

Approval Chart for Curriculum Changes

A = Approve I= Information Item¹ R= Advise & Respond²

Course Number _____ or Degree Plan(s) MSSCHP

State the requested change and reason. A memo may be attached if more space is necessary.

New Program Application for Master of Science in Strength, Conditioning, and Human Performance

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³						
		Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD
Change to a Course								
1.	Title (description unchanged)	A	A	A		I		I
2.	Description (not affecting content)	A	A	A		I		I
3.	Course term(s)	A	I	A		I		I
4.	Content (substantive change)	A	A	A		I		A
5.	Number of hours (lecture, lab, contact)	A	A	A		A		A
6.	Course number within the hundred	A	A	I		I		I
7.	Course number beyond the hundred	A	A	A		A		A
8.	Prerequisites	A	A	A		I		I
9.	Course fee(s)	A	--	A		--		A
10.	From U to G or G to U	A	A	A		A		A
11.	Cross list with another department: U or G level	A	A	A		A		A
12.	Department of record	A	A	A		A		A
13.	Open or close a course	A	A	A		A		A
14.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A		A		A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	--	--	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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A = Approve I= Information Item¹ R= Advise & Respond²

COUNCIL ³									
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGECE	UUAC	GRAD	Provost	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A
2.	Admission requirements	--	--	--		A		A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 8-26-19

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
 Signature	9/30/21 Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
 Signature	10-19-2021 Approval date
_____ Signature	_____ Approval date

Dean(s)	
 Signature	10-19-2021 Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

General Education Council	
_____ Chair's signature	_____ Approval date

Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of faculty senate	_____ Approval date

President	
_____ Signature	_____ Approval date

New Program Application Instructions

Use this template to propose a new degree program, either undergraduate major or graduate degree. Use the New Track, Minor, or Certificate Application if your proposal is not a free-standing degree program.

Preparation and Formatting: Use the following outline format and number the pages. Complete sections I (Program Identification) through VI (Required Institutional Support). The applicant is welcome to consult with the respective dean and the assistant provost for curriculum and assessment to clarify questions and shape the proposal.

Submission: When sections I through VI are complete, send the application to the provost's office for initial review and development. Once the proposal has been updated and completed in response to feedback, assemble the required supporting documentation and begin the approval process outlined by the Approval Chart for Curriculum.

A schedule for approval of any new courses required for the program will be set individually with the unit in the initial review stage by the provost's office.

Information Availability: The full application will be sent forward for the approval process. The dean's office and provost's office will remove sections VI (Required Institutional Support) and, if applicable, VII (Additional Information Required for Substantive Changes), from materials shared with academic councils.

New Program Application

I. Program Identification

- A. Program title: Master's of Science in Strength, Conditioning, and Human Performance (MSSCHP)
- B. Degree type: Graduate Degree- Master's Degree
- C. Home department or unit: Kinesiology and Nutrition
- D. Program developer(s) and credentials: Melissa Long, EdD, ATC, LAT, PES
- E. Where program will be offered and delivery method: Abilene, TX; residential
- F. Proposed date of implementation: Fall 2022

II. Program Details

- A. Program description. This 50- to 200-word explanation will be included in the catalog with degree plan.

The Master's of Science in Human Performance provides comprehensive coursework and internship experience for students that seek knowledge in the field of strength and conditioning. The program will provide the students with didactic course work and internship experiences at the NCAA Division I level while reinforcing Christ-centered values. NOTE: The program provides 36 hours of graduate coursework and at least 640 hours of Collegiate Strength and Conditioning Coaches Association (CSCCa) Approved Mentor supervised internship which will qualify graduates to sit for both the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning

Specialist (CSCS) exam as well as the CSCCa Strength and Conditioning Coach Certified (SCCC) exam.

- B. Program mission statement. It should define what students will be equipped to do upon completion of the program.

The mission of the Master's of Science in Human Performance program is to prepare students for successful careers as strength, conditioning, and human performance coaches through a dynamic, respected program that challenges them to grow intellectually, academically, emotionally, and spiritually.

