


MEMORANDUM

TO: Faculty Senate

FROM: Bryan Slinker, Interim, Provost and Executive Vice President 

SUBJECT: Master of Science in Kinesiology

DATE: October 4, 2019

The attached proposal to create a Master of Science in Kinesiology has been reviewed by the Provost's Office committee. The proposal has undergone considerable revision since its original submission, primarily to address funding issues, and to demonstrate uniqueness, both educationally and in terms of employment prospects, from the university's existing Master's degree in Athletic Training and in Exercise Physiology.

The proposing unit has secured a letter of support from Athletic Training, but the Department of Nutrition and Exercise Physiology (NEP) continues to have concerns about extent of overlap with their Master's degree and is not supportive of this proposal.

We ask the Faculty Senate to carefully review the proposal, hear NEP's concerns, and arbitrate.

PROPOSAL TO OFFER A NEW DEGREE PROGRAM OR EXTEND AN EXISTING DEGREE TO GLOBAL CAMPUS

Degree Title:	[Master of Science in Kinesiology]
Academic Program:	Kinesiology and Educational Psychology
Academic Plan:	[Kinesiology]
Number of Credits:	[34]
Department(s) or Program(s):	[Department – KEP, Program - Kinesiology]
College(s):	[Education]
Campus(es):	[Pullman]
Method of Instructional Delivery:	All Kines classes will be face to face except three competency-based thesis/project/exam courses, however EdPsych classes that are required for the program are currently offered via AMS and electives may be taken through other methods.

Contact Name:	[Phyllis Erdman]	Email Address:	perdman@wsu.edu
Contact Phone:	[5-9117]	*Proposed start date:	[Fall 2020]

***Proposed Start Date:** Approval must be received from the Northwest Commission on Colleges and Universities before the program may be advertised or recruited for. Financial aid may not be available until the program has been approved by the Department of Education subsequent to NWCCU approval.

SIGNATURES: The names typed below certify that the relevant academic and campus officials have reviewed and approved this proposal:

Chair Signature:		Date:	
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Dean Signature:		Date:	
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VP Global Campus		Date:	
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→ Submit to the Provost's Office at provost.deg.changes@wsu.edu

Everett Chancellor		Date:	
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Spokane Chancellor		Date:	
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Tri-Cities VCAA		Date:	
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Vancouver VCAA		Date:	
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Provost Office:		Date:	
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Comments:	
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For Registrar's Office Use Only:					
Current CIP Code:		New CIP Code:		Date:	

Send completed form in Word format to: provost.deg.changes@wsu.edu

This template asks you to answer the array of questions about your proposed program that are important to your department, your college, the Faculty Senate, the State of Washington, accreditors and other external stakeholders.

By placing all proposals in a similar format, this template provides a common standard for comparison, ensuring that all potential programs can be evaluated in an equitable fashion. It can be used to determine whether or not a program is feasible within the university's academic and financial situation, and if it will have the resources to further the University's objective of providing high quality education and scholarship.

This template is also a framework to think about the viability of your ideas. It can thus be a tool for strengthening both your proposal and the resulting program itself, since a program that is starved for either students or resources from its inception is not likely to become a high quality program.

Here are some of the things to consider as you complete the template:

What are the aspirations for the reputation of this program – local, regional, national? What will it take to make that a reality?

Who are you trying to attract with this new program? Will it bring new students to the university, better meet the needs of current students in the department, or draw students away from other departments?

How strong is the demand for education of this kind, and in what specific careers will someone who receives such an education find meaningful employment?

How many students do you need to attract to break even, and can both the market and WSU's capacity support this number?

Providing good answers to hard questions maximizes the likelihood that a new program will not just win acceptance by the Faculty Senate and administration, but will ultimately be successful in attracting students and placing graduates. The analyses in the Demand, Financial and Library workbooks will assist you in creating a persuasive proposal. The findings in each area, and their basis or justification, should be summarized in the proposal itself.

Proposal

Mission and Core Themes (Strategic Goals):

Provide a clear statement of the nature and purposes of the new degree in the context of WSU's mission and core themes (strategic plan).

The overarching theme within the missions of WSU, the College of Education, and the [KEP](#) department involves generating research opportunities for students and faculty in an effort to create scholars who advance their fields globally. This graduate program will focus on research, knowledge acquisition, and knowledge application. It will provide a clear path for students and faculty to advance knowledge, become leaders in their respective fields of study, and apply their knowledge in a way that enhances the lives of others within their communities. Although we are currently only proposing a M.S. in Kinesiology, we will also anticipate a future Ph.D. (a Ph.D. in Kinesiology has never been offered at WSU) and possibly even an accelerated 5-year B.S./M.S.

WSU continues to grow in student enrollment and in scholarly opportunities for the growing student body. The College of Education and Kinesiology program continue to grow proportionally with the university. A graduate program within Kinesiology would allow for this continued expansion while also providing a strong research-based program to complement the growing undergraduate program. This graduate program will support scholarly opportunities, student growth opportunities, and educational opportunities and by doing so will place us solidly in a position to become leaders in Kinesiology and align with the WSU "Drive to 25".

The mission of the Kinesiology Graduate Program is to provide a strong scientific foundation promoting critical thinking that will enhance health, productivity, and quality of life. The Kinesiology graduate program thus strongly aligns with the "Sustaining Health" WSU Grand Challenge and positions our faculty and students to increase their contribution to this Grand Challenge. The mission of the Kinesiology graduate program also fits with the WSU "Drive to 25" by offering a transformative educational experience to graduate students and accelerating the development of our college's research portfolio. |

Educational Offerings:

Describe the degree program, including the total number of credits required. Provide the four-year degree plan (undergraduate) or appropriate plan of study (graduate and professional). Please note that all courses for the degree must be approved before the degree will be reviewed by the Catalog Subcommittee.

The proposed Kinesiology program will have two options: thesis and non-thesis. The proposed schedule of courses includes two Educational Psychology courses in research and statistics (letter of support for students' use of these courses is included in the Appendix) and a Kinesiology seminar course that make up the "research core." "Didactic core" represents a core set of didactic courses tailored specifically toward a Kinesiology research emphasis for each student (see list below). "Electives" represent supplemental courses either in Kinesiology or in a related program (e.g. Bioengineering, Neuroscience, Prevention Science) that support the individual student's area of emphasis (see also the WSU supporting courses listed below). As these are all potential elective courses, our students would not create a burden on enrollment in these courses. Departments from courses listed as potential electives have been contacted about this possibility, and none have expressed any concerns with the enrollment of our students provided that our students meet the prerequisites.

Existing courses to use fill didactic core– all have been approved

1. Ed Psych 505 *Research Methods*. Research methods; literature review; design, implementation, and interpretation of results.
2. Ed Psych 508 *Educational Statistics*. Introductory course for graduate students in applied statistics for the behavioral sciences.
3. Kines 513 *Advanced Psychology of Physical Activity*. This class provides an advanced exploration of foundational topics in sport and exercise psychology. Students will explore social and psychological factors that impact behavior and performance in sport and physical activity settings.
4. Kines 514 *Motivation Theories*. Antecedents, consequences, and processes of motivated behavior examined from theoretical, empirical, and applied perspectives.
5. Kines 515 *Etiology of Obesity*: This course provides an in-depth analysis and study of the latest research on the causes and contributors to obesity.
6. Kines 525 *Aging Across the Lifespan*. This course exams aspects of aging as a process across the lifespan including physical, mental, and emotional changes that occur throughout this process.
7. Kines 545 *Leadership Philosophy, Programming, and Marketing Physical Activity*. Planning, development, assessment of recreation, physical activity, and sport-based programming, implementation of health and physical activity marketing techniques with emphasis in leadership and practical application.
8. Kines 550 *Physical Activity Epidemiology*. Epidemiological basis for research in physical activity. Review of scientific findings concerning the effects of physical activity on chronic disease and various health indices. **although an approved Kines course this course could be taken over AMS from the NEP program in Spokane*
9. Kines 560 *Neuromuscular Physiology*. Understand and solve problems related to the design and function of the human nervous system that produces voluntary movement.
10. Kines 561 *Motor Control Theory*. The mechanisms, and principles governing motor control and learning, as well as the research methods commonly used in motor behavior.

11. Kines 562 *Biomechanical Measurement Techniques*. The daily operational use and maintenance of biomechanics lab equipment. The processing and analyses of biomechanics lab data.
12. Kines 563 *Balance, Gait and Running*. The biomechanical analysis and literature of balance, gait, and running.
13. Kines 580 *Applied Experiences in Exercise Physiology*. Systematic review of human physiological responses to exercise. Review of current evaluative methods for cardiorespiratory function, body composition, energy expenditure, and human athletic performance. **this course is similar to one offered through NEP in Spokane and students could potentially take the NEP course over AMS – however the hands-on components would need to be delivered face-to-face on the Pullman campus.*
14. Kines 584 *Exercise Prescription*. Designed to provide principles of testing and prescription based on current practices in movement education, for healthy individuals and special populations.
15. Kines 590 *Kinesiology Seminar*. Experience in presentation and discussion of scientific data broadly within kinesiology.
16. Kines 600 *Independent Study*
17. Kines 700 *Master's Research, Thesis, and/or Examination*
18. Kines 702 *Master's Special Problems, Directed Study and/or Examination*

WSU supporting courses as possible electives

Bioengineering	525 Biomechanics 3 Methods for analysis of rigid body and deformable mechanics; application to biological tissue, especially bone, cartilage, ligaments, tendon and muscle.
	541 Systems Bioengineering 3 Physiological systems emphasizing the cardiovascular, pulmonary, renal, endocrine, musculoskeletal, nervous and sensory systems.
Biology	579 Mathematical Modeling in the Biological and Health Sciences 3 Techniques, theory, and current literature in mathematical modeling in the biological and health sciences, including computational simulation.
	582 Professional Communication in Biology - Grant Writing 2 Mechanics and style of publishing biological research and findings; adaptation of writing to various venues and audiences with emphasis on grant writing.
Communications	514 Health Communication Theories and Campaigns 3 Health communication theories with a focus on campaign construction and evaluation.
	516 Health Communication and Society 3 3 Reviews, critiques and applications of research regarding the impact of social and cultural environments on health communication.
	541 Science Communication 3 Introduction to the role of communication in the formation of attitudes, opinions, and knowledge about important science issues.
Educational Psychology	572 Introduction to Systematic Literature Reviews and Meta-Analyses 3 Course Prerequisite: ED PSYCH 505 or 508. Introduction to the steps involved in conducting systematic reviews and meta-analyses.
	575 Multilevel Modeling 3 Course Prerequisite: ED PSYCH 565. Introduction to multilevel modeling techniques; examines the use of these techniques in the social sciences. Recommended preparation: ED PSYCH 569.
Health Communication	570 Health Communication and Behavior Change 3 Application of behavior change theories to construction and evaluation of health communication campaigns.
	571 Communicating Health in Practice 3 Health communication and promotion across a variety of settings and mediums, from interpersonal to promotional campaigns.
	572 Communicating Health to Specialized Populations 3 Literature and theory of cross-cultural communication and cultural aspects of health.
	573 Communicating Health in a Digital Landscape 3 Development and implementation of health-related content through a variety of digital platforms.
	574 Health Message Design and Effectiveness 3 Behavior change theories as they relate to health communication message design and evaluation.

