

**Graduate and Extended Studies Committee  
Short Form Proposal Template**

**Please use this form for:**

- Proposals needing only GESG level approval
  - Proposals adding or eliminating
    - One to three courses that impacts no external program(s)
    - Concentration(s) that impact no external program(s)
    - Credential program(s) that impact no external program(s)
- I. **Who** - Academic Unit Name:  
**Master of Science in Kinesiology**
- II. **Impact** – Will this proposal impact other departments, schools or Ryan Library (Yes/No)? If yes, please describe and provide date of contact to respective personnel.  
**No.**
- III. **What** – Proposal Summary:

**MS Kinesiology: Traditional Concentrations**

- I. To make the following editorial changes to courses in the catalog:  
KIN 635: Advanced Practice in Movement Interventions ~~Strength Training & Corrective Exercise~~  
KIN 636: Clinical Exercise Testing & Interpretation
- II. To add KIN 625: Special Topics – Loaded Movement Training into the permanent catalog as KIN 645: Loaded Movement Training.

**MS Kinesiology: Integrative Wellness Track**

- III. To make various editorial changes to the Integrative Wellness catalog as outlined in the attachment:  
*Kinesiology\_MS\_Catalog edits.*
- IV. To add KIN 625: Special Topics – Mind-Body Medicine into the permanent catalog as KIN 687: Mind-Body Medicine.
- V. To add KIN 687: Mind-Body Medicine (3) as an option in the “Foundation Courses” (i.e. Choose one course from KIN 651: Seminar in Kinesiology or KIN 687: Mind-Body Medicine).
- VI. To add KIN 695: Comprehensive Exams (0) as an option in the “Foundation Courses” (i.e. Choose one course from KIN 695: Comprehensive Exam or KIN 698: Capstone Project).
- VII. To remove KIN 630: Leadership in Kinesiology and add KIN 688: Internship in Kinesiology (3), KIN 687 (Mind-Body Medicine), and KIN 651 (Seminar in Kinesiology) to the list of elective options.

IV. **When** – Academic Year and Semester Changes to Take Place:  
**2018-19**

V. **Why** – Proposal Rationale:

I. These changes to the course names more accurately reflect key content in each of the courses now that they have been taught for two years.

II. We use KIN 625: Special Topics courses when we have a critical mass of students (at least 10) who are interested in a given topic and when we have faculty expertise to teach the course. Loaded Movement Training has been taught as a KIN 625: Special Topics course for the past 2 years with strong enrollment (>10 in the first cohort and > 20 in the second cohort). We are proposing to permanently add it to the catalog as a separate course (KIN 645) as required by university policy after a special topics course is offered for > 2 years.

III. The changes to course names and descriptions more accurately reflect the key content in each of the courses as they have been developed and currently offered.

IV. Mind-Body Medicine is currently being taught as a KIN 625: Special Topics course. Adding Mind-Body Medicine to the catalog as a stand-alone course (KIN 687) reflects the importance of the content as a core component of the program learning outcomes. It also more clearly lists the aim of the course to students and on transcripts as compared with the KIN 625: Special Topics label.

V. Through student feedback and faculty input during the first cohort, we have learned that the Mind-Body Medicine content aligns better with many of the students' professional aspirations in the field of integrative wellness than KIN 651: Seminar in Kinesiology. We therefore wish to give students the option in the "Foundation Courses" of either KIN 687: Mind-Body Medicine or KIN 651: Seminar in Kinesiology.

VI. To provide multiple pathways for degree completion for students and to better align with the options offered in the other MS-KIN concentrations, we are proposing adding KIN 695 (Comprehensive Exams) as an alternative "Foundational Course" option to KIN 698 (Capstone Project).

VII. To provide elective options that best align with the program outcomes and student interests we are proposing removing KIN 630 (Leadership in Kinesiology) and adding KIN 688 (Internship in Kinesiology), KIN 687 (Mind-Body Medicine) and KIN 651 (Seminar in Kinesiology).

VI. **How** – Curricular Changes:

- a. Step 1: In the Catalog Review folder (\\ptloma.edu\shared\Catalog Review) provided by the VPAA Office use *track changes* to prepare the proposed catalog text.
- b. Step 2: Arrange a meeting with the GESC chair and Records liaison to review the catalog text proposal and receive assistance in submission of the proposed catalog copy. Include this with your proposal.

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Total course/unit additions: 0

Total course/unit deletions: 0

Staffing increase/decrease: 0

Library resourcing impact: 0

Net Financial impact: 0

## **Department of Kinesiology**

### **Masters**

#### **Master of Science in Kinesiology**

The Master of Science in Kinesiology (MS-KIN) is designed to prepare highly knowledgeable and career-focused professionals for the dynamic and rapidly growing fields of exercise science, sport management, sport performance. The MS-KIN program develops graduates who integrate the current best research evidence with professional practice to solve relevant problems in the disciplines related to Kinesiology. Students collaborate with faculty and professional colleagues to improve outcomes in clients, patients, or business systems related to healthcare, sport, and fitness. Student will also gain advanced specialization and/or certification in a discipline of their choice through focused study in a concentration.

The MS-KIN is a 30 unit accelerated graduate program designed especially for young professionals and recent graduates of a four year baccalaureate degree program. The program has a common core and a concentration of 17 units. Upon completing the core, all students will choose from one of three areas of concentration: Exercise Science, Sport Performance, or Sport Management. Students who choose the Sport Management concentration may substitute up to 6 units from the Fermanian School of Business MBA courses for core requirements.

A fourth concentration in Integrative Wellness is a fully online track with 12 units of foundational course requirements and 18 units in the concentration.

#### **Program Learning Outcomes**

Upon completing the core curriculum of the MS-KIN, students will be able to:

1. Appraise current research data in Kinesiology and integrate it into professional practice to solve relevant problems and make effective decisions.
2. Work independently and with a team to persuasively communicate essential information in their discipline.
3. Demonstrate appropriate breadth of knowledge of the background and principle research in their specialization in order to conduct an independent research project.
4. Serve various populations, integrating compassionate care and the Christian faith with their professional practice.
5. Pursue an active and growing involvement in their discipline by achieving advanced certification and/or membership in a related professional organization.

Upon completing an area of concentration, students are expected to attain the following outcomes:

##### **Exercise Science**

1. Incorporate current best evidence to make effective decisions about the optimal care of patients and clients.
2. Apply knowledge of the metabolic and physiologic benefits of exercise toward creating effective exercise interventions to treat and prevent metabolic diseases.
3. Work with a team of colleagues to perform common laboratory assessments to determine health, fitness, and disease states in a series of patients.

