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**SACS-COC Substantive Change Prospectus**  
**University of Louisiana at Lafayette**  
**New M.S. in Kinesiology –**  
**Concentrations in (1) Exercise and Sport Science;**  
**(2) Health Promotion, Recreation and Sport Management**  
**Proposed implementation: January 2013**

**August 1, 2012**

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## **1. Abstract**

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The Master of Science degree in Kinesiology (KNES) focuses on professional preparation of candidates to develop, administer and implement broad-based programs in one of two concentrations: (1) Exercise and Sport Science or (2) Health Promotion, Recreation and Sport Management. The curriculum includes courses and guided electives offered for each concentration and will offer both online and traditional face-to-face instructional formats. This degree will build on existing programs in the Department of Kinesiology (i.e., Bachelor of Science Degree in Kinesiology with Concentrations in Health and Physical Education, Exercise Science, Health Promotion and Wellness, and Sports Management or the Bachelor of Science Degree in Athletic Training) and will provide a highly marketable degree that is much needed, and greatly desired, by health and fitness professionals.

## **2. Background Information**

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### **Statement of Nature and Purpose of Change in Context of the Institution's Mission and Goals**

The newly proposed Master's degree will attract local individuals who likely work full time, but wish to pursue a Master's degree without traveling great distances to other universities in Louisiana. The proposed degree clearly aligns with the University's mission: "to achieve excellence in undergraduate and graduate education, in research, and in public service; The graduate programs seek to develop scholars who will variously advance knowledge, cultivate aesthetic sensibility, and improve the material conditions of humankind," and its strategic plan, *Tradition, Transition, and Transformation*: initiating a new Master's degree program directly links to the University's strategic imperative 5, "Goal V: To Encourage Research Productivity and Technology Transfer."

## **University of Louisiana at Lafayette – Mission**

The University of Louisiana at Lafayette, the largest member of the University of Louisiana System, is a public institution of higher education offering bachelors, masters, and doctoral degrees. Within the Carnegie classification, UL Lafayette is designated as a Research University with high research activity. The University's academic programs are administered by the Colleges of the Arts, Education, Engineering, General Studies, Liberal Arts, Nursing & Allied Health Professions, B. I. Moody III College of Business Administration, Ray P. Authement College of the Sciences, and the Graduate School. The University is dedicated to achieving excellence in undergraduate and graduate education, in research, and in public service. For undergraduate education, this commitment implies a fundamental subscription to general education, rooted in the primacy of the traditional liberal arts and sciences as the core around which all curricula are developed. The graduate programs seek to develop scholars who will variously advance knowledge, cultivate aesthetic sensibility, and improve the material conditions of humankind. The University reaffirms its historic commitment to diversity and integration. Thus, through instruction, research, and service, the University promotes regional economic and cultural development, explores solutions to national and world issues, and advances its reputation among its peers.

## **University of Louisiana at Lafayette – Vision**

To further the University's evolution as a distinctive institution recognized as a catalyst for transformation—of students, faculty, staff, Acadiana, Louisiana, and the globe—through its engagement in research, scholarship, creativity, and the enhancement of our unique culture.

## **University of Louisiana at Lafayette - Strategic Plan**

[Tradition, Transition, and Transformation](#), the University's 2009-2014 strategic plan, provides the foundation for all distance and electronic learning policies, procedures, and activities. Delivery of high quality electronic courses contributes to achievement of an expressed University core value - "the creation and dissemination of knowledge that elevates the stature of our community of scholars and contributes to the betterment of our world." Distance and Electronic Learning is aligned with strategic imperative 3 – "Facilitating quality teaching and learning" and cited in Objective 3B – "To enhance the classroom experience" through offering "distance learning to select markets and assure high quality delivery" and creating "increased opportunities for active learning and community engagement." The pervasive language used throughout the University's strategic plan clearly expresses the University's commitment to this mode of instructional delivery.

## **University of Louisiana at Lafayette - Vision for Distance and Electronic Learning**

During the spring 2010 semester, the University Council adopted the following University vision for Distance and Electronic Learning:

*The University of Louisiana at Lafayette will become a premier provider of electronically delivered courses and degree programs based on the University's core values, its strategic imperatives, and the guiding principles of anytime – anywhere, student-focused, and learning-centered education. The result of leveraging technology to its best capabilities will enhance the reputation of the University, increase intellectually stimulating opportunities for students, and improve retention and graduation rates.*

*Electronically delivered courses and degree programs will be accessible by students through a personal learning environment with integrated and relevant support services. This environment will facilitate meaningful, consistent engagement with highly-trained faculty in a dynamic community of learners with activities leading to mastery of course and program*

*learning outcomes while maintaining academic integrity. By adopting nationally established best practices, the University's colleges and departments will employ the appropriate learning technologies to offer a variety of delivery alternatives. These varied formats will address differing student learning styles, needs, and preferences, thereby attracting and serving more contemporary learners.*

*The University will provide access to electronic learning technologies and training on new pedagogies. Integration of these new instructional tools and techniques by faculty and staff will improve the overall quality of teaching and learning and enhance student engagement and success at the University of Louisiana at Lafayette.*

### **University of Louisiana at Lafayette - Commitment to Academic Quality and Rigor in Electronic Environments**

The University of Louisiana at Lafayette places great emphasis on the consistency, continuity, and integrity of the learning environment. All electronic academic courses at the University are considered equivalent to traditional courses, are taught by regular faculty as well as approved adjunct faculty, and adhere to all the same standards, prerequisites, and requirements as traditional sections of identical courses. Equivalency means the "totality of learning experiences for each learner should cover the same area, even if individual experiences might be quite different" (Simonson, 2007). Regardless of the delivery format, LEARNING is the primary aim with achievement of stated course and program learning outcomes as the primary assessment measure.

### **University of Louisiana at Lafayette Office of Distance and Electronic Learning – Goals**

The goals of the Office of Distance and Electronic Learning include the following:

- Create college courses and programs through alternate delivery methods in order to offer educational opportunities to students unable to accommodate a traditional class schedule.
- Ensure the technology used is appropriate to the nature and objectives of the academic programs.
- Expand educational opportunities in a financially responsible manner through synchronous and asynchronous electronic learning.
- Provide technical training to university faculty in the use of e-learning instructional techniques and in the use of associated technologies.
- Facilitate student success in distance learning courses and programs by providing and promoting an environment of equal opportunity.

### **M.S. Degree in Kinesiology – Introduction**

The proposed new program will provide a Master of Science in Kinesiology – Concentration in (1) Exercise and Sport Science, or (2) Health Promotion, Recreation and Sport Management. The intended date of implementation is January 2013 with classes beginning Wednesday, January 16<sup>th</sup> 2013. This proposed change does not involve the initiation of an off-campus site. Candidates will be able to obtain their degree by completing the majority of courses in a face-to-face format with some courses using hybrid and online delivery formats. The projected life of the program will be ongoing. The primary target audience is individuals in the Acadiana area who wish to pursue a graduate degree in Kinesiology.

The proposed M.S. in Kinesiology will focus on professional preparation of candidates to develop, administer, and implement broad-based programs in one of two concentrations: (1) Exercise and Sport Science or (2) Health Promotion, Recreation and Sport Management. The curricula, outlined

below in Table 1, include core courses and guided electives offered for each concentration. This degree will build upon existing programs in the Department of Kinesiology (i.e., Athletic Training, Exercise Science, Sports Management, Health Promotion and Wellness, and Health and Physical Education) and will provide a highly marketable degree that is much needed, and greatly desired, by health and fitness professionals in the Acadiana region and elsewhere.

The objective of the program is to provide advanced training in the discipline of kinesiology and to meet the needs of Kinesiology professionals in and around Acadiana who wish to further their education and expand their career opportunities and employability. Prior to the redesign of the College of Education, many such professionals enrolled in the M.Ed. program in Secondary Education with a 12 hour concentration in Exercise Science. Currently, only professionals with teaching certificates and one year of teaching experience are permitted to enroll in the M.Ed. program. Redesign of the college created a void for all persons interested in health and human performance careers outside of teaching. The proposed M.S. degree will provide an avenue by which individuals with career interests in research, exercise, fitness, health promotion, sport management, recreation management, and human performance can pursue advanced studies.

