

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

NOTE: Changes to programs may require course changes, which must be processed electronically. Any questions should be directed to Interim Curriculum Manager Nicolas Witschi at 7-4356 or nicolas.witschi@wmich.edu

DEPARTMENT: Human Performance and Health Education
Human Development

COLLEGE: College of Education and

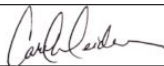
PROPOSED EFFECTIVE FALL YEAR: 2022

PROPOSED IMPROVEMENTS: *Academic Program Proposed Improvements*

- | | | |
|---|---|---|
| <input type="checkbox"/> New degree* | <input type="checkbox"/> New minor* | <input type="checkbox"/> Admission requirements |
| <input type="checkbox"/> New major* | <input type="checkbox"/> Deletion* | <input type="checkbox"/> Graduation requirements |
| <input type="checkbox"/> New curriculum* | <input checked="" type="checkbox"/> Revised major | <input checked="" type="checkbox"/> Change in Title |
| <input type="checkbox"/> New concentration* | <input type="checkbox"/> Revised minor | <input type="checkbox"/> Transfer |
| <input type="checkbox"/> New certificate* | | |
| <input type="checkbox"/> Other (explain**) ** Other: | | |

Title of degree, curriculum, major, minor, concentration, or certificate: M.A. Sports Coaching (CSPM)

Chair, Department Curriculum Committee:



Date 9/14/21

CHECKLIST FOR DEPARTMENT CHAIRS/DIRECTORS

- N/A ☐ For new programs and other changes that have resource implications, the dean has been consulted.
- N/A ☐ When appropriate, letters of support from department faculty are attached.
- N/A ☐ When appropriate, letters of support from other departments in the same college are attached.
- N/A ☐ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- N/A ☐ The proposal has been reviewed by HIGE for possible implications for international student enrollment.
- ☒ The proposal is consistent with the departmental assessment plan, and identifies measurable learning outcomes for assessment.
- N/A ☐ Detailed resource plan is attached where appropriate.
- ☒ All questions attached have been completed and supporting documents are attached.
- ☒ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair/Director:



Date 9/20/21

CHECKLIST FOR COLLEGE CURRICULUM COMMITTEE

- ☐ The academic quality of the proposal and the faculty involved has been reviewed.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ Consistency between the proposal and the relevant catalog language has been confirmed.
- ☐ The proposal has been reviewed for effect on students transferring from Michigan community colleges. Detailed information on transfer articulation must be included with undergraduate proposals.
- ☐ Consistency between the proposal and the College and department assessment plans has been confirmed.
- ☐ Consistency between the proposal and the College and department strategic plans has been confirmed.
- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair, College Curriculum Committee:

Date

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

CHECKLIST FOR COLLEGE DEANS

- ☐ For new programs and proposed program deletions, the provost has been consulted.
- ☐ For new programs, letter of support from University Libraries Dean indicating library resource requirements have been met.
- ☐ When appropriate, letters of support from other college faculty and/or chairs are attached.
- ☐ When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- ☐ The proposal has been reviewed for implications for accreditation, certification, or licensure.
- ☐ Detailed resource plan is attached where appropriate.
- ☐ All questions attached have been completed and supporting documents are attached.
- ☐ The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Dean:	Date
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FOR PROPOSALS REQUIRING REVIEW BY:

GSC/USC; EPGC, GRADUATE COLLEGE, and/or FACULTY SENATE EXECUTIVE BOARD

<input type="checkbox"/> Return to Dean		
<input type="checkbox"/> Forward to:	Curriculum Manager:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by Chair, GSC/USC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Chair, EPGC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Graduate College Dean:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Faculty Senate President:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by Provost:	Date

**NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS**

1. Explain briefly and clearly the proposed improvement:

The proposed improvement involves curricular revisions that includes reduction of program's credit hours from 36 to 30, as well as providing electives in the program. It also involves change the program name to M.A. Sports Coaching

2. Rationale. Give your reason(s) for the proposed improvement.

These changes would make the program more affordable, attractive, competitive and higher quality, which has the potential to increase student enrollment and ensure student progress towards graduation in a reasonable amount of time. Also, the proposed changes involve offering an option for elective courses, which increases curricular flexibility. These changes are result of an analysis of leading coaching programs nationally and the current market. The main objective is facilitating student recruitment, enrollment and retention.

3. Effect on other colleges, departments, or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

These proposed changes have no effect any other departments, colleges and program. All courses originate in the Department of HPHE.

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

These proposed changes could potentially increase student enrollment and retention (refer to the rationale). Additionally, other programs in the department that share courses with the M.A. Coaching Sport Performance program can potentially benefit from increased enrollment. The faculty from other shared courses are aware of these curricular changes. Also, the Department Chair and the Dean of the College are supportive and have written a letter in support of this proposed change. Their letters of support are attached.