##### **Sport Performance**

1. Integrate clinical experience with the use of the current best evidence to make effective decisions about the optimal care of patients and clients.
2. Develop and apply technical knowledge in sports performance and/or sports medicine through direct patient care and client interaction that improves health outcomes.
3. Work with a team of colleagues to construct and present a critical appraisal of a current topic to enhance professional practice in sport performance.

##### **Sport Management**

1. Demonstrate essential knowledge of basic management and prioritization principles in the business of sport.
2. Work with a team of colleagues to construct and present an effective risk management plan and operating budget for a sport, fitness, or physical education setting.

3. Develop technical knowledge, effective leadership, and decision-making skills while performing professional service (at least 100 hours) related to sport management.

### Integrative Wellness (online program)

1. Apply evidence-based coaching strategies and behavior change techniques to facilitate meaningful lifestyle changes and improved health outcomes
2. Collaborate with colleagues in a wide variety of settings to provide an integrative and holistic approach to healthcare, health education, and health promotion
3. Evaluate the influence of biopsychosocial factors on health, healing, and well-being to design lifestyle interventions to prevent and manage chronic diseases. ~~Utilize technology to provide lifestyle interventions to prevent and effectively manage chronic disease~~
4. Be prepared for national certification in Health and Wellness coaching (i.e. through the International Consortium for the Credentialing of Health and Wellness Coaches).

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### Program Eligibility

To be reviewed for acceptance into this program, the following must be in place:

- Completed application for admission to the PLNU Graduate programs and Master of Science in Kinesiology program, including a \$50 non-refundable application fee.
- Personal essay that describes why the candidate desires to participate in the Master of Science in Kinesiology and outlines professional goals for the future
- Baccalaureate degree from a regionally-accredited institution, as evidenced on an official transcript with a posted degree.
- Undergraduate GPA of 3.0 or higher.
- Two references (e.g., professors or employers) who have current knowledge of the applicant's character, academic ability, and professional potential.
- Special Undergraduate course prerequisites:

Exercise Science concentration - courses in Human Anatomy and Physiology, ~~Structural Kinesiology/Biomechanics, and Exercise Physiology~~

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Sport Performance concentration - courses in Human Anatomy and Physiology, Structural Kinesiology/Biomechanics, ~~and Exercise Physiology~~; BOC-Certified Athletic Trainers or Certified Strength and Conditioning Specialists (NSCA) will be looked upon favorably for graduate assistantships.

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Sport Management - no prerequisite courses are required. However, students enrolling in courses in the Fermanian School of Business will need to meet any prerequisites for those courses.

Integrative Wellness (online program) - no prerequisite courses are required. However, a baccalaureate degree from a regionally accredited institution in a health, wellness or fitness related program OR a non-health related baccalaureate degree and an NCCAA accredited health, fitness, or wellness ~~certification (or equivalent) certificate~~ is required.

Commented [2]: remove 'certificate'; replace with 'certification (or equivalent)'

### Graduation Requirements

1. Successful completion of all core requirements, an area of concentration, and the project or thesis,
2. A completed application for degree candidacy conveyed to the Office of Records,
3. All student accounts paid in full, and
4. All requirements completed within five years from the time of initial enrollment.

### Concentrations:

- Exercise Science
- Sports Management
- Sports Performance
- Integrative Wellness online program

### Core Courses

- KIN 600 - Foundations in Kinesiology (3)
- KIN 610 - Evidence-Based Practice and Decision Making in Kinesiology (3)
- KIN 660 - Directed Readings (1)
- KIN 688 - Internship or Practicum in Kinesiology (1-3)

*Choose one course from:*

- KIN 695 - Comprehensive Examination (0)
- **KIN 698 - Capstone Project (3)**
- KIN 699 – Thesis (3)

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### Exercise Science Concentration (17 units)

- KIN 605 - Research Methods (3)
- KIN 625 - Special Topics in Exercise and Sports Science (3)
- KIN 636 - Clinical Exercise Testing **and Interpretation (3)**
- KIN 646 - Clinical Exercise Physiology and Metabolism (3)
- KIN 650 - Research Project Seminar in Kinesiology (2)
- KIN 656 - Clinical Exercise Prescription (3)

### Sport Performance Concentration (17 units)

- KIN 605 - Research Methods (3)
- KIN 615 - Biomechanical and Neurological Basis of Human Movement (3)
- KIN 625 - Special Topics in Exercise and Sports Science (3)
- KIN 635 - Advanced Practice in Movement Interventions, **Strength Training** and Corrective Exercise (3)
- KIN 650 - Research Project Seminar in Kinesiology (2)
- KIN 675 - Gross Anatomy of the Musculoskeletal System (3)

## Sport Management Concentration (17 units)

- KIN 611 - Managing Personnel, Facilities, and Events in Sports (3)
- KIN 620 - Marketing, Promotion and Public Relations in Sport (3)
- KIN 630 - Leadership in Sports (3)
- KIN 640 - Finance and Economics of Sports (3)
- KIN 651 - Seminar in Kinesiology (2)

*Students in Sport Management take 3 units of Kinesiology electives or from the following courses in the MBA and/or Education programs from the following options:*

- BUS 610 - Organizational Behavior (3)
- BUS 635 - International Business (3)
- BUS 650 - Operational Excellence (3)
- BUS 667 - Project Management and Communications (3)
- EDU 602 - Foundations of Special Education (TPA 1) (3)
- GED 672 - Philosophy in Education (3)

## Integrative Wellness Online Program (30 units)

### Foundation Courses (12 units)

- KIN 610 - Evidence-Based Practice and Decision Making in Kinesiology (3)
- KIN 617 - Lifestyle Medicine and Integrative Health (3)

*Choose one course from:*

- ~~KIN 687 - Mind-Body Medicine (3)~~
- KIN 651 - Seminar in Kinesiology (3)

*Choose one course from:*

- ~~KIN 695 - Comprehensive Examination (0)~~
- KIN 698 - Capstone Project (3)

**Commented [3]:** add option for KIN 687 (Mind-Body Medicine) or KIN 651 (Seminar in Kinesiology)

**Commented [4]:** add KIN 695 to foundations course option

### Concentration Courses (18 units)

- KIN 627 - Behavior Change Theories and Techniques (3)
- KIN 637 - Exercise and Nutrition for Health and Healing (3)
- KIN 647 - Holistic ~~Integrative~~ Health and Wellness Coaching (3)

**Commented [5]:** remove 'holistic'; add 'integrative'

- KIN 657- Behavioral Health Wellness Entrepreneurship (3)
- KIN 667 - Disruptive Health Technologies (3)

Commented [6]: remove 'behavioral health'; add 'wellness'

Concentration electives (3 units)

Choose one course from the following:

