

**Advanced Physical Education Pedagogy  
Post-Graduate (MEd) Online Program  
University of Wollongong & Kent State University**

**Program Development Plan**

1. Designation of the new program (i.e., degree name and title), rationale for that designation, definition of the focus of the program and a brief description of its disciplinary purpose and significance.

This graduate level program is a joint degree program offered collaboratively by Kent State University (KSU) and the University of Wollongong (UOW) in New South Wales, Australia. It will culminate in a Master of Education (MEd) degree in Advanced Physical Education Pedagogy (APEP). The program is 100% on line, and is aimed at practicing teachers and/or athletic coaches who are seeking further expertise in their field of study but who, for various reasons, might find the on line environment preferable to face to face instruction. In addition, as an online program, both institutions will be able to attract students who are place-bound. Both institutions have faculty that are insufficient in number to offer an entire graduate program, yet can do so in combination with each other. Faculty members at the two institutions are professional colleagues who have previously collaborated on research publications and grant proposals.

2. Description of the proposed curriculum.

Undergraduate programs within the physical education and coaching fields typically focus on the basics of planning, implementation, and assessment of instruction, with less emphasis on broader issues related to pedagogy. These issues, including matters of leadership, teaching/coaching theory, and curriculum/program development are best addressed at the graduate level with students who already have experiences from which to draw. Hence the graduate program outlined in the table below is thirty-six (36) graduate credits, with an equal number of courses to be taken at each institution. Each KSU course is worth 3 graduate credits, while each UOW course is worth 6 credit points, with one KSU course being equal to one UOW course in terms of contribution to the overall degree. It should be noted that the equivalent of 36 credit hours is required for a Master's degree by the state of New South Wales in Australia.

All courses are on line and, with two exceptions (the Adapted PE and Applied Pedagogy courses) all are currently offered. The Adapted PE and the Advanced Pedagogy are currently in development. The instructional focus of each course is identified in the right hand column of the table. The curriculum was developed through the collaborative efforts of faculty members at each institution, and coordinated by Dr Steve Mitchell at KSU and Dr Dana Perlman at UOW.

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<b>Subject/Course</b>	<b>Institution</b>	<b>Comments</b>	<b>Instructional Focus</b>
EDGZ921 – Introduction to Research and Inquiry OR EDUC 65511 – Research in Educational Services	UOW or KSU	Taken at either university	Development of significant research questions, research methodology, data analysis
EDGP935 – Leadership and Management in PE, Sport and Recreation	UOW		Leadership and management theory and application to PE, sport and recreation
EDGPXXX – Applied Pedagogy in PE, Sport and Recreation*	UOW		Implementation and evaluation of PE pedagogy
EDGP930 – Theoretical and Practical Bases of Teaching and Coaching	UOW		Pedagogical theory and applications to PE teaching and athletic coaching
CI 65XXX – Adapted Physical Education*	KSU		PE teaching for individuals with disabilities
CI 65025 – Contemporary Issues in Sport Pedagogy	KSU		Societal issues, including race, gender and politics, as they pertain to PE and sport
CI 65055 – Curriculum Development in Sport Pedagogy	KSU		Curriculum models and curriculum/program development and evaluation
Elective I	UOW or KSU	Taken at either university	
Elective II	UOW or KSU	Taken at either university	
Elective III	UOW or KSU	Taken at either university	
Elective IV	UOW or KSU	Taken at either university	
EDGZ906 - Minor Project** OR CI 67096 – Individual Investigation in Curriculum & Instruction**	UOW or KSU	Taken at either university	

<p><b>Possible Electives:</b></p> <p><b>KSU</b></p> <ol style="list-style-type: none"> <li>1. ITEC 57427 Technology and Learning</li> <li>2. ITEC 57430 Computer Applications in Education</li> <li>3. ITEC 57400 Selection and Utilization of Educational Media</li> <li>4. ITEC 67437 Web Development for Educators.</li> </ol> <p><b>UOW</b></p> <ol style="list-style-type: none"> <li>5. EDGP990 – Practicum in the Learning Environment</li> <li>6. EDGP910 – Theoretical Aspects in Outdoor Education</li> <li>7. EDGP912 – Facilitation in Outdoor Education</li> <li>8. EDGP934 – Cultural Politics in Sport</li> </ol>	<p><b>Notes:</b></p> <p>*Online courses to be developed</p> <p>**Capstone experience</p> <p><b>+Overall an equal number of courses must be taken at each institution</b></p>
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3. Administrative arrangements for the proposed program: department and school or college involved.

