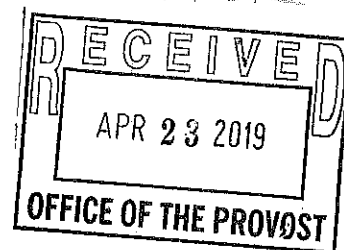




## EPC PROPOSAL FORM



**Originating Academic Unit:** Kinesiology

**Date Proposal Submitted:** 4/20/2019

**INSTRUCTIONS:** Upon completing the form, submit a hard copy with all appropriate signatures to the Office of the Provost. In addition, email a copy to EPC *via* the Faculty Governance Coordinator, Carol Bautista ([facgov@plu.edu](mailto:facgov@plu.edu)).

**DEADLINES:** Proposals are due Nov. 1 for fall/J-Term of the next academic year, Apr. 1 for the next spring/summer.

For specifics on the processing of each type of proposal, see '2. Flowchart of Usual Procedure for Curriculum Revision' and '5. Checklist for Developing Proposals' in the EPC Manual, found in the Faculty Handbook (Section III, Part VI).

**[ ] TYPE 1: NON-SUBSTANTIVE CHANGES** *[complete shaded sections and provide signatures]*

Check boxes in this section. Then either complete Proposal summary and Catalog/Curriculum Changes sections on the next page and provide chair/dean signatures on final page, or attach a memo with chair/dean signatures.

- ☐ Change course number
- ☐ Change course title
- ☐ Change catalog description (no change in substance of course)
- ☐ Delete course with no GenEd element and not required by any major/minor/concentration
- ☐ Prerequisite change within the academic unit only
- ☐ Catalog correction (editorial)

**[ ] TYPE 2: SUBSTANTIVE CHANGES** *[complete all sections, including signatures]*

Submit completed form, including signatures. Be sure to check all boxes that apply.

Note: All substantive changes to pre-existing courses require a change of course number.

- |   |  |
|---|--|
| <input type="checkbox"/> Modify existing course                       | <input type="checkbox"/> Change a course's credit hours                      |
| <input type="checkbox"/> Add permanent GenEd course <sup>++</sup>     | <input type="checkbox"/> Add GenEd Element to existing course <sup>++</sup>  |
| <input type="checkbox"/> Add permanent non-GenEd course <sup>++</sup> | <input type="checkbox"/> Delete GenEd course                                 |
| <input type="checkbox"/> Change in major requirement <sup>**</sup>    | <input type="checkbox"/> Change in minor requirement <sup>**</sup>           |
| <input type="checkbox"/> Revise curriculum <sup>**</sup>              | <input type="checkbox"/> Change in concentration requirement <sup>**</sup>   |
| <input type="checkbox"/> Other: _____                                 | <input type="checkbox"/> Prerequisite change involving another unit's course |

**[ x ] TYPE 3: CHANGES REQUIRING FACULTY ASSEMBLY APPROVAL** *[complete all sections, including signatures]*

Note: Some of these proposals require the approval of the Board of Regents in addition to the Faculty Assembly. Proposals for a new degree require attachment of the Institutional Impact Evaluation Form.

- |  |  |  |  |
|--|--|--|--|
| <input checked="" type="checkbox"/> New Degree <sup>**</sup> | <input type="checkbox"/> New Major <sup>**</sup> | <input type="checkbox"/> New Minor <sup>**</sup> | <input type="checkbox"/> New Concentration <sup>**</sup> |
| <input type="checkbox"/> Eliminate Degree                    | <input type="checkbox"/> Eliminate Major         | <input type="checkbox"/> Eliminate Minor         | <input type="checkbox"/> Eliminate Concentration         |
| <input type="checkbox"/> Other change                        |  |  |  |

<sup>\*\*</sup> These changes/proposals require completion of the EPC Curriculum Change Template.

<sup>++</sup> A course syllabus must be submitted with new course proposals.

## **PROPOSAL**

### **Provide a summary of the proposal.**

This is a proposal for a new Master of Science in Kinesiology degree comprised of 34 credits offered over 14 months. The program will offer courses in the evenings and on weekends in summer, fall and spring semesters. We are proposing a Summer 2020 start date.

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## **STATEMENT OF RATIONALE**

### **Provide a statement of rationale or other clarifications. Include information on student learning and outcomes and any General Education Program rationale.**

The World Health Organization has identified physical inactivity as the fourth underlying cause of death globally, and the leading cause of death in the United States. The benefits of being physically active are considerable, are well documented, and extend beyond disease risk reduction to improved mental, social and emotional health and overall quality of life. As a result of the low levels of participation and adherence in contemporary society, the World Health Organization describes physical inactivity as a pandemic and as one of the most pressing public health issues of our time. As a field, Kinesiology seeks to address the myriad of challenges that prohibit full participation in physical activity, and to enhance the quality of the experience for those who participate regularly across the spectrum of movement from recreational pursuits to elite athletic performance.

Kinesiology is currently among the largest majors on campus and has been among the fastest growing majors at colleges and universities across the country for the past decade. Since 2010, the department has graduated 360 majors and 181 minors. Kinesiology minors have included students majoring in every division and school at PLU. Students pursuing Kinesiology as an undergraduate degree are likely to go on to graduate school in the field, or in closely related allied health professions (74% of PLU KINS graduates indicate the desire to pursue graduate education on exit surveys). Offering a one year Master's degree provides an option for those students who wish to further their education in pursuit of personal or professional interests. PLU has a market hold on Kinesiology in southern Washington state, boasts one of the most qualified faculty in the region, and has an excellent academic reputation in the region. In addition, the University is in need of new sources of revenue. The SEMAC strategic plan identifies the growth of graduate programs as an important part of the university's future. Taken together, this seems an ideal time to launch a graduate program in this area.

The Master of Science in Kinesiology is comprised of 34 credits. Students begin in the summer and conclude the following summer (14 months). Students wishing to extend over two years (part time) may do so. The program is an entry level applied program - focused on serving working professionals and those wishing to enter the workforce in a variety of sport, health-fitness related professions and allied health professions. Required courses address topics such as: Inclusive Leadership; Research Methods and Applications; Adapted Training and Conditioning for Special Population, Applied Sport Psychology, Applied Exercise Science and a Special Topics course. All students complete 36 credits together, with 8 credits (two courses) taken in the focus area of their choice (Applied Exercise Science or Applied Sport Psychology). Students will complete and present an applied project at the conclusion of the program.

The Masters of Science in Kinesiology is designed to intentionally integrate important elements of the PLU mission into the curriculum. The curriculum includes a focus on leadership development through formal coursework and mentoring. Two courses focused on the Lutheran Higher Education values of diversity, justice and inclusion are required of all students. As a rigorous applied (theory to practice,

evidence-based practice) program, the Master's in Kinesiology also integrates thoughtful inquiry and service into its over-arching philosophy.

The Masters of Science in Kinesiology addresses the following program learning outcomes.

A graduate of the Master of Science in Kinesiology degree program:

**Content Expertise**

Uses factual knowledge, tools of inquiry, disciplinary standards and differing perspectives when making professional applications.

**Evidence Based Practice**

Uses evidence based, best practices that critically evaluate, integrate and apply current, primary research and established theoretical concepts.

**Inclusive Practice and Leadership**

Engages multiple perspectives and demonstrates inclusive practices and leadership.

**Professionalism**

Uses a range of effective communication strategies and demonstrates professional behavior to best serve the needs of clients.

\*\*\*Course descriptions and individual course outcomes are attached. Complete course syllabi and curriculum map would be developed in full if the program is approved.

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## **CATALOG/CURRICULUM CHANGES**

### **Current Catalog Language:**

*Since this program does not currently exist, all catalog language is new. The proposed catalog language is provided below. Catalog language for graduate programs appears in two places: Graduate and Post-Baccalaureate Policies and Programs and Graduate Courses and Degrees.*

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### **Proposed Catalog Language: (note changes in **Bold**)**

*Under the section: Graduate and Post-Baccalaureate Policies and Programs:*

#### Kinesiology

The Master of Science in Kinesiology can be completed in 14 months. The practitioner focused program blends strong theoretical knowledge with real-world application. Courses begin in the summer, extend through the academic year and conclude the following summer. Most classes are face-to-face in the evenings and on weekends, with some classes using a hybrid format.

*Under the section: Graduate Courses and Degrees*

#### Admissions

Admissions to the MS in Kinesiology is based on several criteria including academic preparation, work experience and potential contribution to the classroom experience. The Graduate Admissions Committee bases decisions on a holistic assessment of the individual merits of each applicant. Academic preparation will be evaluated holistically by the program admission team with consideration given to the applicant's previous formal education and relevant professional certifications or experience. Students may be given conditional admission based on gaps in previous knowledge. Conditional admission may require the completion of necessary prerequisite coursework prior to the start of the program.

To be eligible for admission applicants must hold a bachelor's degree from a regionally accredited institution with a cumulative undergraduate GPA of 3.0 or higher.

To apply submit the following:

- Official transcripts from all universities attended
- Graduate Record Exam taken within the past five years
- Two letters of recommendation, either academic or professional
- A current resume
- A letter of application not to exceed two pages
- Application processing fee

**Fast Track Application:** Current students enrolled at PLU with a major or minor in Kinesiology and a cumulative undergraduate GPA of 3.0 or higher may apply to the program by submitting the following materials only. Admission is not guaranteed.