Math	540 Applied Mathematics I 3 Partial differential equations; Fourier series and integrals; Bessel functions; calculus of variations; vector calculus; applications. Credit not granted for both MATH 440 and MATH 540. Required preparation must include differential equations.
	541 Applied Mathematics II 3 Complex variable theory including analytic functions, infinite series, residues, and conformal mapping; Laplace transforms; applications. Credit not granted for both MATH 441 and MATH 541. Required preparation must include differential equations.
Mechanical Eng	530 Elasticity 3 Theory of kinematics of solid deformable bodies; conservation laws applied to an elastic continuum; generalized linear stress-strain behavior with applications.
	531 Theory of Plasticity 3 The fundamentals of the theory of plasticity; the classical theory of plasticity; the classical theory and modern continuum theories of large elasto-plastic deformations.
	532 Finite Elements 3 Theory of finite elements; applications to general engineering systems considered as assemblages of discrete elements.
Material Science	506 Biomaterials 3 Overview of the different types of materials used in biomedical applications such as implants and medical devices.
Neuroscience	540 Special Topics in Integrative Neuroscience V 1-3 May be repeated for credit; cumulative maximum 6 hours. Concepts and controversies in neuroscience involving integrative properties of cell systems. Cooperative: Open to UI degree-seeking students.
	541 Special Topics in Cellular and Molecular Neuroscience V 1-3 May be repeated for credit; cumulative maximum 6 hours. Concepts and controversies in neuroscience that involve nerve cell function and regulation. Cooperative: Open to UI degree-seeking students.
	542 Special Topics in Interdisciplinary Neuroscience V 1-3 May be repeated for credit; cumulative maximum 6 hours. Concepts and controversies in neuroscience that revolve around traditional approaches to nervous system study. Cooperative: Open to UI degree-seeking students.
	543 Special Topics in Behavioral/Clinical Neuroscience V 1-3 May be repeated for credit; cumulative maximum 6 hours. Concepts and controversies in neuroscience that involve normal and pathological aspects of behavior. Cooperative: Open to UI degree-seeking students.
Nutrition and Exercise Physiology	526 Nutritional Epidemiology 3 The relationship between nutritional status, diet, and disease at the community and population level.
	573 Nutrition in the Community 2 Public health from a nutrition perspective including current issues in nutrition healthcare, overview of existing programs and assessment of program planning.
Prevention Sci	508 Longitudinal Structural Equation Modeling 3 Longitudinal structural equation modeling and the use of Mplus statistical software to perform and interpret a broad range of longitudinal structural equation models. Recommended preparation: ED PSYCH 576, PSYCH 514, PSYCH 516, or previous knowledge of multivariate analysis and factor analysis.
	510 Multilevel Modeling II: Advanced Multilevel Models for Longitudinal Data 3 Advanced applications of the general linear mixed model (aka multilevel model, hierarchical linear model, latent growth curve model, random coefficients model) used to analyze data from longitudinal, repeated measures designs; conduct cumulative steps in a longitudinal multilevel analysis, including setting up data file and coding variables, evaluating fixed and random effects and interpreting covariance structures, predicting between- and within-person variation using time-invariant and time-varying covariates, and interpreting empirical findings. Recommended preparation: ED PSYCH 575 or previous knowledge of multivariate analysis and multilevel modeling.
	512 Finite and Growth Mixture Modeling 3 Introduction to a specific type of latent variable statistical models, commonly referred to as finite mixture models, which include several distinct subtypes including latent class analysis, latent profile analysis, latent transition analysis, and latent class growth analysis; conceptual background for models and application of models in practice. Recommended preparation: ED PSYCH 514 and ED PSYCH 576, or knowledge of multivariate analysis and psychometrics.
	513 Research Methods in Prevention Science 3 Introduction to process of research and methods in prevention science; techniques of research, data collection, and data analysis procedures.
	535 Effective Prevention Strategies I 3 Community mobilization and problem analysis; program selection, implementation, and management; grant writing.
	540 Effective Prevention Strategies II 3 Evaluation of prevention science programs.
Psychology	514 Psychometrics 3 Course Prerequisite: PSYCH 512. Scientific construction of behavioral assessment instruments, including validation and reliability; types of scales and responses; statistical scaling; test theory issues.

	516 Applied Structural Equation Modeling with Current Software 3 Course Prerequisite: PSYCH 512; PSYCH 514. Confirmatory factor analysis, path analysis, structural regression analysis, multilevel analysis and latent growth analysis with current software.
Special Education	589 Seminar in Disability Studies. Explore the meaning, and lived experiences of disability to better examine disability as a social, cultural and political phenomenon.
	592 Single Subject Research Design and Methods. Explore objective behavior through experimental manipulation and control, which includes collecting highly structure data on a small number of individuals, and analyzing those data quantitatively.
	593 Diversity Issues in Special Education: Theory Research and Practice. Explore issues of diversity and equity and special education, including but limited to assessment practices, educational interventions and services, diversity of the workforce, and cultural competence among professionals.

Check-sheet of Requirements

	Thesis option courses (credits)	Non-thesis option courses (credits)
Research core	Ed Psych 505 (3) – research methods Ed Psych 508 (3) – stats Kines 590 (4) – seminar	Ed Psych 505 (3) – research methods Ed Psych 508 (3) – stats Kines 590 (4) – seminar
Didactic core (tailored to the student’s area of emphasis)	Kines 4xx or 5xx (3) Kines 4xx or 5xx (3)	Kines 4xx or 5xx (3) Kines 4xx or 5xx (3) Kines 5xx (3) Kines 5xx (3)
Project/Thesis	Kines 700 (9)	Kines 702 (3)
Electives (to support student’s emphasis)	_____ 5xx (9)	_____ 5xx (9)
Required number of credits	34	34

Sample schedule for full-time non-thesis option (10 credits / semester for full-time)

Fall year 1		Spring year 1		Fall year 2		Spring year 2	
Credits	Class	Credits	Class	Credits	Class	Credits	Class
3	Ed Psych 505	1	Kines 590	3	Ed Psych 508	1	Kines 590
1	Kines 590	3	Didactic core	1	Kines 590	3	Didactic core
3	Didactic core	3	Elective	3	Didactic core	3	Elective
3	Didactic core	3	Kines 600	3	Elective	3	Kines 702
10		10		10		10	

Sample schedule for full-time thesis option (10 credits / semester for full-time)

Fall year 1		Spring year 1		Fall year 2		Spring year 2	
Credits	Class	Credits	Class	Credits	Class	Credits	Class
3	Ed Psych 505	1	Kines 590	3	Ed Psych 508	1	Kines 590
1	Kines 590	3	Didactic core	1	Kines 590	3	Elective

3	Didactic core	3	Elective		
3	Elective				
1	Kines 700	3	Kines 700	6	Kines 700
11		10		10	

Provide descriptive information regarding (the) method(s) of instructional delivery (percent face-to-face, hybrid, distance, and/or competency-based).

All courses in Kinesiology will be face-to-face with the exception of KINES 600, 700, and 702, which are competency-based. EdPsych courses can be taken face-to-face, and are also offered through AMS. Some elective courses may be taken by other methods, including AMS, on an individual basis.

Assessment of Student Learning and Student Achievement

*** For graduate programs, please contact the Graduate School before completing this section.**

Please provide a list and description of expected student learning outcomes.

1. Ability to think critically, evaluate, understand, apply, and communicate scientific research.
2. Demonstrate advanced kinesiology knowledge in chosen area of focus.
3. Ability to understand and apply research principles.
4. Awareness and understanding of how diversity issues, special and protected populations influence research and practice.
5. Development of professional identity appropriate for future career plans.

For undergraduate programs, provide the department’s plan for assessing student learning outcomes. Describe briefly how information on student learning will be collected and incorporated into existing processes for evaluating student learning in the department. Please attach the plan and a curriculum matrix.

Student Learning Objectives (SLOs) will be collected through a combination of direct measures (e.g. course exams, term papers, thesis defense, student assessment) and indirect measures (e.g. exit survey, employment rates). Identifiable assessment data will only be shared within the graduate faculty, and administration when required. Graduate faculty will use data for mentoring purposes. The curriculum committee will use data for curricular changes and development. The assessment committee will use data for program changes and improvements. Such activities will be documented and reported in an annual assessment report as requested by the Graduate School each June. Unidentifiable assessment data will be shared with the Kinesiology advisory board for recommendations on program changes.

- Please indicate as appropriate:
- Assessment of this program will be incorporated into the existing assessment plan for _____ . Please attach a copy of the existing plan.
 - A draft assessment plan is attached.
 - A curriculum matrix is attached (in assessment plan).

Planning:

Describe plans and include descriptions which provide evidence of:
 1. The need for the change

Washington does not currently have a research-intensive kinesiology master’s degree in a graduate program at a research-intensive university that focuses on preparing scientists to conduct research and become practitioners that use evidence-based practices in a variety of kinesiology sub-discipline areas (e.g., sport and exercise psychology, motor control). Washington students seeking such a career are leaving the state and even the region, as most of these programs are offered in California or farther east. These out-of-state programs will cost Washington residents substantially more than staying in state. Recent investments the College of Education has made in the Kinesiology program through tenure-track hires (and their corresponding research labs) has positioned our program to offer a leading Washington research-based kinesiology graduate degree and meet the needs of Washington students.

A research-based graduate program in Kinesiology will also bolster our undergraduate student interest in research, support faculty research productivity, improve the chances for faculty attempts to acquire external funding, enhance the College of Education’s research productivity, and provide didactic opportunities for students in related programs at WSU on the Pullman campus.

2. The student population to be served

Provide realistic justification for the projected FTE.

How can transfer students articulate smoothly into the program and complete it with approximately the same number of total credits as students who enter WSU as freshmen?

Please describe specific efforts planned to recruit and retain students who are persons of color, disabled, or whose gender is underrepresented in this discipline.

The new master’s in Kinesiology will primarily serve graduates of undergraduate Kinesiology programs in the northwest, with emphasis on Washington kinesiology undergraduates who currently have no in-state research-intensive option. A survey conducted among WSU Kinesiology undergraduate students and evaluation of current northwest options support our conclusion that we will be able to easily meet our target enrollment number of 25 students.

Students	Year 1	Year 2	Year 3	Year 4	Year 5	Year N*
Headcount	(all 1 st year students in first cohort)	(15 2 nd year +12 1 st year)	(12 2 nd year + 13 1 st year)	(12 2 nd year + 13 1 st year)	(12 2 nd year + 13 1 st year)	(12 2 nd year + 13 1 st year)
	15	27	25	25	25	25
AAFTE	15.75	27.6	25.65	25.60	25.65	26.25

This is a two-year program. In five years, the student enrollment is expected to be at approximately 25 total students, however, this will be reduced as we inevitably introduce a Ph.D. program. Annual Average FTE was calculated based on enrollment beginning with 15 students in year one, 27 (15 plus 12 new students) in year 2, and 25 (approximately 12 – 13 new students each year in addition to 12-13 returning students) thereafter. The expectation is that in the two-year program students in their first year will take an average of 11 credits in the fall and 10 credits in the spring and in the second year will take 10 credits in the fall and 10 in the spring. Most of these credits represent College of Education courses, but elective course could be from any similar science program on the Pullman campus. The AAFTE is calculated to start at 15.75 in year one, increase to 27 in year 2 and stabilize at 25 for future years.

The majority (n = 56; 60%) of graduating WSU Kinesiology students surveyed in the fall of 2015 reported being likely or very likely to consider an M.S. in Kinesiology at WSU (rates increase when given the possibility of a partially paid assistantship). If only 25% of those students both met our graduate enrollment requirements and chose to matriculate into the M.S. degree, we would only be one student short of our first-cohort target of 15 students

enrolled in our M.S. degree. We expect that many of our M.S. students will initially come from our own undergraduate program.

Given that the Pullman area is fairly homogenous with respect to race, income, and educational levels (mostly Caucasian, well-educated, etc.), efforts will be made to recruit prospective students from outside of our rural community. We will encourage particular recruitment efforts at professional conferences and meetings, where students from various geographical regions will be in attendance, in an attempt to increase program visibility to more diverse populations.

3. Procedures used in arriving at the decision to change (e.g., consultation with advisory boards, input from industry or employers, commissioned studies, faculty task force, etc.).