The program will be jointly administered by the two institutions, but students will graduate only from the institution to which they originally apply for program admission. That university will also be responsible for transfer evaluation, advising, communications, and the issuing of transcripts and diplomas. Program faculty at both institutions will agree on admissions criteria and students will be admitted into the program at the institution to which they apply. Regular (weekly) and ongoing communication between program coordinators will be essential regarding the frequency of course offerings, program admissions, and curriculum review.

4. Evidence of need for the new program, including the opportunities for employment of graduates. This section should also address other similar programs in the state and potential duplication of programs in the state and region.

Many systems, both in the United States and overseas, require graduates in education programs to pursue further study culminating in a Master’s degree. These students often are then required to take on leadership roles in school districts, and in this case also sports programs, these leadership roles requiring an understanding of data handling and interpretation, program development and evaluation, and critical issues impacting the field. In 2009, Ohio restructured its teacher licensure system and established a new career ladder for educators. The new four-tiered system provides opportunities for teachers to advance in their professional careers and serve as school improvement leaders, without leaving the teaching profession. The senior professional educator license and lead professional educator license are advanced steps on the career ladder, and both require a Master’s degree. (<http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Audiences/Senior-Professional-Educator-and-Lead-Professional>)

To our knowledge there are no similar programs in Ohio, and certainly none that also provide an international perspective for students. This perspective is inevitable in this program where half the courses taken will be from an overseas institution and in which it is anticipated that international students will seek admission (see below).

5. Prospective enrollment.

We anticipate initial enrollment of about twenty students, half of whom would gain admission at each of the two institutions (ten at each). Students will be recruited both in Australia and the USA, but also internationally from regions where faculty contacts make it possible to advertise the program and more likely that students will enroll (e.g. the Caribbean, Europe and the UK in particular, Japan, South Korea). Faculty at both institutions see this as an opportunity to increase international collaborations at a time when the world is becoming a smaller place, largely due to the impact of technology. Thus an on line program allows for the efficient use of this technology in a global collaboration.

6. Special efforts to enroll and retain underrepresented groups.

The international nature of the program makes it more likely that students from underrepresented groups will apply, and increased efforts will be made to recruit from such groups by selective advertising and recruitment at conferences. Efforts will also be made within the USA to recruit from groups such as ethnic/racial minorities, students with disabilities, and veterans.

7. Availability and adequacy of the faculty and facilities available for the new program.

Current faculty and facilities are both available and adequate for this program. At Kent State it would require more frequent graduate level offerings, but only to the extent of one graduate course per semester. With five full-time faculty members, this is sustainable. UOW currently offers a graduate degree in Physical and Health Education. The joint program with KSU will require the creation of one new course that will be replaced with a current course. The current structure and staffing of the PHE program will not create any workload issues.

Academic advising, particularly regarding course registration, will be provided by the student's "home" institution. Technology support is available at the college level at KSU through the Office of Technology and Distance Education, part of the Instructional Resource Center. UOW has extensive experience in teaching through flexible learning and distance strategies. It has a well-established reputation for online teaching both within Australia and internationally and has twice been named as the Good Universities Guide Australian University of the Year. UOW currently offers online Masters degrees, Graduate Diplomas and Graduate Certificates worldwide. As an experienced distance education provider the University has a full range of routines and services in place to support the IT-based components of the program including developed user guides, and access to assistance where required through University Information Technology Services and dedicated Faculty e-learning support staff. As part of the normal orientation to programs such as this, participants will be advised regarding suitable IT equipment issues and trained in University protocols for access and use of the University systems.

8. Need for additional facilities and staff and the plans to meet this need.

No new facilities or staff would be necessary.

9. Projected additional costs associated with the program and evidence of institutional commitment and capacity to meet these costs.

There would be no additional costs. At KSU all necessary courses will be covered by the existing faculty. Existing library resources are sufficient at both universities, faculty members are in place, and each university has a program coordinator.

Relationship to Strategic Plan.

At KSU, the College of Education, Health and Human Services has as part of its strategic plan the intent to increase international activities. Specifically, there is an opportunity to make this a College-wide area of strength and for us to be recognized locally and nationally as a global College. Strategies identified in the plan to achieve this include:

- a. Increase study abroad opportunities for students while also exploring funding support for these activities.
- b. Recruit more international students, particularly into target programs we have identified as high demand programs for international students.
- c. Increase the number of international programs. In order to help with this, we will develop an inventory of exportable graduate programs that can be delivered in several different formats for international audiences.
- d. Increase international content throughout the curriculum. Support the internationalization of the curriculum by assisting faculty/students in finding the international dimensions of their discipline.
- e. Support collaborative research with international colleagues and on international themes.
- f. Support the international exchange of scholars.
- g. Expand our relationships with universities having similar interests from throughout the world