- A current resume

## **Master of Science in Kinesiology**

### Degree Requirements

#### *34 semester hours*

KINS 500 Research Methods and Applications (4)

KINS 505 Inclusive Leadership (4)

KINS 510 Mentorship and Leadership (2)

KINS 515 Applied Sport Psychology I (4)

KINS 520 Adapted Training for Special Populations (4)

KINS 591 Special Topics (4)

KINS 595 Project + defense (4)

#### Select ONE focus area from the following:

Applied Sport Psychology (8 credits)

KINS 530 Social Issues in Sport (4)

KINS 540 Applied Sport Psychology II (4)

Applied Exercise Science (8 credits)

KINS 525 Applied Exercise Science I (4)

KINS 535 Applied Exercise Science II (4)

## **Master of Science in Kinesiology (MKIN) – Graduate Courses**

### **KINS 500: Research Methods and Application in Kinesiology (4)**

The course will introduce basic concepts in research methods and experimental design relevant to the area of Kinesiology. The course is designed to create a better understanding of the principles, concepts, terminology, and instruments used in measurement and analysis in the various sub-domains of Kinesiology. The course will focus on the scientific method, addressing both quantitative and qualitative research methodologies. Emphasis will be placed on developing evidence-based practitioners that critically utilize the scientific literature in their professional endeavors in Kinesiology.

### **KINS 505: Inclusive Leadership (4)**

The course is designed to explore cultural factors that influence people and human interaction. Specifically, students will study the role of diversity and the experiences of people with marginalized identities in United States sport organizations. The various ways that people may differ and how this diversity can impact experiences and outcomes in sport and exercise settings will be examined. Students will be challenged to critically think about the concept of diversity and its impact on individuals within the sport and society and critically reflect on their how their own cultural biases, values, beliefs, attitudes and behaviors influence their professional practice and interactions with clients. Research-driven best practices for developing inclusion in sport and exercise will be provided. Students will gain an understanding of the knowledge, skills and competencies of inclusive leaders in sport and exercise. Evidence-based strategies for integrating the diverse talents of all contributors in order to develop high functioning and effective teams, organizations, classrooms, and exercise communities will be discussed.

**KINS 510: Mentorship and Leadership (2)**

This course is designed to provide independent mentoring between a faculty member and a graduate student. The experience provides opportunities for leadership development and professional development appropriate to the student's interests and abilities. This is a Pass/Fail class only. A general outline of the student's final project is also expected to be developed as a function of the mentoring process.

**KINS 515: Applied Sport Psychology I (4)**

Examination and analysis of theory and research relating to social psychological factors and group dynamics affecting sport and exercise behavior. This course will focus on theory, research and application related to individual and group factors (e.g., motivation, communication, feedback, attribution, leadership) that affect cognitions, behavior and performance in sport and physical activity. Current issues in exercise psychology including exercise adherence and behavioral change strategies will also be examined.

**KINS 520: Adapted Training for Special Populations (4)**

The course will emphasize designing exercise programs for special populations, including adapted training, younger and older adults, and individuals with specific conditions and limitations. Emphasis will be placed on modifications and application of training programs.

**KINS 525: Applied Exercise Science I (4)**

The course will address the physiological responses and adaptations to acute and chronic training. Additionally, students will understand how the energy systems impact design of training programs. Emphasis will also be placed on periodization and yearlong design in relation to development of training programs to improve or maintain agility, power, cardiovascular endurance, and balance.

**KINS 530: Social Issues in Sport (4)**

The focus of the course will be to critically interrogate sport in the United States as an important site for the production, reproduction and contestation of sociocultural norms and ideologies. A range of issues/topics will be explored, such as: sport and education, sport and media, sport and economics, sport and politics, sport and religion, gender, race and sport, sport and racism, sport and violence, body studies, and morality and sport. Using an interdisciplinary approach to explore the key concepts in each of these areas of knowledge in Kinesiology, students will be exposed to the ways in which these issues intersect and how the solutions can be integrated to address problems in sport and exercise settings.

**KINS 535: Applied Exercise Science II (4)**

This course will address theoretical and practical bases of program design in weight training. Additionally, the course will cover functional anatomy and proper lifting techniques. Emphasis is placed on the design of individual and group exercise programs. The main goal after successfully completing this course is for the student to be able to perform safe and appropriate exercise testing and develop a safe and effective strength training program.

**KINS 540: Applied Sport Psychology II (4)**

Examines theory, research, and professional practice related to psychological interventions in sport and physical activity. This course focuses on the use of educational psychological interventions to facilitate personal development, performance, and injury rehabilitation in a variety of physical activity settings. Students will learn evidence-based strategies and techniques aimed at enhancing psychological enjoyment, performance, and well-being commensurate with their age, skill level, and personal goals. Students will

gain an understanding of existing best practices and literature with the purpose of integrating practical performance psychology applications in a variety of professional settings. Scope of professional capabilities, education and training and how those variables impact ethical professional practice will be explored.

#### **KINS 591: Special Topics (4)**

A seminar style course focused on a particular topic of relevance to the field or a current issue, challenge or trend in the discipline.

#### **KINS 595: Final Project and Defense (4)**

This course encompasses the completion of the final written project and the public defense of the project.

For courses ...

Repeatable for credit:	<input type="checkbox"/> Yes, <u>  ?  </u> times	<input checked="" type="checkbox"/> No
Grade Type:	<input checked="" type="checkbox"/> Standard Letter	<input checked="" type="checkbox"/> Pass/Fail
Anticipated Enrollment:	Minimum of 9 in program, maximum 24; target 14-16. For specialty courses enrollments could be 4-5 at minimum. This is budgeted for.	
Course Syllabus Attached**:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

\*\*Required for new courses

**Does the proposal include the addition to a course of one or more General Education Program elements (GenEd)?**

☐ **Yes** (Check the appropriate boxes below)

If more than one course is proposed, make sure the proposal makes clear which GenEd elements, if any, are proposed for each course.

☒ **No**

- |   |  |
|---|--|
| <input type="checkbox"/> Alternative Perspectives <b>A</b>                            | <input type="checkbox"/> Physical Activity <b>PE</b>                                       |
| <input type="checkbox"/> Art, Music, Theatre <b>AR</b>                                | <input type="checkbox"/> Philosophy <b>PH</b>  |
| <input type="checkbox"/> Cross Cultural Perspective <b>C</b>                          | <input type="checkbox"/> Religion: Christian Traditions <b>RC</b>                          |
| <input type="checkbox"/> International Honors (100-level) <b>H1</b>                   | <input type="checkbox"/> Religion: Global Religious Traditions <b>RG</b>                   |
| <input type="checkbox"/> International Honors (200-level) <b>H2</b>                   | <input type="checkbox"/> Science and Scientific Method <b>SM</b>                           |
| <input type="checkbox"/> International Honors (300-level) <b>H3</b>                   | <input type="checkbox"/> Investigating Human Behavior, Culture, and Institutions <b>SO</b> |
| <input type="checkbox"/> Literature <b>LT</b>   | <input type="checkbox"/> Senior Seminar/Project <b>SR</b>                                  |
| <input type="checkbox"/> Inquiry Seminar (FYEP) <b>F</b>                              | <input type="checkbox"/> Writing Seminar (FYEP) <b>FW</b>                                  |
| <input type="checkbox"/> Mathematical Reasoning <b>MR</b>                             |  |
| <input type="checkbox"/> Natural Sciences, Mathematics, or Computer Science <b>NS</b> |  |

**NOTE:** Submissions will be forwarded to the General Education Council for its review and recommendation. Diversity courses have specific learning objectives that must be included in the syllabus.

#### **STAFFING & BUDGETARY IMPLICATIONS**

**Has this proposal been formally approved by at least 2/3 of the full-time teaching faculty in your academic unit?**

☒ **Yes**

☐ **No** (Indicate why the proposal is being forwarded to EPC)

Does this proposal impact any other academic unit?

☐ Yes (List below and indicate if 2/3 of the full-time faculty in that area support the proposal)

☒ No

Does this proposal require the commitment of new or substantially different support services (e.g., Library acquisitions, Information and Technology Services, Wang Center)?

☐ Yes (Explain and indicate if support services have been consulted)

☒ No

Explain how the proposed change(s) will be staffed. Revised 2-Year Course Cycle must be attached.

Please see Institutional Impact Form for complete budget analysis and proposal.

Are special budgetary arrangements and funding required? If "no", explain how the proposed changes will be integrated without added personnel or budgetary requirements.

☒ Yes

(Explain what types of support will be used to meet the budgetary requirements of the proposed change(s).

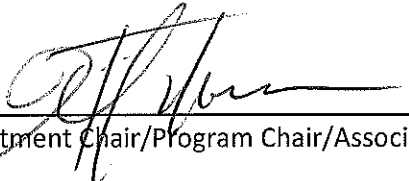
Include the source(s) of funding, percentage of costs covered, and time frame covered.)

A complete budget has been developed in consultation with the Provost's Office. This includes new staffing (faculty and staff) and new S&P expenditures.

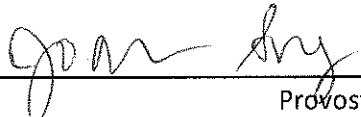
☐ No

NOTE: Budgetary considerations will be reviewed/approved by Dean and Provost.

#### REQUIRED SIGNATURES

  
\_\_\_\_\_  
Department Chair/Program Chair/Associate Dean (Date) 4/22/19

  
\_\_\_\_\_  
Dean (Date) 4/22/19

  
\_\_\_\_\_  
Provost (Date) 4/22/19

☒ Forwarded with Endorsement  
☐ Forwarded with Reservations





## Memorandum Office of the Registrar

**To:** Dr. Gregson, Provost

**From:** Kelly Gaspar Poth, Associate Registrar, x7139, gasparka@plu.edu

**Date:** April 23, 2019

**Re:** Creation of MSK (Type 3)

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Question on the 'Transfer Policy' (page 6 of Institutional Impact Form), if the degree is 34cr and only 8cr of transfer work can be applied, should the residency requirement be 26cr?