There was a M.S. degree in Kinesiology approved to be offered Fall 1995. The Kinesiology and Leisure Studies Department offered this degree, but split in 2002, with the graduate program moving into the College of Pharmacy. The College of Pharmacy revised the degree, renaming the degree M.S. in Exercise Science. The M.S. in Exercise Science was discontinued in 2008 when nutrition was added to form Nutrition and Exercise Physiology (NEP) a new M.S. in Nutrition and Exercise Physiology was approved 2011. Since the split between Pullman-based and Spokane-based programs, the Kinesiology and NEP programs have diverged in focus and course offerings. Kinesiology is a substantially different and independent program than NEP. Nutrition and exercise physiology are both topics that represent a sub-discipline of kinesiology. However, as the broad study of human movement, Kinesiology has a much different and more comprehensive focus than NEP, as evidenced by a majority of current faculty expertise in other kinesiology sub-disciplines. This distinction is discussed more at the end of the proposal. The Pullman Kinesiology program has proven to be an independent and high-demand undergraduate degree, as described below. The regrowth of Kinesiology supports the demand and need for a graduate degree in Kinesiology on the Pullman campus. There is currently no CIP code for a M.S. in Kinesiology at WSU. Therefore, this would be considered a new degree.

Below we detail the information used to arrive at the decision to create a M.S. in Kinesiology degree. This includes internal survey, review of current regional offerings, and a demand analysis.

The majority (n = 56; 60%) of graduating WSU Kinesiology students surveyed in the fall of 2015 reported being likely or very likely to consider an M.S. in Kinesiology at WSU (rates increase when given the possibility of a partially paid assistantship). If only 25% of those students met our graduate enrollment requirements and chose to matriculate into the M.S. degree, we would be one student short of our first-cohort target of 15 students enrolled in our M.S. degree. In addition, approximately 50 undergraduate kinesiology students currently volunteer in our various research labs each year. For these reasons, we expect to attract many graduate students from our own undergraduate program.

We will also attract students to WSU from other regional and national kinesiology undergraduate programs, and local health care professionals desiring an advanced degree for career advancement. Currently, degrees closely related to kinesiology are offered at several regional universities (Table below). There is currently no option in the state of Washington for students to pursue a research-intensive kinesiology graduate degree from a research-intensive university that captures the range of faculty expertise covered in the Pullman based Kinesiology program. Students in the state of Washington and at WSU who want a research-focused degree in kinesiology are currently moving out of state to complete their degrees.

There were approximately 10,000 Kinesiology-related undergraduate students in our region in 2016 (Table 2) and about 3000 graduates each year. Our target recruitment base would be undergraduate students in Kinesiology-related degree programs. According to a survey the WSU Kinesiology program conducted in 2015 with our upper division undergraduate students, we anticipate successful recruitment from within our undergraduate program. If only 20% of the undergraduate students within our region have a similar interest, this would presume 600 students in our region are looking for a master's degree program. In our region there are only 15 master's programs currently enrolling approximately 300 students. That would leave a predicted 300 students without a regional option for a

master's degree in Kinesiology. Many students in our region (including those who complete their undergraduate degree at WSU) currently have to leave the region to attend a master's program in kinesiology. |

Universities in our region that offer a kinesiology or similar degree as of 2016, and their corresponding approximate enrollment numbers. X indicates programs that did not provide their enrollment numbers. [These are total students enrolled and are thus the total base of students in related degree programs.](#)

University	Degree program	B.S./B.A.	M.S./M.A.	Ph.D.
Washington State U.	Kinesiology	518 [^]		
Western Washington U.	Kinesiology	560	12	
Central Washington U.	Integrative Human Physiology	225	12	
Eastern Washington U.	Exercise Science	200	10	
Whitworth U.	Kinesiology	42		
Gonzaga U.	Human Physiology	175		
Seattle U.	Sport and Exercise Science	120		
Seattle Pacific U.	Exercise Science	60		
U. Puget Sound	Exercise Science	90		
U. Idaho	Exercise Science & Health	X	10	X
Boise State U.	Kinesiology	X	X	
Idaho State U.	Physical Education	123		
Lewis-Clark State C.	Exercise Science	180		
U. Oregon	Human Physiology	750	22	16 [^]
Oregon State U.	Kinesiology	X	X	X
Portland State U.	Community Health	1750	75	7 [^]
Pacific U.	Exercise Science	150		
Willamette U.	Exercise Science	X		
U. Montana	Health and Human Performance	X	X	
Montana State U.	Exercise and nutrition sciences	379	19	
Total		4804	160	23

[^] Program reporting new and/or growing enrollment numbers

* Program reporting declining enrollment numbers

X exact numbers not provided

We did not include regional Canadian Universities (representing approximately 1583 undergraduates). Because we currently have undergraduate students from these locations, these demonstrate an addition pool of potential students.

Assuming that there will be some students who come from outside of our Kinesiology undergraduate student body (either from another WSU program or another university), we can conservatively estimate a beginning enrollment of 15 students, increasing to a total of 25 enrolled students each year.

Growth Rate: The number of Washington state high school graduates has trended upward over the last five years (<http://www.k12.wa.us/dataadmin/>). Kinesiology is becoming an increasingly popular undergraduate route for these students. The total number WSU students that have expressed an academic interest in Kinesiology has more than doubled over the last three years. We are currently projecting to increase our undergraduate student numbers over the next year. There are several other undergraduate programs in our region that are also projecting an increase in undergraduate enrollment (Table above).

The Bureau of Labor Statistics indicates that all healthcare occupations requiring a master's or clinical doctoral degree will have slightly faster or much faster job growths compared to the average job outlook (<http://www.bls.gov/ooh/healthcare/home.htm>). The M.S. in Kinesiology degree program will provide graduates with the needed or résumé-enhancing education for these potential health professions. Students may pursue professions in community health, organizational health, and industrial health with this degree, or use it to enhance their credentials when applying for medical and other allied professional schools. *However, the primary purpose of this M.S. degree is to serve students desiring to matriculate into a Kinesiology Ph.D. program in our region (Table above) and prepare students for a future Kinesiology Ph.D. program at WSU.*

Target Market: Individuals in an undergraduate degree comprise our target enrollment group. We will best meet the needs of undergraduate students in Washington (especially those in our own Kinesiology undergraduate program) who desire to pursue a research-intensive Kinesiology master's degree. There are currently only three Kinesiology master's degree programs in Washington and no research-intensive graduate degree options in Kinesiology in Washington. The non-thesis option will provide a graduate option to local, Pullman based professionals (including individuals working for Athletics and UREC on the Pullman campus) needing to enhance their credentials for career advancement.

4. Organizational arrangements required within the institution to accommodate the change.

Currently, faculty planning to teach in the master's program have responsibilities for teaching undergraduate courses. To release faculty from their undergraduate course responsibilities three graduate teaching assistants will be hired. Funding for the teaching assistants will be provided from existing enrollment funds. Listed below is specific information for each faculty member to accommodate the FTE shift to teaching in the new graduate program:

Seven Kinesiology faculty will teach didactic graduate classes in the proposed master's program. Five are tenure-track and two are non-tenure track. The faculty include three Assistant Professors, two Associate Professors, and two Clinical Assistant Professors. Two additional faculty (Dr. Hildenbrand and Dr. Morgan) from Kinesiology are available to serve on graduate committees.

Following is a detailed plan for how each faculty teaching load will be distributed between the existing undergraduate program and proposed graduate program:

- Graduate Teaching FTE: 0.20 in year 1 through N
 Explanation: The teaching load for Dr. Connolly is four courses a year. Dr. Connolly will teach one section of KINES 380 during fall semester and one section during spring semester. This allows Dr. Connolly to teach one graduate course per semester to complete his teaching load. These two new graduate courses will replace a special topics elective course (Kines 496.1) currently taught each semester. This incurs no cost for offering additional graduate courses in year 1 through N.

Current Fall teaching	Current Spring teaching	Future Fall teaching	Future Spring teaching
Kines 380.1	Kines 380.1	Kines 380.1	Kines 380.1
Kines 496.1	Kines 496.1	Kines 580.1	Kines 550.1

- Graduate Teaching FTE: 0.20 in year 1 through year N
 Explanation: Dr. Catena currently teaches two sections of KINES 362 each semester or four courses per year with a capped enrollment of 45 per class. When the master's program is implemented, only one KINES 362 class will be offered each semester with a capped enrollment of 90. A 0.5 TA will be hired to assist Dr. Catena with the increased enrollment. The TA position will be funded with undergraduate enrollment growth funds. Each year Dr. Catena will continue to teach two undergraduate courses and add two graduate courses.

Current Fall teaching	Current Spring teaching	Future Fall teaching	Future Spring teaching
Kines 362.1	Kines 362.1	Kines 362.1	Kines 362.1
Kines 362.2	Kines 362.2	Kines 562.1	Kines 563.1

- Graduate Teaching FTE: .05 FTE in year 1 through n
Explanation: The teaching load for Dr. Ullrich-French is four courses a year, however an anticipated administrative course release each semester would result in teaching two courses a year. One of her current courses is EdPsych 573 (Motivation Theories). This course will be crosslisted with a new KINES 514 (Motivation) graduate course. The Kinesiology program added a new tenure track faculty fall 2019. This new faculty member will teach four courses per year allowing the realignment of existing courses and covering of new graduate courses.

Current Fall teaching	Current Spring teaching	Future Fall teaching	Future Spring teaching
Kines 312.1 Kines 312.2	Kines 312.1 EdPsych 573.1	Kines 312.1 Admin.	Admin Kines 514.1

- Graduate Teaching FTE: 0.05 FTE all years
Explanation: Dr. Cox currently teaches two sections of KINES 313 each semester or four courses per year with a capped enrollment of 43 per class. When the masters program is implemented, three KINES 313 classes will be offered each year with an increased capped enrollment of 60. A 0.25 TA will be hired to assist Dr. Cox with the increased enrollment. The TA position will be funded with undergraduate enrollment growth funds. Each year Dr. Cox will continue to teach three undergraduate courses and add one graduate courses.

Current Fall teaching	Current Spring teaching	Future Fall teaching	Future Spring teaching
Kines 313.1 Kines 313.2	Kines 313.1 Kines 313.2	Kines 313.1 Kines 513.1	Kines 313.1 Kines 313.2

- Graduate Teaching FTE: 0.1 FTE in all years
Explanation: Dr. Schultz has a teaching load of eight courses per year. Dr. Schultz's current teaching load includes four sections of KINES 461 and KINES 199. The enrollment of KINES 199 is typically lower in the spring so one section will be offered and taught by the new tenure track faculty member. A .5 TA will serve as a grader to support the increased enrollment in KINES 199 and support the four sections of KINES 461 "M" designated writing in the major courses. The TA position will be funded with undergraduate enrollment growth funds.

Current Fall teaching	Current Spring teaching	Future Fall teaching	Future Spring teaching
Kines 199.1 Kines 199.2 Kines 461.1 Kines 461.2	Kines 199.1 Kines 199.2 Kines 461.1 Kines 461.2	Kines 312.1 Kines 461.1 Kines 461.2 Kines 560.1	Kines 312.1 Kines 312.2 Kines 461.1 Kines 461.2

- Graduate Teaching FTE: 0.1 FTE all years
Explanation: Currently Dr. Goetz's has a teaching load of eight courses per year. To allow Dr. Goetz to teach graduate courses when the masters program is implemented, two sections each semester of the one credit introductory course KINES 138 will be taught by a .25 TA funded through undergraduate enrollment growth funds.

Current Fall teaching	Current Spring teaching	Future Fall teaching	Future Spring teaching
Kines 138.1	Kines 138.1	Kines 390.1	Kines 315.1
Kines 138.2	Kines 138.2	Kines 485.1	Kines 390.1
Kines 390.1	Kines 390.1	Kines 545.1	Kines 485.1
Kines 485.1	Kines 485.1		

- Graduate Teaching FTE: 0.10 FTE in all years
Explanation: The new tenure-track hire in 2019 in Motor Behavior will teach courses in the undergraduate and graduate programs in their respective area of expertise (anticipated one graduate course per year).