- C. Program outcomes. Define the competencies for graduates of your program. They should be specific and measurable. No specific number is required, but three to six is a reasonable target to consider. Program outcomes are to a program as student learning outcomes are to a course; each defines the scope of an experience and what students should be equipped to achieve upon completion.

The program will prepare strength and conditioning graduates to:

- Apply knowledge and skills in assessment and analysis of client needs.
- Design and initiate interventions for the purpose of optimizing strength, conditioning, and human performance.
- Demonstrate competency in evaluating, designing, and conducting research.

- D. Description of target audience.

The target audience for the Master's of Strength, Conditioning, and Human Performance program at ACU will consist of students that are completing an undergraduate course of study in exercise physiology or kinesiology that desire to work in strength and conditioning. The target audience will include student-athletes that are completing their NCAA eligibility but wish to stay involved in the athletic realm of college and all applicants that value a Christian education and wish to utilize their gifts of athletic and coaching knowledge.

- E. Admission requirements. Describe prerequisites, which may include items such as application to the major, test scores, GPA, courses, skills, academic standing, etc.

In order to gain admission to the Master's of Strength, Conditioning, and Human Performance applicants must meet the following requirements:

1.) **Bachelor's Degree-** Completion of a bachelor's degree at an accredited college or university. Applicants must submit official transcripts for review. Admissions are made on the assumption that applicants will have the bachelor's degree by the time of matriculation, and if not, the program admission is void. The GRE is not required.

2.) **Prerequisite Coursework-** All prerequisite courses must be completed prior to matriculation. Prerequisite courses include:

Human Anatomy (or A&P I)

3-4 hours

(ACU Equivalent: BIOL 291 & 293)	
Human Physiology (or A&P II)	3-4 hours
(ACU Equivalent: BIOL 292 & 294)	
Exercise Physiology	
(ACU Equivalent: KINE 372 & 373)	3 hours
Kinesiology/Biomechanics	
(ACU Equivalent: KINE 498)	3 hours
Math (college Algebra or higher)	
(ACU Equivalent: MATH 109 or higher)	3 hours

3.) **GPA** – An overall GPA of 3.0 is suggested to apply. Prerequisite and general science course grades will be reviewed.

4.) **Resume**

5.) **Letters of Recommendation**- Each applicant must obtain 3 letters of recommendation. Letters of recommendation should be completed by individuals with expertise in the field such as: (a) supervisors of volunteer or paid coaching work; (b) previous or present instructors and/or advisors; (c) previous or present employers; and/or (d) current or past coaches. Letters of recommendation should include elements demonstrating the applicants: (a) willingness to learn; (b) integrity; (c) perseverance; and (d) ability to interact with patients/clients. Letters of recommendation are submitted online through the ACU application.

6.) **Personal Statement**- A written statement (600-800 words) describing professional goals, interests, and how your personal journey led you to applying to the Master's of Strength, Conditioning, and Human Performance Program.

F. Projected total enrollment for each of the first five years. It is projected that the first year of offering, the program will bring 5 new graduate students to ACU. The second year will bring 7 to 8 new students. It is thought that the program can house 20 total students in any one academic year.

Year of program	First-year Students	Second-year Students	Total Students
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1	6	n/a	6
2	8	5	13
3	10	7	17
4	11	9	20
5	12	10	22

- G. CIP code. Identify the 6-digit CIP code for the program. This is the system by which the government classifies all postsecondary educational programs.
CIP- 31.0599- Sports, Kinesiology, and Physical Education/Fitness, Other.

III. Rationale and Need for Program

- A. Mission fit. How does the program fit with the university's mission to educate students for Christian service and leadership throughout the world? How does the program fit with the university's current strategic plan or emphases?

The Master of Strength, Conditioning, and Human Performance fits within ACU's mission to educate students for Christian service and leadership. The profession of coaching is a service. Strength and Conditioning, Human Performance, Health and Fitness professionals spend their days guiding others to a healthier lifestyle. Graduates of our program will be able to help others achieve goals and aspirations of personal fitness, athletic performance, and overall health, all while reflecting Christian values that were modeled during their time at ACU.