[\(Appendix 1: Courses and Course Changes\)](#)

### **M.S. Degree in Kinesiology Curriculum**

The M.S. in Kinesiology is intended to prepare both researchers and practitioners; therefore, the program provides thesis and non-thesis options, each with 36 hours of required instruction. Both tracks, as illustrated in Table 1, below, include 12 hours of graduate core courses, 9 hours in the cognate area, and 9 hours of guided electives (for students enrolled in the thesis option). Those in the non-thesis option will take 6 hours of guided electives. The electives will be selected in consultation with the student's advisor from a list of courses in Kinesiology. If a student has a specialized interest area in one of several support fields (i.e. dietetics, biology, psychology, health information management, recreation, business, etc.), electives in these areas must be approved by the advisor. Students who choose not to complete the thesis will be required to complete 9 hours of research-related Special Projects (i.e. KNES 497 or 498; 3 hours), Individual Study (i.e. KNES 597, 3 hours), and an Internship (i.e. KNES 599, 3-9 hours). Students in the Health Promotion, Recreation and Sports Management track may elect to take the internship for up to nine hours.

We will provide a program with flexible scheduling, including online and hybrid courses in order to appeal to professionals in this area who have limited time, budgets, or both. Because the University currently offers an online B.S. in Health Promotion and Wellness, a number of the courses in the Health Promotion, Recreation and Sport Management concentration will be offered online or as hybrid courses. Because of the nature of the Exercise and Sport Science concentration, those courses will be offered face-to-face.

[\(Appendix 2: Term by Term Curriculum\)](#)

Kinesiology faculty at UL Lafayette, responsible for coordinating and supervising all internships, have increased the number of internship agencies and organizations due to the growing number of candidates enrolled in the current undergraduate program. Additionally, more individuals from local health agencies and organizations have expressed a desire for Kinesiology interns:

- Heather Blanchard, Executive Director of Susan Komen of Acadiana, verbally discussed (February 2011) internship and clinical experience opportunities with her organization.
- Chad Callier, Wellness Director of Phoenix Offshore Solutions, discussed via email (January 2011), the possibility of students interning with his organization.

- Chris Johnson, Director of Wellness at Acadian Companies met with 2 health faculty members in December 2010 to discuss internships.
- Manny Fuentes, Clinical Exercise Physiologist from Lafayette General, regularly accepts Kinesiology interns into the Cardiac Rehab program
- Our Lady of Lourdes and Acadian Ambulance have also written letters of support for the Master's degree in Kinesiology
- Over 25 letters of support have been written by agencies in the Acadiana area with their support of the proposed Master of Science degree in Kinesiology.

The demand for Kinesiology graduates is anticipated to increase as more organizations and agencies become aware of the skills and expertise of exercise and health specialists. ([Appendix 3: KNES M.S. Degree Clinical Experience Sites, Internship Sites, and Employment Opportunities](#))

### **Graduates of UL Lafayette Kinesiology Master's Degree Program**

There are many placement opportunities in the field of Kinesiology, specifically exercise and sport science and health, recreation and sport management. Students who complete the Exercise and Sport Science concentration will expand their employment and marketability options in the fields of athletic training, fitness, strength and conditioning, athletics, gerontology and rehabilitation. Students successfully completing the program may apply to doctoral programs in physical therapy, occupational therapy, exercise physiology, biomechanics, physical education pedagogy, health promotion/public health, sport management/administration, recreation management or motor development in order to teach and conduct research. The proposed degree will provide an increased pool of applicants to the Ph.D. program in Kinesiology offered by Louisiana State University (See LSU letter of support, Appendix 2). Specialized certifications are available for these students through the American College of Sports Medicine (ACSM) the National Strength and Conditioning Association (NSCA), and others.

The industry of sports management is among the top three industries in almost every state and currently generates more than \$300 billion nationwide. As sport has evolved into an integral component of American culture, the operations of sport programs have become more sophisticated and complex. Sports management, as a profession and academic discipline, includes a broad spectrum of career paths that range from professional sports to college athletics, recreational sports to health clubs, fitness centers to sports facility management and from sport governing bodies to sport marketing firms. People who manage sport programs and facilities must be familiar with the intricacies of sport activities while also being effective leaders and business professionals. Students who complete the Health Promotion, Recreation and Sport Management option will be employable in many settings: college athletics, professional sports, Olympic and international sports, interscholastic sports, Special Olympics, Paralympics, college recreational sports and intramurals, YMCAs, Boys and Girls Clubs, convention centers, community recreation, therapeutic recreation, geriatric facilities, tourism, state parks, multi-purpose facilities, gyms and fitness centers, racquet clubs, aquatics centers, and entertainment/spectacle events. Within these settings sport management professionals may serve as athletic directors, assistant directors, fundraisers, facility managers, equipment specialists, marketing agents, program directors, sales representatives, advertisers, public relations professionals, and sports information directors.

Graduates from the proposed program who focused on managing and promoting health programs may gain employment in national, state, and local governmental (i.e., the National Institutes of Health [NIH], the Centers for Disease Control [CDC], state or city health department, and school health). Organizations such

as the American Heart Association, American Lung Association, American Cancer Society, American Diabetes Association, and Red Cross are additional sources of employment. Some graduates may seek careers in hospitals to oversee health promotion, while others may choose to work for agencies such as United Blood Services. Other opportunities exist in corporate health and wellness programs, health clubs and spas, and in the delivery of health programs to America’s growing senior population.

Neither concentration (i.e., Exercise and Sport Science or Health Promotion, Recreation and Sport Management) are in conflict with other programs currently offered at UL Lafayette.

**Projections for Candidates in the Kinesiology Master’s Degree Program**

A student interest survey conducted in Kinesiology indicated that, of 145 upper-division respondents in Kinesiology, approximately 124 (85.5%) would be interested in pursuing a Master’s degree in Kinesiology at UL Lafayette. Graduates of the Kinesiology undergraduate program recognize the quality of their undergraduate degree and have indicated a strong interest in pursuing an advanced degree. In addition, fitness professionals, coaches, athletic trainers, managers of sport and recreation programs employed in the Acadiana region, and students from universities and colleges throughout Louisiana and the surrounding states will be recruited. Professionals currently practicing in the health and fitness fields may be interested in Master’s level course work to gain certifications required in their field or meet continuing education credit for retaining certifications.

Table 5. Projected enrollment from 2013-2018

	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Projected enrollment</b>	5-10	10-15	15-20	20+	≥25
<b>Projected graduates</b>	0-5	5+	10-15	15-20	20+

In 2003 there were 518 undergraduate majors in Kinesiology. Since then, there has been a steady rise in the number of majors (see Figure 1). Current enrollment is 1039 undergraduates (Figure 1), a positive percent change of over 100%. Of these majors, 88% were enrolled in areas other than teaching certification (i.e., Exercise Science, Athletic Training, Sports Management, and Health Promotion and Wellness). In addition, students in the teacher preparation program may also be interested in pursuing advanced studies in Kinesiology, through the M.S. degree.

Kinesiology faculty are sensitive to the needs of local students who have full time jobs. Courses will be offered in a variety of delivery methods to meet the needs of working students who intend to complete the program in two years or less. Completion of the program in as little as four semesters is possible assuming a full 9-hour load each semester.

The Exercise and Sport Science track requires more face-to-face content delivery due to the nature of the coursework and hands-on lab components. The Health Promotion, Recreation and Sport Management track is primarily online or hybrid with very few required face-to-face course offerings. This track of the proposed program would be excellent for students with less flexibility in their schedules or for students

outside the Acadiana region. Several KNES faculty members have successfully completed Quality Matters online training through the UL Lafayette Office of Distance Learning and will have their courses certified to offer online.