Current Fall teaching	Current Spring teaching	Future Fall teaching	Future Spring teaching
n/a	n/a	Kines 199.1	Kines 199.1
n/a	n/a	Kines 199.2	Kines 561.1

*If graduate enrollment is low, faculty can shift back to teaching undergraduate courses, thus there is flexibility in FTE across the undergraduate and graduate courses and faculty FTE. This provides a contingency plan for if the graduate enrollment is lower than expected which does not have a financial impact on either program.

5. Lay out a three-year timetable for implementation, including hiring plans, partnership contracts if needed, facilities modification, recruiting, and other elements of implementation. Provide dates for each step.

- Fall 2018 – Final draft of full proposal submitted
- Fall 2019 – New tenure track assistant professor in motor behavior added to faculty
- Fall 2019 – Full proposal reviewed
- Spring 2020 – After degree is approved, recruitment and acceptance of first class
- Fall 2020 – First class enrolled and starts

Budget:

Attach the Financial Worksheet with five-year FTE, revenue and expenditure projections. Fully account for costs such as staff support, training, library, facilities and so on.

Please describe the funding picture narratively, including funding sources, department, college and/or campus commitments, investments already made, one-time costs, facilities costs (labs, classrooms, offices, telecom etc.) and library costs.

The implementation of this degree will be state funded primarily through currently allocated permanent position lines and enrollment growth funded positions in the Kinesiology program. Dean Trevisan has allocated enrollment growth funds to be used to hire graduate teaching assistants to teach some of the undergraduate courses currently taught by faculty or adjuncts, which will allow faculty to transition from currently teaching only undergraduate courses to teaching a combination of graduate and undergraduate courses. Our planning indicates that we will be able to support approximately 10 teaching assistants through undergraduate enrollment growth funds that do not require additional funds as these courses are currently taught by either faculty or adjuncts. As indicated on the budget spreadsheet no additional money will be needed to implement this program because the teaching assistants would be funded through the undergraduate budget and the department will reallocate the FTE needed for graduate teaching. There is minimal anticipated impact on other degree programs. Graduate students can be expected to apply for other assistantships across campus, like any other graduate student at WSU. Our students would be especially qualified for Kinesiology, Athletics and UREC assistantships (see attached letters). Thus, we anticipate a large number of our students having funding opportunities, which will aid in the recruitment and retention of students. However, we do not anticipate all students being fully funded.]

Student Services:

Describe the capacity of student support services to accommodate the change at this location. Include a description of admissions, financial aid, advising, library, tutoring and other services specific to this request.

Admissions:

Admissions into the Kinesiology graduate program will be handled by current faculty, College of Education graduate office, and WSU graduate office. Resources may be requested by the college and university entities to support these administrative costs.

Financial Aid:

Teaching and research assistantships will come mostly from within the Kinesiology program as described previously (page 13). Dean Trevisan has also made a commitment to fund three additional teaching assistants from undergraduate enrollment growth earnings.

Advising:

Current tenure-track Kinesiology faculty will advise individual thesis students under their research direction. Tami Goetz will advise non-thesis students. No additional resources are needed for advising.

Library:

As current Kinesiology faculty are active researchers utilizing library services, increased total interlibrary loan requests is the only change expected. |

Describe the implications of the change for services to the rest of the student body.

The faculty reallocation from the Kinesiology undergraduate degree programs will allow for a mutually supportive graduate and undergraduate Kinesiology context. For example, graduate students will assist with the teaching of 100 and 200 level undergraduate courses, thus gaining valuable skills and application of knowledge to enhance their training and preparation. The increased research presence of the graduate program will help to strengthen the opportunities and experiences of the undergraduate students. Thus, the addition of the graduate program will serve and enhance the undergraduate program.

No adverse effects are anticipated in regards to faculty allocation, teaching space, or other resources.

Physical Facilities and Equipment:

Outline the provision/s made for physical facilities and equipment at the proposed location that will support the program and its projected growth. Include videoconferencing and other technologies that support course delivery as well as classrooms, labs, and office space.

There is currently no plan for new teaching or research facilities associated with this program. There is no need for specialized equipment. Current research labs will support teaching and research requirements for students. Currently, we have four research labs with focus and movement related performance:

- Concussion and Sports Medicine Lab
- [Gait and Posture Biomechanics Lab](#)
- [Exercise Physiology and Performance Lab](#)
- [Psychology of Physical Activity Lab](#)

A fifth lab is being developed with a new hire in fall of 2019 (motor learning/control). The labs will be able to support thesis research for students completing the thesis option

Library and Information Resources:

Using the Library Analysis form, describe the availability and adequacy of library and information resources for this degree, degree level, and location. Note plans to address gaps.

As current Kinesiology faculty are active researchers utilizing library services, increased total interlibrary loan requests is the only change expected.

Faculty:

List the educational and professional qualifications of the faculty relative to their individual teaching assignments.

List the anticipated sources or plans to secure qualified faculty and staff.

Faculty	Ph.D. Education (emphasis)	Teaching assignments
Robert Catena	University of Oregon – Human Physiology (biomechanics)	KINES 562 and 563 KINES 590/600/700/702*
Chris Connolly	Michigan State University – Kinesiology (exercise physiology)	KINES 550 and 580 KINES 590/600/700/702*
Anne Cox	Purdue University – Kinesiology (sport and exercise psychology)	KINES 513 KINES 590/600/700/702*
Tami Goetz	University of Minnesota - Parks, recreation & leisure studies (outdoor education & youth development)	KINES 545 KINES 590/600/700/702*
Kasee Hildenbrand	Kansas State University – Education	KINES 600/700/702*
Philip Morgan	Washington State University – Education Administration	KINES 590/600/700/702*
Shikha Prashad	University of Maryland - Neuroscience	KINES 560 or 561
Judy Schultz	Washington State University – Interdisciplinary (neuromotor control)	KINES 560 or 561 KINES 590/600/700/702*
Sarah Ulrich-French	Purdue University – Kinesiology (sport and exercise psychology)	KINES 514 KINES 590/600/700/702*

* represent seminar, independent study, thesis or exam credits

Impact on Other Locations/Programs:

Briefly describe any impacts on other WSU programs and locations, and how you came to these conclusions (who was consulted?). If there are potential adverse impacts, describe how these will be addressed. Consider such things as: reallocation of faculty time, reallocation of AMS courses, impact of blended courses, internal competition, “cannibalization” of other programs, curricular effects for other degrees, effects on recruitment markets for other campuses. Indicate how such problems will be addressed for each campus or department affected.

This degree is planned for students attending classes on the Pullman campus. We do not plan on admitting students from other campuses, unless unique circumstances are presented, given the hands on nature of the coursework and research experiences. Potential adverse effects of our program on other WSU programs/locations will be minimal. One program that could be slightly affected is the Nutrition & Exercise Physiology (NEP) Master’s program housed on the Spokane campus. We anticipate adverse effects to be minimal. Our proposed program is fundamentally different from the NEP program and provides WSU Pullman based students with a unique and comprehensive learning experience needed for Kinesiology education that is not provided elsewhere at WSU. NEP students “gain an in-depth understanding of how nutrition and exercise affect the human body and its vitality” (NEP website). Kinesiology, on the other hand, is the comprehensive study of multiple factors that affect human movement and is comprised of a wide range of sub-disciplines that extend well beyond physiology (see figure below). As demonstrated in the figure below, the overlapping content of the two programs is minimal (one piece of the broader study of human movement). Zelaznik (2010) presents the cogent argument that kinesiology research makes its most useful contribution to human performance research at the intersection of the individual, environment and task. Rather than a narrow focus on brain or peripheral cellular mechanisms, Kinesiologists take advantage of the interdisciplinary nature of their field to focus more broadly on human movement behavior in context. This requires a working knowledge of the various sub-disciplines in kinesiology and the ability to see their interconnections and communicate these to students, who will be working with individuals as unique organism in unique environments. Therefore, a Kinesiology degree offers a breadth of content across an array of areas, as shown in the figure below.

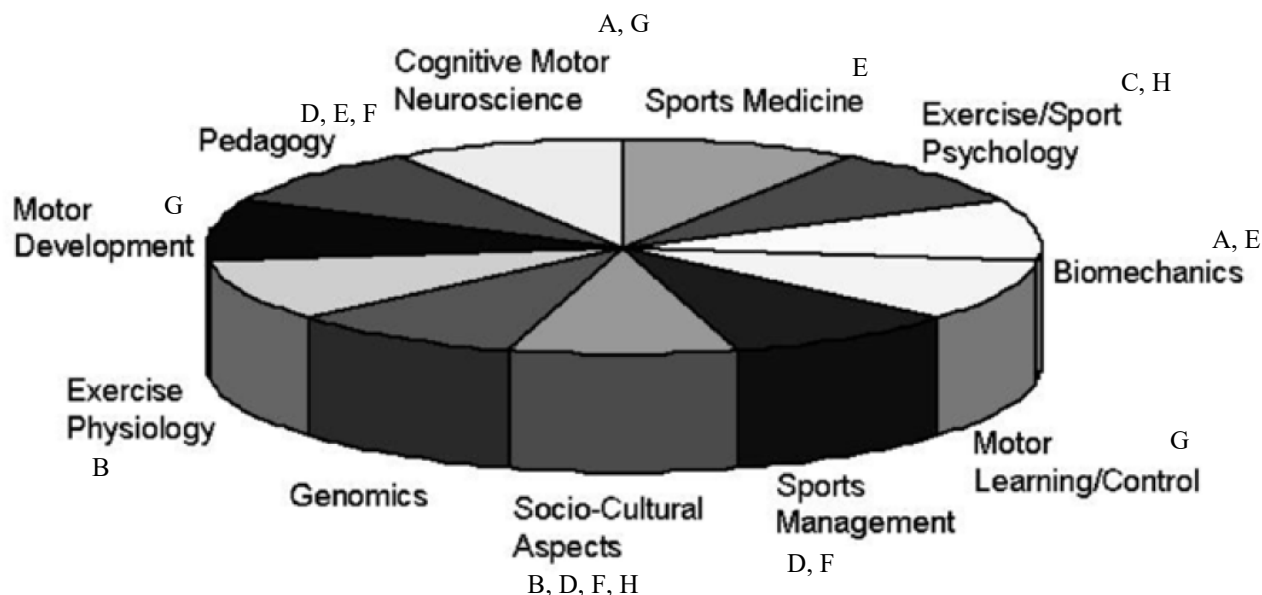


Figure: Sub-disciplines of kinesiology (Hatfield 2008, Quest). A = area of expertise for Robert Catena. B = area of expertise for Chris Connolly. C = area of expertise for Anne Cox. D = area of expertise for Tami Goetz. E = area of expertise for Kasee Hildenbrand. F = area of expertise for Philip Morgan. G = area of expertise for Judy Schultz. H = area of expertise for Sarah Ulrich-French.

The Kinesiology program has a current faculty base that spans each of these sub-disciplines (except genomics), and as such, the Kinesiology faculty are thus qualified to offer a Kinesiology graduate. Since NEP is one of many specialized sub-disciplines of Kinesiology it does not provide the necessary academic background and preparation

for individuals pursuing a PhD in other specific sub-disciplines of Kinesiology (e.g., [sport and exercise psychology](#), [biomechanics](#), [motor learning](#), [motor control](#), [motor development](#)) or a career stemming from other areas represented in the figure above. Below, we describe the specific expertise of each Kinesiology faculty member and to which jobs their students have matriculated. The list of faculty below with a description of their background and expertise document that only one faculty member (Chris Connolly) has some, but not complete, overlap with NEP. Although there are several degrees at WSU that allow entry into general health-related professions, the potential educational and career opportunities afforded by a Kinesiology degree are much broader than the NEP program.