5. Alignment with college's and department's strategic plan, mission, and vision.

The College of Education and Human Development (CEHD) embraces WMU's strategic goals of learner centered, discovery driven, and globally engaged. As such, the CEHD is committed to develop exceptional educational professions that can positively impact our global society, advance knowledge through teaching, scholarships, creative works, and service, while enhancing the university and its stakeholder through transformative field experiences and collaboration.

This newly proposed curricular improvements meet the above mission in several ways. The profession of sport coaching potential to impact a large and diverse body of participants, with the program enabling students to develop skills and competencies to positively impact those participants. Additionally, the program is 100% online and it has the potential to recruit students both nationally and internationally. Additionally, field experience provides implementation to learned skill and an opportunity to work in an applied setting.

6. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time.

There is no impact on the currently enrolled students, however future students can benefit from these changes as it their course of study is more affordable and flexible, and increase their ability to graduate in a shorter amount of time.

7. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

The anticipated audience should increase. The changes in the proposal reflect examination of the current market. According to the source from the Occupational Outlook Handbook (<https://www.bls.gov/ooh/entertainment-and->

[sports/coaches-and-scouts.htm](#)) job outlook growth for coaching jobs between years 2020-2030 is 26% (much faster than average) with the number of coaching jobs in 2020 being 249,900. Increasing participation in high school and college sports may boost demand for coaches. The anticipated target audience consists of students interested in the profession of coaching. Student market demand exist, and based on the market analysis the proposed changes could facilitate student enrollment. Moreover, coaching skill sets are applicable to a wide a range of occupations, including leadership, business management, etc.

8. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. If proposing a new program, include a letter and/or email of support from the university libraries affirming that the library resource issues have been reviewed. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

There is no effect on resources for the College and Department since all the courses are currently available and cross listed with other programs in the department. No new hires are required.

9. List the learning outcomes for the revised or proposed major, minor, or concentration. The department will use these outcomes for future assessments of the program.

The department will use these outcomes for future assessments of the program.

- Students will demonstrate comprehension and skills associated with professional content areas and capacity to apply competence during applied tasks.
- Students will demonstrate capacity to function effectively in applied settings among diverse populations.
- Students will demonstrate commitment to professional growth, development and dispositions
- Students will demonstrate their knowledge and understanding of research through the interpretation and or preparation of scholarly works in their professional emphasis area.
- Students will demonstrate mastery of selected technology skills.

10. Describe how this change is a response to assessment outcomes that are part of a department or college assessment plan or informal assessment activities.

These changes are not in direct response to the indicated assessment outcomes. The assessment is also based on several components, including current market analysis, feedback provided by graduating students, assessment of student enrollment and student progress towards graduation.

11. (Undergraduate proposals only) Describe in detail how this change affects transfer articulation for Michigan community colleges. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

n/a

12. Please offer both "Current Catalog Language" and "Proposed Catalog Language" if there is to be a change in the catalog description for a given program. For the "current" language, please copy and paste relevant language from the most current catalog and for the "proposed" language, please share the exact proposed new catalog language. As possible, bold or otherwise note the key changes in the new proposed catalog language.

Current Catalog (2021-22):

Master of Arts in Coaching Sport Performance

Advisor: Zeljka Vidic

Room 4024-4 Student Recreation Center

The Department of Human Performance and Health Education offers an online Master of Arts in Coaching Sport Performance which is designed to provide 36 graduate credit hours enabling students to develop skills and knowledge that coaches and related sport clinicians should possess. The M.A. in Coaching Sport Performance clearly supports an athlete-centered philosophy of sport and encourages each student to create a program of study that will enhance their preparation in becoming a high performance coach, maximizing the benefits of sport for all participants. The established curriculum is aligned with the National Standards for Sport Coaches and NCACE Accreditation Level 5. Graduate students find positions as coaches in school and community-based sport, as well as instructional staff for coaching education programs.

Revised Sept. 2018. All previous forms are obsolete and should not be used.

Admission Requirements

Meet Graduate College admission standards, successful completion of an undergraduate major or minor, or related coaching experience. Students are to submit a letter of intent to include education and career goals. In cases an interview or additional qualifications may be required.

Planned Program of Study

Each graduate student is expected to show master level competence in the comprehension and behavioral skills associated with the eight domains of the National Standards for Sport Coaches. In addition, each student is expected to demonstrate the capacity to function effectively in applied settings among diverse populations as well as demonstrate a commitment to fostering a safe and effective sport environment for all participants.

Coaching Courses

HPHE 6300 - Professional Development Seminar for Coaches **Credits:** 1-2 hours

(1 hour)

HPHE 6310 - Skill Acquisition and Human Performance **Credits:** 3 hours

HPHE 6320 - Theories of Strength and Conditioning **Credits:** 3 hrs.