The NSCA and the CSCCa both value research. This is evident in the peer-reviewed journals and fellowships available through the associations. The MSSCHP at ACU will guide students through the research process and show the value of mentorship. Students will become leaders in their profession, simply by keeping the path that ACU's MSSCHP set them on.

The implementation of a Master's of Strength, Conditioning, and Human Performance at ACU fits with the university's current strategic plan on several levels.

- This degree offers a new residential graduate level degree. This will increase the number of graduate students at ACU.
- This degree will require at least two semesters of experiential learning. This experiential learning will be directly in the career field the students have chosen and will be guided by experienced Christian professionals.
- This degree will open the opportunity for current ACU student-athletes and transfer student-athletes to use an extra year of eligibility. Many students are seeking advanced degrees during that extra year. The MSSCHP will offer a meaningful and relevant two-year degree plan during which those students can still compete in their sport and then move on to their experiential learning after their NCAA eligibility is exhausted.
- In addition to the athletic context, this degree prepares students for diverse professional wellness fields and will therefore be appealing to many students focused on physical wellbeing across the lifespan.
- This degree has the ability to be combined with the BS in Kinesiology to build an accelerated program. When this program is built, the university will have another accelerated program to offer to incoming undergraduate

students.

- B. Societal need. What gaps does this program fill? You can consider needs of an informed citizenry, practical needs of society, vocational connections of potential students, or other factors.

The demand for human performance professionals across all practice settings is increasing.

- The Bureau of Labor Statistics (BLS) Statistics estimates a 16% growth in the profession of personal fitness and human performance coaching.
- There is tremendous opportunity for job growth in the collegiate and professional setting as CSCCa advocates for the gold standard of all Human Performance coaches to obtain the SCCC certification.
- As parents, athletes, coaches, and school administrators become more aware of the long-term effects of human performance, the importance of proper youth training, periodization, and overall safety, more schools are demanding multiple SCCC certified coaches to oversee Strength & Conditioning programs.
- As the baby-boomer generation ages, more and more health care facilities are employing Strength, Conditioning, and Human Performance specialists.
- Many hospitals have gyms (similar to Hendrick) where employees and the general public can workout.
- Many private health facilities, such as health clubs employ strength coaches as personal trainers.

It is clear that graduates of this program will be well equipped to function in an increasing variety of diverse settings for Human Performance coaching

- C. Employment demand and career possibilities.

1. Identify jobs that graduates would be qualified to pursue.

Graduates will be able to obtain jobs as strength and conditioning coaches, personal trainers, human performance coaches, and other health related jobs such as exercise specialists.

2. Use official databases to establish the job market for graduates of the program. Use the U.S. Bureau of Labor Statistics and Texas Workforce Commission; other sources that may be helpful are authorities on regional labor markets (e.g., metropolitan Chambers of Commerce) and current industry reports.

The U.S. Bureau of Labor and Statistics shows a 16% growth in the profession of personal fitness and human performance coaching.

3. Use the [crosswalk document provided by IPEDS](#) to take your previously identified CIP code and find the associated occupations in the [Standard Occupational Classification](#) system provided by the Bureau of Labor Statistics. Use the associated SOC number to find entry-level and mean wages in that field in Texas from the Texas Workforce Commission ([Texas Wages](#) — Wages by Workforce Development Area).

The CIP codes and SOC numbers associated with the type of employment show a starting salary in the state of Texas between \$49,620-\$63,947 (CIP- 31.0599, SOC- 25-1193).

- D. Prospective student interest. Share any data from your discipline that shows

student demand for the program. Is the program likely to draw students who are already at ACU, or will it draw new students to the university? Whom should we recruit, and with whom will we compete for students?

This Master's degree would allow students already at ACU to continue their graduate studies here. Kinesiology and Nutrition is one of the largest departments on campus, and many of the students are student-athletes. Many student athletes complete their undergraduate degree with NCAA eligibility remaining and then enroll in online classes (ACU Dallas) in order to still compete for ACU. The MSSCHP will allow those student-athletes to enroll in a residential Master's degree program. Additionally, this program will draw students from other universities due to its unique design and opportunity to complete the 640-hour internship necessary to sit for the CSCCa national exam. Recruitment should focus on students with a baccalaureate degree in Kinesiology, Exercise Science, Human Performance, or other like degrees.