- KIN 611 - Managing Personnel, Facilities, and Events in Sports (3)
- KIN 625 - Special Topics in Exercise and Sports Science (3)
- KIN 626 - Sport and Exercise Nutrition for Peak Performance (3)
- ~~KIN 630 - Leadership in Sports (3)~~
- KIN 656 - Clinical Exercise Prescription (3)
- KIN 688- Internship in Kinesiology (3)
- KIN 687 - Mind-Body Medicine
- KIN 651- Seminar in Kinesiology

Commented [7]: remove KIN 630 from list of elective options

Commented [8]: Add KIN 688 as elective option

Commented [9]: Add KIN 687 as elective option

Commented [10]: Add KIN 651 as elective option

## **Kinesiology**

### **KIN 600 - Foundations in Kinesiology**

(3)

This course provides an overview of the theory and applications in Kinesiology with specific emphasis on the exercise and sport sciences. Leadership, professionalism, and engagement in these disciplines from a Christian approach will be emphasized. Students will engage with the concept of incorporating exercise as preventive medicine. The course will also include an exploration and overview of laboratory procedures in each discipline and facilities tour (i.e. EMG, ultrasound, metabolic cart, movement screening, exercise testing). Students will formulate an initial research or capstone project idea as part of the MS degree, interfacing with program faculty and the university library to initially form and develop their research question or capstone project.

### **KIN 605 - Research Methods**

(3)

This course is an introduction to research methods to acquaint the student with analyzing the professional literature. The course will explore both quantitative and qualitative research methods, including descriptive and inferential statistics. Topics will include: 1) selected techniques and designs used in research, with special emphasis given to planning, conducting, and reporting of research; and 2) applied statistical analysis and interpretation of data from the field of exercise and sport science. Students will produce an original pilot research project proposal including preliminary statistical design.

*\*Students in the Sport Management concentration may substitute a BUS course for this core requirement (up to 6 units total may be substituted).*

### **KIN 610 - Evidence-Based Practice and Decision Making in Kinesiology**

(3)

This course will enable students to practice the judicious use of current best evidence in making decisions about the care of individual patients and clients. Students will learn to integrate the best external evidence with their clinical expertise and patient concerns to: ask a focused question to satisfy the health needs of a specific patient; find the best evidence by searching the literature; critically appraise the literature; apply the results in clinical practice; and evaluate the outcomes in patients. This course is offered online.

### **KIN 611 - Managing Personnel, Facilities, and Events in Sports**

(3)

This course will prepare sport professionals to plan athletic and fitness events, manage the personnel and facilities associated with these events and facilities, and design effective fitness and exercise programming. Students will be exposed to industry leading sport and fitness facilities and trends throughout the southern California region through periodical visits to these facilities. Contemporary issues in entrepreneurship in the sport and fitness industries will be addressed.

### **KIN 615 - Biomechanical and Neurological Basis of Human Movement**

(3)

Students will explore advanced concepts in biomechanics and motor control (neuromechanics). Topics will include muscle/tendon function and architecture, motion analysis, sensorimotor system architecture, reflex pathways and excitability, and postural control. A combination of lectures, group work, demonstrations, laboratory experiences and prescribed readings will be used within the course.

### **KIN 617 - Lifestyle Medicine and Integrative Health**

(3)

This course provides an overview of paradigm shifts in the field of healthcare, highlighting an increasingly integrative approach to medicine centered on treating the whole person- body, mind and spirit. Students will explore evidence-informed conventional, complementary and alternative approaches to health care, and examine lifestyle interventions in areas such as stress management, nutrition, sleep hygiene and physical activity in order to provide a multidimensional approach to optimal health and well-being.

### **KIN 620 - Marketing, Promotion and Public Relations in Sport**

(3)

Students will explore and develop promotional and marketing strategies involved in the spectrum of the sport and fitness industries. Students will be equipped for the high school, collegiate and professional sport settings as well as personal, group, and comprehensive fitness facilities that promote a holistic approach to wellness.

### **KIN 625 - Special Topics in Exercise and Sports Science**

(3)

The topics of this course will alternate based on faculty expertise and student interest. Each topic will provide students with a unique opportunity to gain certification or advanced specialization in an area of their choosing. Topics may include: Applied Function and Corrective Exercise; Exercise as Preventive Medicine; Movement Interventions for Aging, Disease Prevention and Health promotion; and Electrocardiography and Interpretation.

### **KIN 626 - Sport and Exercise Nutrition for Peak Performance**

(3)  
Students in the fitness and sport performance professions will learn the science of nutrition, including cellular biology, digestion, and metabolism of macronutrients and micronutrients, as well as the practical applications of coaching individual clients in nutrition to enhance performance.

#### **KIN 627 - Behavior Change Models, Methods & Theories and Techniques**

(3)  
This course examines widely accepted theories, models and methods for facilitating health behavior change. Topics include, but are not limited to, the transtheoretical model of behavior change, self-determination theory, positive psychology, and motivational interviewing and mindfulness-based practices. Additionally, students will explore the research-supported impact of behavior change techniques on the prevention and management of chronic diseases and comorbidities, such as diabetes, obesity, depression and hypertension.

Commented [11]: add 'models and methods'; remove 'techniques'

Commented [12]: add 'of behavior change'

Commented [13]: add 'self-determination theory'

Commented [14]: remove 'and mindfulness-based practices'

#### **KIN 630 - Leadership in Sports**

(3)  
Both historical and contemporary aspects of leadership theory will be applied to various aspects of the sport industry, including post-secondary education, athletics administration, and the rapidly-growing business of sport.

#### **KIN 635 - Advanced Practice in Movement Interventions, Strength Training and Corrective Exercise**

(3)  
This course will provide the fitness professional with in-depth expertise in various movement interventions to improve function, eliminate pain and enhance performance. Emphasis will be placed on designing individualized strength training and corrective exercise programs, and utilizing movement screening during functional interventions.

#### **KIN 636 - Clinical Exercise Testing**

(3)  
This course emphasizes advanced study of the theoretical basis for exercise testing and practical procedures involved with pre-exercise screening and exercise testing. The course prepares students to utilize scientific rationale to design, implement and supervise exercise programming for those with chronic diseases, conditions and/or physical dysfunctions beyond cardiovascular and pulmonary disease. Students will interpret information from screening and will apply this to appropriate exercise intervention protocols. Students will be prepared to pursue certification as an *ACSM Registered Clinical Exercise Physiologist*. Note: 600 hours of preceptor-supervised clinical experience are also required for ACSM certification.

#### **KIN 637 - Exercise and Nutrition for Health and Healing**

(3)  
This course evaluates the critical role that both physical activity, exercise and nutrition play in preventing and treating chronic diseases. Students will examine current research, established guidelines and best practices in order to design and deliver comprehensive lifestyle interventions that optimize health, healing, and well-being. Topics include integrative nutrition, functional fitness and mind-body interventions.