Kinesiology faculty members have been actively involved in a variety of nationally and internationally recognized professional organizations for many years. Through extensive involvement with these organizations, the process of recruiting graduate students to the proposed program will be greatly facilitated. Currently, Dr. Chuck Duncan serves as the Past-President of LAHPERD (Louisiana Association of Health, Physical Education, Recreation and Dance) and Dr. Charity Bryan is the current President of LAHPERD. Dr. Bryan also serves on the board of directors for the National Association of Girls and Women in Sports (NAGWS) and the Research Consortium of AAHPERD (American Alliance for Health, Physical Education, Recreation and Dance).

The Kinesiology faculty regularly attend national meetings of the American College of Sports Medicine (ACSM), National Athletic Training Association (NATA), American Society on Aging (ASA), American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), National Council On Aging (NCOA), Gerontological Society of America (GSA), Association of Gerontology in Higher Education (AGHE), National Strength and Conditioning Association (NSCA) and the National Recreation and Parks Association (NRPA). The opportunity to interact with and recruit potential graduate students in these forums is great.

The Athletic Department annually employs graduate assistants as athletic trainers and assistant coaches. Many of these individuals want to pursue a Master's degree in a field related to exercise and/or sport. The Master in Education (M.Ed.) is currently not available to individuals who do not have teacher certification and one year teaching experience. The proposed M.S. degree will immediately provide an avenue for these professionals to expand their knowledge base and further their careers. Based on the rationale provided, the Graduate Faculty of the Department of Kinesiology projects an initial minimum cohort of 5 to 10 students, some of whom will have graduate assistantships from Kinesiology and Athletics. This pool of students is not expected to negatively impact existing M.S. degree programs in the state of Louisiana. This cohort will be supplemented by outside professionals in the areas of health, fitness, coaching, athletic training, strength and conditioning specialists and rehabilitation specialists in the Acadiana region.

National trends indicate the greatest job growth for certified athletic trainers is in local high schools. In order to obtain a high school teaching/athletic training position, certified athletic training (ATC) students are required to obtain two years of experience. Many of these ATC students will choose to meet this requirement through our graduate program.

The UL Lafayette Department of Intramural Sports is another excellent resource for recruiting well-qualified students for the M.S. degree program. The Departments of Kinesiology and Intramural Sports have an excellent working relationship, and graduate assistantships would be mutually beneficial to both departments.

With rolling admissions and classes scheduled as cohorts, a projected enrollment of 25 to 30 students, and a yearly completion of 10-15 graduates can be expected. Demographic data virtually assure the growth of UL Lafayette, and there can be no doubt that the Department of Kinesiology will continue to produce professionals with the intention to pursue graduate studies.

### **Evidence of Legal Authority for the Change**

The UL System Board of Supervisors gave its approval of the Letter of Intent on December 8, 2011 ([Appendix 4: UL System Board LOI approval](#), 12-08-2011). The Louisiana Board of Regents approved the Letter of Intent on March 21, 2012 ([Appendix 5: State Board of Regents LOI Approval](#)) The UL System Board of Supervisors gave its approval of the full proposal on June 18, 2012 (minutes have not yet been posted). The Louisiana Board of Regents will vote on the full proposal in the Fall 2012, and the University will provide documentation of approval, if granted, as soon as it is available.

### **Is Proposed Degree Program or Similar Program Offered on Main Campus or at other Approved Off-campus Sites?**

The program is proposed for the main campus, and there is no other similar program offered at any UL Lafayette site.

## **3. Assessment of Need and Program Planning/Approval**

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### **Rationale for Change**

Economic downturns have made it difficult for Lafayette residents to travel considerable distances to attend graduate school. The recent and dramatic increase in oil and gas prices will continue to discourage students and potential students from entering programs with long commutes. We anticipate the predominant portion of the applicant pool for the proposed M.S. program to come from the Acadiana region. As stated earlier, providing a program with flexible scheduling, including online and hybrid courses will be appealing to professionals in this area who have limited time, budgets, or both. Based on survey data recently acquired, it appears that the proposed M.S. degree will be well received by UL Lafayette graduates who wish to continue their education.

### **Assessment of Need**

The total number of graduate students in Louisiana enrolled for the 2009-2010 school years in similar Masters programs was 146. A close examination of the statistics (Figures 2-6) provided by the National Center for Disease Control (CDC), suggests that the number of health, wellness and fitness professionals currently graduating from Louisiana institutions that have similar Masters degrees has been insufficient to significantly impact the prevalence of diseases caused from poor nutrition and sedentary lifestyles of Louisiana residents.

Students in the Master of Science degree program will learn the necessary information to work with special populations such as cancer exercise therapy groups and older adults, and will be able to select internships in these areas. This will make an immediate impact upon the area surrounding UL Lafayette as these students will provide a much-needed source of assistance for local centers such as MPCs. These students will also be highly marketable, as training special populations is one of the fastest growing segments of the rehabilitation and fitness industries. Based upon the internship and electives chosen, the following career paths that deal with special populations may be available: cancer exercise specialist, certified health fitness specialist, Certified Clinical Exercise Specialist (ACSM), senior exercise specialist, and rehabilitation specialists. The M.S. degree in Kinesiology is one avenue by which we can address all of these important health related concerns for the purpose of improving the overall quality of life for individuals living within and outside the Acadiana region.



Enrollment in Kinesiology has increased considerably every year from 2003 through 2010 (Figure 1) with 87% of the 980 students enrolled in the fall of 2010 in non-teaching programs (i.e., Exercise Science, Athletic Training, Health Promotion and Wellness and Sports Management). This reflects an 89% positive change in enrollment from 2003 to the present. ([Appendix 6: Undergraduate enrollment trends in the Department of Kinesiology from 2003 to 2011](#))

The two tracks proposed here (i.e., [1] Exercise and Sport Science and [2] Health Promotion, Recreation and Sport Management) are unique in that the focus is primarily on the Acadiana region. LSU and Grambling University offer similar programs; however, knowing that our primary target populations are local students and existing health and fitness professionals, they have provided letters of support for the proposed program ([Appendix 7: Letters of Support](#)).

### **Evidence of Inclusion of the Change in Institution’s Planning and Evaluation Processes**

*Tradition, Transition, and Transformation*, the University’s 2009-2014 strategic plan, served as the catalyst for this substantive change request. The proposed degree is aligned with university priorities as stated in the mission and vision statements that advocate a commitment to graduate education. Further, the University’s Strategic Plan Imperative 2Ciii calls for the growth of selected graduate programs. The program will also complement numerous other departments on campus, including Athletics, Business Administration, Dietetics, Nursing, Education, Health Information Management, Biology and Psychology. In addition, there will be a significant benefit to the UL Lafayette Athletic Department as the department will rely heavily on graduate assistants in Kinesiology to serve as athletic trainers and assistant coaches. The program is aligned with the “Master Plan for Public Postsecondary Education In Louisiana: 2011” OBJECTIVE 1-6 | INCREASE THE RATE AND NUMBER OF STUDENTS EARNING A POSTSECONDARY CREDENTIALS). The narrative accompanying this objective indicates that “there is a large unmet need for adult postsecondary education efforts that target . . . adults with a college degree who need additional credentials, coursework, or skills for career advancement.”

The program is also aligned with Objective 1-7 | Develop a skilled workforce to support an expanding economy. While there is much emphasis in other parts of the Plan on converting high school graduates to college graduates and attracting those adults who have had little or no prior postsecondary education, the narrative supporting this objective makes it clear that “building and sustaining a 21<sup>st</sup> century economy for Louisiana requires continuing workforce development at all levels, from adult basic education to advanced graduate and professional training.”