- E. Disciplinary benchmarking. How does this program curriculum compare to other programs in your discipline? Which Texas universities already offer this program? You may also note other peer institutions that offer the program. This master's program will fill a great need for residential programs in this degree field. A search of like programs in Texas finds only one other residential program at Texas State. One other master's level program exists at Hardin-Simmons, but is an online program. Across the nation, the Master's degree that is recognized by the National Strength and Conditioning Association (NSCA) is widely offered online. The proposed program at ACU will not only meet NSCA standards, but also the gold-standard of the Collegiate Strength and Conditioning Coaches Association (CSCCa) which will require a residential program design.

IV. Curriculum

- A. Degree plan. For undergraduate degree plans, include 72 credit hours of major requirements and electives. A master's degree must have a minimum of 30 credit hours. A doctoral degree must have a minimum of 30 hours beyond the master's degree.

Master's of Human Performance Degree- 36 credit hours.

- PSYC 542- Applied Sports Psychology
- NUTR 635- Nutrition for Exercise and Sport
- MATP 613- Care and Prevention of Athletic Injuries
- MATP 621- Research Methods
- MATP 651- Strength & Conditioning in Rehabilitation
- KINE 503- Ethics in Sport
- KINE 580- Training Program Design
- KINE 601- Essentials of Human Performance
- KINE 602- Advanced Strength & Conditioning
- KINE 603- Seminar in Human Performance
- KINE 604- Internship 1
- KINE 605- Internship 2

- B. Courses. List all courses, existing and new, included in the program/major requirements. For undergraduate programs, identify the capstone and

writing-intensive courses. Create a table that shows for each course:

1. Rotation and frequency (e.g., fall odd years)
2. Whether the course is required or on a menu
3. Which track(s) the course serves, if applicable
4. Program outcomes that the course serves
5. Current faculty credentialed to teach

Course	Rotation & Freq	Required or Menu?	Outcomes Addressed	Current Faculty Credentialed to Teach
PSYC 542- Applied Sports Psychology	Every Spring	Required	#1	
NUTR 635- Nutrition for Sport and Exercise	Every Summer	Required	#1,&3	Martha Smallwood
MATP 613- Care and Prevention of Athletic Injuries	Every Summer	Required	#1	Melissa Long
MATP 621- Research Methods	Every Fall	Required	#3	Melissa Long
MATP 651- Strength & Condition in Rehabilitation	Every Fall	Required	#1, & 2	Melissa Long
KINE 503- Ethics in Sport	Every Spring	Required	#2	Odies Wright
KINE 580- Training Program Design	Every Fall	Required	#1, & 2	Annie Bane
KINE 601- Essentials of Human Performance	Every Spring	Required	# 1, 2, &3	*Program Director
KINE 602- Advanced Strength & Conditioning	Every Fall	Required	# 1, 2, &3	*Program Director
KINE 603- Seminar in Human Performance	Every Spring	Required	# 1, 2, &3	*Program Director
KINE 604- Internship 1	Every Semester	Required	# 1, 2, &3	*Lucas Lancaster
KINE 605- Internship 2	Every Semester	Required	# 1, 2, &3	*Lucas Lancaster

C. New courses. For new courses included in the program/major requirements, list:

1. Course title and description
2. Existing programs in which the courses will also be used, if applicable
3. Curriculum approval schedule will be negotiated with the provost's

office during initial review

KINE 503- Ethics in Sport

The course examines moral and ethical issues pertaining to sport and recreation. Students experience the ethical decision-making process through opportunities for critical analysis by drawing upon their philosophical bases. Due to its 500-level offering, it will be available to students in the Bachelors of Kinesiology major as an elective credit.