Dr. Catena

Dr. Catena is an Assistant Professor and received his M.S. and Ph.D. in Biomechanics from the University of Oregon, with a secondary emphasis in cognitive-motor interactions. He then went on to a Post-doc in Occupational Biomechanics at the Harvard School of Public Health. He has taught only biomechanics and anatomy related material at two universities for the past nine years. His expertise is not in anything related NEP. Likewise, a graduate of NEP would have very little expertise in common to one of Dr. Catena's mentees. Dr. Catena's mentees have typically gone on to be orthopedists, orthopedic physical therapists, occupational therapists, chiropractors, or biomechanists. None of these previous students would be prepared for their current positions with a graduate degree from NEP. They did not apply to the NEP program because it was unrelated to their job interests. Instead, they all left Washington to get a job or attend school somewhere else. Had an M.S. degree in Kinesiology been available to them, they could have stayed here to enhance their credentials in preparation for applying to doctorate programs.

Dr. Catena studies how humans control balance (both cognitively and biomechanically) in everyday activities to avoid falls. This is a unique area of research not covered in the NEP program. Falls are a leading cause of accidental injuries and death. Additionally, the Pullman location of our Kinesiology program provides a unique opportunity for Dr. Catena to routinely collaborate with Neuroscience (where he is a graduate faculty member), Mechanical Engineering (where he is an affiliate faculty), Psychology, and Computer Science. He also has strong collaborations with faculty at the University of Idaho. As such, Dr. Catena's research and collaborations provide a clearly unique niche for our program, which is very distinct from the NEP program.

Dr. Connolly

Dr. Christopher Connolly is an Assistant Professor and received a M.S. in Exercise Sciences (University of Tennessee) and Ph.D. in Kinesiology (Michigan State University), both with a concentration in exercise physiology and a secondary cognate in health communication (for Ph.D. only). He has worked as an assistant professor at WSU for five years, where he directs the Exercise Physiology & Performance Laboratory, and research-focused laboratory and university service center that aims to provide state-of-the-art performance testing for WSU athletes and the community. While at WSU, Dr. Connolly has taught undergraduate exercise physiology and fitness concepts courses. Dr. Connolly works with undergraduate students, and has 20-30 students that work in his laboratory at any given time. Their work with Dr. Connolly involves assisting with multi-site research projects, performance exercise testing, and university-housed exercise initiatives and programs. This includes the Cougar Employee Wellness Program, which Dr. Connolly co-founded and directed for the previous two years. Upon graduation, Dr. Connolly's students have pursued an array of educational and occupational opportunities including, academic graduate programs and/or positions in the areas of exercise physiology or physical activity behavior change in academia, physical therapy or occupational therapy school, and positions in strength & conditioning, and sport performance.

Exercise physiology is a critical part of any general, research-focused Kinesiology graduate program and provides material that is foundational to any movement-related profession occupation. There is some obvious overlap between the proposed M.S. program in Kinesiology and the NEP graduate offerings. This overlap is limited only to the area of exercise physiology. However, Dr. Connolly's undergraduate course offerings, proposed graduate courses, and area of research are distinctly different from the learning experiences and research opportunities offered in NEP. The undergraduate exercise physiology courses recently taught within the Sport Science program at WSU focus heavily on applied content, specifically in regards to sport performance. Naturally, this material must also comprise a health component, but these courses do not focus significantly on clinical aspects as does the NEP course offerings. Furthermore, these courses aim to provide students with hands-on research experiences and professional communication opportunities, to prepare them for potential future experiences within well-respected sport medicine and performance organizations (American College of Sports Medicine, National Strength and

Conditioning Organization). Content in these courses typically center on individuals participating in intercollegiate athletics programs or clients involved in maximizing exercise performance, rather than clinical populations in medical care settings. While Dr. Connolly's proposed graduate courses have similar titles to several NEP graduate offerings, the focus will likewise be different, with little clinical emphasis, but rather heavy in research applications, sport performance, and behavior change. These courses will be essential to the general Kinesiology focus of the proposed M.S. in Kinesiology program, and distinct compared to NEP courses. The ability to offer face-to-face classes due to the incorporated lab experiences of these courses is important and thus being able to offer Pullman based courses is critical.

Dr. Connolly's research is unique compared to faculty within NEP. His work focuses on assessing and improving physical activity behavior in pregnant and postpartum women. He additionally examines impeding and facilitating factors which reduce sedentary behaviors and improve quality of life for this population. This area of research is highly interdisciplinary, and Dr. Connolly collaborates a great deal with colleagues from the psychology, health communication, prevention science, and computer science areas on the WSU Pullman and Tri-Cities campuses. Dr. Connolly oversees research studies at WSU with intercollegiate athletes, in conjunction with coaches and trainers from WSU Athletics, in an effort to heighten performance. These areas of research are unique, compared to NEP, and can only be facilitated (at present) on the WSU Pullman campus. Dr. Connolly is also an affiliate faculty member of the Prevention Science program.

Dr. Cox

Dr. Cox is an Associate Professor and received her master's degree (2000) and Ph.D. (2006) in Kinesiology with an emphasis on Sport and Exercise Psychology. Since 2006, Dr. Cox has taught several different courses in sport and exercise psychology at both the undergraduate and graduate level. There are currently no sport and exercise psychology courses offered in the NEP program and we have not been able to identify any faculty with Ph.D.-level expertise in sport and exercise psychology or a research program in that area.

Dr. Cox has developed a research program investigating body image and physical activity motivation. She has several ongoing projects on the Pullman campus that graduate students can become involved in when they begin our master's program. She co-directs the Psychology of Physical Activity lab on the Pullman campus, which provides many opportunities for students to develop specific skills in sport and exercise psychology research. These opportunities are not available to students in the NEP program.

Dr. Cox's master's level advisees from her previous institution have gone on to Ph.D. programs in sport and exercise psychology for which a master's thesis is required. Therefore, graduating from the NEP program would not prepare students for Ph.D. programs in sport and exercise psychology. Other advisees have used the knowledge they gained about optimizing physical activity motivation for coaching or personal training careers where they can apply this knowledge directly to their work with clients or athletes. This is expertise and coursework that is not available in the NEP program. Therefore, Dr. Cox's expertise in sport and exercise psychology, coursework, and research program are distinct from anything offered in the NEP program. This knowledge and research can provide students with a unique educational experience not available in the NEP program.

Dr. Goetz

Dr. Goetz is a Clinical Assistant Professor and has a Ph.D. in Recreation and an extensive background in leading and facilitating recreation, sport and physical activity in both the community and outdoor adventure based settings. Before working at WSU, Dr. Goetz taught master's level courses in leadership, programming and group research through Movement Sciences at the University of Idaho. Her students (non-thesis & thesis seeking) would develop and implement action-based programs that positively impacted a variety of agencies or groups in the local community. Furthermore, students would evaluate or research the outcomes and trends that they discovered. This kind of engagement and outreach is possible in rural university settings like Pullman. In her experience, many kinesiology/movement sciences master's seeking students have diverse professional tracks and need more than a traditional exercise physiology and public health graduate experience. Former graduate students of hers have gone into career positions such as: athletic trainer, university recreation program coordinator, P.E. teacher, recreation therapist, wilderness therapy associate, YWCA coordinator, athletic events manager, Iron Man regional director and teaching in Movement Sciences. The master's in Kinesiology on the Pullman campus is especially significant to

students who desire Graduate Assistantships in University Recreation and want to study kinesiology to complement their work experience. There are also teaching opportunities in activity based courses offered by the College of Education. Many kinesiology graduate students in the College of Education are likely qualified to teach and facilitate high quality activity courses for the Pullman campus.

Dr. Hildenbrand

Kasee Hildenbrand has Ph.D. in Kinesiology, is an Associate Professor, and directs the Athletic Training Program at WSU, which is a 5-year professional program, comprised of a BS in Sports Medicine and a Master's in Athletic Training degrees. It is a requirement for this program to be located on the Pullman campus due to clinical education rotations with various athletic teams, high schools, PT clinics and other colleges.

Dr. Hildenbrand's area of research is primarily focused on concussions, specifically:(a) to gain a better understanding of how head injuries (traumatic brain injury) affect the patient and develop a research based tool for the medical community to utilize for evaluating patients post traumatic injury, (b) evaluate the role neck strength plays in the incidence of concussion, (c) the biomechanical impacts that occur in youth sports, and (d) the effectiveness of current education in concussion awareness. Past research interests include: (a) work within the field of aquatics research to better the understanding of common issues that affect the general public; (b) development of critical thinking and education of students with the following goals: to develop a model for engaging students in the classroom and to challenge them to reach beyond the subject matter and grasp the fundamental message of the lesson; and to help dispel the stereotype perpetuated by the media of low graduation rates for student athletes by focusing on comparisons between typical students and their athletic counterparts. These areas of research benefit from being located on the Pullman campus, with athletics and a large undergraduate student population.

Dr. Morgan

Dr. Morgan received his Ph.D. in Education Administration, and has a professional doctorate in Chiropractic Medicine. He has a master's degree in education with an emphasis in athletic administration and was just promoted to Clinical Associate Professor for 2019. He currently holds a Washington State Teaching Certificate and is endorsed in: biology, chemistry, health, and physical education. In his 18 years at Washington State University, he has instructed a variety of courses including: human anatomy, sport programming, medical conditions and exercise prescription, K-12 health and physical education teaching methods for public school teachers, practicum experience coordinator in sport programs, and was coordinator for the swim/gym program for students with disabilities. Dr. Morgan would provide a depth of background in terms of instructional pedagogy and or public school administration as it relates to instruction or delivery of content in the human or sport sciences, which would be another unique aspect of our program not provided in NEP.

Dr. Morgan's students could pursue careers as physical therapists, occupational therapists, chiropractors, interscholastic and intercollegiate instructors (teaching anatomy/physiology) or athletic administration (conducting coaching principles courses or assuming public school athletic administration positions).

Dr. Schultz

Zelaznik (2010) presents the cogent argument that kinesiology research, specifically in motor control and motor behavior, makes its most useful contribution to human performance research at the intersection of the individual, environment and task. Rather than a narrow focus on brain or peripheral cellular mechanisms, kinesiologists take advantage of the interdisciplinary nature of their field to focus more broadly on human movement behavior in context. This requires a working knowledge of the various sub-disciplines in kinesiology and the ability to see their interconnections and communicate these to students, who will be working with individuals as unique organism in unique environments.

Accordingly, Dr. Schultz, who was just promoted to Clinical Associate Professor for 2019, received her honors B. S. in General Studies, writing her major to combine major aspects of psychology and kinesiology. Her M. S. was in Psychomotor Behavior, and she combined her research on motor programming in piano performance with learning opportunities and clinical work in neuropsychology. Her PhD was achieved at WSU in the interdisciplinary program, with contributing areas of speech and hearing science, neuroscience, psychology, and neuropsychology. She is thus able to make unique interdisciplinary contributions to teaching at WSU Pullman, which is not available

in the more narrowly focused NEP MS and combined MS/dietetics programs. She is currently working with faculty in educational psychology to provide high school students access to STEM activities related to kinesiology and sports, and supervises several interns in this program, which could potentially provide graduate students with similar experiences. Students who have worked with Dr. Schultz go into a variety of fields including sport psychology, teaching, motor behavior, and medical fields such as physical therapy in which they report that motor control coursework provided them with the most useful information from their undergraduate experience. Dr. Schultz's graduate school peers moved variously into academic paths, medical and health related careers, and fields like orthotics and prosthetics which relies heavily on motor control and cognitive neuroscience. There is potentially much crossover for graduate students with psychology, neuroscience, and engineering.