Commented [15]: remove 'both'; add 'exercise'

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#### **KIN 638 – Clinical Exercise Physiology**

(3)  
This course provides a detailed analysis of the effects of exercise on the organ systems of the body. Lecture and laboratory experiences will be related to apparently healthy populations as well as those with obesity, diabetes and metabolic syndrome. Letter Grade

#### **KIN 640 - Finance and Economics of Sports**

(3)  
This course will provide students with an introduction and relevant application of the economic principles that influence athletic, sport and fitness organizations. Students will discuss and implement budgeting, financial statements, economic impact analysis and other related topics.

#### **KIN 645 - Loaded Movement Training**

(3)  
This course explores the methodology of Loaded Movement Training (LMT). Students will explore how the body adapts to LMT from a neuro, mechanical, and metabolic perspective and justify the use of LMT in an exercise program. Students will gain knowledge on how to design exercise workouts and programs using Loaded Movement Training for Sport Performance.

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### **KIN 646 - Clinical Exercise Physiology and Metabolism**

(3)

This course provides an advanced understanding of the clinical effects and physiologic adaptations of the human body to exercise interventions. The effects of exercise on the organ systems of the body will be explored through lecture and laboratory experiences with an emphasis toward ~~combating~~

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### **KIN 647 - ~~Holistic~~ Integrative Health and Wellness Coaching**

(3)

In this course, students will apply evidence-based behavior change strategies and effective communication techniques to facilitate client-centered coaching interventions. Emphasis will be placed on the development and refinement of practical coaching skills in order to empower clients to make meaningful and sustainable lifestyle changes. This course will also survey the current landscape and future opportunities within the evolving field of health ~~and wellness~~ coaching in order to prepare students for work in a variety of settings.

Commented [18]: remove 'holistic'; add 'integrative'

Commented [19]: add 'and wellness'

### **KIN 650 - Research Project Seminar in Kinesiology**

(2)

This course provides students with guidance in the research process to deepen knowledge in an area of their professional interest. Students will complete and present an original research project including preliminary statistical design, data collection, data analysis, and presentation of results.

### **KIN 651 - Seminar in Kinesiology**

(2)

This course will engage students in relevant Kinesiology issues in order to solve current problems and lead future initiatives. Industry experts will be invited to present on a broad range of topics including sport and fitness entrepreneurship, faithful leadership, media and public relations, sport and fitness technology, corporate wellness, behavior change and other topics of interest to students.

### **KIN 656 - Clinical Exercise Prescription**

(3)

This course prepares students to utilize scientific rationale to design, implement and supervise exercise programming for patients with chronic diseases, conditions and/or physical dysfunctions of the cardiovascular, pulmonary, metabolic, musculoskeletal, neuromuscular, and immunologic systems. ~~Students will interpret information from pre-exercise screening and exercise testing and will apply this information to appropriate exercise intervention protocols.~~ Students will be prepared to pursue certification as an ACSM Registered Clinical Exercise Physiologist. Note: 600 hours of preceptor-supervised clinical experience are also required for ACSM certification.

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Prerequisite(s): KIN 636 ~~or consent of Instructor~~

Commented [21]: add 'or consent of Instructor'

### **KIN 657 - ~~Behavioral Health~~ Wellness Entrepreneurship**

(3)

This course provides health and wellness professionals with a practical framework for entrepreneurship, emphasizing key principles for business success. Students will develop and apply entrepreneurial knowledge and skills necessary to make informed professional decisions regarding starting a new entrepreneurial opportunity, joining an entrepreneurial endeavor, acquiring an established business or creating a new venture within an existing organization.

Commented [22]: remove 'behavioral health'; add 'wellness'

### **KIN 660 - Directed Readings**

(1)

This course provides advanced study in the essential research of a specific discipline in Kinesiology. Fundamental skills in reading and evaluating research will be acquired, including examining research paradigms, critically appraising study design and findings, and determining the practical relevance of the results. This course may be repeated for up to 2 units of credit.

Prerequisite(s): KIN 605, KIN 610 or equivalent.

### **KIN 667 - Disruptive Health Technologies**

(3)

This course evaluates effective uses of disruptive health technologies within the health and wellness industries to support long-term behavior change and

improved well-being. Students will examine the science, design and real world application of these innovative technologies as an affordable and practical tool to deliver lifestyle interventions aimed at preventing and managing chronic disease.

### **KIN 675 - Gross Anatomy of the Musculoskeletal System**

(3)

This course provides students with an intensive four-week experience in anatomical cadaver dissection and the application of structure to kinesiological function. The primary purpose of this course is to provide clinicians with a solid anatomical basis for understanding normal and abnormal function of the musculoskeletal system. This information is essential for the development of effective treatment interventions. There is an additional fee of \$250 to supplement cadaver dissection associated with this course.

Prerequisite(s): Human Anatomy and Physiology or consent of Instructor.

### **KIN 687 - Mind-Body Medicine**

(3)

This course explores the dynamic interplay between mind, body, and behavior. Students will examine how emotional, mental, social, and spiritual factors affect health and well-being. Emphasis will be placed on evaluating mindfulness practices and integrative approaches to increase self-awareness, enhance self-care, and cultivate resilience in both patients and wellness professionals.

Commented [23]: Added course description and new number (formerly under KIN 625)

### **KIN 688 - Internship or Practicum in Kinesiology**

(1-3)

The Internship or Practicum experience provides the student with practical knowledge and direct and relevant experience in their chosen discipline. Students may arrange the site(s) of internship or may inquire with their faculty advisor about opportunities in the San Diego region. Students can repeat KIN688 and are required to complete 3 units total.

Prerequisite(s): Consent of Instructor.

### **KIN 695 - Comprehensive Examination**

(0)

The comprehensive examination tests mastery of applied and theoretical concepts appropriate for the Master of Science degree. Exams consist of a one-day written exam (4-6 hours). \$150

Prerequisite(s): Consent of Instructor.

### **KIN 698 - Capstone Project**

(3)

This course provides an extended experience for the student to produce a final project on a specific topic of professional interest. Under the direction of a faculty advisor and thesis committee, and after completing KIN 600 and KIN 605, the student will conduct further data and will advance through the preparation and defense of a capstone project. This course aims to enable graduate students to gather and/or analyze data to advance their field and professional standing. The qualified student will have previously defended a project proposal successfully in KIN 605.

Prerequisite(s): KIN 605 or equivalent, and consent of Program Director.

### **KIN 699 - Thesis**

(3)

This course provides an extended research experience for the student in a specific topic of professional interest. Under the direction of a faculty advisor and thesis committee, and after completing KIN600 and 605, the student will conduct further empirical research and will advance through the preparation and defense of a thesis or capstone project. Course Aim: This course aims to enable graduate students to conduct original research to advance their field and professional standing. The qualified student will have previously defended a thesis proposal successfully in KIN 605.