New Codes Needed

Degree Code: MSK

Degree Description: Master of Sci in Kinesiology (limited to 30 characters, shows on transcript)

Program Code: KINS-MSK

Program Description: Kinesiology-MSK

Major Code: GKin

Major Description: Kinesiology (shows on transcript)

## **Graduate School – Course Descriptions & Learning Outcomes**

### **KINS 500: Research Methods and Application in Kinesiology**

The course will introduce basic concepts in research methods and experimental design relevant to the area of Kinesiology. It is also designed to create a better understanding of the principles, concepts, terminology, and instruments used in measurement and analysis in the various sub-domains of Kinesiology. The course will focus on the scientific method, with both quantitative and qualitative research being discussed. Emphasis will be placed on developing evidence-based practitioners that critically utilize the scientific literature in their professional endeavors in Kinesiology.

#### ***Learning Outcomes:***

1. Be able to read published research and evaluate article contents within one or several areas of Kinesiology
2. Explain the role of research methodology in informing practices in Kinesiology
3. Understand the different types of research (qualitative, quantitative) within the field of Kinesiology
4. Demonstrate technology use, interpret professional literature, and make effective presentations
5. Demonstrate knowledge of APA style in preparing a research paper, in citing sources and in developing a reference list.
6. Develop a logical, testable research question
7. Identify and select appropriate research designs for different research questions.
8. Understand and perform basic statistics
9. Appreciate and understand ethical issues associated with research in applied Kinesiology

### **KINS 505: Inclusive Leadership**

The course is designed to explore cultural factors that influence people and human interaction. Specifically, students will study the role of diversity and experiences of people with marginalized identities in United States sport organizations. The various ways that people may differ and how this diversity can impact experiences and outcomes in sport and exercise settings will be examined. Students will be challenged to critically think about the concept of diversity and its impact on individuals within the sport and society and critically reflect on their how their own cultural biases, values, beliefs, attitudes and behaviors influence their professional practice and interactions with clients. Research-driven best practices for developing inclusion in sport and exercise will be provided. Students will gain an understanding of the knowledge, skills and competencies of inclusive leaders in sport and exercise. Evidence-based strategies for integrating the diverse talents of all contributors in order to develop high functioning and effective teams, organizations, classrooms, and exercise communities will be discussed.

#### ***Learning Outcomes:***

1. Students will demonstrate knowledge of the major conceptual and practical underpinnings of diversity and inclusion as well as the differing theoretical frameworks used to study diversity.
2. Students will demonstrate knowledge of the foundational tenets of privilege, prejudice and discrimination; how they are experienced differently related to individuals' multiple, intersecting identities (e.g., class, race, religion, gender, weight); and, how those experiences influence performers' attitudes and behaviors in sport and exercise.
3. Students will demonstrate requisite skills and ability to reflect on how their own identities and cultural experiences influence their thoughts, behaviors and interactions with others as leaders in sport and exercise.
4. Students will demonstrate an awareness of the evidence-based best practices of inclusive leaders and the requisite skills for using the diverse talents of all participants to cultivate high performing and effective teams, organizations, classrooms and exercise communities.

#### ***Topics:***

- Diversity
- Social construction of identities (e.g., race, class, gender)
- Identities, diversity and experiences in sport and exercise
- Implicit Bias
- Microaggressions
- Identity-based privilege, prejudice and discrimination
- Characteristics of inclusive leadership and cultural competence
- Effects of inclusionary climates
- Inclusionary skills (e.g., communication, instructional strategies)
- Self-reflexivity
- Culturally-sensitive instructional strategies
- Diversity education, training, and implications

#### ***Possible Textbook:***

Cunningham, G. B. (2011). *Diversity in sport organizations* (2<sup>nd</sup> Ed). Scottsdale, AZ: Holcomb-Hathaway.

**KINS 510: Mentorship and Leadership (2)**

This course is designed to provide independent mentoring between a faculty member and a graduate student. The experience provides opportunities for leadership development and professional development appropriate to the student's interests and abilities. This is a Pass/Fail class only. A general outline of the student's final project is also expected to be developed as a function of the mentoring process.

***Learning outcomes:***

1. Reflect on personal leadership style, particularly in relation to diversity, equity and inclusion.
2. Identify opportunities to grow and develop inclusive leadership in one's current or future practice.
3. Identify a culminating topic and project idea.

### **KINS 515: Applied Sport Psychology I**

Examination and analysis of theory and research relating to social psychological factors and group dynamics affecting sport and exercise behavior. This course will focus on theory, research and application related to individual and group factors (e.g., motivation, communication, feedback, attribution, leadership) that affect cognitions, affect, behavior and performance in sport and physical activity. Current issues in exercise psychology including exercise adherence and behavioral change strategies will also be examined.

#### ***Learning Outcomes:***

1. Students will demonstrate knowledge of the major theoretical and practical underpinnings of social psychological factors and group dynamics affecting sport and exercise behavior.
2. Students will demonstrate requisite skills and ability to integrate theoretical knowledge, applied strategies and create authentic, evidence-based best practices in real world settings.

#### ***Topics:***

- Leadership
- Motivation
- Communication
- Feedback
- Self-fulfilling prophecy
- Attributions
- Self-determination theory
- Cognitive Evaluation Theory
- Intrinsic Motivation
- Exercise adherence
- Behavior change

#### ***Textbook:***

Weinberg, R.S., & Gould, D. (2018). *Foundations of Sport and Exercise Psychology* (7<sup>th</sup> Ed.). Champaign, IL: Human Kinetics.

Horn, T.S. & Smith, A.L. (2019). *Advances in Sport and Exercise Psychology* (4<sup>th</sup> Ed.). Champaign, IL: Human Kinetics.

### **KINS 540: Applied Sport Psychology II**

Examines theory, research, and professional practice related to psychological interventions in sport and physical activity. This course focuses on the use of educational psychological interventions to facilitate personal development, performance, and injury rehabilitation in a variety of physical activity settings. Students will learn evidence-based strategies and techniques aimed at enhancing psychological enjoyment, performance, and well-being commensurate with their age, skill level, and personal goals. Students will gain an understanding of existing best practices and literature with the purpose of integrating practical performance psychology applications in a variety of professional settings. Scope of professional capabilities, education and training and how those variables impact ethical professional practice will be explored.

#### ***Learning Outcomes:***

1. Students will demonstrate knowledge of the major theories and conceptual knowledge associated with performance psychology.
2. Students will demonstrate an ability to evaluate and use source material to create a mental skills tool that could be implemented in an area of professional interest.
3. Students will demonstrate requisite knowledge of the theoretical underpinnings of performance psychology ability to implement context-driven interventions with select target populations.

#### ***Topics:***

- Relaxation and activation techniques
- Team building
- Imagery
- Self-talk
- Mental toughness
- Action planning
- Concentration
- Confidence
- Mistake rituals
- Attentional Focus
- Biofeedback

#### ***Textbook:***

Williams, J.M., & Krane, V. (in press). *Applied Sport Psychology: Personal Growth to Peak Performance*. (8<sup>th</sup> Ed.). New York, NY: McGraw-Hill.

## **KINS 520: Adapted Training for Special Populations**

The course will emphasize designing exercise programs for special populations, including adapted training, younger and older adults, and individuals with specific conditions and limitations. Emphasis will be placed on modifications and application of training programs.

### ***Learning Outcomes:***

1. Select and modify exercises for each muscle, movement, or training in order to meet the needs of clients of various ages, abilities, and impairments.
2. Recognize and describe the physiological characteristics and risk factors associated with different disabilities and diseases.
3. Discuss different strategies and equipment to accommodate different ability levels and functionality.
4. Discuss accessibility/inclusionary considerations for strength training and cardiovascular training.
5. Discuss different inclusionary strategies for group strength training and cardiovascular classes.
6. Discuss motivation and adherence strategies for individuals with a disability and diseases.
7. Understand the physiological differences between adults and children, specifically in regards to strength training and cardiovascular exercise and discuss specific factors that must be considered when prescribing exercise for children and older individuals.

**KINS 525: Applied Exercise Science I**

The course will address the physiological responses and adaptations to acute and chronic training. Additionally, students will understand how the energy systems impact design of training programs. Emphasis will also be placed on periodization and year long design in relation to development of training programs to improve or maintain agility, power, cardiovascular endurance, and balance.

***Learning Outcomes:***

1. Discuss sex-related, age-related and sport-related differences in muscular function, and explain adaptations among individuals
2. Select appropriate tests and administer test protocols to evaluate endurance, power and speed
3. Understand the importance of periodization to strength and apply the program design variables to create a periodized training program
4. Understand and decide when it is appropriate to increase workloads for different individuals



### **KINS 530: Social Issues in Sport**

The focus of the course will be to critically interrogate sport in the United States as an important site for the production, reproduction and contestation of sociocultural norms and ideologies. A range of issues/topics will be explored, such as: sport and education, sport and media, sport and economics, sport and politics, sport and religion, gender, race and sport, sport and racism, sport and violence, body studies, and morality and sport. Using an interdisciplinary approach to explore the key concepts in each of these areas of knowledge in Kinesiology, students will be exposed to the ways in which these issues interest and how the solutions can be integrated to address problems in sport and exercise settings.

### ***Learning Outcomes:***

1. Students will demonstrate knowledge of the major theories and constructs associated with sport sociology.
2. Students will demonstrate an understanding of the major social and cultural issues that various performers in sport and exercise encounter and how those issues might influence participants in and out of sport.
2. Students will demonstrate knowledge of the ways in which a sociocultural perspective can be applied in sport and exercise settings to better understand human cognition, behavior and performance.

### ***Topics:***

- Sport and religion
- Gender, race, class ideologies
- Sport and media
- "Sport bodies," body image and performance
- Power dynamics in sport
- Morality and sport
- Deviance, violence and sport
- Sport and education

### ***Textbook:***

Coakley, J. (2017). *Sports in society: Issues and controversies* (12<sup>th</sup> Edition). New York, NY: McGraw-Hill.