### **Faculty and Other Group Involvement in Review and Approval of Program**

The graduate faculty of Kinesiology served on the Master of Science Degree Committee and have been working toward the goal of an M.S. degree in Kinesiology for over 25 years. At the departmental level, graduate faculty in Kinesiology have been involved in the decision to propose and implement a Master’s degree. Kinesiology graduate faculty meetings began addressing the need for a graduate program as early as 1985. A consistent effort has existed among Kinesiology faculty to obtain a Master’s degree in Kinesiology, based on the numbers of students enrolled in the undergraduate program and the desire expressed by local business leaders to have a graduate program in Kinesiology offered in the Acadiana area. ([Appendix 8: Timeline of Events Leading to Proposal of an M.S. in Kinesiology](#))

## 4. Description of the Change

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### **Description of Proposed Change**

The proposed change is to create a new Master of Science degree program in Kinesiology beginning in the spring 2013 semester. Courses will be delivered face-to-face, online or as hybrids depending on the course content. During the past 25 years, faculty have carefully thought out and planned for a Master's degree in Kinesiology. The health courses that were chosen to be delivered online contain material that was readily transitioned to online or hybrid delivery. Many of the Board of Regents and UL Lafayette General Education Core courses are being created as online and hybrid courses during the spring, summer and fall 2011 semesters. Several of the required General Education Core courses are already delivered online. A number of Kinesiology (KNES) courses will utilize a face-to-face delivery format due to required laboratory components.

### **Specific Outcomes and Learning Objectives of Kinesiology Master's Degree Program**

The outcomes of the M.S. degree in Kinesiology center around three themes: content knowledge, communication and professionalism. Within these themes, specific learning objectives are included.

#### **Content Knowledge**

- Acquire problem solving and critical thinking abilities.
- Evaluate current research literature and findings
- Become involved in research and scholarly activities
- Enhance creative thinking in order to address the challenge faced by individuals/organizations in Kinesiology settings

#### **Communication**

- Enhance professional communication skills (written and oral)
- Develop professional relationships in specified area of study

#### **Professionalism**

- Participate regularly in professional development opportunities (local, state, regional, national).
- Acquire appropriate certifications (i.e. ACSM, DPA, CSCS, etc.)

### **Schedule of Proposed Course Offerings**

Scheduling of courses will occur within the same framework and timeline of all other course types delivered by the University. All courses will follow the same semester scheduling times as the university i.e. Fall, Spring, Summer, Summer Intersession, and Winter Intersession. Courses will be offered on a rotating basis in order to ensure minimum enrollment numbers are met. Refer to Table 1 for the semester course sequence.

### **Differences in Admission, Curriculum, or Graduation Requirements**

The admission, curriculum, or graduation requirements for the proposed Master of Science degree in Kinesiology will be consistent with those already in place through the UL Lafayette Graduate School.

Students in the M.S. in Kinesiology program must have an undergraduate degree in a Kinesiology-related field and will be subject to UL Lafayette's regular admission standards. Specifically, students in the Exercise and Sport Science track must have completed an undergraduate or graduate Exercise Physiology course with corresponding lab. In addition, applicants must submit a writing sample to the Kinesiology Graduate Coordinator.

### **Special Arrangement for Grading, Transcripts, or Transfer Policies**

There will not be any special arrangements for grading, transcripts, or transfer policies. All grading during the semester will be logged and communicated through Moodle.

### **Administrative Oversight to Ensure Quality of the Program**

The Master of Science degree will be housed in the College of Education, Department of Kinesiology. The program will be both inter-disciplinary and inter-departmental. The program is inter-disciplinary in that the M.S. degree may include courses not only in the concentration area, but also in related disciplines such as dietetics, biology, psychology, health information management, recreation, and business. The administrative chain of command will include: the Kinesiology Department Head, Dr. Charity Bryan; the Kinesiology Graduate Coordinator, Dr. Claire Foret; the Graduate Coordinator for the College of Education, Dr. Paula Montgomery; Dean of the College of Education, Dr. Gerald Carlson; Dean of the Graduate School, Dr. David Breaux; and Provost and Vice President for Academic Affairs, Dr. Carolyn Bruder.

UL Lafayette Graduate School, the College of Education and the Department of Kinesiology will have administrative oversight of the proposed program. The Office of Distance and Electronic Learning coordinates the University's online course quality assurance system using nationally vetted Quality Matters (QM) standards. The departmental and university electronic course review committees review separate parts of the QM rubric and provided feedback on needed improvements. Upon completing improvements, courses receive the "ULearn" logo to label the course as one meeting best practices of good course design. The Office of Distance and Electronic Learning provides oversight through the development of policies and procedures for faculty certification and electronic courses. These policies include:

- Web-enhancing all courses
- Course and program identification/selection for electronic delivery
- Development and delivery of locally produced courses
- Course content guidelines
- Course certification – Peer review process
- Course certification cycle
- Course size
- Course scheduling and coding
- Adjunct faculty assignment process
- Assessment of electronically delivered courses and programs

Further detail on administrative oversight is delineated in the subsequent sections.

### ***Distance Learning Technologies which will be used to Offer the Proposed Program***

Faculty teaching and students learning in the Kinesiology M.S. degree program will have 24-7 access to a University supported and maintained learning management system, Moodle. Moodle will serve as the primary platform for the delivery of content, engagement of students, and assessment of learning outcomes for courses that are online or hybrid. Use of ProctorU, a web-based live proctoring solution to

monitor distance student behavior on high stakes assessments, has been made possible through an agreement signed by the University. The University also has leased two web-conferencing classrooms to allow faculty members to facilitate synchronous interaction with distance students when or where necessary. Students and faculty are assigned a University email account to manage all official communications. Faculty members have access to a host of open source and free Web 2.0 technologies.

### **Technical Assistance**

Virtual technical assistance is available through services provided by University Computing Support Services (UCSS). The Office of Moodle Support provides support for faculty, students and staff using Moodle, the course learning management system, from 7AM until 9PM five days a week and support on demand during the weekend. Students may submit a request for Moodle and other IT support electronically through the IT Help Desk. The IT Help Desk is supported by three student workers and three graduate assistants who have been trained to handle a number of issues. A knowledge bank that addresses frequently asked questions and reported issues is available 24 hours per day. In addition, the University is currently developing plans to extend its technical support and is committed to providing 24-7 technical support to all students in the near future.

## **5. Faculty**

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### **Faculty Roster**

Refer to [Appendix 9: Faculty Roster](#).

### **Description of Faculty Members' Academic Qualifications and other Experiences Relevant to Courses to be taught in the Kinesiology Master's Degree Program**

The faculty members who will teach in the Master of Science in Kinesiology degree program are academically qualified in the field of exercise science, recreation, sports management, physical education pedagogy, health and/or health promotion. This faculty has presented at international, national, and state organizations in the areas of health/health promotion, as well as distance learning. In addition, many of the faculty are published in their field and have obtained grant funding for their research.

The Department of Kinesiology currently has three endowed professors, one distinguished professor, and three former endowed professors. Several faculty members have held important offices within key state, regional, national and international organizations. All graduate faculty members regularly publish in international and national blind, peer reviewed journals relevant to the proposed degree. In addition, they have conducted numerous peer reviewed international and national presentations and have published research abstracts in nationally recognized journals and proceedings. Most have been successfully involved in both internal and external grant writing.

Professors who will be teaching in the M.S. program hold doctoral degrees in fields related to the proposed degree. Drs. Clemons, Campbell, Dore, and Bellar have all been involved in teaching and conducting research relevant to the fields of exercise science, sport science and athletic training. Dr. Clemons has published numerous exercise science articles and has recently published investigations on new valid and reliable methods of testing strength and power. Dr. Campbell is a biomechanist as well as a Certified Athletic Trainer (ATC) which will help meet the teaching and research needs of students interested in the athletic training area. Dr. Doré is involved in research and curriculum development for athletic training and has research interests and capabilities relative to muscle reconditioning. Dr. Bellar has expertise in the areas of exercise for special populations as well as strength and conditioning and has recent publications on

the relationship of anabolic hormones to executive function in older adults and the effects of elastic tension on weight training. Dr. Lyman has an extensive background in teaching, conducting research and promoting health, and is published in numerous health journals. As previously indicated, obesity is a major concern for the state of Louisiana. Drs. Duncan, Foret, and Bryan all have expertise in the research and development of wellness programs for children, the elderly and individuals with disabilities. Dr. Duncan has been a Professional Development School Liaison at J.W. Faulk elementary school for the last 8 years and works closely with numerous elementary educators in the public schools to address current issues and concerns such as childhood obesity and wellness. Dr. Foret, recognized as a Distinguished Professor, is involved in fall prevention research and intergenerational fitness programs. She and Dr. Rachel Fournet, Associate Professor and Director of Dietetics at UL Lafayette, developed a program entitled Fitness through Intergenerational Teamwork (FIT). This program addresses obesity and lack of physical activity issues of both children and older adults, two critical issues currently facing Louisiana. Drs. Bryan and Bellar are currently working in conjunction with the Picard Center for Child Development and Lifelong Learning in the Coordinated School Health program that covers a five parish area. ([Appendix 10: Faculty Curricula Vitae](#))

### **Course Load in the New Kinesiology Master's Degree Program**

There will be a 3-credit variation in the course load for faculty teaching in the Kinesiology Master's degree program. Tenured and tenure track faculty in the Department of Kinesiology have a 12 credit workload. Therefore, if a particular faculty member is teaching a course in the Kinesiology Master's degree program, their workload for the semester would be 9 hours (3 hours in grad program, 6 hours in undergrad program).