HPHE 6340 - Sports Safety and Injury Management for Coaches **Credits:** 3 hours

HPHE 6350 - Principles and Practices of Effective Coaching **Credits:** 3 hours

HPHE 6360 - Principles of Sport Nutrition and Energy Systems **Credits:** 3 hours

HPHE 6440 - Program Evaluation in Sport and Physical Education **Credits:** 3 hours

HPHE 6600 - Governance and Administration of Sport **Credits:** 3 hours

HPHE 6910 - Psychological Preparation and Mental Training for Sport and Physical Activity **Credits:** 3 hours

HPHE 6930 - Sociology of Sport and Physical Activity **Credits:** 3 hours

Department Research Courses

HPHE 6900 - Research Procedures in Human Performance and Health Education **Credits:** 3 hrs.

HPHE 6920 - Analytical Techniques in Human Performance and Health Education **Credits:** 3 hrs.

Required Capstone Experience

HPHE 7120 - Professional Field Experience **Credits:** 1 to 12 hours

(2 hours)

Proposed Catalog changes (2022-23):

****Highlights reflect changes in the curriculum**

Master of Arts in Sports Coaching

Advisor: Zeljka Vidic

Room 4024-8 Student Recreation Center

The Department of Human Performance and Health Education offers an online **Master of Arts in Sports Coaching** which is designed to provide **30 graduate credit hours** enabling students to develop knowledge and skills that sports coaches should possess. **The M.A. in Sports Coaching** supports an athlete-centered philosophy of sport and **enhances student preparation in becoming a high performance coach to maximize the benefits of sport for all participants**. The curriculum is aligned with the National Standards for Sport Coaches. **Graduating students** find positions at all levels of coaching, from youth to professional.

Admission Requirements

Meet Graduate College admission standards, successful completion of an undergraduate major or minor, **plus** provide a letter of intent to **include a description of educational background, coaching experience and career aspirations**.

Planned Program of Study

Each **graduating student** is expected **to complete program's 30 graduate credit hours, as well demonstrate the capacity to function effectively in an applied coaching setting**.

CORE/REQUIRED CLASSES:

1. **HPHE 6350 Principles and Practice of Effective Coaching - 3 credits**
2. **HPHE 6630 Sports Ethics - 3 credits**
3. **HPHE 6320 Theories of Strength and Conditioning - 3 credits**
4. **HPHE 6340 Sports Safety and Injury Management for Coaches - 3 credits**
5. **HPHE 6910 Psychological Preparation and Mental Training for Sport and PE - 3 credits**
6. **HPHE 6900 Research Procedures in Human Performance and Health Education - 3 credits**
7. **HPHE 7120 Field Experience - 3 credits**

21 core/required credit hours

ELECTIVES – choose 3 elective courses – 9 credits

1. HPHE 6930 Sociology of Sport and Physical Activity - 3 credits
2. HPHE 6360 Principles of Sport Nutrition and Energy Systems - 3 credits
3. HPHE 6420 Human Growth and Motor Development 3 credits
4. HPHE 6660 Governance and Administration of Sport - 3 credits
5. HPHE 6650 Economic and Financial Management of Sport - 3 credits
6. HPHE 6210 Physical Activity for Exceptional Children - 3 credits
7. HPHE 6310 Skill Acquisition and Human Performance - 3 credits
8. HPHE 6440 Program Evaluation - 3 credits
9. HPHE 5980 Study Abroad – Education, Sport and Culture - 3 credits
10. HPHE 6920 Analytical Techniques in Human Performance and Health Education - 3 credits

TOTAL: 30 CREDIT HOURS

Sept. 12, 2021

To Whom May concern:

I am writing to support the proposed revision to the MA. Coaching Sport Performance Program. The curriculum change includes the total credit hours reduces from 36 to 30. I believe that the proposed program would be more competitive in today's market and would bring more students to our program.

Please feel free to contact me if you have any questions.

Sincerely,



Yuanlong Liu, PhD
Chair

September 9, 2021

To Whom It May Concern:

This letter is to offer my support for the proposed revision to the M.A. Coaching Sport Performance program. The revisions include reducing the total credit hours of the program from 36 to 30, the minimum credit hours to receive a master's degree from Western Michigan University, and the required didactic courses from 11 to 6 with a number of electives. The revised curriculum will make the program more affordable and increase its flexibility for students to choose courses to take. I am confident that the revised M.A. Coaching Sport Performance program will be receptive to prospective students; therefore, it helps enhance the enrollment of the program.

Please contact me by e-mail, ming.li@wmich.edu or by phone, (269) 387-2960 if you have any questions about this letter of support.

Sincerely,



Ming Li, Ed.D.,
Dean