Prerequisite(s): KIN 605 or equivalent, KIN 650, KIN 660 and consent of Program Director.

# Academic Policies Committee

## Long Form Proposal Template

### Section 1: Proposal Summary

1. **Today's date: October 25, 2017**
2. **Academic Unit Name: Kinesiology**
3. **Submitted by: Nicole Cosby**
4. **Recorded Department/School Vote** (Please provide the number and percentage of department/school faculty who voted in approval for this proposal): 100%
5. **Academic Year** (Provide academic year and semester changes are to take place): **Summer 2018**
6. **Is this proposal a result of a Program Review (Yes/No)?** If not, please provide explanation: No, this is as a result of changes in the professional standards of athletic training. Please see below for rationale in section 3 of this document
7. **Overall Proposal Rationale** (Briefly describe the nature of the proposed changes or the proposed new academic offering): Please see section 3

### Section 2: Impact

1. **Impact on Other Department(s)/School(s)** (Are there other departments/schools impacted by this proposal? If so, how did the other department[s]/school[s] vote on this proposal?): There are no departments/schools impacted by these changes.
2. **Impact on Library Services:**
  - a. Will there be any new library acquisitions needed to support the proposed changes? (Yes/No): No
  - b. If yes, please contact the Director of Ryan Library and provide further information below.
    - i. Provide the date the director was contacted: Briefly describe the needed acquisitions:

### Section 3: What and Why

**Proposals** (For each proposal or group of proposals, provide a description and rationale.):

#### **WHAT**

1. **Overall Proposal Description** (In one sentence, describe the nature of the proposed changes or the proposed new academic offering): To add a Master's of Science in Athletic Training and to phase out the undergraduate Athletic Training, BA. Additionally, add a Pre-Allied Health Concentration in the Exercise and Sport Science Major, drop XXX course from XX program. Item 2: To add XX course as a requirement", etc. Some proposals will only have 1 item. Add item lines as needed.):
  - a. Item 1: To delete the Bachelors of Arts – Athletic Training major (Beginning Fall 2018, the athletic training will longer be offered to incoming students as a major, additionally

we will begin a teach out plan and courses (see Table 1 for sequential deletion of courses by years).

- b. Item 2: To Add a Pre Allied Health concentration to the current Exercise and Sport Science Major as a curricular route for undergraduate students to matriculate into the MS-AT (the short version of the GESC proposal for the new MS-AT can be found in Appendix B)
- c. Item 3: To Add the following two courses (3 units) to the Pre Allied Health concentration of the current Exercise and Sport Science major (please see Appendix A for course syllabi and course learning outcomes):

**KIN 327L – Applied Biomechanics Laboratory (1)**

Course Description: This class is designed to allow students to analyze human movement using laboratory and clinically based measures. The course will focus on the development of techniques of human movement analysis from structural and functional points of view. It will incorporate principles of mechanics as they apply to the analysis of human motion based on the anatomical, neuromuscular and mechanical principles learned in biomechanics class.

**KIN 375 – Movement Interventions and Corrective Exercise (2)**

Course Description: This course will provide an integrated approach to restoring and maximizing the human movement system. This course is designed to prepare the student to help clients/patients improve quality of movement. Through a practical and hands on approach students will learn how to analyze the functional aspect of human movement and identify impairments in the human movement system (postural abnormalities and muscular imbalances). Students will also learn how to prescribe functional exercises to correct faulty movement patterns in order to prevent client/patient injuries and improve performance.

## **WHY**

### **1.General Rationale** (Please provide a one-sentence rationale for this proposal.):

The Commission on the Accreditation of Athletic Training Education (CAATE) has changed its accreditation standards to require students to earn a master's degree by 2022 in order to sit for the national board of certification examination for athletic trainers. In order to maintain a curricular route at PLNU to prepare Athletic Trainers for the board exam, and also to reach a new population of students at the graduate level for a career in athletic training, we plan to phase out the undergraduate athletic training major and propose a new Master's of Science in Athletic Training (MSAT). To allow for current PLNU undergraduate students to matriculate into the MSAT, we propose to add a new concentration within the current Exercise and Sport Science Major (i.e. Pre-Allied Health).

### **2.Mission** (How do the proposed changes support the mission of the university?):

The Pre-Allied Health concentration within the current Exercise and Sport Science major carries out the mission of PLNU to prepare students to serve others as an expression of their Christian faith in the arena of orthopedic healthcare and for some of the students in this concentration Athletic Training. The comprehensive nature of this newly formed concentration

within our existing major helps shape and mold students into forward and innovative thinkers that are capable of serving people in need of treatment throughout the world and will be one of the major things that distinguishes them among their peers. Additionally, this concentration serves a larger population of students who will either leave Point Loma (pre-chiropractor and pre-occupation therapy) or stay here (pre-athletic training) to increase their knowledge in graduate school. The overall goal of the concentration as it is with the other two concentrations in the major (Sport Performance and Physical and Education and Fitness Professional) is to train up competent Christian scholars who are capable of providing healthcare services to individuals seeking healthcare and to do so in a way that reflects their relationship with Christ.

2. Please provide additional rationale

**Item #1**

See general rationale in the WHY section #1

**Item #2**

Historically, our largest major Applied Health Science was designed to prepare students for graduate school in physical therapy, physician's assistant and medicine. Graduate schools for each of the professions aforementioned all have many science prerequisites. Within the last 2-3 years we have experienced an increased number of students with an interest in occupational therapy and chiropractic care. These students generally choose Applied Health Science as a major, however the science requirements for graduate school in these two particular vocations does not support the need for these students to take the number of science courses required within the Applied Health Science major (examples of science class not needed: CHE 152 – General Chemistry, BIO 210 – Cell Biology and Biochemistry, BIO 220 – Microbiology of Infectious Diseases). The Pre-Allied Health Concentration within the current Exercise and Sport Science major serves two purposes: (1) it offers a route for students interested in allied health careers that do not require the large number of science classes that are required in our Applied Health Science major. This new concentration (see catalog copy attached) is much like our Applied Health Science major in that it creates a way for students to be prepared for graduate school by allowing students to choose upper division electives that might prepare them for graduate school while not forcing the student to take science courses that are not required by graduate schools they are applying to and (2) it will serve as a curricular route for Pre-Athletic Training students who wish to enter into the Master of Science of Athletic Training graduate program (being proposed and currently evaluated by GESC). **What impact will it have on the size of the major:** We project that the Pre-Allied Health concentration would increase in size. Since the undergraduate athletic training program will no longer be offered and this concentration will serve as a curricular route to the MSAT the major will increase by at least 20-30 students. We also project that when the concentration is approved pre-occupational therapy and pre-chiropractic students will also switch from Applied Health Science to Exercise and Sport Science, choosing the Pre-Allied Health Concentration. We estimate that 10-15 students from Applied Health Science will switch. Overall, a net increase of 30-45 students in the Exercise and Sport Science major.