### **Course Work Taught in other Programs Currently Offered**

Some approved electives for the new Master's degree program include 400-level "G" (graduate) courses that may be taught at the undergraduate level. Graduate students taking a 400-level "G" course will have requirements above and beyond the undergraduates enrolled in the course. A typical requirement might be an additional paper, research project or other hands-on project experience.

### **Number of Faculty Adequate to Support Program**

There are nine full time graduate faculty members in the Department of Kinesiology. Once the program is approved, the University has promised the Department of Kinesiology that they will be able to hire three additional faculty members, using "frozen" positions from previous retirements within the Department. These new hires will allow the Department to continue servicing their 1,000+ undergraduates while also implementing and maintaining a graduate program.

The addition of a Master of Science degree program will certainly impact all future hiring decisions within the Department. First, the Department of Kinesiology will need to replace the three vacant faculty lines recently created by retirements and resignations. The three faculty hires will offset the number of graduate faculty who currently teach overloads each semester.

The KNES department has a plan to address workload issues. When a graduate faculty member is teaching a graduate course, other KNES faculty, adjuncts, and graduate assistants will cover undergraduate courses previously taught by that faculty member.

### **Impact of Initiative on Faculty Workload**

There will be a discernible impact on faculty workload in implementing the Kinesiology Masters degree for the spring 2013 semester. Faculty teaching workloads will be adjusted as some faculty begin teaching immediately in the graduate program. Additional adjuncts may be hired to cover courses that are in the Kinesiology undergraduate program.

Graduate courses will be offered on a rotating basis so that students have access to needed courses and faculty teaching load is maximized. Tenured and tenure track faculty in the Department have a 12-credit workload in the undergraduate program. If teaching a graduate course, a tenured or tenure track faculty member in the Department of Kinesiology will have a 9-credit workload for that particular semester.

The Kinesiology graduate faculty are currently involved in research projects in their areas of specialty, many of whom utilize undergraduate students to collect and record data. In addition, Kinesiology faculty collaborate with one another on various projects and our department currently has several collaborative efforts with other entities, both on and off campus (e.g. Picard Center for Child Development, Miles Perret Cancer Services Center, Women's and Children's Hospital of Lafayette, etc.). Kinesiology faculty will continue to expand their research efforts as they acquire graduate students in the M.S. degree program. Currently, all graduate faculty receive a 3-hour release for research and teach 12 hours per semester.

### **Process in Place to Ensure Students have Structured Access to Faculty**

The Department of Kinesiology will create a Moodle site for all Kinesiology graduate students. This site will be used to disseminate important information to all graduate students and to allow students to schedule advising appointments throughout the year. All students have equal access to faculty, electronically and in person. Faculty are required to offer at least 10 office hours weekly, participate on Department, College, and University committees, attend Preview days, and attend Student Orientations. These requirements will not change. The Office of Moodle Support has enabled the "scheduler" feature in Moodle that allows faculty a feature to provide students who want to schedule a meeting with them.

Faculty members provide their policy for responding to emails, virtual office hours and grade submissions on their syllabi. Course syllabi contain information on instructor access; i.e. phone number, email, office number, and available office hours. Specific policies for all courses will be clearly outlined in individual course syllabi.

## **6. Library and Learning Resources**

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### **Library and Information Resources - General**

The Edith Garland Dupré Library provides materials and professional support required by Kinesiology faculty in their pursuit of quality scholarship. The Library houses the University Media Center and a STEP microcomputer laboratory with 150 networked computers, printers, and servers; the Reference Online Center with 24 networked computers and printers; and the Bibliographic Instruction SMART Classroom with 25 computers, an operator's workstation, and projection equipment. Special Collections include: a 40% repository for United States Government Documents, Louisiana government documents, materials pertaining to the history and culture of Acadiana (in the Jefferson Caffery Louisiana Room), the University Archives and Acadiana Manuscripts Collection, the Folklore/Oral History Collection, and the Rare Book Collection.

Most of the library's collections are provided online through the iLink catalog. The library is a member of the regional library organization Lyasis, which provides nationwide networked cataloging and other professional services. The ILLiad system for transmitting Interlibrary Loan documents is also available. The University community may access most of the 100+ databases 24 hours a day, 7 days a week through Ebscohost, Lexis-Nexis Academic, PROQUEST, and other providers. Among these databases are Academic

Search Complete, Index Medicus, ERIC, Library Literature & Information Science Full Text, and Mental Measurements Yearbook and JSTOR.

Eleven of the databases are specifically pertinent for research in the subject areas of athletic training, and health. Most of the Library's collections are listed in the UL Lafayette Online Public Catalog (iLink). The University of Louisiana at Lafayette provides access for faculty and graduate students to comprehensive bibliographic databases such as the Web of Science, Academic Search Complete, and Ebscohost. Internet access to these services is available within university, college and departmental computer labs as well as multimedia stations in the library.

Additional library services that aid scholarly activities of students and faculty in the Department of Kinesiology are Ask Reference, an online reference service for basic questions and search strategies, and the Bibliographic Instruction/Distance Learning Department which offers tours and instruction for classes at all levels and provides a host of research support, including an online glossary of library terms and online guides to MLA (Modern Language Association) and APA (American Psychological Association) styles. Library instruction takes place in the fully automated Bibliographic Instruction Lab. Subject-specific research guides are available in the Reference Department. The Library's Webpage provides links to resources and services, with online forms available for Ask Reference, Interlibrary Loan, Library Tour Requests, and Departmental Book Requests. MOODLE provides around-the-clock web access to assignments and readings posted by faculty members.

Dupré Library contains 55 refereed journals directly contributing to the cognitive base of course work taught in Kinesiology. In addition, the library receives numerous journals and magazines specific to activities and topics related to this diverse field. The Department of Kinesiology is allocated approximately \$11,000 each year for subscriptions, although the amount of that allocation varies according to the size of the Library's budget. The Kinesiology Department has a designated library representative; Denise Goetting is the Library's liaison for Kinesiology and Dr. Toby Dore serves on the University Library Committee.

The Edith Garland Dupré Library Web site is an integral part of the library facility. Through the Web site, users may search for library materials via the online catalog, request materials through an electronic Interlibrary Loan form, access electronic journals, conduct research in approximately 133 databases, find information about library departments and hours, contact the Reference Department, and make comments and suggestions. The Web site is continually updated and is currently undergoing revision to represent a more uniform style.

The Edith Garland Dupré Library is a comprehensive, full service academic library located in the center of the campus of the University of Louisiana at Lafayette. Regarding the library, refer to [Appendix 11: Edith Garland Dupré Library](#).

### **Staffing and Services in Place to Support Initiative**

In order to support teaching, learning, and research at the University, the Library provides access to abundant resources for students and faculty. The Library's Instructional Services/Distance Learning Librarian is available to provide instruction and resources, oversee delivery of materials, provide technical assistance, and answer any questions. Along with the Instructional Services/Distance Learning Librarian, the reference librarians instruct students and faculty in the use of the Library's databases and electronic resources, answer questions, and provide assistance to individuals through phone, e-mail, live chat, Skype,



or fax. The Library can also provide instructional materials and subject guides for resources to students in the Kinesiology M.S. degree program.