**KINS 535: Applied Exercise Science II**

This course will address theoretical and practical bases of program design in weight training. Additionally, the course will cover functional anatomy and proper lifting techniques. Emphasis is placed on the design of individual and group exercise programs. The main goal after successfully completing this course is for the student to be able to perform safe and appropriate exercise testing and develop a safe and effective strength training program.

***Learning Outcomes:***

1. Discuss the basic adaptations of the neuromuscular system to resistance training
2. Discuss functional anatomy as it relates in the development of force production
3. Select appropriate tests and administer test protocols to evaluate muscular strength and muscular endurance
4. Understand and teach proper resistance training exercises and spotting techniques
5. Designing an appropriate resistance training program
6. Understand and design an appropriate plyometric training program

### **KINS 591: Special Topics (4)**

A seminar style course focused on a particular topic of relevance to the field or a current issue, challenge or trend in the discipline.

Learning Outcomes:

1. Demonstrate content knowledge related to a topic with relevance to a current issue or issues in the field.
2. Demonstrate professionalism and leadership through active participation in class discussions and assignments.
3. Demonstrate strong oral and written communication skills.
4. Explain how issues of diversity and inclusion intersect with the topic or topics discussed.

### **KINS 595: Graduate Project Seminar**

The master's project is designed to serve as a capstone achievement demonstrating students' comprehensive knowledge of disciplinary theories and concepts as well as an ability to integrate theory into practice. Target audiences for these projects might cover the full spectrum of human potential: from young to old, fit to unfit, healthy to diseased, able-bodied to disabled, and from the casual recreational participant to the high-level athlete. Kinesiology is an interdisciplinary academic field, therefore, students may create projects based in one of the approaches to human movement or that bridge multiple areas of academic and professional interest. A project may involve research work, although typically this work is not as extensive or as independently driven as a thesis. Given the applied focus of this program and the emphasis on theory-to-practice, students should propose, create and defend a master's project that demonstrates the requisite knowledge and skills to implement an appropriate, evidence-based project. Although the foundation of the project might be more heavily applied or research focused, careful consideration of both research and practical application should be evident. Faculty in the Department of Kinesiology will supervise individual student projects each year based on shared interest and faculty expertise.

#### ***Examples of Projects***

- Performance enhancement multimedia projects and research paper supporting the intervention strategies provided for use with the target audience
- Literature review on a topic related to sport psychology, social psychology of sport and exercise
- An evidence-based multi-modal, multi-disciplinary diversity training program for use with middle school district health and physical educators
- Literature review on a topic related to diversity and inclusion
- Professional practice report related to providing proper feedback types, timing and quantities (e.g., case studies approached from appropriate disciplinary perspectives and supported with relevant research)
- Literature review on strength training (history, training principles, periodization) and a resistance training manual for youth and coaches
- Literature review on strength training (musculoskeletal physiology, maturation, training principles, periodization) and a resistance training program for high school basketball athletes

- A periodized exercise training manual for collegiate rugby players including a literature review on strength training (physiology, training principles, periodization)
- An exercise training manual for wildland firefighters including a literature review on cardiovascular and strength training (physiology, periodization, training principles)
- A manual for the baseball player analysis and prescription for the offseason including a literature review on biomechanical analysis and strength training.
- An online survey of training habits among Irish dancers and a literature review of Irish dancing, training and injuries of dancers.

These are only examples of possible master's projects. Each student is responsible of defining and developing their own proposed project. The student is then responsible for soliciting and receiving approval for the proposal of the project from Kinesiology faculty members, one of whom will serve as the primary advisor and provide guidance throughout the project.

	University	Program	Website	Description	Characteristics	Direct Competitor	Brief Curriculum Information
	Central Washington University	Master of Science in Integrative Human Physiology	<a href="http://www.cwu.edu/health-science/master-science-integrative-human-physiology">http://www.cwu.edu/health-science/master-science-integrative-human-physiology</a>	The master of science degree in Integrative Human Physiology integrates knowledge from multiple sciences including anatomy, physiology, physics-mechanics, biochemistry-metabolism, exercise physiology, nutrition, and statistics to advance understanding of human function under a variety of stimuli. Stimuli include human movement, disease, aging, environmental stressors, physical injuries, and ergogenic aids.	The program prepares students for further study at the doctoral or professional level, careers in higher education, clinical settings, corporate and community fitness/wellness centers and athletic development programs. Students are expected to have satisfactorily completed (B or better) an undergraduate course of study that encompasses most if not all the following: human anatomy, human physiology, physiology of exercise, physics, kinesiology, biomechanics, sport nutrition, biochemistry and statistics.	NO. In practice this is a research heavy degree with a focus on exercise physiology - in Ellensburg.	
	Eastern Washington University	Master of Science in Physical Education with specialization in Exercise Science	<a href="https://www2.ewu.edu/catalog/programs/pehr/pehr-degrees/physical-education--ms">https://www2.ewu.edu/catalog/programs/pehr/pehr-degrees/physical-education--ms</a>	The Physical Education program prepares students for a diverse array of careers; these areas include but are not limited to: athletic administration, teaching and coaching, directing fitness facilities and programs in a variety of settings, and sport psychology consultation services. Additionally, the degree is applicable to those students interested in pursuing advanced graduate studies in related areas. Our program encourages a collegial environment in which students and faculty mentors work together on professional development activities throughout the program. Internships help students gain valuable 'real-world' experiences in their chosen specialization.	The MS program provides an opportunity for students to focus on one of two areas of specialization: exercise science, and sports and recreation administration. All students are required to take a basic core of courses and select a specialization area. A thesis is required of exercise science students. Students in administration may choose to complete a thesis, research report, or comprehensive examination.	MAYBE. Sport admin is different. Exercise science may compete but we are in Western Washington.	This program provides an opportunity for students to focus on two areas of specialization: Sports and recreation administration, and exercise science. All students are required to take core classes in their first year that are common to all specializations. Each specialization area has additional classes and electives that complete the degree program. The program requires a minimum of 48 credit hours for graduation. Degree requirements are organized in 2 parts, the general core requirements (21-24 credits) and additional courses in one of three specialization tracks (24-27 credits). A thesis is required of exercise science students. All the other specializations offer the option of a thesis or research report to complete the degree. Internship experience is required for administration/pedagogy students.
	Western Washington University	Masters in Exercise Science	<a href="https://chss.wvu.edu/hhd/exercise-science-option">https://chss.wvu.edu/hhd/exercise-science-option</a>	The Exercise Science graduate degree is a dynamic combination of theoretical, applied, and experiential training. Theoretical aspects include current concepts in physiology of exercise, biomechanics, functional anatomy, motor control/learning, plus independent thought and research within those areas. Typical activities include involvement in familiarization with laboratory equipment, ongoing research projects, case studies, analysis of real cases, problem solving, and interaction with clients in wellness and fitness assessment/leadership programs. Experiential training includes internships in a variety of settings: corporate fitness programs, hospitals, and the campus fitness program among others.	The Exercise Science program meets the needs of students who are seeking a terminal degree for employment in the fitness assessment and exercise prescription fields. Examples of employment sites include hospital health and fitness laboratories, health and fitness centers, and physical therapy clinics. This degree is also popular for the continuing education of athletic trainers. Additionally, the exercise science specialization can serve as a preparation for further studies at the doctoral level.	MAYBE	Students must attend for a minimum of two years, because courses are offered on a two-year alternating basis. The content of the degree contains heavy emphasis in Exercise Physiology and Biomechanics with support courses from Motor Control/Learning, Statistics, and Research Design. Electives can also be taken from Biology, Chemistry, Physics, or other areas. Additionally, students are encouraged to participate in a wide variety of ongoing research activities in both the Biomechanics and Exercise Physiology Laboratories. A thesis is required and an eclectic approach is taken whereby students can select topics of interest and explore them within the constraints of finances and sophistication of equipment.
	Western Washington University	Masters in Sport and Exercise Psychology	<a href="https://chss.wvu.edu/hhd/sport-and-exercise-psychology-option">https://chss.wvu.edu/hhd/sport-and-exercise-psychology-option</a>	Directed toward educational, behavioral, and applied orientations, the sport psychology specialization is designed to prepare students to serve as performance consultants for athletic teams, and health- and fitness-oriented businesses, as well as community organizations which sponsor organized recreational and youth sport programs. Students can also design this specialization to emphasize the psychology of coaching or to prepare themselves for continuing graduate studies in sport and exercise psychology.	In addition to core courses, students can choose several elective courses in psychology and exercise science to complete their course of study. One of the unique and attractive features of this applied program is the availability of internships in sport and exercise psychology with Western's intercollegiate athletic teams and Adult Fitness programs. Both program faculty who supervise internships are Certified Mental Performance Consultants (CMPC); therefore, students in the program accrue many hours toward certification as a CMPC, including direct supervision of services. Internships in sport and exercise psychology are designed to serve as culminating experiences, which highlight the applied nature of this specialization. A thesis in sport and exercise psychology is required.	Not likely. This is a very small program with a narrow focus. It could compete on sport psych but we have a more accomplished faculty in this area.	In the Fall of 2019, we have added new courses that can count towards CMPC certification, including <i>Individual Counseling Techniques</i> and <i>Professional Ethics in Sport and Exercise Psychology</i> . Starting in Fall of 2019, students in the program will not only have the opportunity to accumulate many supervised hours of internship, but will also have access to the classes necessary to apply for CMPC certification.
	Washington State University	Master of Science in Nutrition and Exercise Physiology	<a href="https://medicine.wsu.edu/nutrition-and-exercise-physiology-degree-program/mstneo/">https://medicine.wsu.edu/nutrition-and-exercise-physiology-degree-program/mstneo/</a>	The MS NEP degree offers students of all undergraduate disciplines a pathway into nutrition and exercise physiology education and research, preparing them for careers in healthcare, academia, and public health. In this two-year program, students work closely with faculty members on a research topic in the broad fields of nutrition and exercise physiology.	As part of the Elson S. Floyd College of Medicine, and with a strong network of clinical and community partner organizations throughout Eastern Washington and beyond, the department is well placed to provide training and research opportunities for students interested in clinical and community-based approaches to improving population health.	NO	The MS NEP degree generally requires four semesters and potentially a few additional terms based on individual student research projects. Students complete 32 graduate-level credits covering a variety of topics, including a two-semester graduate seminar series and set of chosen electives.