This proposed collaborative master's degree program clearly addresses the goal of increasing international activities, and adopts many of the strategies identified in a-g above. Likewise the KSU strategic plan includes the goal of "Engaging with the World Beyond our Campuses" and suggests strategies such as:

- a. Incorporate global perspectives into all of our educational, research and service initiatives
- b. Forge strategic partnerships that add significant value
- c. Build and enhance the Kent State brand regionally, statewide, and nationally
- d. Further develop and expand student and alumni relations
- e. Increase the presence of international students and scholars at Kent State
- f. Increase Kent State student participation in study abroad programs
- g. Implement proactive federal and state government affairs initiatives.

Again, the proposed collaborative with UOW incorporates many of the strategic plan strategies identified in a-g above.

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**OVERVIEW**

This graduate level program is a joint degree program offered collaboratively by Kent State University (KSU) and the University of Wollongong (UOW) in New South Wales, Australia. It will culminate in a Master of Education (MEd) degree in Advanced Physical Education Pedagogy (APEP). The program is 100% on line, and is aimed at practicing teachers and/or athletic coaches who are seeking further expertise in their field of study but who, for various reasons, might find the on line environment preferable to face to face instruction. In addition, as an online program, both institutions will be able to attract students who are place-bound. Both institutions have faculty that are insufficient in number to offer an entire graduate program, yet can do so in combination with each other. Faculty members at the two institutions are professional colleagues who have previously collaborated on research publications and grant proposals.

**NEW PROGRAM NEEDS ANALYSIS AND FACULTY CREDENTIALS****1. Establish a need for the proposed program.**

Many systems, both in the United States and overseas, require graduates in education programs to pursue further study culminating in a Master's degree. These students often are then required to take on leadership roles in school districts, and in this case also sports programs, these leadership roles requiring an understanding of data handling and interpretation, program development and evaluation, and critical issues impacting the field. In 2009, Ohio restructured its teacher licensure system and established a new career ladder for educators. The new four-tiered system provides opportunities for teachers to advance in their professional careers and serve as school improvement leaders, without leaving the teaching profession. The senior professional educator license and lead professional educator license are advanced steps on the career ladder, and both require a Master's degree.

<http://education.ohio.gov/Topics/Teaching/Educator-Licensure/Audiences/Senior-Professional-Educator-and-Lead-Professional>

**2. Projected student and graduate data.**

We anticipate initial enrollment of about twenty students, half of whom would gain admission at each of the two institutions (ten at each). Students will be recruited both in Australia and the USA, but also internationally from regions where faculty contacts make it possible to advertise the program and more likely that students will enroll (e.g. the Caribbean, Europe and the UK in particular, Japan, South Korea). Faculty at both institutions see this as an opportunity to increase international collaborations at a time when the world is becoming a smaller place, largely due to the impact of technology. Thus an on line program allows for the efficient use of this technology in a global collaboration. Initial enquiries about the program from our own graduates suggest that several KSU alumni, currently teaching both in and outside of Ohio, will be among the first applicants to the program.

**3. Communication with business and industry.**

Potential employers are primarily school districts, though most program participants will already be employed and seeking further education as a means of obtaining advanced professional licensure. This will vary depending on the licensure requirements in each participant's state or country.

#### **4. Faculty credentials and capacity.**

Five full-time Kent State faculty members will be involved in teaching the Physical Education Pedagogy courses within this program. All have terminal degrees, and all are active in scholarship and service to the profession at either the state or national level, and in some cases both. The faculty members are:

Dr Jennifer Fiset (EdD, University of Massachusetts). Associate professor, with tenure

Dr Jennifer Gorecki (PhD, University of South Carolina). Assistant professor, non-tenure track

Dr Insook Kim (PhD, Ohio State University). Assistant professor, tenure track

Dr Steve Mitchell (PhD, Syracuse University). Full professor, with tenure

Dr Takahiro Sato (PhD, Ohio State University). Associate professor, with tenure

The above listed faculty members are a diverse group. Dr Kim is from South Korea, Dr Sato from Japan, and Dr Mitchell is a dual national (UK/USA). Though it is not possible for five faculty members to be representative of the entire student body in an international collaborative program, this group comes close.

Current faculty numbers and facilities are both available and adequate for this program. At Kent State it would require more frequent graduate level offerings, but only to the extent of one graduate course per semester. With five full-time faculty members, this is sustainable. UOW currently offers a graduate degree in Physical and Health Education. The joint program with KSU will require the creation of one new course that will be replaced with a current course. The current structure and staffing of the PHE program will not create any workload issues.