### **Library and Information Resources – Kinesiology Resources**

Eleven of the electronic databases are specifically pertinent for research in the subject areas of athletic training, physical education, and health. Most of the Library's collections are listed in the UL Lafayette Online Public Catalog (iLink). The University of Louisiana at Lafayette provides access for faculty and graduate students to comprehensive bibliographic databases such as the Web of Science, Academic Search Complete, and Ebscohost. Traditional services such as interlibrary loan and computer database searches (e.g., Index Medicus and Eric) are also available. Internet access to these services is available within university, college and departmental computer labs as well as multimedia stations in the library.

Dupré Library contains 55 refereed journals directly contributing to the cognitive base of course work taught in Kinesiology. In addition, the library receives numerous journals and magazines specific to activities and topics related to this diverse field. The Department of Kinesiology is allocated approximately \$11,000 each year for subscriptions, although the amount of that allocation varies according to the size of the Library's budget.

In light of these facts, the faculty in the Department of Kinesiology concurs regarding the current library resources being adequate to meet the needs of students in the new Master's degree in Kinesiology program. Additional library expenditures are not required for the success of the proposed program; however, select subscriptions may be cancelled to offset the cost of adding other, more critical, professional journals currently not available.

The Library provides access to numerous subject-specific and general online databases. These include periodical databases, e-books, encyclopedias, dictionaries, legal documents, newspapers, U.S. government publications, and other reference sources. ([Appendix 12: Library Journals and Databases](#))

### **Relative to Electronic Resources, How Students and Faculty will Access Information**

Students enrolled in and faculty teaching hybrid and online courses may contact the library and have books and journal articles mailed, e-mailed, or faxed to their homes or offices. Reference librarians will also locate items that are not available at the UL Lafayette Library and have them delivered through Interlibrary Loan. In addition, students and faculty may receive a LALINC Borrowing Card which will allow them to borrow books and use the services of most other universities and community colleges in the state.

Remote access to all of the library's numerous electronic databases provides distance learners with identical access of resources as offered to the on-campus patrons. The library's proxy server allows remote access to its online databases. Further resources are available through Dupré Library's membership in LALINC, a cooperative statewide borrowing agreement and ARIEL, an electronic document delivery system. The needs of distant learners are also supported by other library service departments (Reference, Interlibrary Loan, Circulation, and Information Technology & Web Services) as Dupré Library actively supports the needs of distant learners in our educational community.

### **Moodle**

The Library posts information on Moodle, the University's course management system. Listed under Organizations, the Library's Moodle site includes a news forum, calendar, resources, instructional guides, tutorials and other features. For example, the section called "Working on a Research Paper?" explains how



to locate resources by journal article, books, newspapers, and other materials. This Moodle site is accessible to all university users.

### **Training for Faculty and Students in the Use of Online Resources**

The Library is diligent in its efforts to provide regular and timely instruction in the use of the Library and other learning/information resources to all students. The Library also assists the Office of Distance and Electronic Learning in providing easy access to tutorials and help pages to facilitate student success in courses in which they are enrolled that are delivered using electronic instruction.

Librarians are available to instruct students and faculty in the use of the library's online databases and electronic resources. The library also provides instructional materials and subject guides for electronic information resources. Students who enroll in distance learning courses are also provided with regular and timely instruction in resources available through the Library and internal and external websites. Ample technical support is provided for students who wish to enroll in electronic courses. A direct link to a variety of tutorial programs is made available to students via the Reference Department web site.

The Reference Department is available for students and faculty who require assistance with research. Reference librarians assist in selecting sources and databases appropriate for research projects, guide students in locating books, articles, and other materials in the Library stacks, and provide general research assistance. The librarians answer questions and provide direct assistance to individuals through phone, e-mail, live chat, Skype, or fax. The Reference Department may also be contacted through such social networking sites as Facebook, MySpace, and Twitter.

### **Staffing and Services in Place to Support the Initiative**

#### ***Reference Librarian Technical Assistance***

The Reference Department provides basic technical advice about connecting to the Library's web pages, online databases, online request forms, e-mail, Internet, and requirements for accessing, downloading, and receiving requested materials.

#### ***Online Catalog***

Edith Garland Dupré Library provides a web-based library catalog. With the look of an Internet search engine, the catalog simplifies searches for library materials and information. A major advantage of a web-based catalog is the wealth of options it provides. User-friendly, pull-down menus offer keyword, author, title, subject, and series searches. The advanced search mode allows users to search any combination of these terms.

#### ***Louisiana Union Catalog***

The Louisiana Union Catalog allows one to search any or the entire Louisiana academic library catalogs at the same time. ( [Appendix 13: Edith Garland Dupré Library Documentation](#) )

#### **Formal Agreements**

The Library maintains affiliations with other library organizations to provide access to library materials not held at UL Lafayette.

Edith Garland Dupré Library is a member of LOUIS: The Louisiana Library Network. The Network combines the resources of Louisiana's public and private academic libraries, along with a centralized support staff located on the Louisiana State University campus, to produce a dynamic library consortium. The central support staff, commonly referred to as "LOUIS," provides many services to consortium members such as

library automation, a union catalog, a digital library, electronic resources, authentication, training, consulting, and hosting related listservs and Web pages. Established in 1992 by the Board of Regents, LOUIS has 47 members and receives approximately \$3.5 million annually in contracts and membership fees to support services for consortium members.

With the Library's participation in LOUIS, the graduate students and faculty of UL Lafayette have borrowing privileges at over 40 additional libraries within the state, and patrons from those libraries can borrow from UL Lafayette.

Through the Library's Interlibrary Loan Department, 2,399 items were obtained in FY 2006-2007 to support student and faculty research. The Interlibrary Loan Department maintains an extensive list of reciprocal libraries.

Edith Garland Dupré Library is a governing member of LYRASIS. This membership provides the Library with access to the OCLC system and allows the Dupré Library Cataloging Department to share bibliographic records with other U.S. libraries and the Library of Congress. In addition, OCLC provides instructions about changes in cataloging protocols. The OCLC system also maintains holdings records for the benefit of ILL services. LYRASIS membership entitles the library staff to participate in workshops and seminars sponsored by LYRASIS and OCLC at a reduced cost.

Edith Garland Dupré Library has a full membership in the American Library Association (ALA). The total array of ALA publications are received and made available to faculty and staff. The Library also has full membership in the Louisiana Library Association (LLA).

## 7. Physical resources

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### **Description of Physical Facilities and Equipment to Support Initiative**

#### ***Department of Kinesiology Facility***

The Department of Kinesiology has sufficient equipment and supportive technology to initiate a Master of Science degree. We are housed in an attractive \$8.6 million structure occupying 125,000 square feet on a 17-acre tract of land. The facility, dedicated in January of 1987, includes a large multi-purpose gymnasium that contains four basketball courts and a four-lane 1/8 mile track on the second level. Situated around this nucleus are a variety of other instructional, recreational and laboratory facilities (i.e., six classrooms, one large teaching auditorium, a gymnastics room, a weight-lifting room, exercise room with stationary bicycles, racquetball courts, a central equipment storage-issue room and a multi-purpose room for martial arts and archery). A new \$2,500,000 weight room has recently been completed and is fully operational. It totals 17,000 square feet and includes over 35,000 pounds of weight plates and dumbbells as well as a variety of CYBEX pin select resistance training equipment. The facility also includes a cardiovascular loft with Woodway, Life Fitness, Precor, and Cybex machines, televisions with a balcony view of the main resistance training area as well as the Student Aquatic Center. In addition, the area includes a 25 foot rock wall for every level of climber. Outdoor facilities include: lighted tennis courts, illuminated playing fields for soccer, and a \$2,000,000 recreational swimming complex.

Sidewalks adequate for maintenance vehicles connect all areas of the complex. The academic and administrative areas include a tiered lecture room with an audio-visual projection cubicle in the rear, many

classrooms, a resource center, computer lab and a 2,400 sq. ft. Human Performance Laboratory housing Exercise Physiology and Motor Learning Labs. In addition, the Department of Kinesiology houses a 24-station Student Technology Enhancement Program (S.T.E.P.) computer lab which is used for both classes and open lab times.