Oregon State University	Master in Kinesiology	<a href="https://health.oregonstate.edu/kinesiology/ms">https://health.oregonstate.edu/kinesiology/ms</a>	The graduate program in Kinesiology offers courses and learning experiences in the theoretical and practical study of physical activity (including exercise and sport) for the promotion of optimal health and disease prevention.	Graduate students in Kinesiology select from one of two areas of concentration: Biophysical Kinesiology encompassing the Exercise Physiology, Human Performance, and Neuromechanics laboratories) Psychosocial Kinesiology encompassing the Physical Activity and Public Health, Sport and Exercise Psychology, and Disabilities Research laboratories.	NO. Similar design but research focused at a research institution in Oregon.	Research Core: One graduate-level statistics course (3 credit-hours), KIN 573, and KIN 575. For students in some of the areas of concentration, alternative statistics/research courses may be utilized. This decision, based on individual student needs, will be made by the advisor after consultation with a School Head. Area of Concentration: Students are required to complete a minimum of 9 credit-hours of courses identified within an area of concentration (may include coursework outside KIN). Discipline Requirement: Students are required to take a minimum of 6 hours of graduate-level kinesiology courses excluding research core, area of concentration, and seminar requirements. Program courses taken to fulfill the requirements for a minor may be used to satisfy the discipline requirement. Seminar: MS students are required to complete one term of the program seminar (KIN 507).1 01/00 Project*/Thesis: Students enrolled in the MS in Kinesiology program are required to complete either 6-12 thesis credits or 6 project credits. Students should be aware that the non-thesis option might place them at a disadvantage if they apply for admission to doctoral programs. Virtually all doctoral programs require prior research experience for admission, or they may require an in-lieu-of thesis once admitted.
University of Western States	Master in Exercise and Sport Science		The University of Western States offers an online Master of Science in Exercise and Sport Science degree program that is closely related to degrees in kinesiology. The program takes about two years to complete and offers a concentration in nutrition or health and wellness promotion.		NO (will be discontinued in December 2019)	
University of Western States	Master of Science in sport and performance psychology	<a href="https://www.uws.edu/sport-performance-psychology/master-science/">https://www.uws.edu/sport-performance-psychology/master-science/</a>	The Master of Science in sport and performance psychology is a comprehensive, science-based program that educates students on the process of success, creating and leading highly effective teams, utilizing positive motivation and communication, as well as setting and achieving high goals. The program and faculty prepare graduates with the first-hand experience needed to serve as leaders in sport, coaching, exercise, mental health counseling and wellness disciplines.		Not certain. All on-line programs will compete on price. Not a competitor on quality or focus.	Approved by the Association of Applied Sport Psychology (AASP), the program's comprehensive curriculum was specifically designed to help students complete the specialized coursework requirements to become Certified Mental Performance Consultant (CMPC) through the Association for Applied Sport Psychology (AASP). The degree can be completed 100 percent online and is comprised of 53 quarter credits (equivalent to 35 semester credits), consisting of eight core courses and multiple elective options. This structure allows our students to select coursework to meet their individual job and certification needs. Students also have the opportunity to pursue a concentration in positive coaching under the sport and performance psychology program.
University of Idaho	Master in Movement and Leisure Science (concentration in Exercise Science and Health)	<a href="https://www.uidaho.edu/ed/mvsc/academics/esh/mis-ms-esh">https://www.uidaho.edu/ed/mvsc/academics/esh/mis-ms-esh</a>	This program provides students the opportunity to develop the skills, tools, and philosophy to be leaders in physical activity, recreation, and exercise science. Faculty members are currently involved in research and community outreach programs that are designed to increase community and individual participation in healthy, active lifestyles.		NO - not geographically.	

## ACADEMIC PROGRAM PROPOSAL

1. **Name of Proposed Program:** \_\_\_\_\_Masters of Science in Kinesiology\_\_\_\_\_

2. **Executive Summary:** In 1-2 paragraphs, describe the proposed program, including a clear statement of how the program meets the mission of the university.

The Master of Science in Kinesiology is comprised of 34 credits. Students begin in the summer and conclude the following summer (14 months). Students wishing to extend over two years may do so. The program is an applied program - focused on serving working professionals and those wishing to enter the workforce in a variety of health-fitness related professions and allied health professions. Required courses address topics such as: Inclusive Leadership; Research Methods and Applications; Adapted Training and Conditioning for Special Populations and Applied Sport Psychology and a Special Topics course. All students complete 26 credits together, with 8 credits (two courses) taken in the focus area of their choice (Applied Exercise Science or Applied Sport Psychology). Students will complete and present an applied project at the conclusion of the program.

The Masters of Science in Kinesiology is designed to intentionally integrate important elements of the PLU mission into the curriculum. The curriculum includes a focus on leadership development through formal coursework and mentoring. Two courses focused on the Lutheran Higher Education values of diversity, justice and inclusion are required of all students. As a rigorous applied (theory to practice, evidence-based practice) program, the Master's in Kinesiology also integrates thoughtful inquiry and service into its over-arching philosophy.

3. **Proposed Program Start Date:** \_\_\_\_\_Summer Term I 2020\_\_\_\_\_

4. **Educational Offerings:**

- a. Describe the type of program (new degree, new major, new minor, new concentration).

New Master's Degree

- b. Identify the delivery format for the program (face-to-face, online, blended, or competency-based) and rationale for this format.

Primarily traditional format with some hybrid course design. Courses will be offered in evening and weekends in summer, fall and spring terms. The program begins in June of Year 1 and concludes in July of year 2.

- c. Describe the curriculum and program requirements by providing a clear description of the courses required to complete the program and any program-specific policies (e.g., credit

hours in residency, GPA requirements). Include course offerings, number of credits, prerequisites, and any general education elements. Clearly distinguish between existing courses and any new courses that will need to be created or deleted.

As a new graduate program, all courses are new to the catalog. The program adds a total of 42 credits to the department's offerings. Twenty six of the credits occur during the traditional academic year. The remaining credits occur over the summer. An additional one teaching FTE and one administrative support position will be needed to offer the program. In addition, the department is engaging a small revision of the undergraduate program to streamline offerings and ensure successful staffing of both programs.

Persistence policy:

Students must maintain a 3.0 cumulative GPA to remain in the program (B average). Students must maintain minimum standards on the department's professional dispositions assessment (already existing and in use in the undergraduate program).

**Master of Science in Kinesiology (34 credits)**

KINS 500 Research Methods and Applications (4)

KINS 505 Inclusive Leadership (4)

KINS 510 Mentorship and Leadership (2)

KINS 515 Applied Sport Psychology I (4)

KINS 520 Adapted Training for Special Populations (4)

KINS 591 Special Topics (4)

KINS 595 Project + defense (4)

Select ONE focus area from the following:

Applied Sport Psychology (8 credits)

KINS 530 Social Issues in Sport (4)

KINS 540 Applied Sport Psychology II (4)

Applied Exercise Science (8 credits)

KINS 525 Applied Exercise Science I (4)

KINS 535 Applied Exercise Science II (4)

- d. Provide a two-year course cycle for delivering the curriculum.

All courses will be offered on an annual basis. See below for schedule of offerings.

- e. Provide completion pathways (including two and four-year advising plans for undergraduate programs).



**One-year residency – intensive option (34 credits)**

<b>Summer I (8) 8 weeks</b>	<b>Fall (10)</b>	<b>January Term</b>	<b>Spring (8)</b>	<b>Summer II (8)</b>
KINS 500: Research Methods and Applications (4)	KINS 510: Mentorship and Leadership (2)		KINS 520: Adapted Training for Special Populations (4)	KINS 591: Special Topics (4)
KINS 505: Inclusive Leadership (4)	KINS 515: Applied Sport Psychology I (4)		KINS 540: Applied Sport Psychology II (4) OR KINS 535: Applied Exercise Science II (4)	KINS 595: Project (4)
	KINS 530: Social Issues in Sport (4) OR KINS 525: Applied Exercise Science I (4)			

**Two Year – part time option****Year I (16 credits)**

<b>Summer I (8) 4 weeks</b>	<b>Fall (4)</b>	<b>January Term (0)</b>	<b>Spring (4)</b>
KINS 500: Research Methods (4)	KINS 515: Applied Sport Psychology I (4)		KINS 520: Adapted Training for Special Populations (4)
KINS 505: Inclusive Leadership (4)			

**Year 2 (18 credits)**

<b>Summer II (4) 4 weeks</b>	<b>Fall (6)</b>	<b>January Term</b>	<b>Spring (4)</b>	<b>Summer III (4)</b>
KINS 591: Special Topics (4)	KINS 510: Mentorship and Leadership (2)		KINS 540: Applied Sport Psychology II (4) OR KINS 535: Applied Exercise Science II (4)	KINS 595: Project (4)
	KINS 530: Social Issues in Sport (4) OR KINS 525: Applied Exercise Science I (4)			

- f. Identify the learning outcomes for the program.

The Masters of Science in Kinesiology addresses the following learning outcomes.

A graduate from the Masters of Science in Kinesiology:

Content Knowledge

Uses factual knowledge, tools of inquiry, disciplinary standards and differing perspectives when making professional applications.