KINE 580- Training Program Design

This course provides an in-depth investigation of the various theories that exist for the development of athletic fitness. Examines periodized training programs in strength, aerobic and anaerobic fitness, and peak performance in several major sports. Due to its 500-level offering, it will be available to students in the Bachelors of Kinesiology major as an elective credit.

KINE 601- Essentials of Human Performance

This course provides students with theoretical and practical knowledge of the physiological, biomechanical, measurement and evaluation, and administrative aspects of designing, implementing, and supervising strength training and conditioning programs for various populations.

KINE 602- Advanced Strength & Conditioning

This course examines the advanced methods and techniques associated with the design of strength and conditioning programs to enhance human performance in sport and fitness. The course is designed to enhance the students' current level of knowledge in preparation for certification exam(s).

KINE 603- Seminar in Human Performance

A capstone course designed for research discussion of critical questions and contemporary issues and problems in human performance. Preparation for the CSCCa Strength and Conditioning Coach Certified (SCCC) exam will occur in this course.

KINE 604- Internship 1

This course involves experiential learning. The student will gain experience in a collegiate performance center under the supervision of a Collegiate Strength and Conditioning Coaches Association (CSCCa) Approved Mentor. The internship will be at least 320 hours over the course of a semester.

KINE 605- Internship 2

This course involves experiential learning. The student will gain experience in a collegiate performance center under the supervision of a Collegiate Strength and Conditioning Coaches Association (CSCCa) Approved Mentor. The internship will be at least 320 hours over the course of a semester. Prerequisite: KINE 604

Course code and number	Course name	Deadline for submission to CEHS AC	Projected date of first offering
KINE 503	Ethics in Sport	February 2023	Spring 2024
KINE 580	Training Program Design	February 2022	Fall 2022
KINE 601	Essentials of Human Performance	February 2022	Spring 2023
KINE 602	Advanced Strength & Conditioning	October 2022	Fall 2023
KINE 603	Seminar in Human Performance	February 2023	Spring 2024
KINE 604	Internship 1	February 2022	Summer 2023
KINE 605	Internship 2	October 2022	Fall 2023

V. Assessment Plan

- A. Curriculum map. Prepare a table that lists all required courses in the degree plan and program outcomes. Identify the program outcomes that each course supports and mark whether the course addresses the program outcome at an introductory, reinforcing, or advanced level.

Course	Outcome 1- Apply knowledge and skills in assessment and analysis of client needs.	Outcome 2- Design and initiate interventions for the purpose of optimizing strength, conditioning, and human performance.	Outcome 3- Demonstrate competency in evaluating, designing, and conducting research.
PSYC 542- Applied Sports Psychology	I		
NUTR 635- Nutrition for Sport and Exercise	I		I

MATP 613- Care and Prevention of Athletic Injuries	I		
MATP 621- Research Methods			I
MATP 651- Strength & Condition in Rehabilitation	I	I	
KINE 503- Ethics in Sport		I	
KINE 580- Training and Program Design	R	R	
KINE 601- Essentials of Human Performance	R	R	R
KINE 602- Advanced Strength & Conditioning	R	R	R
KINE 603- Seminar in Human Performance	A	A	A
KINE 604- Internship 1	A	A	A
KINE 605- Internship 2	A	A	A

B. Outcome assessment measures. For each program outcome in II.C., identify *at least* two methods of assessment. These may be course-embedded components (e.g., assignments, projects, exams) or other measures, such as pre- and post-tests, external certification or licensure, portfolio assessment, standardized exams, research presentation, juries, etc. Each measure will include:

1. Description of the artifact to be assessed.
2. Competency target. This is the minimum acceptable target (e.g., 80% of students will demonstrate competency; 75% of students will earn a C or higher) that defines success.
3. Ideal target. This may be a slightly higher standard or a greater percentage of student success (e.g., 90% of students will demonstrate competency;

- 75% of students will earn a B or higher). Be realistic; universal success is unlikely.
4. Name of the person responsible for measuring the outcome.
 5. Timeline. When will you measure the outcome? This may happen every time the class is taught, during a particular semester (e.g. annually in fall), or on a regular basis (e.g., every other year).
- C. Description of assessment cycle. Explain when you will evaluate performance on each program outcome and implement changes based on findings.