All teaching and research facilities in Bourgeois Hall are managed by the Department of Kinesiology and are fully utilized to meet the teaching and learning needs of students and faculty in Kinesiology. For the list of currently available equipment see [Appendix 14: Department of Kinesiology Equipment](#).

### ***University Network and Information Technology Assets***

The appropriate hardware, software, and bandwidth assets are in place to deliver high quality hybrid and online courses. The learning management system is hosted in a virtual machine environment that is easily expandable to meet demand. Data for the LMS is stored on a network-attached storage system which can also be expanded as necessary. Additionally, the Office of Information Technology has strengthened the University's technological infrastructure in these ways:

#### **Bandwidth (capacity)**

Inter and Intra campus bandwidth has the potential to be expanded and is in the process of being expanded well beyond our existing Internet 1 capacity of 100 Mbps. Due to our LONI (Louisiana Optical Network Initiative) connection, total available capacity at the drain is only limited by our financial ability to purchase additional bandwidth up to the maximum capacity of the existing router interfaces. Upon completion of the network upgrades, the internal bandwidth capacity of University network core and distribution will be at 10 Gbps per link (a 10 fold increase from current infrastructure). The network will be "routed" (layer 3 vice layer 2) at the core distribution level. Several in-progress campus projects are allowing development of the inter-campus, intra-campus, wired and wireless environments at the same time.

#### **Redundancy**

The inter and intra campus network enhancements includes significant improvements in the reliability and redundancy of the network. The Office of Information Technology acknowledges the academic need for on-demand / around the clock service and are actively moving to reach those goals.

#### **Security**

The changes underway to the network address the need for both Academic Security and Information Technology Security. As the University builds new network regions they will be initialized "clean", and have the elements in place to support the necessary security. Two important components of Project Clean Wire are currently underway and will contribute to these increases in capacity and security. 1) Systemic A/V and endpoint protection; and 2) Multilayer enterprise firewall/IPS/IDS.

#### **Moodle**

Moodle (<http://moodle.org/about/>) is an open source learning management system used by faculty members and students whether the course is offered primarily face-to-face, or is web-enhanced, blended, hybrid, and online. A team of IT staff and electronic learning professionals manage the Moodle site: <http://moodle.ucs.louisiana.edu/>

The focus of the Office of Moodle Support provides educators the best tools to manage and promote learning, but there are many ways to use Moodle:

- Moodle has features that allow it to scale to very large deployments and hundreds of thousands of students, yet it can also be used for a primary school or an education hobbyist.
- Many institutions use it as their platform to conduct fully online courses, while some use it simply to augment face-to-face courses (known as blended learning).
- Many users love to use the activity modules (such as forums, databases and wikis) to build richly collaborative communities of learning around their subject matter (in the social constructionist tradition), while others prefer to use Moodle as a way to deliver content to students (such as standard SCORM packages) and assess learning using assignments or quizzes.

Moodle features several management activities which facilitate course delivery. Assignments, Forums, Quizzes and Resources are all regularly used in online course delivery. The Assignment button lists the name of the assignment, what type the assignment is (i.e. offline activity, etc.), the due date and whether or not students have submitted the assignment. The Forums feature allows instructors to provide general news and announcements, or answer questions, to ALL students enrolled in the course.

Quizzes are an online test/quiz format where the instructor may choose subjective (essay, short answer) or objective (multiple choice, true/false) types of questions. The Resources feature provides a list, by either topic number or chronological date, of all assignments, notes, anything uploaded to Moodle by the instructor. These mechanisms allow for a highly organized and efficient delivery method. In addition, students enrolled in online courses can email a professor at any time, and will receive a response within a 24-hour time period. Questions that are asked by several students are usually answered within a “forum” so that all students enrolled in the course may have access to this frequently asked question and answer.

### ***Learning Management System and Server Space***

During the summer 2010, the Office of Information Technology upgraded the existing learning management system software to the latest version of Moodle, 1.9 Plus. Additionally, four new servers were installed to replace the old server and a load balancer was mounted to increase speed and operability of the system. A digital content repository is being developed for faculty to store electronic course materials and link to them inside Moodle. This infrastructure upgrade will further improve functionality of the University’s learning management system. A part-time system administrator for Moodle was hired to monitor functionality and make consistent strategic improvements in the University’s implementation of the Moodle software.

The Office of Moodle Support was recently re-constituted. An existing full-time faculty and student support specialist received professional training for the first time and completed a three course sequence offered by Moodlerooms, Inc. The professional staff completed six Moodle function modules offered by the Louisiana Board of Regents Office of Information Technology. Training was necessary for this staff member to provide high level one-on-one support and ongoing training to University faculty and staff members.

### **Impact that Proposed Change will have on Existing Programs and Services**

The proposed new Master’s degree in Kinesiology will have no negative impact on the existing programs and services at the University. In fact, the proposed program is likely to grow quickly and enrollments are projected to increase steadily. Currently, the Department of Kinesiology has 1,039 declared majors, many of whom wish to pursue a graduate degree at UL Lafayette.

## 8. Financial Support

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### a. Description of Financial Resources to Support Change

No new faculty lines will be necessary for the program. If enrollments warrant it, additional supplies and equipment and two additional graduate assistants will be furnished to sustain the program. Aside from these needs, the University has the necessary infrastructure and technology to support the degree.

Each faculty member in the Department of Kinesiology teaches classes which total 24 or more credit hours per academic year. Graduate faculty in the Department of Kinesiology currently receive no release time for additional departmental duties and most teach overloads on a regular basis. Therefore, filling the existing faculty lines at the Assistant Professor rank will be essential to initiate and sustain the program. This will be necessary prior to the second year of the program (please refer to the attached cost estimates). In addition, the new library assets requested (see below) will be helpful to further support the program.

There are supplemental funds available at the state and federal level for grants to support the M.S. degree program in Kinesiology (e. g. NIH, CDC and BoRSF grants). In addition, the collaboration between Kinesiology and the Picard Center for Child Development has been advantageous when writing grants.

In order to acquire research quality resources to sustain a Master of Science in Kinesiology, the journals listed below will need to be obtained by Dupre Library. The total annual cost to obtain these journals with online access is \$8645. The costs for the individual journals are provided adjacent to each journal.

British Journal of Sports Medicine (\$367.00 online)

European Journal of Sport Science (\$554 online)

European Journal of Applied Physiology (\$180 per volume)

International Journal of Sports Nutrition and Exercise Metabolism (\$446 for online & text)

Journal of Applied Physiology (\$1,455 for online and text)

Journal of Sport Science (\$3,675 for online and text)

Journal of Strength and Conditioning Research (\$554 for online and text)

Journal of Teaching in Physical Education (\$350 for online and text)

Scandinavian Journal of Medicine & Science in Sports (\$872 total for online and text)

Strength and Conditioning Journal (\$192.00 for online and text)

### b. Projected Revenues and Expenditures and Cash Flow

Projected revenue will be derived from tuition beginning in January 2013. ESTIMATED EXPENDITURES (Years 1-5): \$290,617; POTENTIAL REVENUE (Years 1-5): \$416,266 ([Appendix 15 : Proposed budget of Estimated Program Costs and Tuition/Fees Generated for Five \(5\) Years](#))

### c. Amount of resources going to Institutions or Organizations for Contractual or Support Services

Smartthinking for tutoring services:

Year	Hours	Cost Hours (excluding labor & supplies)
2006-2007	1,200	\$39,100.00
2007-2008	1,400	\$44,700.00
2008-2009	1,600	\$48,700.00
2009-2010	2,000	\$61,000.00

2010-2011	1,500	\$48,000.00
2011-2012	1,500	\$48,000.00 requested

In 2010 the University paid \$1,000 for Elluminate, but that cost will increase to approximately \$5,000. Elluminate is used for web-conferencing/virtual classrooms. Other resources are being provided in-house.

**d. Operational, Management, and Physical Resources available for the Change**

The Department of Kinesiology is supported by one level-III administrative assistant and 6 work study student positions, which will be adequate to absorb the new program.