Evidence Based Practice

Uses evidence based, best practices that critically evaluate, integrate and apply current, primary research and established theoretical concepts.

Inclusive Practice and Leadership

Engages multiple perspectives and demonstrates inclusive practices and leadership.

Professionalism

Uses a range of effective communication strategies and demonstrates professional behavior to best serve the needs of clients.

- g. Provide a plan for assessing program learning outcomes.

To assess the effectiveness of the program and to evaluate learning outcomes, a variety of assessment instruments and techniques will be used.

1. Each learning outcome will be assessed at least once every 4 years using imbedded assessments reviewed by graduate faculty. A curriculum map will be created and assessments/classes will be designated on a rotational basis.
2. Graduates will be given an exit survey to assess perceptions of learning (aligned to outcomes), program design and program logistics.
3. Graduates will be assessed by multiple faculty on the presentation of their applied project. Projects will be evaluated as a holistic assessment of program quality.
4. Students will complete a reflective written assessment designed to demonstrate proficiency on select learning outcomes.
5. Alumni will be surveyed between 9 and 18 months post-graduation to gather reflective feedback for program improvement.

h. Identify program entrance requirements, including application processes, if appropriate.

Admissions to the MS in Kinesiology is based on several criteria including academic preparation, work experience and potential contribution to the classroom experience. The Graduate Admissions Committee bases decisions on a holistic assessment of the individual merits of each applicant. Academic preparation will be evaluated holistically by the program admission team with consideration given to the applicants previous formal education and relevant professional certifications or experience. Students may be given conditional admission based on gaps in previous knowledge. Conditional admission may require the completion of necessary prerequisite coursework prior to the start of the program.

Admissions Requirements:

A bachelor's degree from an accredited institution.

A cumulative undergraduate GPA of 3.0 or higher.

Admission Materials:

Official transcripts from all universities attended.

Graduate Record Exam taken within the past five years.

Two letters of recommendation, either academic or professional.

A current resume.

A two page letter of application.

Application processing fee (TBD)

### Fast Track Application

Current students enrolled at PLU with a major or minor in Kinesiology and a cumulative undergraduate GPA of 3.0 or higher may apply to the program by submitting the following materials only. Admission is not guaranteed.

A current resume

A letter of application not to exceed two pages

### Transfer policy:

A maximum of 8 graduate credits that fulfill program requirements and meet course learning outcomes may be transferred in with approval of the program coordinator. Students must complete a minimum of 24 credits in residency at PLU.

### 5. External Authorization: Will the proposal require authorization from NWCCU, the state of Washington, or an external accreditation body?

As a new degree, approval will be needed from the NWCCU.

### 6. Rationale:

- a. Provide evidence of demand for the proposed program, which may include a market analysis or review of trends at other universities. Include reference to relevant competitors' programs and characteristics of the proposed program that will make it attractive to students in light of this competition.

Market demand for this program can be considered in different ways. These are explained below.

- 1) **Competitor programs in the state and region.** A separate attachment shows the basic characteristics of all competitor graduate programs. The proposed graduate program at PLU is different from all competitors in three important ways: a) the program is an applied, practitioner focused program whereas our closest competitors focus primarily on preparing doctoral students and researchers 2) the program would be the only regional program offered at private college or university 3) the program provides a holistic approach (including both biophysical and psychosocial components) with a focus on inclusive leadership and diversity - which no competitors provide. We believe these aspects of the program make it uniquely PLU - and reflect the values and focus of the department at PLU. We strongly believe we will be able to fill a niche in the market and, most importantly, produce exceptional practitioners that will hold the values and skills needed to serve a diverse population.
- 2) **Interest from current undergraduate students and alumni.** Kinesiology is currently among the largest majors on campus and has been among the fastest growing majors at colleges and universities across the country for the past decade. Since 2010, the

department has graduated 360 majors and 181 minors. Kinesiology minors have included students majoring in every division and school at PLU. There are an additional 39 undergraduate kinesiology related programs at colleges and universities in WA, OR, ID, IA and MT. Students pursuing Kinesiology as an undergraduate degree are likely to go on to graduate school in the field, or in closely related allied health professions (74% of PLU KINS graduates indicate the desire to pursue graduate education on exit surveys). The proposed graduate program as designed will be open to students from all degree programs. This further expands the potential audience for the program.

A survey of 28 current Exercise Science undergraduates from other institutions was distributed at a small regional ACSM conference this Spring. Twenty-five percent of the respondents indicated they were interested or very interested in obtaining the proposed master's degree in Kinesiology at PLU (with an approximate price provided). A survey of 49 current PLU Kinesiology seniors and some juniors showed that 55% (27 students) are interested in the PLU graduate program as proposed, with 14 of those students being "very interested" in obtaining the degree. Among all students surveyed, 72% indicated interest in the one year, full time option and interest between the applied exercise science and applied sport psychology focus areas was evenly split. Finally, a survey of Kinesiology alumni since 2010 is under development with the help of Constituent Relations. That data will be available when the final proposal is presented to the Faculty Assembly. These data are limited but provide some sense of the potential interest among select audiences.

- 3) **Growth in associated professions\***. The program as proposed is appropriate for a range of master's level practitioner positions related to Kinesiology. Three examples include: Exercise Physiologists, Sport Psychology Consultants and Athletic Coaches. As a profession, Exercise Physiology is expected to grow 13% (higher than the national average) between 2016-2026 with a median income of \$49,270. Sport Psychology Consultants certified at the Masters degree level are expected to also grow by 13% between 2016-2026 with a median income of \$65,847 and Athletic Coaches will experience similar growth with incomes varying significantly by affiliation (most commonly \$35,000-\$48,000). Related professions where a master's degree in Kinesiology might serve job advancement include health and fitness teachers, health education specialists, fitness professionals, recreation therapists and cardiac rehabilitation specialists. All of these professions are experiencing growth at rates higher than the national average for all professions.

\*data from the Bureau of Labor Statistics and associated professional databases.

- b. Identify the target audience for the program.

Prospective students include the following broad based groups:

- 1) PLU Alumni, particularly KINS alumni who wish to continue their education

2) Working teachers, coaches and other health-fitness professionals seeking a Master's degree for career advancement

3) Working health and fitness professionals and others seeking a Master's degree as needed for specific certifications and master's level professions, or those who are seeking a career change and need specific academic background related to Kinesiology [professional certifications with full or partial alignment to the curriculum include: American Association for Cardiovascular and Pulmonary Rehabilitation - Certified Cardiac Rehabilitation Professional (AACVPR-CCRP), American College of Sports Medicine - Clinical Exercise Physiologist (ACSM-CEP) or Exercise Physiologist (ACSM-EP) and Association for the Advancement of Sport Psychology Certified Mental Performance Consultant (AASP-CMPC)].

4) The field is also often of personal interest to those seeking a master's degree "in any field", and those in public service roles - particularly among first responders such as fire-rescue, EMT and those in military service.

c. Explain why this is the right time for the university to add this program.

The World Health Organization has identified physical inactivity as the fourth underlying cause of death globally, and the leading cause of death in the United States. The benefits of being physically active are considerable, are well documented, and extend beyond disease risk reduction to improved mental, social and emotional health and overall quality of life. As a result of the low levels of participation and adherence in contemporary society, the World Health Organization describes physical inactivity as a pandemic and as one of the most pressing public health issues of our time. As a field, Kinesiology seeks to address the myriad of challenges that prohibit full participation in physical activity, and to enhance the quality of the experience for those who participate regularly across the spectrum of movement from recreational pursuits to elite athletic performance.

Kinesiology is currently among the largest majors on campus and has been among the fastest growing majors at colleges and universities across the country for the past decade. Since 2010, the department has graduated 360 majors and 181 minors. Kinesiology minors have included students majoring in every division and school at PLU. Students pursuing Kinesiology as an undergraduate degree are likely to go on to graduate school in the field, or in closely related allied health professions (74% of PLU KINS graduates indicate the desire to pursue graduate education on exit surveys). Offering a one year Master's degree provides an option for those students who wish to further their education in pursuit of personal or professional interests. PLU has a market hold on Kinesiology in southern Washington state, boasts one of the most qualified faculty in the region, and has an excellent academic reputation in the region. In addition, the University is in need of new sources of revenue. The SEMAC strategic plan identifies the growth of graduate programs as an important part of the university's future. Taken together, this seems an ideal time to launch a graduate program in this area.

d. Explain how this program might compete with other programs currently offered at PLU.

We do not envision this program competing with any current master's program at the university.

- e. Identify which academic units might be affected by this program, and how.

All courses would be taught within the Kinesiology program. No direct impacts to other units should exist. It is possible that an occasional applicant might be missing prerequisite knowledge and might elect to take that course at PLU. This would not be expected to be a common occurrence.

- f. Will approval of this program mean the termination of another program? If so, what is the timeline for the proposed elimination?

No.

## **7. Marketing strategies:**

- a. Provide a marketing and advertising plan for the initial roll-out of the program, including a timeline.

Assuming approval of the proposal in early Fall of 2019, marketing of the program would begin immediately with the help of Marketing and Communication. A \$10,000 budget for initial marketing and recruiting has been identified in the budget proposal. An initial, large scale marketing effort would be planned over the summer and would be conducted in November, pending approval by the Faculty Assembly, Board of Regents and NWCCU.

Marketing will occur in three areas (basic information provided by MARCOM):

Direct marketing - this will include active marketing to current PLU students and recent graduates; undergraduate programs in the region, select universities across the country where faculty connections are strong and the PLU program reputation already exists.

Digital marketing - this will include a variety of marketing strategies including search engine optimization, social media marketing and email marketing.

Passive marketing - digital and print advertisements and print announcements to existing community partners (110+ agency internship partners) and state and regional professional organizations announcing the program to the broader community and professional community.

- b. Identify longer-term plans for marketing and advertising.