Program Outcome 1

Apply knowledge and skills in assessment and analysis of client needs.

Outcome Assessment 1:

Students will complete a Functional Movement Screen Assessment of an athlete.

Measure: SLO MATP 651- Strength and Conditioning in Rehabilitation

Details/Description: The curriculum of the program includes information on knowledge and skills that are essential to be successful strength, conditioning, and human performance coaches. Each student will complete a project in MATP 651 that will consist of a functional movement screen (FMS) assessment of an athlete. The student will also be required to evaluate the FMS for movement deficiencies and create a Corrective Exercise plan for the athlete. This outcome will be measured by the grade assigned to the completion of the project in MATP 651. If the target level is not met, the instructor of that course will reteach and reassess that project.

Level of Proficiency Target (Competency Target): 80% pass rate

Ideal Target: 100% pass rate

Implementation Plan (timeline): Every Fall semester

Key/Responsible Personnel: Instructor of MATP 651

Outcome Assessment 2:

Students will complete internships in areas where they will be asked to assess and analyze client needs.

Measure: Student Learning- Completion KINE 604 & KINE 605

Details/Description: Enrollment and completion of these courses allow for students to be placed in settings that will require the student to assess and analyze clients on a regular basis. These assessments will include body function assessment, body composition, and strength assessments. If enrollment or completion is not obtained, the program director will meet with the students not achieving proficiency to determine a course of action.

Level of Proficiency Target (Competency Target): Every student will receive at least a 70% satisfactory performance rating by on-site supervisor

Ideal Target: Every student will receive at least a 90% satisfactory performance rating by on-site supervisor

Implementation Plan (timeline): Every semester

Key/Responsible Personnel: Internship coordinator

Program Outcome 2

Design and initiate interventions for the purpose of optimizing strength,

conditioning, and human performance.

Outcome Assessment 1:

Students will complete internships in areas where they will be asked to create and implement strength programs.

Measure: Student Learning- Completion KINE 604 & KINE 605

Details/Description: Enrollment and completion of these courses allow for students to be placed in settings that will require the student to create, implement and rewrite strength and conditioning programs. These assessments will include progressing strength and conditioning programs as clients build strength and conditioning levels. If enrollment or completion is not obtained, the program director will meet with the students not achieving proficiency to determine a course of action.

Level of Proficiency Target (Competency Target): Every student will receive at least a 70% satisfactory performance rating by on-site supervisor

Ideal Target: Every student will receive at least a 90% satisfactory performance rating by on-site supervisor

Implementation Plan (timeline): Every semester

Key/Responsible Personnel: Internship coordinator

Outcome Assessment 2:

Students will complete assignments that will require them to design strength programs.

Measure: Student Learning- SLO KINE 603- Periodization Program Design

Details/Description: The curriculum of the program includes information on knowledge and skills that are essential to be successful strength, conditioning, and human performance coaches. Each student will complete a project in KINE 603 that will closely mimic the Periodization Program Design. This outcome will be measured by the grade assigned to the completion of the project in KINE 603. If the target level is not met, the instructor of that course will reteach and reassess that project.

Level of Proficiency Target (Competency Target): 80% pass rate

Ideal Target: 100% pass rate

Implementation Plan (timeline): Every semester, starting in Spring 2023

Key/Responsible Personnel: Instructor of KINE 603

Program Outcome 3

Demonstrate competency in evaluating, designing, and conducting research.

Outcome Assessment 1:

Students will appraise research for accuracy and relevance to the professional field.

Measure: Student Learning- SLOs for NUTR 635- Nutrition for Exercise and Sport

Details/Description: In this assignment, students examine effective, evidence-based approaches to nutrition for specific sports or exercise based on peer-reviewed, original research. Students will prepare an annotated bibliography with 5 journal articles published within the last 10 years (in the

US) about nutrition and sports.

Level of Proficiency Target (Competency Target): 80% pass rate.

Ideal Target: 100% pass rate.