Infrastructure to be used for the program is already in place; i.e. Moodle, Office of Distance and Electronic Learning, ULINK, Kinesiology Library (Bourgeois Hall Room 132B), S.T.E.P. Computer Lab, and Health Resource Room (Bourgeois Hall Room 119A). Faculty teaching and students learning in the Health Promotion and Wellness program will have 24-7 access to a University supported and maintained learning management system, Moodle, which will serve as the primary platform for the delivery of content, engagement of students, and assessment of learning outcomes.

Use of ProctorU, a web-based live proctoring solution to monitor distance student behavior on high stakes assessments, has been made possible through an agreement signed by the University. The University also has leased two web-conferencing classrooms to allow faculty members to facilitate synchronous interaction with distance students when / where necessary. Students and faculty are assigned a University email account to manage all official communications. Faculty members have access to a host of open source and free Web 2.0 technologies.

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## Section 9: Evaluation and Assessment

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**How the Institution Assesses Overall Institutional Effectiveness**

The University of Louisiana at Lafayette assesses institutional effectiveness at all levels and engages in assessment and evaluation systematically and reflecting best practices and expectations. The University’s institutional effectiveness process integrates three critical processes: (a) strategic planning, (b) assessment and assurance of learning, and (c) budgeting and resource allocation. Current planning documents guiding strategic advancement at UL Lafayette include:

- Board of Regents Master Plan for Public Postsecondary Education (2001 and 2009)
- UL Lafayette Louisiana Performance Accountability System FY 2011-2012 through FY 2015-2016 (LaPAS)
- The GRAD Act of 2010 (The Louisiana’s Granting Resources and Autonomy for Diplomas Act allows for Louisiana institutions to voluntarily enter into an agreement under which the University commits to a rigorous set of data gathering and reporting in a wide variety of areas, and to a continuous cycle of improvement and annual reporting over the next six years).
- UL Lafayette Tradition | Transition | Transformation: The 2009-2014 Strategic Plan
- UL System-wide goals on “Access and Success”

To ensure broad-based acceptance and to enhance the successful implementation of strategic imperatives, a variety of internal stakeholders and external constituents are integrally involved in the institutional effectiveness process. ([Appendix 16: Strategic Planning Input chart](#))

### **Means Used to Monitor and Ensure the Quality of Degree Program**

Usage of assessment data, historically referred to on campus as “closing the loop” (and in WEAVEonline terminology as “Action Planning”) has always been recognized and reinforced as a critical component of the assessment process. All units of the University participate in a full annual assessment cycle including setting objectives and the means of measuring them, establishing success targets, and designing action plans to improve performance based on results. The percentage of units implementing actions based on assessment findings is nearing 100%, is consistent with our peer institutions, and has been rising steadily.

At the administrative level, Vice Presidents and academic deans review, evaluate and assist departments in addressing issues identified in their units’ assessments, and report on how their units’ assessments have informed their strategic and operational initiatives, administrative actions or resource allocations. As additional evidence demonstrating that institutional effectiveness considerations are reflected in budgetary and resource allocation decisions, the University’s Budget Preparation Process Module illustrates how “budget preparers” and “budget approvers” must link budgetary requests to the strategic plan and/or to other forms of evidence demonstrating need based on enhancing institutional effectiveness, such as assessment results. Evaluation of student learning outcomes through the assessment process has been an integral part of the University’s current process of program prioritization in response to projected budget deficits.

### ***Means Used to Monitor and Ensure Quality of Online and Hybrid Courses***

To assure students enrolled in hybrid and online learning courses receive a quality education, the University is requiring each course to be submitted for and then pass an internal certification review based on a Quality Matters<sup>®</sup> (QM) rubric (see [Appendix 17: Quality Matters Rubric Standards 2008-2010 Edition with Assigned Point Values](#)) and peer review process. Course certification is intended to ensure that hybrid and online courses meet departmental standards on content and pedagogy and also meet University minimum expectations for presentation of instructional content and instructor/student interaction in an electronic environment.

Both the Department and the University Electronic Course Peer Review Committee share a unique co-responsibility to assess course design. The unique roles and outcomes of the Department and University Electronic Course Peer Review Committee are delineated in the subsequent sections. The “Course Certification Appendix” (<http://distancelearning.louisiana.edu/content/appendixes#001>) defines the areas of the Quality Matters<sup>®</sup> (QM) rubric within the Department’s domain of review and within the Committee’s domain of review. The process was begun during the Spring 2011 semester to certify courses labeled online (OL) or hybrid (HY). More information about the cycle will be provided on the Distance Learning Leadership web site at the “Certify Your E-Course” link.

### **Procedures for Systematic Evaluation of Instructional Results**

Student Evaluation of Instruction (S.E.I.) is conducted every semester via email. The system integrates Scantron Class Climate survey software, Moodle, and ISIS data to produce an online survey for each student in each course. Near the end of the semester, students see a list of surveys corresponding to the courses they are enrolled in, drawn from ISIS data, on their Moodle home page, and also receive an email and subsequent email reminders. Clicking these links takes them to electronic surveys housed by Class Climate. Results are recorded, analyzed and reported with no identifying student information by the Class Climate software and then redistributed to Deans, Department Heads and instructors. It is the responsibility of Information Systems to ensure that the online mechanism by which the evaluation is conducted is in place. The Office of Institutional Research coordinates all other components of the evaluation including the

request of Information Systems to activate/deactivate the system and disseminates results. ([Appendix 18: Student Evaluation of Instruction Sample Survey](#))

### **Process for Monitoring and Evaluating Programs**

The University's assessment of student learning and program effectiveness process is comprehensive, authentic and consistently utilized to enhance intutional performance. Nearly 200 "institutional effectiveness" units report on their systematic assessment process in UL Lafayette's WEAVEonline program. Available in each unit's "document repository" is all existing historical assessment data for the previous three years. At the institutional level, all programs have just been through a comprehensive, data-driven program review with broad administrative and faculty participation. The administrative structures and committees that undertook the review process have been retained and the process will now be regularized, with each program subject to review every seven years.

### **Process for Monitoring and Evaluating Kinesiology Master's Degree Program**

Kinesiology M.S. degree candidates are expected to achieve specific learning outcomes upon completion of their program that include:

#### **Content Knowledge**

- Acquire problem solving and critical thinking abilities.
- Evaluate current research literature and findings
- Become involved in research and scholarly activities
- Enhance creative thinking in order to address the challenge faced by individuals/organizations in Kinesiology settings

#### **Communication**

- Enhance professional communication skills (written and oral)
- Develop professional relationships in specified area of study

#### **Professionalism**

- Participate regularly in professional development opportunities (local, state, regional, national).
- Acquire appropriate certifications (i.e. ACSM, DPA, CSCS, etc.)

Course learning outcomes have been established for every course in the Kinesiology Master's Degree program. These outcomes remain consistent regardless of delivery format or instructor. WEAVEOnline, the assessment and planning management system implemented by UL Lafayette, has made it possible to track findings and results to evaluate the program in terms of whether the learning outcomes are being met.

### **Using the Results of Evaluation to Improve Institutional Programs, Services, and Operations**

After results of the Student Evaluation of Instruction are recorded, analyzed and reported they are redistributed to Deans, Department Heads and instructors. The Department Head reviews each faculty member's Student Evaluation of Instruction. The Department Head uses these results to examine if there are any concerns with the instructor and to give the instructor constructive feedback. In addition, these results are used in decisions for merit and faculty status; i.e. tenure and promotion.



The Student Evaluation of Instruction is a valid measure of instructional quality and provides useful feedback to the instructor. An instructor can use the results to ascertain if they need to make any changes in their courses such as; increasing student engagement, implementing different pedagogical methods, communicating course expectations more clearly, and making positive course changes. Instructors might also use comments provided by students to improve their instruction.

**How Results of the Evaluation are used to Improve the Kinesiology Master’s Degree Program**

Based upon the annual review of the learning outcome results, Kinesiology faculty may choose to raise the achievement target to a higher percentage on the learning outcomes in subsequent semesters. An ongoing review will be conducted by Kinesiology faculty to see what, if any, changes are needed for the program specific learning outcomes.