Dr. Ulrich-French

Sarah Ullrich-French has a M.S. and Ph.D. in Kinesiology, with an emphasis in Sport and Exercise Psychology. Dr. Ullrich-French spent one year as a tenure track assistant professor at Purdue University before coming to WSU, where she is currently an Associate Professor. Dr. Ullrich-French's training and research addresses social-psychological processes in the physical activity context. Dr. Ullrich-French has experience and training in sport psychology, conducting mental skills training with Division 1 athletes as well as working in schools and with youth sports to understand how social relationships impact motivational processes and positive youth development. Her research addresses two over-arching question -- how social and psychological factors play a role in the physical activity experience and how participating in a physical activity impact an individual's health, well-being, growth and development. Her work draws upon sociology, psychology, and development. Dr. Ullrich-French is the co-director of the Psychology of Physical Activity Lab. The students who work in the Psychology of Physical Activity Lab have largely been interested in pursuing graduate degrees in sport and exercise psychology within Kinesiology departments. Dr. Ullrich-French's expertise and research agenda do not represent an overlap with the NEP program due to the focus on social and psychological processes in physical activity. The Pullman campus provides an ideal setting for Dr. Ullrich-French's collaborations with Human Development, Sociology, Psychology, and Educational Psychology. The areas of teaching and research expertise that Dr. Ullrich-French represents round out the discipline of Kinesiology to social and psychological areas that are not represented in the NEP program.

Unique Nature of Kinesiology

While the Kinesiology and NEP programs have the potential to support each other, they also have very different emphases -- NEP focuses on internal medicine and has a more narrow focus under the broader kinesiology umbrella, while the proposed Kinesiology degree focuses on external performance more broadly. We are aware of only three courses with some content overlap between NEP and the proposed Kinesiology curriculum. Thus, 77% of Kinesiology courses have unique content coverage and within the three courses with some overlap there are distinct foci for Kinesiology and NEP courses (see the course descriptions below). It is possible for students to take courses in both programs and it would benefit both programs to have a broader set of courses available. For example, students may likely take NEP 586 on AMS with NEP permission. It is also important that courses that have a hands-on and lab-centered content (e.g., Kines 560, 562, 580) be offered face-to-face on the Pullman campus. This is likely the case with the Kines 580 course. Offering two courses with similar content in both NEP and Kinesiology is similar to many classes across the WSU system where courses have clear content overlap, such as research methods or statistics, yet are offered in multiple courses across different programs. Therefore, the content of the two programs, faculty expertise, potential education and career paths, and overall focus are more unique than similar. The Kinesiology program would recruit from and attract a different student base than the NEP program. However, Kinesiology faculty have a strong interest in collaborating with NEP on research and course offerings, something that was essentially impossible due to distance/technology when the two programs split in 2002.

Only 3 of 13 courses approved with Kinesiology prefix show some overlap with the NEP curriculum

	Kinesiology Course with Unique Content Described	NEP Overlap
1	Kines 513 <i>Advanced Psychology of Physical Activity</i> . This class provides an advanced exploration of foundational topics in sport and exercise psychology. Students will explore social and psychological factors that impact behavior and performance in sport and physical activity settings.	

2	Kines 514 <i>Motivation Theories</i> . Antecedents, consequences, and processes of motivated behavior examined from theoretical, empirical, and applied perspectives.	
3	Kines 515 <i>Etiology of Obesity</i> : In-depth analysis and study of the latest research on the causes and contributors to obesity.	
4	Kines 525 <i>Aging Across the Lifespan</i> . Examination of aspects of aging as a process across the lifespan including physical, mental, and emotional changes that occur throughout this process.	
5	Kines 545 <i>Leadership in Planning Physical Activity</i> . Planning, development, marketing, implementation and assessment of health, physical activity, recreation or sport based programming: emphasis in leadership and practical application.	
6	Kines 550 <i>Physical Activity Epidemiology</i> . Epidemiological basis for research in physical activity . Review of scientific findings concerning the effects of physical activity on chronic disease and various health indices.	Physical Activity Epidemiology and Public Health - NEP 586 Global public health focus
7	Kines 560 <i>Neuromuscular Physiology</i> . Understand and solve problems related to the design and function of the human nervous system that produces voluntary movement.	
8	Kines 561 <i>Motor Control Theory</i> . The theoretical foundations, mechanisms, and principles which govern motor control and learning	
9	Kines 562 <i>Biomechanical Measurement Techniques</i> . The daily operational use and maintenance of biomechanics lab equipment. The processing and analyses of biomechanics lab data.	
10	Kines 563 <i>Balance, Gait, and Running</i> . The biomechanical analysis and literature of balance, gait, and running.	
11	Kines 580 <i>Applied Experiences in Exercise Physiology</i> . Systematic review of human physiological responses to exercise. Review of current evaluative methods for cardiorespiratory function, body composition, energy expenditure, and human athletic performance .	Advanced Exercise Physiology - NEP 582 focus on metabolism
12	Kines 584 <i>Exercise Prescription</i> . Designed to provide principles of exercise testing and prescription based on current practices in movement education for normal and special populations.	Clinical Exercise Physiology - NEP 585 focus on clinical (disease) rehabilitation program management
13	Kines 590 <i>Kinesiology Seminar</i> . Provides experience in presentation and discussion of scientific data broadly within kinesiology.	

A more clinically focused degree is the current M.S. in Athletic Training (MSAT) degree offered in our department. The M.S. in Kinesiology will be substantially different, with no content or course overlap. The focus of the Kinesiology graduate program will be to produce kinesiology researchers, while the MSAT produces clinicians. Included is a letter of support from the program coordinator of the MSAT.

Sustainability

What are the plans for continuing the program past 5 years if the goals for enrollment are not met, or other circumstances prevent the execution of the plan described here?

Our program sustainability does not hinge on meeting our exact projected enrollment numbers. Nonetheless, our enrollment projections are quite conservative based on our demand analysis, so we anticipate no enrollment difficulty. If however, circumstances deviate from our plan, we will address them accordingly:

Low enrollment – We will readjust our course offerings and reallocate faculty FTE to the undergraduate program.

Faculty departure – We will immediately petition to the college for a hiring replacement, transition graduate students to a new advisor, and fill courses with adjuncts as needed.

External Reviews

If this program is new to the Washington State University system, please provide the names and addresses of 2-3 external experts from similar institutions who could be contacted to provide reviews of this program.	
Name	Contact Information (email, phone, address)
Dr. Shelley Lucas, Graduate Program Coordinator, Boise State University	smlucas@boisestate.edu ; 208-426-2446; Department of Kinesiology Boise State University 1910 University Drive Boise, Idaho 83725-1710
Dr. Joonkoo (J.K.) Yun, Professor and Interim Graduate Coordinator, Oregon State University;	jk.yun@oregonstate.edu ; 541-737-8584; College Of Public Health and Human Sciences 203D Women's Building Corvallis, OR 97331-8577
Dr. Phillip Scruggs, Associate Professor, Chair, Department of Movement Sciences, University of Idaho	pwscruggs@uidaho.edu ; (208) 885-7921; 875 Perimeter Dr. MS 2401 Moscow, ID 83844

Attachments:

- Financial Worksheet
- Four-Year Degree Plan (undergraduate); curriculum overview (graduate and professional)
- Curriculum Map (undergraduate)
- Assessment Plan
- Letters of financial commitment
- Contracts or MOUs if applicable

Send in Word format to: provost.deg.changes@wsu.edu

10/24/2019

Responses to the Budget Committee Comments/Concerns for proposal for new degree in MS in Kinesiology

Please see the responses to comments and concerns for the new degree proposal below in bold and dark green font. We have addressed each concern as requested in a MSWord document to be submitted to Budget Committee chair Greg Rose.

Comments/concerns:

1. The proposal does not have the Financial Worksheet, and so there is no way to understand how much financial support Dean Trevisan would be providing in his letter. The proposal does attach a table for enrollment projections, but does not have a table to show revenue/expenditure projections and costs such as staff support and so on.

Although we did attach the financial worksheet to our proposal to the provost (and have confirmed that the provost office had the worksheet), unfortunately their office did not forward all the tables of the excel file to this committee. We have attached the financial worksheet, including the tab as requested to break down revenue/expenditures, so that the committee can fully review the worksheet. We regret the committee did not receive this as it is an important part of the proposal and process.

2. Per Dr. Parks's comment, there is still no indication that this program would be economically viable.

We notice there was a memo from Craig Parks dated November 28, 2018 indicating concern about the costs of the program. However, we followed up with multiple meetings with Dr. Parks after that date and revised the proposal accordingly for clarity. Dr. Park's concerns were based on the original NOI and there have been many revisions since that date.

- a. The budget spreadsheet showing available funding and uses of funding needs to be provided.

All tabs of this worksheet have now been attached for the committee to review. See table 2 pasted below for a quick reference to the cost and revenue.

- b. The revenue source and the amount of projected funding for this program need to be better identified and explained.

Internal department/area reallocation funds that cover the faculty FTE costs are in the financial worksheet. The costs are all associated with the faculty time allocated to the graduate program, where the department has committed to reallocated FTE to cover this cost. The changes to our undergraduate curriculum and addition of graduate teaching assistants (TAs) "free" up FTE for faculty. Thus, enrollment growth funded TA positions will be used to allow faculty to apply FTE to the graduate program. (as well as support graduate students)

- c. Costs need to be assigned to this program based on the assigned professors and teaching assistants

The information is in the financial worksheet and listed by faculty title (rather than names) as salary information is provided.

Use Table 2 to report program costs and revenues

KINESIOLOGY MS Program

10/24/2019

	1st FTE	2nd FTE	Nth* FTE	1st Academi c Year	2nd Academi c Year	5th* Academi c Year
Total Student HDC				15	27	25
Total Student AAFTE				15.75	28	26

Personnel

Faculty

<i>Assistant Professor</i>	0.20	0.20	0.20	12,825	12,953	13,083
<i>Assistant Professor</i>	0.20	0.20	0.20	13,220	13,353	13,486
<i>Assistant Professor</i>	0.10	0.10	0.10	7,070	7,141	7,212
<i>Associate Professor</i>	0.10	0.10	0.10	8,616	8,702	8,789
<i>Associate Professor/ Grad Coordinator</i>	0.23	0.23	0.23	18,864	19,053	19,243
<i>Clinical Associate Professor</i>	0.10	0.10	0.10	5,170	5,222	5,274
<i>Clinical Assistant Professor</i>	0.10	0.10	0.10	4,809	4,857	4,906
Subtotal	1.03	1.03	1.03	70,575	71,281	71,993

Exempt

<Insert Job Title>	0.00	0.00	0.00	-	-	-
<Insert Job Title>	0.00	0.00	0.00	-	-	-
Subtotal	0.00	0.00	0.00	-	-	-

Classified

<i>Administrative Assistant</i>						
<i>Student Hourly</i>						
Subtotal	0.00	0.00	0.00	-	-	-

Graduate

<i>Teaching Assistant</i>	0.00	0.00	0.00			
<i>Graduate Assistant</i>	0.00	0.00				
<i>Graduate Assistant</i>	0.00	0.00	0.00			

Subtotal	0.00	0.00	0.00	-	-	-
Total Personnel	1.03	1.03	1.03	70,575	71,281	71,993

Benefits

Tenure Faculty	29.20 %	17,694	17,871	18,049
Clinical Faculty	29.20 %	2,914	2,943	3,970
Student Hourly Classified		-	-	-
Graduate		-	-	-
Total Benefits		20,608	20,814	22,020

[Link to current benefits model rates](#)

Goods and Services

1,000 1,000 1,000

Travel

- - -

Equipment (laptops, cameras, software)

-

Total Direct Costs		92,183	93,095	95,013
Total Indirect Costs		0	0	0
Total Costs		92,183	93,095	95,013

*One-Time Costs**Recurring Costs**Total Costs*

92,183 93,095 95,013
92,183 93,095 95,013

Calculated total cost per student AAFTE:

6,146 3,448 3,801

Calculated direct cost per student AAFTE:

6,146 3,448 3,801

Revenue

Internal Departmental /Area Reallocation		78,289	79,072	79,863
Enrollment Funding - Undergraduate		13,894	14,023	15,150
New State Funds		-	-	-
WSU Allocation (Institutional reallocation)		-	-	-
Indirect Allocation (Central reallocation for support services)		-	-	-
<i>Other <Insert Description></i>		-	-	-
Total Revenue		92,183	93,095	95,013
Balance		0	0	0

3. The enrollment numbers do not really make sense.
 - a. The FTE numbers seem to be based on first year students only rather than the combined total enrollment of first- and second-year students.