**Item #3**

We are proposing the addition of two required upper division courses within the Pre-Allied Health Concentration. Those courses are: KIN 327L – Applied Biomechanics Laboratory and KIN 375 – Movement Interventions and Corrective Exercise. Several factors have led to this decision: (1) within the current Exercise and Sport Science major our two other concentrations (Sport Performance and Physical Education and Fitness Professionals) take EXS 480 – Leadership in the Fitness Professions (3 units). This course is a seminar style course that surveys general organizational leadership principles and their application to the organization and administration of the health/fitness, coaching and physical education professions. Overall, this course really serves and prepares students in the two concentrations to be successful in their vocation but is not intended for the pre-allied health student who will not need this course for graduate school or benefit from the content being taught. (2) KIN 327L (1 unit) and KIN 375 (2 units) are courses that not only prepare students for graduate school they also align with the shift in the allied health professions towards functional movement and assessment. Additionally, these two courses increase our student’s skill sets and prepare them to be successful clinicians. In some cases, our students could graduate with an additional certification at the conclusion of KIN 375 – Movement Interventions and Corrective Exercise (3) Currently, our KIN 327 – Biomechanics course is an 8-week quad course. Both the professor(s) of the course and student feedback indicate the need for more time in a lab setting to apply the material learned in lecture.

#### Section 4: Catalog Copy

- Step 1:
  - In the Catalog Review folder (H:\Catalog Review) provided by the VPAA Office use *track changes* to make necessary revisions to the proposed catalog text. This applies to programs, concentrations, or certificates for graduate programs and for majors, minors, concentrations or certificates for ADC programs. This proposed text will accompany the proposal.
- Step 2:
  - Arrange a meeting with the APC chair and Records liaison to review the catalog text proposal and receive assistance in submission of proposed catalog copy. Include this with your proposal.

**\*\*\*\*FOR NEW PROGRAMS ONLY\*\*\*\***

- A. **Course Learning Outcomes:** Please see Appendix A for new course syllabi for the new courses within the Pre-Allied Health concentration  
**Assessment Plan:** None

#### Summary Checklist

**Review course and staffing impact with your academic unit’s direct report (College Dean or Provost).**

**Total course additions:** 2 courses added (see catalog copy changes)

**Total course deletions:** 9 courses deleted

**Total unit additions:** 3 units added

**Total unit deletions:** 22 units deleted (See Table 1 below for courses to be deleted and dates those courses will be deleted)

**Net unit/class increase/decrease:** Overall decrease of 19 units and 7 courses

**Staff impact (increase or decrease):** No full time staff increase. Adjunct faculty will teach the new courses.

Rotation of courses or deletions of sections to accommodate additions: Overall, 9 courses (22 units) will be deleted from the undergraduate offering in Kinesiology between the years of 2018-2020.

Table 1. Sequence of Course Deletions from Kinesiology Course Offerings

Course #	Course name	Units	Last Year Taught
ATR290	Clinical Internship I	3	2017-2018
ATR291	Clinical Internship II	3	2017-2018
ATR415	Therapeutic Modalities	3	2017-2018
ATR420	Pharmacology	1	2017-2018
ATR390	Clinical Practicum I	3	2018-2019
ATR391	Clinical Practicum II	3	2018-2019
ATR460	Leadership and Management in Athletic Training	3	2019-2020
ATR493	Clinical Preceptorship I	2	2019-2020
ATR494	Clinical Preceptorship II	1	2019-2020

**I have reviewed this proposal and the items above and believe the proposal meets all university requirements and is ready for APC review.**

**Department or School Direct Report:**

\_\_\_\_\_ **Date** \_\_\_\_\_

College Dean or Provost as applicable:

Date \_\_\_\_\_

**Appendix A**

**Course Syllabi for Pre-Allied Health Concentration in Exercise and Sport Science**

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**Department of Kinesiology**

**KIN 327L**

**Applied Biomechanics Laboratory**

**1 unit**



<b>Meeting days:</b>	<b>Instructor:</b>
<b>Meeting times:</b>	<b>Phone:</b>
<b>Meeting location:</b>	<b>E-mail:</b>
<b>Prerequisites:</b>	<b>Office hours:</b>

**PLNU Mission  
To Teach ~ To Shape ~ To Send**

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## COURSE DESCRIPTION

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This class is designed to allow students to analyze human movement using laboratory and clinically based measures. The course will focus on the development of techniques of human movement analysis from structural and functional points of view. It will incorporate principles of mechanics as they apply to the analysis of human motion based on the anatomical, neuromuscular and mechanical principles learned in biomechanics class.

## STUDENT LEARNING OUTCOMES

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1. Students will acquire knowledge and experience necessary to structurally, functionally and mechanically analyze patients
2. Students will be able to demonstrate how bones, joints and muscles serve as components of human levers, acting in accordance with the laws of mechanics
3. Students will be able to recognize normal and abnormal movement patterns in the upper and lower extremities
4. Student will be able to make appropriate recommendations about modifying performance based on movement patterns and mechanics

## REQUIRED TEXTS AND RECOMMENDED RESOURCES

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- Flanagan, S.P. (2014). *Biomechanics: A Case-Based Approach*. Burlington, MA: Jones & Bartlett Learning. (Also available in digital format here: <http://www.coursesmart.com/9781284027686>)
- Lab handouts will be provided throughout the quad via Canvas.

## ASSESSMENT AND GRADING

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- **Lab Assignments:** There will be three lab assignments worth 10 points each to be scheduled throughout the quad. These assignments will vary in difficulty depending on the unit covered in class but they provide an excellent review of key concepts covered during the semester. (30 pts total)
- Will be administered in class and will consist of multiple choice and T/F questions. (100 pts total)
- **Group Presentation:** Students will create groups of 3-4 and create a power point presentation addressing a topic in the current literature of biomechanics. Groups will be formed in Week 1 of class and presentations will take place the Wednesday during Week 7 of class. Materials will be handed out in class and a rubric with instructions will be on Canvas. (100 pts total)
- **Participation:** This is a fast paced class covering much material in a short amount of time. Attendance and participation, collaborating with your peers and participating in pre-class review, is essential for an optimal learning environment. Being late or absent from class may result in lower participation points as students cannot participate if they are not present. (50 pts total)

ASSESSMENT	POINTS
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<b>Lab Assignments x 6</b>	<b>50</b>
<b>Group Presentation</b>	<b>100</b>
<b>Kinetic/Kinematic Analysis Upper Extremity</b>	<b>100</b>
<b>Kinetic/Kinematic Analysis Lower Extremity</b>	<b>100</b>
<b>Gait Analysis Application paper</b>	<b>100</b>

<u>Grade</u>	<u>Percentage Points</u>
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	62-66
D-	60-62
F	0-59

## **ATTENDANCE AND PARTICIPATION**

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. Although attendance will be rarely taken, there is a strong negative correlation between number of absences and grade percentage in this class.