Implementation Plan (timeline): Every semester NUTR 635 is offered

Key/Responsible Personnel: Instructor of NUTR 635

Outcome Assessment 2:

Students will complete research projects and submit for publication.

Measure: Student Learning- SLOs for MATP 621- Research Methods-
Research Project

Details/Description: In this assignment, students are to begin a research project. Each student completes a literature review and creates a project with a methods section. IRB submission is also required during this course. Students are required to complete the research project during the graduate program and submit it for publication or presentation. This allows the student to learn how to research which is in line with the mission of the NSCA and CSCCa and can lead to leadership within the profession.

Level of Proficiency Target (Competency Target): 70% acceptance for publication or presentation.

Ideal Target: 80% acceptance for publication or presentation.

Implementation Plan (timeline): Every Fall semester

Key/Responsible Personnel: Instructor of MATP 621

When sections I-VI are complete, please submit to the Office of the Provost for initial review and development. Section VII is not required for all applications; you will learn whether it's required for your program during initial review.

VII. Additional Information Required for Substantive Changes

- A. Student support services. Describe specific programs, services, and activities that will support students enrolled in the program. Some examples of academic support services are teaching and resource centers, tutoring, academic advising, counseling, disability services, diversity and inclusion offices, teaching laboratories, career services, testing centers, student life, and information technology.
- B. Describe financial resources available to support the new program, including a budget for the first year of the program; projected revenues, expenditures, and cash flow; amount of resources going to external institutions or organizations contracted to provide support services for the program; the operational, management, and physical resources available for the change.
- C. Provide contingency plans in the event required resources do not materialize.

All applications are required to include Section VIII. Please compile this documentation after the initial review by the provost's office.

VIII. Supporting Documentation

- A. Approval Chart for Curriculum Changes
- B. Memo of support from the department chair of each department outside the home department that will provide a course for the program.
- C. When the new program application is complete, provide the full proposal to the following individuals for review. Each will provide a memo to attach to the proposal.
 - 1. Assistant provost for institutional effectiveness and SACSCOC liaison for substantive change review.
 - 2. Dean of the library for library resources review.
 - 3. Dean of the college of the program for a statement of commitment to the items in Required Institutional Support.
 - 4. Assistant provost for curriculum and assessment for review of the program outcomes, curriculum map, and assessment plan and evaluation of compliance with academic policies.

Updated 8/26/2019

MEMORANDUM

TO: Graduate Council
FROM: Chris Riley, Assoc. Provost for IE / SACSCOC Liaison
DATE: October 7, 2021
RE: Strength, Conditioning, and Human Performance M.S.

I have reviewed the above applications as well as applicable SACSCOC Substantive Change Policies and Procedure. Because this new program consists of 50% or more new content that is not currently offered by ACU at these instructional levels, these programs constitute a substantive change requiring a full prospectus, due January 1, and approval by SACSCOC's Executive Council prior to implementation.

Abilene Christian University Library

MEMORANDUM

DATE: October 4, 2021

TO: Dr. Melissa Long and Dr. Sheila Jones

FROM: Dr. Mark McCallon, Associate Dean for Library Services

SUBJECT: New Program Application - Masters of Science in Strength, Conditioning, and Human Performance

The Library requirements section of the Masters of Science in Strength, Conditioning, and Human Performance Application states that additional library resources will be required to support the new program. The ACU Library will need to gain access to journals published by the National Strength and Conditioning Association, even though students will be encouraged to join the association as students. The journals are *Journal of Strength And Conditioning Research* and *Strength and Conditioning Journal*. The cost for these journals are as follows:

Journal of Strength and Conditioning Research – 1 simultaneous user - \$1649 – 12 month subscription

Archive – one time purchase - \$1197 (issues from Volume 1 through 2016)

Strength and Conditioning Journal – 1 simultaneous user - \$640– 12 month subscription

Archive – one time purchase - \$741 (issues from Volume 1 through 2016)

Current resources, including continued support for our subscription to SPORTDiscus, should be adequate to support the curriculum.

Thank you for letting us review the new program proposal.

