. PAES 6890.01 PAES Core 1 (32): 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. PAES 6890.02 PAES Core 2 (32): 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.)
• 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.

**Ed.D. Foundational Courses Required by All Students (20 hrs)**
The following courses are required of all students in the Physical Education concentration, regardless of specialization area:

- PAES 7868 Research on teaching in physical education (3)
- PAES 7754 Advanced motor development and learning (3)
- PAES 8890.20 Doctoral seminar (3 hrs, repeatable to a maximum of 12)
- PAES 8193.20 Advanced Individual Studies in Physical Education or APE (2)

**Concentration Courses (6-12 hrs)**
In addition to the above Foundational Courses, all students must complete the requirements of one of the following two concentrations:

**Physical Education Teacher Education Concentration (6 hrs)**
The following courses are required students focusing on Physical Education Teacher Education:

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

**Adapted Physical Education Concentration (12 hrs)**
The following courses are required students focusing on Adapted Physical Education:

- PAES 5657 Sport and Disability (3)
- PAES 5676 Programming for severe physical impairments (3)
- PAES 5742 Applied behavior analysis for teachers (3)
- PAES 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 (PAES 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 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.

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

- Statistics/Research
- Child Development
- Public Health
- Teacher Education
- Developmental Psychology
- Urban 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 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: DEPARTMENT AND SCHOOL OR COLLEGE INVOLVED**

The Ed.D. will be housed in the new Kinesiology unit of the yet to be named third department in the College of Education and Human Ecology. As such it uses the core classes in the Kinesiology program and will be administered by the graduate committee overseeing Kinesiology programs. The administration of the Ed.D. in Kinesiology will follow the graduate school’s guidelines for professional
degrees. Admission to the degree will require students to meet the graduate school guidelines listed below:

A minimum of one year of teaching experience in physical education.
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 will also require:

A master’s degree in the field with a cumulative GPA of 3.0 or better
A minimum of one year of experience teaching children and youth in school and recreation settings and thus having a strong understanding of children/youth, schooling and physical education.
Writing ability, as evidenced by a professional, academic document or publication and/or letter
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.

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 PE programs (Boyce & Rikard, 2011b). A majority of these undergraduate PE programs focus on teacher education 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 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 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 three years of teaching experience to supervise students in pre-service programs, yet few new hires meet this criterion (Boyce & Rikard, 2011b). 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 is designed to meet those demands.

As we have described in the rationale (see above) data in support of the 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 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**

The Physical Education program in Kinesiology is 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 will attract local and national as well as international students much as our original Ph.D. has done. Our new Ph.D. program is designed to better reflect the demands of a research intensive degree.

**SPECIAL EFFORTS TO ENROLL AND RETAIN UNDERREPRESENTED GROUPS**

The Physical Education program in Kinesiology is committed to recruiting and retaining a diverse student cohort. Currently our Ph.D. program (n=15) has 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 African American, Australian, US, 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 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 which better resembles the Ed.D. we have proposed. As such, with 6 “P” status faculty and appropriate existing facilities we believe we are sufficiently staffed to address 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


Appendix A: Proposed Advising Sheets in Physical Education

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

<table>
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<tr>
<th>Year 1</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer</th>
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| 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)  
8890.20 Doc seminar (3) | Research core (3)  
8870 Research on teaching (3)  
8890.20 Doc seminar (3) | Flex class (3) |

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<th>Year 2</th>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer</th>
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| 24/52  | Research core (3)  
6890.01 Core (Grant) (3)  
6890.02 Core (Research) (3)  
8890.20 Doc seminar (3) | 8865 Advanced socio-cultural issues in physical education (3)  
8890.20 Doc seminar (3)  
8193.20 Advanced Individual Studies in Physical Education or APE (3)  
Flex class (3) | Candidacy Exam |

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<th>Summer</th>
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**Adapted Physical Education Semester by Semester Schedule (57 hrs)**

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<th>Fall Semester</th>
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<th>Summer</th>
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| 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 | Research core (3)  
8890.20 Doc seminar (3)  
5676 Programming for severe physical impairments (3) | Research class (3)  
Flex class (3) |
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<tr>
<th>Year 2 24/57</th>
<th>5657 Sport and Disability (3)</th>
<th>8872 Advanced study in adapted physical education (3)</th>
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<td></td>
<td>6890.02 Core (Research) (3)</td>
<td>5742 Applied Behavior Analysis for teachers (3)</td>
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