## **INCOMPLETES AND LATE ASSIGNMENTS**

- All assignments are to be submitted/turned by the beginning of the class session when they are due.
- Late assignments will be deducted 20% and if over 1-week late the resulting score will be a 0.
- Missed exams may ONLY be made up with a legal, written excuse. A missed exam for an approved reason MUST be completed prior to returning to the next class meeting.

## **ACADEMIC HONESTY POLICY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a

situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

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## ACADEMIC ACCOMMODATIONS

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If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at [DRC@pointloma.edu](mailto:DRC@pointloma.edu). See [Disability Resource Center](#) for additional information.

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## FINAL EXAMINATION POLICY

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Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

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## COPYRIGHT POLICY

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Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

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## USE OF TECHNOLOGY

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Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. It is the responsibility of the student to confirm access to the essential applications needed for the class such as Excel as well as standard online research tools.

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## COURSE SCHEDULE AND ASSIGNMENTS

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Week	TOPIC	MATERIALS	DUE
1	Joints, levers and planes of movement		
2	Linear Motion		
3	Linear Motion		
4	Kinetics and Kinematics using the gait lab		
5	Kinetics and Kinematics using the gait lab		
6	Components of force, load and muscle contraction characteristics		
7	Center of Gravity and Pressure		
8	Lower Extremity Pattern Movement Analysis (Lower Limb/Shank)		

9	Lower Extremity Pattern Movement Analysis (Ankle and Foot)		
10	Upper Extremity Pattern Movement Analysis (shoulder and elbow)		
11	Upper Extremity Pattern Movement Analysis (Hand and wrist)		
12	Upper Extremity Pattern Movement analysis (Spine and trunk)		
13	Putting it all together walking gait analysis		
14	Putting it all together running gait analysis		
15	Final Movement Analysis Project Presentations		

**Department of Kinesiology**

**KIN 375**

**Movement Interventions and Corrective Exercise**

**2 unit**



<b>Meeting days:</b>	<b>Instructor:</b>
<b>Meeting times:</b>	<b>Phone:</b>
<b>Meeting location:</b>	<b>E-mail:</b>
<b>Prerequisites:</b>	<b>Office hours:</b>

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**COURSE DESCRIPTION**

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This course will provide an integrated approach to restoring and maximizing the human movement system. This course is designed to prepare the student to help clients/patients improve quality of movement. Through a practical and hands on approach students will learn how to analyze the functional aspect of human movement and identify impairments in the human movement system (postural abnormalities and muscular imbalances). Students will also learn how to prescribe functional exercises to correct faulty movement patterns in order to prevent client/patient injuries and improve performance.

**STUDENT LEARNING OUTCOMES**

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1. Students will be able to explain the importance of identifying dysfunctional movement patterns in patients/clients with faulty movement patterns.
2. Students will be able to recognize and evaluate movement dysfunctions
3. Students will be able to design a comprehensive movement and treatment plan based on dysfunctional movement patterns identified during patient/client analysis.
4. Students will be able to utilize the most current evidence to evaluate and design movement based interventions for patients with faulty movement patterns and/or postural abnormalities.

**REQUIRED TEXTS AND RECOMMENDED RESOURCES**

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- Students will be given a reader of materials for the course.
- No textbook required

**ASSESSMENT AND GRADING**

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ASSESSMENT	POINTS
Lab Assignments	100
Case Study Presentations	4 x50
Attendance	100
-----	-----
Total	500

Grade	Percentage Points
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82

C+	77-79
C	73-76
C-	70-72
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D	62-66
D-	60-62
F	0-59

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## USE OF TECHNOLOGY

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. It is the responsibility of the student to confirm access to the essential applications needed for the class such as Excel as well as standard online research tools.

## COURSE SCHEDULE AND ASSIGNMENTS

Week	TOPIC	MATERIALS	DUE
1	Human Movement System Overview		
2	Pathoanatomical vs Pathomechanical approach to movement assessment		
3	Postural Assessment - Static		
4	Postural Assessment - Functional		
5	Identifying dysfunctional movement patterns in patients/clients with functional limitations – Lower Extremity – Practical Approach		
6	Identifying dysfunctional movement patterns in patients/clients with functional limitations – Lower Extremity - Practical Approach		
7	Identifying dysfunctional movement patterns in patients/clients with functional limitations – Upper Extremity - Practical Approach		
8	Identifying dysfunctional movement patterns in patients/clients with functional limitations – Lower Extremity - Practical Approach		
9	Functional Movement Progressions Overview “The Big Picture”		
10	Functional Movement Progressions – Lower Extremity		Case Based Approach
11	Functional Movement Progressions – Lower Extremity		Case Based Approach
12	Functional Movement Progressions – Upper Extremity		Case Based Approach

13	Functional Movement Progressions – Upper Extremity		Case Based Approach
14	Evaluating intervention effectiveness and progressions		
15	Presentation of Case Studies		

## **Appendix B**

### **Condensed GESC for Master of Science in Athletic Training (MS AT)**

- 1. Impact on Other Department(s)/School(s)** (Are there other departments/schools impacted by this proposal? If so, how did the other department[s]/school[s] vote on this proposal?): There are no departments/schools impacted by these changes.
- 2. Impact on Library Services:**
  - c. Will there be any new library acquisitions needed to support the proposed changes? (Yes/No): Requested the acquisition of evidence based medicine databases: TRIP, OVIDsp and PEDro, however, the MS AT does not need these databases for students to be successful. These databases can also be used by other programs on campus like MS-KIN and DNP and BSN-RN, however they are not needed for the program to be successful.
  - d. If yes, please contact the Director of Ryan Library and provide further information below.
    - i. Provide the date the director was contacted: Met with Denise Nelson on June 27, 2017
    - ii. Briefly describe the needed acquisitions: See explanation above.