MEMORANDUM

To: Melissa Long
From: Jennifer Shewmaker
Date: October 7, 2021
Re: New Program Application — Masters of Science in Strength, Conditioning and Human Performance

Support Summary

I have reviewed the MSSCHP proposal for a Fall 2022 implementation and have considered the various requirements for institutional support. The program fills a need for current students and builds on the strengths of the existing Masters of Athletic Training. With the University's support of hiring an additional faculty member to serve as program director along with funding for any adjuncts required to teach courses that current faculty cannot teach in load, I am supportive of the application moving forward for the appropriate college and university-level councils.

memo

To: Melissa Long
From: Jessica Smith
Date: October 6, 2021
Re: New Program Application — Strength, Conditioning, and Human Performance M.S.

Your work on the Strength, Conditioning, and Human Performance M.S. degree plan has yielded a thorough and thoughtful proposal that will allow students to prepare to be fitness professionals in a variety of settings, and they will bring leadership potential because of their research abilities. The program's curriculum appropriate rigor for graduate students at the university, pulling from the curriculum of a rigorous and successful athletic training program and developing courses advanced beyond similar content delivered at the undergraduate level.

The program will introduce seven new courses. All will need to be approved by your college's academic council before they will be available for a functioning degree audit for your program. They may be introduced beginning at any time and each have the latest deadline for submission in the proposal, so in any case, all courses in this degree plan will be submitted by February 2023.

The ability to serve graduate student athletes in a discipline of demonstrated interest is a benefit for the students. The ability of this program to potentially serve as a track within a larger program someday makes this an appealing stepping stone in the discipline from an institutional perspective. The course offerings are mapped out well, and the specificity of assessment plan should allow you to continually improve the program. The picture of the need for institutional commitment is clear.

Thank you for your work toward this addition to our curriculum.



October 10, 2021

RE: Master of Science in Strength, Conditioning, and Human Performance

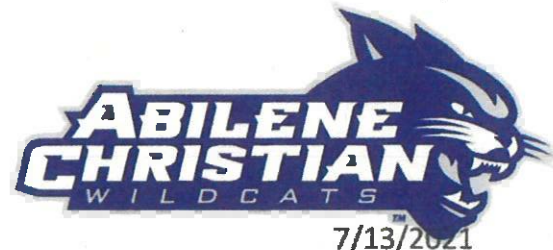
To Whom It May Concern:

As chair of the Department of Kinesiology & Nutrition, I give my full support for the Master of Science in Strength, Conditioning, and Human Performance. This new graduate program fits perfectly in our department. Thank you for your consideration in approving the application for this new program.

Sincerely,

A handwritten signature in black ink that reads 'Sheila Jones'.

Sheila Jones
Chair, Kinesiology & Nutrition



To Whom It May Concern:

This letter is in support of the Masters of Science in Strength, Conditioning, and Human Performance Program (MSSCH) at Abilene Christian University. Our mission at the NCAA Division I level, is to honor Christ through excellence in academics and athletics. The Strength and Conditioning department is crucial to our excellence in athletics. Without our S&C Coaches to care for and challenge our athletes, we would not be able compete athletically. We now have a unique opportunity to bring education of new strength and conditioning coaches into our program. By allowing this program at ACU, both the athletics department and the MSSCH program will benefit.

ACU athletics has the capacity, with 17 sports, to provide MSSCH students with the experiential learning opportunities needed for them to practice the skills they learn in the classroom. Our student-athletes would also benefit from the MSSCH program by having more support as they participate in athletics.

As the MSSCH program grows, it would bring recognition to ACU and ACU Athletics through its production of qualified leaders in the field of Strength and Conditioning. It would also bring excellence to our academics by producing scholarly publications. In turn, this may recruit more student athletes and their families by publicizing the ACU name and marking us as a leader in athletic studies in academics.

I look forward to the opportunity to work with the MSSCH program on our campus. Please let me know if you have any questions or concerns.

Go Wildcats!

Cory J Driskill MS, ATC, LAT
Assoc AD for Sports Performance
Abilene Christian University
cjd08b@acu.edu