We have edited the document to better reflect first and second year students. See both the proposal (as copied below) and the financial worksheet (headcount tab) for more clearly labeled first and second year student enrollment projections.

Students	Year 1	Year 2	Year 3	Year 4	Year 5	Year N*
	1 st year students in first cohort	15 2 nd year 12 1 st year	12 2 nd year 13 1 st year	12 2 nd year 13 1 st year	12 2 nd year 13 1 st year	12 2 nd year 13 1 st year
Headcount	15	27	25	25	25	25

Headcounts_Cr hrs Tab from the Financial Worksheet

	Cohort	Fall		Spring		Total		Total	AAFTE	Earnings
		# Students	Cr Hours	# Students	Cr Hours	# Students	Cr Hours	Cr Hours	CR Hrs/20	Rate \$4,552
Year 1	1st yr student	15	11	15	10	15	21	315	15.75	\$71,694
Year 2	2nd yr student	15	10	15	10	15	20	300	15.00	\$68,280
	1st yr student	12	11	12	10	12	21	252	12.60	\$57,355
Year 3									27.60	\$125,635
	2nd yr student	12	10	12	10	12	20	240	12.00	\$54,624
	1st yr student	13	11	13	10	13	21	273	13.65	\$62,135
Year 4									25.65	\$116,759
	2nd yr student	13	10	13	10	13	20	260	13.00	\$59,176
	1st yr student	12	11	12	10	12	21	252	12.60	\$57,355
Year 5									25.60	\$116,531
	2nd yr student	12	10	12	10	12	20	240	12.00	\$54,624
	1st yr student	13	11	13	10	13	21	273	13.65	\$62,135
									25.65	\$116,759

- b. Why is year 2 the highest enrollment when the narrative suggests a “gradual increase in enrollment”?

In year one we will only have one cohort (15). However, in year two we will have two cohorts (15 plus the new cohort – a conservative estimate of 12 students) which is 27 total students in year two. We have removed “gradual” from the proposal to avoid confusion.

4. As a graduate student, it is concerning that they are pushing so hard to have their students placed in assistantships that are available to all students. There is no indication that there would be more of these assistantships, so they would come at the expense of students in existing programs.

We did not intent to communicate that we would push students into other assistantships. Rather, we believe our students will be viable candidates for open assistantships in units such as UREC and Athletics. These are assistantships that require specific qualifications that Kinesiology students may have and the positions are open to any student who meets the qualifications. We view this as an additional opportunity for students interested in both Kinesiology and UREC or Athletics. These units have expressed support for our program. Because we propose to fund a good portion of our own students through our own unit, we are not relying on these other assistantships. Our TAs would be assigned to teach undergraduate classes to allow existing faculty to teach in the graduate program. These TA positions would displace current adjuncts so there will be no additional costs incurred with these TA positions (the adjunct to TA cost is the same).

5. I am supportive of this proposal from a financial point of view. They are not asking for additional resources. My main concern reading the proposal was potential reduction in students with the offering from nutrition and exercise physiology but they have outlined their case well that what they plan is different enough not to have a significant effect. Also, they have contingencies for what will happen if there is under enrollment and continually hitting full enrollment.

Thank you. We believe we offer a clearly distinct program that attracts different students than NEP and the Kinesiology degree would attract new Pullman based students to WSU.

6. ***Is there evidence of the impacts on other programs and other campuses with explanations of why this is acceptable and names of who was contacted from other programs and campuses?***
 - a. There is a significant overlap between NEP masters program and the proposed program in Kinesiology and it is likely that the proposed program will have a significant negative impact on the existing NEP program. The proposal tries to address this problem, but the arguments are unconvincing. They try to portray nutrition and exercise physiology as a subdiscipline of kinesiology, which is simply disingenuous (“Kinesiology has a ... more comprehensive focus than NEP” or “NEP is one of many specialized sub-disciplines of Kinesiology”). The sole focus of kinesiology is the principles and mechanisms of movement.

The sole focus of kinesiology on principles and mechanisms of movement is a very broad and interdisciplinary representation of Kinesiology. We have provided references in regards to the more detailed description of the discipline of Kinesiology and have provided a thorough description of the

ways in which we overlap with NEP and the ways in which our degree does not overlap. Our faculty with expertise in the sub-disciplines of sport and exercise psychology, motor learning, motor control, and biomechanics are not represented in the NEP program. These are core sub-disciplines of Kinesiology that are distinct to the Pullman Kinesiology program. Nutrition is not considered a sub-discipline of Kinesiology and thus demonstrates a unique area of expertise in NEP. The Pullman-based Kinesiology degree would thus provide new opportunities for students interested in the range of sub-disciplines noted above. The degree would further support the research infrastructure on the Pullman campus and may open new opportunities for research collaboration between the Pullman and Spokane programs.

The overlap of NEP is through the sub-discipline of exercise physiology, of which the Pullman Kinesiology program has a very different focus compared to the NEP program. The type of student that would be attracted to NEP and Pullman Kinesiology are thus likely to be very different. Additionally, the different campus locations are likely to attract different students. The specific impact on the NEP program is unknown, but the impact on potential students admitted to WSU would be negatively impacted by not allowing a graduate degree program for students interested in the breadth of sub-disciplines represented by the Pullman Kinesiology faculty. Thus WSU would lose students who would never apply to the NEP program. Please see the letter from Glenn Duncan (2016) when this proposal was first developed (now attached and excerpt below).

“However, the focus and structure of the NEP and Kinesiology graduate programs are different in scope and offer unique learning experiences for prospective students. For example, the NEP program focuses on the integration of exercise physiology with nutritional sciences and dietetics, whereas the latter content is not part of the M.S. Kinesiology program. Furthermore, the NEP program integrates student instruction into clinical settings, as supported by local hospitals, clinics, and the medical school, as well as community and population-level settings as exemplified by four of the funded Grand Challenges projects in which NEP is a partner. On the other hand, the proposed M.S. Kinesiology degree program will focus on a broader application of kinesiology by incorporating concepts related to motor control, psychology of activity, and athletic performance.

I do not believe the NEP and Kinesiology MS degree programs will compete for graduate students given the two programs will serve distinct student interests and learning objectives. Although there may be some inherent content overlap, these two programs will provide students skill sets that are meaningfully different.”

Perhaps the reviewer perceived that NEP was portrayed as “less than” Kinesiology. This was not our intention, rather we seek to demonstrate the distinctions between the two programs. One of which is more focused (NEP) and one that captures a broader range of areas within Kinesiology.

- b. In an attached e-mail, Craig Parks asked for a “Letters of support ... from Glen Duncan”, who is the chair of the NEP department. Such letter, or any form of feedback from Duncan, is not provided.

Glenn Duncan wrote a letter of support for the degree in 2016 (now attached) but the proposal was withheld from going forward due to the budget holdbacks and then in the provost office last year in the leadership transition. In the last year Glen Duncan has declined offers to discuss the proposal with us or respond to requests for a letter despite several attempts by the Department Chair/Associate Dean. Craig Parks advised us to submit the proposal anyway. We have

documented requests to meet and discuss (offering to come to Spokane for face to face discussions).

7. *Is there evidence of realistic sourcing of resources for a reasonably long time horizon?*

- a. In the proposal the statement that “Dean Trevisan has made a commitment to fund three teaching assistants” is not supported by the dean’s letter. In that letter, the dean talks about his general “commitment to allocate enrollment growth funds to hire graduate teaching assistants for undergraduate courses”, without offering any specifics about the Kinesiology MS program, especially not any solid numbers. There is a difference between being “competitive applicants for these assistantships” as the Director of University Recreation Programming writes and having firm commitments to fund three TAs.

Dean Trevisan has revised his letter to be more specific about the college level support. We hope that the budget clarifications as well as information regarding the TA positions funded through the undergraduate program also help to make this more clear.

- b. Also, the proposal states that “Resources may be requested by the college and university entities to support these administrative costs. A one-course release previously mentioned will be requested for the new Program Director.” I could not find anywhere in the documents that these requests have been granted.

We have removed the one course release for a program director as we are currently in transition to a newly restructured department.

8. *Are the resource projections based on empirical evidence (data or a promise from administrators or the state) and sufficient?*

- a. The proposal cites greatly inflated numbers related to the potential student interest in the new program. They state that “there were approximately 10,000 Kinesiology-related undergraduate students in our region in 2016”. First, the number of graduating students is informative, not the headcount of the entire student body. Second, the cited number includes 3,023 students who major in areas that are not truly related to kinesiology (e.g., human physiology, community health, etc.). Further, it includes 3,851 students from Canadian universities, who are much more likely to continue their studies in their home country.

We do not imply that listing total numbers in any way indicates the likelihood of students from different institutions applying to our graduate program. However, it gives the potential students we can recruit from and shows this constitutes a substantial base. We think the total undergraduate numbers are also informative because these are the groups from which we can recruit prior to graduation. It is difficult to get an accurate breakdown of students by year or credits completed and thus we won’t have accurate numbers of “seniors”. When we recruit, we will target programs, thus potentially reaching students at different levels of degree completion. We will not recruit students that are already in a graduate program. We have done some work to try to reflect less inflated numbers (see comment below). Combined with our internal survey results, undergrad and grad program numbers from other institutions shows that more students want access to a kinesiology graduate program in the Northwest than are currently available, and we suspect they are leaving the Pacific Northwest to go to programs in other regions as we know our WSU undergraduates are doing.

The programs we targeted are kinesiology-related programs. Potential graduate students don't have to specifically graduate from a program called "Kinesiology" to fit within our graduate program. In fact, we expect students will come from a range of related majors and programs. Our own faculty have a range of undergraduate degrees that include a variety of disciplines (e.g., biology, sociology, psychology). We have not included all such potential disciplines, instead we included the most closely related degrees. When we contacted some of these related programs to get their numbers for the explicit purpose of this proposal, none of the institutions indicated that their students would not be interested in a kinesiology grad program.

We agree SW Canadian students would be more likely to attend a Canadian grad program, however, we currently have Canadian undergraduate students in our program and we will not exclude these students from applying to our graduate program. In fact, we think that Washington undergrad students (starting with our own undergrad program) will be the most likely to apply to our graduate program, yet we still list programs in surrounding states because we believe they might also (although in fewer numbers) apply to our program. We have now removed the Canadian programs but added a note of the potential regional draw (page 11). Ultimately, even if we do not attract students outside our WSU kinesiology program, based on the data we have gathered representing our current student interest, we believe we would be able to support our graduate program.

9. Are the resource projections based on empirical evidence (data or a promise from administrators or the state) and sufficient?
 - a. Budget section – the financial worksheet isn't attached? Is that because the narrative beneath the checkbox says there is no financial impact?

The financial worksheet information is now included. See the earlier response that not all budget information was sent on to the budget committee.

- b. I'm confused by the NOI (last page of pdf.) The funding section says new funding required \$100K? I assume that's outdated (the NOI would have come before this proposal) and should probably not be included in this packet?

Thank you for noting this. Yes, the NOI is quite outdated at this point and should be removed or at least considered in light of the context changes that have occurred since the NOI was developed.