## What and Why

**Proposals** (For each proposal or group of proposals, provide a description and rationale.):

### WHAT

- 1. Overall Proposal Description** (In one sentence, describe the nature of the proposed changes or the proposed new academic offering): To add a Master's of Science in Athletic Training and to phase out the undergraduate Athletic Training, BA.
  - a. Item 1:** To add a Master of Science in Athletic Training degree program

### WHY

- 1. General Rationale** (Please provide a one-sentence rationale for this proposal.):

The Commission on the Accreditation of Athletic Training Education (CAATE) **has changed its accreditation standards** to require students to earn a master's degree by 2022 in order to sit for the national board of certification examination for athletic trainers. **In order to maintain a curricular route at PLNU to prepare Athletic Trainers for the board exam, and also to reach a new population of students at the graduate level for a career in athletic training, we plan to phase out the undergraduate athletic training major and propose a new Master's of Science in Athletic Training (MSAT).** To allow for **current PLNU undergraduate students to matriculate into the MSAT, we propose to add a new concentration within the current Exercise and Sport Science Major (i.e. Pre-Allied Health) which will provide a direct curricular route (this proposal will be reviewed by APC).**
- 2. Mission** (How do the proposed changes support the mission of the university?):

The MS AT program carries out the mission of PLNU to prepare students to serve others as an expression of their Christian faith in the arena of athletic training and orthopedic healthcare. The comprehensive nature of the MS AT helps shape and mold students into forward and innovative thinkers capable of serving people (mainly active patients and clients) who provide healthcare services to injured individuals in a way that reflects their Christian faith (i.e. compassionate care)
- 3. Proposed Master of Science in Athletic Training**

The proposed Master's degree in Athletic Training was informed by initiatives that were mandated by the Commission on Accreditation of Athletic Training Education (CAATE) and the National Athletic Training Association (NATA) in collaboration with the Board of Certification (BOC) for Athletic Trainers. This entry level program will prepare professionals to accomplish the goal to improve health care for student athletes by integrating evidence based medicine and spending more time in clinical preparation before entering into the field. Our goal is to shape and teach our graduates to utilize the best current evidence to evaluate, make treatment decisions and prevent athletic injuries.
- 4. Internal Factors** (Please provide additional rationale by answering the following questions as applicable: How does the proposal(s) ...address the PLNU strategic plan? ...address factors

arising from assessment data or program review findings? ...accommodate the department or school's learning outcomes for the major, minor, concentration, etc.? ...increase departmental effectiveness/efficiency? ...enhance enrollment or generate new revenue? What impact will it have on the size of the major, minor, etc.? Other internal rationale?): **Increase Departmental Effectiveness/efficiency: Transitioning the current UG athletic training program to an entry-level masters degree will meet the CAATE accreditation requirements while also expanding access to our AT program to transfer students and maintaining an efficient curricular path for our current undergraduate students.** In our current Athletic Training major students begin the program in their sophomore year at PLNU. One of the major obstacles with the current curriculum is that it is truly designed and delivered as a 3-year program. These three years are very rigid and offer very little room for flexibility as courses have to be taken in sequence. Each year, approximately 10-15% of the students applying to the Athletic Training Program are transfer students who come in with Junior Standing, however, our curriculum does not afford them the opportunity to complete or finish within two years, thus either increasing the time that the student has to spend at PLNU or forcing the student to choose another major (typically within the department of Kinesiology but other times outside of our department. In the proposed Master's of Science in Athletic Training, transfer students no longer have to choose another major because the course work for the MSAT does not start until their 4<sup>th</sup> year at PLNU. This allows us to retain our transfer students and increase the number of students enrolled in our athletic training program. **What impact will it have on the size of the major/program: We anticipate the MSAT program will have an initial cohort size of 20-25, but we also anticipate an increase in undergraduate student enrollment in the EXSS major given the fact that we will attract additional transfer students 5-10 and will attract some students migrating from Applied Health Science into the EXSS major 6-12 with the new proposed concentration in pre-Allied Health. Since a new concentration is being proposed in our current Exercise and Sport Science major and it will provide a curricular route into the MSAT it is our belief that there will be an increase in enrollment in the new program. There are two reasons for the major increase: 1) we retain the transfer students that were lost in the older curriculum. Since the current undergraduate program requires 2.5 years of clinical internship/practicum it was almost impossible for a transfer student to graduate from PLNU in a 2-year time frame and this has led a decline in the number of transfer students applying to our athletic training program 2) we also capture those students who may have graduated from a 4-year institution with a degree outside of athletic training who want to pursue athletic training as a vocation. These students currently choose to attend Universities that offer the 2 year equivalent of an entry level master's program. Currently, the only Universities in the state of California to offer this are California Baptist University and Azusa Pacific University. 3) we also capture those students who are enrolled at PLNU that have an interest in the profession of athletic training but cannot currently select athletic training as a major because the current curriculum does not afford them the flexibility to take prerequisite courses required for graduate school in pre-allied health field while also pursuing a degree in Athletic Training. The major reason for this is our athletic training courses have to be taken in a specific sequence and generally account for 10-14 units per semester in the sophomore and junior years, leaving very little room to take other courses outside of the major. These students**

represent about 10% of our total student population within the department of Kinesiology.

**Strategic Plan:** Since this is a Master's program, the course offerings for proposed program would be off campus at our Mission Valley Campus. Given the proposed numbers for enrollment the first year of the program approximately 25 students will be taking courses off campus and following the first year on average 50 students will be taking off campus courses in the MS AT.

**5. External Factors** (Please provide additional rationale by answering the following questions as applicable: To what extent have external factors motivated this proposal, for example what comparable colleges and universities are doing? ...improvements suggested by alumni or outside reviewers? ...stipulations imposed by outside accrediting agencies? ...other external rationale?)

Bureau of Labor Statistics data: According to BLS statistics, employment of athletic trainers is projected to grow 21 percent from 2014 to 2024, which is faster than the average growth for all occupations. As people become more aware of sports-related injuries at a young age, demand for athletic trainers is expected to increase which will likely result in an increase of 5,400 athletic training jobs by 2024. Additionally, California ranks 3rd in the United States for employing certified athletic trainers. National Athletic Training Association – Professional Education in Athletic Training White Paper: In 2012, the National Athletic Training Association began to investigate the appropriate professional degree for the profession of athletic training. They determined following their research that a transition from the traditional baccalaureate degree to a post professional degree (Master's degree) was necessary in the profession of athletic training because of: 1) the increasing complexity of the current and future healthcare system; 2) the growing need for athletic training-specific patient outcomes research; 3) an expanding scope of requisite knowledge, skills, and abilities while continuing to strive for depth in athletic training-specific knowledge, and; 4) the need to ensure proper professional alignment with other peer healthcare professions. **As such, the Commission of Athletic Training Education has mandated that all athletic training programs currently offering a baccalaureate degree in athletic transition to a master's degree in athletic training by 2022.**

**Several Colleges/Universities have already made the transition from an undergraduate program to a graduate program; however, there are no universities in the city of San Diego that to our knowledge have started to transition. Comparator schools that have already transitioned or currently have entry level master's programs include: California Baptist University, Azusa Pacific University and Chapman University. Therefore, it becomes important to begin the transition earlier to get a greater grasp on the San Diego market.**