The program budget includes a \$5,000 annually to continue program marketing as previously described. In addition, recruiting efforts will be made at state and regional professional association meetings and relevant graduate education fairs and events. This work will be largely conducted by the program staff support person identified in the budget.

8. **External funding sources:** Describe any plans for the development of funding sources for this program that are external to the university, including projected amounts of funding for each.

- a. Fundraising:
- b. Grants:
- c. Other: Fund-raising efforts are underway within the unit in relation to a KINS program endowment (established). This endowment is not tied to the launch of the graduate program but, if fully funded, would help financially support applied programming and select graduate (and undergraduate) projects.

9. **Faculty, Staff and Administration:**

- a. Describe the qualifications needed by faculty who will teach in the program.

Faculty must hold a terminal degree (Ph.D, Ed.D) in the field with specific expertise in the course being taught, and have an active scholarly agenda. All existing Kinesiology faculty are eligible to teach in this program in appropriate areas, with the bulk of contributions coming from four faculty and one new hire. Brief details are below.

Graduate Faculty (year one likely assignments in **bold**)

Primary contributors:

Harry Papadopoulos, Ph.D.

Ph.D., Sport Science, Georgia State University, 2002

M.S., Exercise Science, Georgia State University, 1997

B.S., Physical Education, Aristotle's University of Thessaloniki, 1989

*Specializations: Exercise Science - Physical Activity Gerontology, Exercise Testing and Prescription*

*Practitioner Credentials: Exercise Physiologist (ACSM-EP), American College of Sports Medicine*

Potential contributions: **KINS 500**, 510, 520, 525, **535**, 591, 595

Charlie Katica, Ph.D

Ph.D., Kinesiology and Exercise Science, The University of Alabama, 2014

M.S., Exercise Science, Central Washington University, 2009

B.S., Kinesiology and Exercise Science, Central Washington University, 2002

*Specializations: Exercise Science - Adapted Physical Activity and Sport, Thermoregulation*

*Practitioner Credentials: Certified Strength and Conditioning Specialist (CSCS), National Strength and Conditioning Association*

Potential contributions: KINS 500, 510, **520**, 525, 535, 591, **595**



Mallory Mann, Ph.D

Ph.D., American Culture Studies – Social-psychology of Sport; Bowling Green State University, 2016

M.S., Sport Psychology, Miami University, 2009

B.A., Physical Education, Pacific Lutheran University, 2006

*Specializations: Applied Exercise and Sport Psychology - Coaching Education, Diversity and Inclusion in Sport and Physical Activity*

*Practitioner Credentials: Certified Mental Performance Consultant-(CMPC), Association for Applied Sport Psychology.*

Potential contributions: KINS 500, **505**, 510, 515, **530**, 540, 591, 595

Colleen Hacker, Ph.D

Ph.D., Exercise and Movement Science, University of Oregon, 1992

M.S., Exercise and Sport Science, University of Arizona, 1980

B.S., Health and Physical Education, Lock Haven University, 1978

*Specializations: Applied Exercise and Sport Psychology - Performance Psychology, Motor Learning*

*Practitioner Credentials: Certified Mental Performance Consultant-(CMPC) Association for Applied Sport Psychology; United States Olympic Committee Sport Psychology & Mental Skills Registry; Fellow - National Academies of Practice – Psychology.*

Potential contributions: KINS 510, **515**, 530, **540**, 595

New Hire - Exercise Science.

Potential contributions: KINS 500, 510, 520, 525, **535**, **591**, 595

Secondary Contributors (mentoring and occasional special topics only)

Karen McConnell, Ph.D

Ph.D., Curriculum and Instruction in Exercise and Wellness, Arizona State University

M.A., Exercise Science, University of the Pacific

B.A., Sports Medicine, University of the Pacific

*Specializations: Health and Fitness - Curriculum and Assessment, Women's Health and Fitness*

*Practitioner Credentials: Certified Health Education Specialist (CHES) - National Commission for Health Education Credentialing; Group Fitness Specialist, American Council on Exercise; Senior Fitness Specialist, American Council on Exercise*

Potential contributions: KINS 510, 591, 595

Nicole Martin, Ph.D

Ph.D., Kinesiology - Exercise and Sport Psychology, Temple University

M.Ed., Kinesiology - Exercise and Sport Psychology, Temple University

B.S., Psychology, Pacific Lutheran University  
*Specialization: Exercise and Sport Psychology, youth sport and activity*  
Potential contributions: KINS 510, 591, 595

Terri Farrar, Ph.D

Ph.D., General Psychology - Sport Psychology, Capella University  
M.A.Ed., Educational Technology, City University  
B.A.E., Physical Education, Eastern Washington University  
*Specialization: Teacher Education, Educational Technology, Assessment*  
*Practitioner credentials: WA State Teaching Certificate K-12 Physical Education,*  
*4-12 Health, 4-12 History, 4-12 Instructional Technology*  
Potential contributions: KINS 510, 591, 595

- b. Identify the number and type (contingent, tenure-track) of faculty members necessary to deliver the program.

The program requires the delivery of 42 credits annually (16 occurring in summer, 26 during the regular academic year). The total FTE for the program is 1.75. However, since 16 of the credits occur in summer, there are 26 credits that need to be delivered during the regular academic year. This equates to an FTE of 1.08. The department is also making modest changes to the undergraduate program to ensure that all courses can be covered by existing faculty and the one new hire.

- c. Will any current faculty serve in the proposed program? If so, how will this new commitment be accommodated in their teaching load?

Yes. It is likely that 4-5 existing Kinesiology faculty will teach within the program in any given year (out of 7.5 tenure track faculty in the department). Most faculty will teach two courses in the program per year with one being a summer assignment (see previous information). The program will require one new faculty FTE. This faculty person will be carefully hired to fill the gaps created in the undergraduate program that occur with the moving of existing faculty into the graduate program and subsequent shifts in load. No faculty member (existing or new hire) will be solely assigned to the graduate program. Not all existing faculty will contribute to the graduate program (based on both personal choice and disciplinary fit).

All faculty in Kinesiology teach a full load with the exception of the Associate Dean who is given release time for administrative duties. The faculty handbook requires compensation for mentoring of projects in the form of release time or financial compensation per completed project. The budget includes funds to cover compensation at a rate of \$625 per project for up to 24 students (\$15,000 annually). These funds could also be used to buy out courses at the undergraduate level and provide release time compensation for contributing faculty as an alternative.

- d. Identify the number and type (contingent, tenure-track) of *new* faculty necessary to deliver the program.

We will seek one FTE to launch and deliver this program. The department recommends that this line be hired as a 3 year visiting appointment with the option to convert to tenure track pending successful enrollments in the graduate program, the continued strength of enrollments in the undergraduate program, and successful performance reviews.

- e. If new faculty are required, provide a recruitment plan and timeline, including comments addressing the challenges of filling positions with small hiring pools or where market premia might be required.

If the program is approved in early Fall of 2019, a national search for a three year visitor would begin immediately. With the national growth in undergraduate Kinesiology programs that has occurred over the last decade (without equal growth in Ph.D. programs), the market for new hires is tighter than in the past. However, PLU's position in a larger metropolitan area that is desirable and offers an ethos and quality of life desired by many in our field is always an advantage - as is the quality and reputation of our existing faculty. We are confident in our ability to recruit a new faculty member. Kinesiology has not demanded market premium in the past and this is not anticipated. Small startup funds of \$3,000-\$5,000 might be requested by the new hire.

- f. Describe plans for providing administrative support for the program. Identify any new administrative positions or organizational rearrangements in staff needed to accommodate the new program.

A full time staff position will be added to the department with a primary role in recruiting (including responding to all inquiries) and program admissions (monitoring applications, organizing informational sessions, organizing application review and managing all communications etc). This position will support all registration and academic advising/support needs for the program. The individual will also collect and monitor all data and assist in gathering assessment data (survey data etc) that are needed for annual reporting and periodic program review. This person will serve as the primary point of contact for the program (for both intended and enrolled students). As such, this position is essential to the launch of the program. The staff person is fully budgeted for in the proposed budget model. As a result of having this support person, no course releases will be given to faculty to do this work. This is an intentional decision. Kinesiology faculty are thoughtful and aware of the potential to be pulled "away" from the undergraduate program. Hiring a staff person to take the lead on the administrative elements of the graduate program will allow existing faculty to retain a focus on high quality teaching and faculty-student research and engagement at both the undergraduate and graduate level.

The Associate Dean for Kinesiology will also move from a 10 month appointment to a 12 month appointment to offer year round administrative oversight for this program. This is accounted for in the proposed budget.

**10. Facility and Technology Needs** – Includes but not limited to classroom, office, studio, laboratory, storage, technology, and computer labs.

- a. Describe any new construction or facility renovations necessary to launch or maintain the program and the associated expenses.

The program requires one new FTE and one support staff appointment. It is unclear where the new faculty or the new staff person will be housed. Discussions involving other parties are on-going (moving and shifting offices spaces). It may be that KINS would be divided among two buildings at the initial launch of the program. This is a concern of the department and a commitment by the upper administration to support this challenge is paramount.

The program can be delivered in existing facilities so long as numbers are close to target projections (12-16). A larger program would become challenging to deliver in existing spaces. Some conflicts over facility use (Olson gym, fieldhouse, Names Fitness Center) are projected given a night and weekend schedule - those will need to be carefully addressed through open communication and transparency with Athletics, Campus Recreation and Conferences and Events. For most classroom based classes, conflicts should not be an issue. For some classes we may need to partner with community agencies in order to best deliver applied/experiential aspects of the curriculum (within exercise science in particular). Upgrades to existing facilities (should they come) would alleviate that challenge. Without question the program could be delivered better, smoother and to a higher number of students if facilities (particularly the lab spaces) were improved. Even with this, the department is seeking to move forward and is confident with the quality of the programming it will deliver.