10. Are the enrollment numbers based on sound empirical evidence (backed up with data)
 - a. The enrollment projection is for steady state of 25 students, but only 3 graduate assistantships funded by COE. The letters of support from UREC and Athletics do not promise new assistantships that would be available for the MS Kines students, but only assert that they would be qualified to compete for already available slots. So... good news for Kines students, (they may get some slots formerly filled by grad students from other majors), bad news for those students who were funded before but now are not. No way to know what programs would be impacted by that. If the Kines students are not provided with some type of assistance what is the likelihood they will come and pay full price?

What is not obvious from our financial worksheet is the departmental reallocation of funds to fund faculty FTE (the cost of the degree). Currently we have 12+ undergraduate classes that are taught by adjuncts. We will transition the instructors for these classes to graduate TAs. We will be able to fund approximately 10 graduate students from this reallocation. This isn't reflected in our financial worksheet because it concerns our undergraduate degree. The enrollment growth funded TA positions thus don't appear on the *graduate* budget. In addition, the Dean is committed to funding 3 assistantships. This in combination with other opportunities on campus for funding, supports that we will be able to recruit and attract students.

- b. There's a curious statement on page 21 "WSU students on other campuses will not be admitted to this program?" What's that mean?

We have rephrased this statement for clarity (see page 20). What we mean is that we do not plan to admit students who are not on the Pullman campus. This is due to the nature of the hands on experiences of the program. We are not trying to compete or recruit from other campuses or locations, including the Spokane based NEP program.

11. Are there contingency plans for what happens if projections are not met (e.g., what will they do if enrollments fall short? What happens if projections fall so very short that they need to cancel this proposed plan...how will they handle phasing out the program...how will they reallocate faculty)?

If enrollment falls short, then we can reallocate faculty back to undergraduate teaching. There is flexibility in our model because we can fill undergraduate teaching needs with adjuncts or graduate TAs, based on qualifications and availability. Likewise, faculty can move back to teaching undergraduate courses aligned with their current teaching load if graduate enrollment does not meet expectations (this is now noted on page 14).

12. Is there evidence of the impacts on other programs and other campuses with explanations of why this is acceptable and names of who was contacted from other programs and campuses?
 - a. The section on impacts to other programs is concerning. There are clear overlaps with NEP (as stated in the Provost's memo as well). The acknowledgement at the bottom of page 25 that there is overlap in course content (like many classes across the system) is revealing & something that from a budget perspective, needs to be reduced instead of perpetuated.

Please see our response to a similar concern above regarding overlap. In our opinion, the content overlap represents a small portion of our proposed degree. As such, we liken this overlap to the overlap that exists across campus in areas such as research methods or statistics being taught in most programs. There is logic and reason for why programs offer their own courses in topics that cross disciplines. In our case, the overlap in exercise physiology represents a course with hands on laboratory experiences, which cannot be taught from a distance and needs to be offered on the Pullman campus. Further, it is not redundant if we have different students from different campuses. In addition, we are not trying to recruit students away from NEP and will only accept Pullman based students. The issue of this type of course overlap has precedent and universal changes to this

accepted practice would impact many units on campus. We believe that we have provided an explanation for the overlap and shown the overlap to be minimal.

- b. Other than the reference in the Provost's memo there is no input included from the NEP program

Please see the response above regarding the initial support from NEP in 2016. We have requested an updated letter, but have not received responses to this request.

13. This proposal doesn't seem to have a budget document included with this beyond a brief paragraph that suggests that they won't need additional funds. This seems on the face of it to cannibalize the undergraduate program, but I can't support the program without documentation.

See our earlier response that we did have the financial worksheet completed, but it was not forwarded to your committee. We have now included all parts of the worksheet for your review. We hope our earlier responses also address the explanation for how both undergraduate and graduate programs are impacted.

14. Additionally, this proposal notes an increase in ILL costs which will probably be a minor cost and suggests that the library will benefit tuition based funding of the libraries which is not to my knowledge a significant source of funding for library materials.

We await the library committee's review to provide input on this issue.

15. The contingency plan for low enrollment needs to be further developed. Since the number of TA/RA that the Kinesiology program may offer is limited and receiving assistantships from other units is not guaranteed and may vary significantly year by year, I wonder if it is common for students to pay themselves for getting a M.S. degree in Kinesiology. If not, the enrollment will be largely contingent on available assistantships.

As noted earlier, if enrollment falls short, then we can reallocate faculty back to undergraduate teaching as needed. There is flexibility in our teaching and funding model as described earlier. In addition, we have clarified that we will have approximately 10-13 TAs available to support graduate students. It is also expected that some students will pay themselves for their degree.

Use Table 1 to report enrollment projections						
Students	Year 1	Year 2	Year 3	Year 4	Year 5	Year N*
Headcount	15	27	25	25	25	25
AAFTE	16	28	26	26	26	26
<i>*Note on Year "N": Please replace the letter "N" with the year in which you expect the program to reach full enrollment.</i>						
Use the FTE Calculator below to convert Headcount to Annual Average FTE for each year represented.						
FTE Calculator						
Credit Hours	Fall	Spring	Total			
Per Student	Headcount	Headcount	Headcount	total Credits		
20			0	0		
19			0	0		
18			0	0		
17			0	0		
16			0	0		
15			0	0		
14			0	0		
13			0	0		
12			0	0		
11	25		25	275		
10		25	25	250		
9			0	0		
8			0	0		
7			0	0		
6			0	0		
5			0	0		
4			0	0		
3			0	0		
2			0	0		
Total	25	25	50	525		
Divide by 2 to get annual average				2		
Annual average credits				262.5		
<i>Divide by 15 for undergrads or 10 for grad students. Enter 15 or 10 ></i>				10		
Annual average FTE				26.25		

November 1, 2019

To whom it concerns:

I am writing to endorse the creation of an M.S. in Kinesiology within the Department of Kinesiology and Educational Psychology.

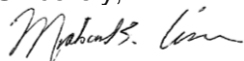
As the proposal describes, this new master's degree is a natural extension of the existing undergraduate degree. This degree closely aligns with the "Sustaining Health" WSU Grand Challenge by offering a transformative educational experience to WSU graduate students and has the strong potential to foster collaborations on health initiatives on the Pullman campus. Additionally, it will provide a unique opportunity for students since there is no option in the state of Washington for students to pursue a research-intensive kinesiology graduate degree from a highly research-active university.

The College of Education has invested in this group of five tenured and tenure-track faculty in the past six years. We have invested in new hires and building three state-of-the art laboratories. However, their potential has not been fully realized in terms of research productivity and external funding, in part, due to a lack of graduate students to assist with their research programs. The next step of investment to realize this potential is a graduate program. This is the only program in the college that lacks a graduate program. Moreover, our benchmark institutions have graduate programs and have productive externally funded lines of research. Thus, I support this graduate program proposal to continue to allow this group to be competitive with their peer programs and to train the next generation of scholars in their field. Creating this program will act as a vital retention measure of our current faculty and assist with recruitment of future high caliber faculty.

Further support for this program is documented by my commitment to allocate enrollment growth funds to hire graduate teaching assistants for undergraduate courses in order to allow current faculty to teach in the proposed graduate program. With the implementation of the Master's in Kinesiology, faculty will shift from teaching only undergraduate courses to teaching a combination of undergraduate and graduate courses. I've committed funding for three TAs to support this shift once the Master's in Kinesiology program is implemented. Additionally, TAs will be used to teach courses that are currently being taught by adjuncts.

Faculty have worked hard for the past four years conceptualizing and planning for this degree and I am confident that it will be a successful endeavor that will produce marketable graduates as well as enhance the research opportunities for the kinesiology faculty. This is also a strategic investment that will support the Drive to 25. In the unforeseen circumstance that the degree is not sustainable, I am committed to working with faculty and students to assure a smooth transition.

Sincerely,



Michael S. Trevisan, Ph.D.
Dean

November 1, 2016

To Whom It May Concern,

The purpose of this letter is to express my support of the proposed master's degree program in Kinesiology (M.S. Kinesiology) that will be administratively housed on the Pullman campus. The proposed M.S. in Kinesiology will include three thesis-based tracks (psychology of physical activity, motor control, and applied exercise physiology) and a non-thesis track.

A newly proposed NEP graduate degree track (MS Clinical Exercise Physiology, [non-thesis]), as well as revisions to existing tracks (MS CPD [non-thesis], MS NEP [thesis], and PhD NEP), were recently submitted and are being routed through the Faculty Senate review process. There are some similarities between NEP graduate degree tracks and the proposed M.S. Kinesiology program, specifically with respect to the applied exercise physiology track. However, the focus and structure of the NEP and Kinesiology graduate programs are different in scope and offer unique learning experiences for prospective students. For example, the NEP program focuses on the integration of exercise physiology with nutritional sciences and dietetics, whereas the latter content is not part of the M.S. Kinesiology program. Furthermore, the NEP program integrates student instruction into clinical settings, as supported by local hospitals, clinics, and the medical school, as well as community and population-level settings as exemplified by four of the funded *Grand Challenges* projects in which NEP is a partner. On the other hand, the proposed M.S. Kinesiology degree program will focus on a broader application of kinesiology by incorporating concepts related to motor control, psychology of activity, and athletic performance.

I do not believe the NEP and Kinesiology MS degree programs will compete for graduate students given the two programs will serve distinct student interests and learning objectives. Although there may be some inherent content overlap, these two programs will provide students skill sets that are meaningfully different.

Should you require further information regarding my support of this proposed program, please contact me at your convenience.

Sincerely,



Glen E. Duncan, PhD, RCEP
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Chair, Nutrition & Exercise Physiology Program
Director, Washington State Twin Registry
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From: [Anderson, Gayle M](#)
To: [Christopher, Renny](#)
Cc: [Crouch, Gregory James](#); [McDonald, Judith](#); [WSU.Curriculum](#); [Hewitt, Kelly](#); [Golden, Blaine Everette](#); [Bitter, Becky Jean](#)
Subject: RE: 161 FEEDBACK on MS Kinesiology email
Date: Thursday, November 14, 2019 8:04:25 AM

Thank you Renny, I will pass this on to Catalog Subcommittee and Grad Studies.

Gayle Anderson
Principal Assistant
Administrative Professional Advisory Council
Faculty Senate
Washington State University
French Administration Bldg #344
Pullman, WA 99164
Anderson53@wsu.edu or faculty.senate@wsu.edu
509-335-8350

From: Christopher, Renny <renny.christopher@wsu.edu>
Sent: Wednesday, November 13, 2019 5:27 PM
To: Anderson, Gayle M <anderson53@wsu.edu>
Subject: Feedback on MS Kinesiology

Gayle—

I've signed the MS proposal after receiving feedback from CFR. Some of their feedback reinforces questions already raised in the package, but one additional insight is worth noting:

- The line "WSU students on other campuses will not be admitted into this program, unless unique circumstances are presented", suggests that the degree is only intended for the Pullman campus. While other campuses may not have the capacity to offer this degree now, in the future, things could change. I would suggest that the proposal does not erect any barriers to extending this degree to other WSU campuses in the future.

Thanks,
Renny

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Renny Christopher (*pronouns: xe/xem/xyr or she/her/hers*)

Vice Chancellor of Academic Affairs

Washington State University Vancouver

(360) 546-9583


Principal Assistant: Holly Beck (360) 546-9535

WSU Vancouver is located in the homelands of Chinookan and Taidnapam peoples and the Cowlitz Indian Tribe.



Date: January 13, 2020

To: Drs. Crouch, Whitely, and Murray

From: Sarah Ullrich-French, Asst. Chair, Kinesiology 

RE: MS Kinesiology Degree Proposal

When reviewing the MS Kinesiology Degree proposal please make note of the revisions below.

These revisions have been based on recent communication with the Nutrition and Exercise Physiology (NEP) program. These revisions resolve existing concerns from the NEP program and help to provide a better distinction between our two programs.

The revisions are regarding two courses:

The current KINES 550 and KINES 584 courses will be removed from our MS proposal.

Please let me know if I can provide any more information about these revisions or about the proposal.

CC: Phyllis Erdman; Glen Duncan