- b. Describe any furniture and/or equipment necessary to launch or maintain the program.

- 1) New office space and furniture for the new faculty and staff members. This includes desk, chair, file cabinet, bookcases and computers.
- 2) The program has a dedicated equipment budget within the budget model. This will allow for needed new equipment to be acquired and provides for replacements of damaged or worn equipment and the ongoing purchase of expendable items.

- c. Explain any special security considerations associated with the program.

Student and faculty will be on campus in the evenings and on weekends when normal university services are not always available and fewer people are around. Ensuring regular patrols of used spaces during these times would seem a good idea.

- d. Identify possible health and safety concerns associated with the program.

Evening and weekend classes bring the usual concerns around isolation but nothing otherwise. Olson often sees more evening and weekend traffic because of athletic and recreation events.

## **11. Library Resources:**

- a. Describe library resources needed to support the program, including print books, electronic materials, and other library resources.

Existing resources will suffice (Sport Discus, Medline and access to interlibrary loan materials).

- b. Does the new program require access to library resources not already available? Are these mandated by any program accreditation?

No

- c. If program is fully online or blended, describe how library resources will be delivered to students. Include expenses for postage, photocopying, etc.

Some blended instruction may occur (at the instructor's discretion). Kinesiology has four faculty members who have been PLUTO trained and can utilize existing Sakai resources for hybrid delivery. Two additional faculty are relatively well self-trained with maximizing delivery options within Sakai. The impact here should be minimal.

## **12. Student Services—Are there any changes in existing student services needed to accommodate the program? Will adding the program result in changes in service provision to the rest of the student body? Where might additional resources be necessary, and what are the projected expenses for those resources?**

- a. Financial aid - we only anticipate offering the standard provost designated financial aid offerings. Support for graduate student admissions and financial aid is expected from Graduate Programs and Continuing Education and the Office of Admissions.
- b. Registration - since this is essentially a small cohort program we anticipate being able to easily batch register all students for required courses. This should not be a complicated problem and will be organized and executed by the support staff person for all terms.
- c. Center for Student Success (advising, tutoring) - no use of these services are anticipated
- d. Other – the form does not ask us to address IRB needs. The applied projects as designed will generally not require IRB. Select projects may require expedited review. Full review is not anticipated.

**13. Budget.** Use information from the questions above to complete the table. -

	Year 0	Year 1	Year 2	Year 3	Year 4	Notes
# Students in Program <sup>i</sup>	0	9	12	14	16	
# Faculty to Deliver Program <sup>ii</sup>	0	1.75	1.75	1.75	1.75	1 FTE + Summer Sections
# New Faculty to Deliver Program <sup>iii</sup>	0	1 + \$32,400	1 + \$32,400	1 + \$32,400	1 + \$32,400	Summer salaries for program faculty (4 courses).
Average Faculty Salary <sup>iv</sup>	0	64,347 + 32% (\$84,938)	64,347 + 32% (\$84,938)	64,347 + 32% (\$84,938)	64,347 + 32% (\$84,938)	1st year associate salary accounted for in budget.
# Administrators or Staff <sup>v</sup>	0	1	1	1	1	
# New Administrators or Staff <sup>vi</sup>	0	1	1	1	1	1 new staff appointment
Staff Salary <sup>vii</sup>	0	\$45,000 + 32% (59,400)	\$45,000 + 32% (59,400)	\$45,000 + 32% (59,400)	\$45,000 + 32% (59,400)	
Pooled Budget	0	15,000	15,000	15,000	15,000	*compensation for faculty for mentoring projects as required by the faculty handbook
Administration		18,000	18,000	18,000	18,000	12 month contract for Assoc Dean
Graduate Assistantships and Scholarships		30,000	30,000	30,000	30,000	
Faculty Salary Total	0	117,338	117,338	117,338	117,338	
Pooled Salary Total	0	15,000	15,000	15,000	15,000	*maximum based on full cohort for project mentoring
Staff Salary Total	24,750	59,400	59,400	59,400	59,400	Year 0 - 5 month prorate
Services & Purchases <sup>viii</sup>	10,000	30,000	30,000	30,000	30,000	Year 0 marketing and recruiting budget
Facility and Technology <sup>ix</sup>						
Library Resources <sup>x</sup>	0	0	0	0	0	
Student Services <sup>xi</sup>	0	0	0	0	0	

<b>Program Cost</b>	34,750	\$251,738.00	\$251,738.00	\$251,738.00	\$251,738.00	Year 0 costs covered by APIF and reimbursed by program revenues
<b>Tuition per credit</b>	0	\$875.00	\$875.00	\$875.00	\$875.00	Total program tuition = \$29,750
<b>Total credits</b>	0	34	34	34	34	
<b>Minimum Enrollment</b>	0	9	9	9	9	
<b>Minimum income</b>		\$267,750.00	\$267,750.00	\$267,750.00	\$267,750.00	
<b>Minimum net revenue</b>		\$16,012.00	\$16,012.00	\$16,012.00	\$16,012.00	Not including 10% alumni discount - estimated at \$18,000 – note: cost to mentor projects is not the full \$15,000 at minimum enrollment – it is approx.. \$6,000 -offsetting deficit
<b>Target Enrollment</b>		10	12	14	16	
<b>Target Income</b>		\$297,500.00	\$357,000.00	\$416,500.00	\$476,000.00	
<b>Target Net Revenue</b>		\$45,762.00	\$105,262.00	\$164,762.00	\$224,262.00	
<b>Maximum Enrollment</b>	0	24	24	24	24	
<b>Maximum income</b>		\$714,000.00	\$714,000.00	\$714,000.00	\$714,000.00	
<b>Maximum net revenue</b>		\$462,262.00	\$462,262.00	\$462,262.00	\$462,262.00	

#### 14. Risk management

Describe the major risk considerations of the plan and the steps that could be taken to mitigate or minimize the risk and still implement a successful plan. For example, if applicable, the plan may encounter problems associated with items such as negotiating a lease contract, obtaining city or government approvals, obtaining accreditation approval, etc.

We do not anticipate issues with risk management beyond our usual. As an active discipline there are always risks associated with our work. However, all risks are inherent to the curriculum itself and are covered by University liability insurance. The department also adheres to best practice with regard to using waivers, health assessments and health history questionnaires to establish associated risk stratifications and subsequent procedures (for example: if practicing a maximal effort stress test).

#### 15. Accountability and Exit Strategy:

- a. Outline the steps that will be taken to review whether the program is meeting its enrollment and revenue targets, including the timeline for such review. For new undergraduate programs, provide a 5-year timeline; for new graduate programs, provide a 3-year timeline.
- b. Provide an exit strategy, including a general timeline for deciding whether to terminate or continue the program and a plan for teaching out the program.

Year 0: The program will not launch in Summer 2020 and a new hire will not be contracted unless minimum enrollment targets are met (9).

Year 1: If the program did not launch in 2020, another attempt will be made. The program will not launch if minimum enrollment targets are not met. If program has launched, all budget and enrollment targets will be reviewed and necessary adjustments to marketing and tuition will be made in an attempt to grow the program if needed.

Year 2: All budget and enrollment targets will be reviewed and necessary adjustments to marketing and tuition will be made in an attempt to grow the program if needed. If the second cohort does not meet minimum enrollments (9), the program will be put on probation for one more year.

Year 3: The program will be reviewed by the Office of the Provost to ensure 1) enrollment targets are being met 2) budget projections and established tuition is appropriate to cover program costs and revenue expectations and 3) the program is meeting stated program learning outcomes (assessment report). Necessary adjustments will be made. If the program has been under-enrolled in year 2 and enrollments for year 3 do not meet minimums, the program will cease after year 3.

Generally speaking:

If the program is not meeting enrollment, budget or quality expectations the program will be terminated prior to the subsequent year's admissions. Applications would not be accepted and the program would terminate with the existing enrolled cohort. The teach out may take one full year of course offerings and a second year of partial offerings - some of which could potentially need to be done independently (for those students electing the two year option). With the completion of the program, the KINS faculty will be reduced by the number of hires specifically associated with the graduate program (one FTE and one staff position).

- c. Identify who will be responsible for providing accountability and oversight for the program meeting its enrollment and revenue targets.

The Office of the Provost, including Graduate Programs and Continuing Education. Reports would be generated by the Dean or Associate Dean as needed.



**16. Communications Checklist.** This is included but the form has not yet been adopted so we have not acquired all of these signatures. FYI. The proposal was presented to the Academic Deans.

	Signature	Date	<u>Level of Support:</u> Support Undecided Do not support
Chair			
Dean			
Associate Provost for Undergraduate or Graduate Studies, as appropriate			
Provost			
Provost's Academic Council			
Accreditation Liaison Officer			
Director of the Library			
Registrar			
Student Financial Services			
Director of Admission			
Executive Director Center for Student Success			

## Master of Science in Kinesiology

### Implementation Timeline

Date	Action
April 2019	Present proposal to Academic Deans. Submit paperwork to EPC and Graduate Council.
May 2019	Respond to questions from EPC and Graduate Council. Post proposal to 30 day clock.
Summer 2019	Respond to any concerns from faculty. Meet with Marcom, Admissions, Financial Aid, Registrar and Graduate Programs to organize roll out plan for marketing and admissions.
September 2019	Present proposal to the Faculty Assembly for a vote.
October 2019	Submit proposal to the Board of Regents for a vote. If approved, submit to the NWCCU for final approval. Continue course development. Create program handbook.
November	Launch marketing of new program. Open program application process. Begin search for new visiting appointment. Begin search for new staff appointment.
January	Complete hiring of new staff appointment.
February	Early Admissions
March/April	Final Admissions
April	Complete hiring of visiting faculty appointment. Hold orientation for first cohort.
June	Begin program