ACTION: Approve Addition of Human Performance and Wellness Management Focus Area in MSOM for Wayne State College

Per Board Policy 4200 which requires all new academic programs to be submitted to the Board for approval, Wayne State seeks approval to add the following graduate Focus Area in the Master of Science in Organizational Management program, beginning Fall 2020:

Organizational Management - Human Performance and Wellness focus area

The System Office and Wayne State College recommend approval of the Addition of Human Performance and Wellness Management Focus Area in MSOM for Wayne State College.

ATTACHMENTS:
- WSC MSOM Human Performance Focus Area Proposal (PDF)
Wayne State College
Proposal to Add a New Focus Area in Human Performance and Wellness Management to the Masters of Science in Organizational Management

1. Descriptive information

A. Name of institutions
   Wayne State College (WSC)

B. Name of program
   Human Performance and Wellness Management

C. Degrees/credentials to be awarded graduates of the program
   Master of Science in Organizational Management: Focus in Human Performance and Wellness Management

D. Other programs offered in this field by the institution
   None

E. CIP code
   52.1003

F. Administrative units for the program
   WSC - Department of Health Human Performance and Sport; School of Natural and Social Sciences

G. Proposed delivery site(s) and type(s) of delivery, if applicable
   On-line

H. Proposed date (term/year) the program will be initiated
   Fall, 2020

I. Description of Program

Program Objectives for Human Performance & Wellness Management:
The Focus Area in Human Performance and Wellness Management is designed to allow working professionals and academics to develop management skills in their discipline as well as advance their knowledge across topics related to human performance and wellness. The curriculum
includes advanced theory in exercise physiology, nutrition, strength training techniques and program design, working with special populations, and management skills that accompany program implementation. Along with gaining valuable management skills and advanced knowledge, students will be prepared for the National Strength & Conditioning Association’s Certified Strength & Conditioning Specialist (CSCS) exam. They will learn how to apply strength and conditioning principles, fine tune their programming skills, and prepare for advanced certifications and management positions. This program will eventually replace the MSE in Exercise Science.

Existing MSOM Program Requirements:

**MSOM core courses: 18 hours**

3 hours from one of the following:
- EDU 603 Introduction to Educational Research Design (3)
- PED 650 Research Design (3)

3 hours from one of the following:
- PED 622 Stats Applications/Data Analysis (3)

One course from each of the following four areas (12 hours):

**Leadership**
- BUS 627 Ethics in Leadership (3)
- BUS 665 Leadership Seminar (3)

**Communication**
- BUS 620 Managerial Communication (3)
- CNA 548 Organizational Communication II (3)

**Organizational behavior**
- BUS 690 Seminar in Organizational Behavior (3)

**Conflict management and organizational psychology**
- BUS 628 Dispute Resolution Management (3)
- PSY 535 Industrial Organizational Psychology (3)

**Thesis, scholarly project, or internship: 6 hours**

**NEW Human Performance & Wellness Management Focus Area: 12 Hours**

Required:
- PED 617 Management in Human Performance and Wellness 3

Choose three courses:
- PED 607 Exercise & Nutrition 3
- PED 627 Training Special Populations 3
- PED 657 Advanced Strength & Conditioning 3
- PED 670 Evidence Based Practice in Human Performance & Wellness 3
- PED 674 Environmental Exercise Physiology 3
- PED 682 Optimizing Athletic Performance 3

**New Courses:**

PED 607 Exercise & Nutrition (3 credits)
This course will address nutritional training plans and foundational nutritional principles associated with sport and exercise.
PED 617 Management in Human Performance and Wellness (3 credits)
Students will gain knowledge regarding a variety of management theories, techniques, issues and trends applicable to human performance professionals. Topics such as marketing, ethics, public relations, legal issues, curriculum, budgets and facilities, time management, and technology are addressed.

PED 627 Training Special Populations (3 credits)
This course provides information on exercise for special populations, which are groups of individuals who exhibit medical conditions (such as obesity, cardiovascular or respiratory disease) or are in life stages (such as children, pregnant women, and the elderly) where health and functional ability is altered or impaired. This course will examine anatomical and physiological changes, precautions during exercise, benefits of exercise, recommendations for exercise, and nutritional considerations for special populations that a clinician, practitioner, or personal trainer would commonly encounter. The course content includes knowledge, skills and abilities related to the NSCA’s Certified Special Populations Specialist certification.

PED 657 Advanced Strength & Conditioning (3 credits)
The course is a comprehensive study of strength training and conditioning for athletic or elite physical performance. Emphasis is given to the following areas of strength training and conditioning: (1) scientific principles, (2) testing and evaluation, (3) practical demonstration and instruction of exercise techniques and prescription (4) program design, (5) facility organization and administration. The course content includes knowledge, skills and abilities related to the NSCA's Certified Strength and Conditioning Specialist certification and other leading certifications of strength training and conditioning.

PED 670 Evidence Based Practice in Human Performance & Wellness (3 credits)
This course is designed for students to examine evidence-based research in the field of human performance and wellness. Students will learn how to critically and systematically analyze, synthesize, and communicate, both written and verbally, evidenced based research to deepen their level of understanding of their field.

PED 674 Environmental Exercise Physiology (3 credits)
This course explores how the human body responds to extreme environmental challenges, including heat and cold stress, altitude, hyperbaric and hypobaric conditions, microgravity, and air pollution. A specific emphasis will be placed on physiological responses and adaptations of the cardiovascular and respiratory systems during acute and chronic exposure to these conditions.

PED 682 Optimizing Athletic Performance (3 credits)
The course is a study of theoretical concepts and applications of activities for sport performance enhancement from various areas of sport science. Performance testing, evaluation and training, and psychology will be explored for the purpose of development of the athlete/individual/ and or team to optimum performance potential.
2. Centrality to Role and Mission

The Nebraska State College’s Mission Statement priority is to “serve our students, communities and state by providing high quality, accessible educational opportunities.” As part of this mission, one aspect of the vision focuses on “serving as a model of collaborative educational excellence, focused on developing individuals and communities to meet workforce challenges and improve economic impact. Wayne State College’s Mission Statement also reads: “dedicated to freedom of inquiry, excellence in teaching and learning and regional service and development.” As part of this mission, the vision is to improve educational opportunities for all students and provide service to individuals, schools, communities, and local government. In our interactions with communities, we have gained an understanding of their needs, and we are hoping our students can gather skill sets to apply their knowledge and help in many sectors of the human performance and wellness field.

3. Evidence of Need and Demand

Need for Program

The job outlook for strength and conditioning coaches, athletic trainers, and fitness trainers is expected to increase by approximately 11%, 19%, and 13 %, respectively, between now and 2026. As health and fitness becomes more popular, the need for fitness trainers is surging. A growing number of businesses are creating on-site fitness centers that are in need of fitness coaches. Similarly, health conscious adults are increasingly seeking the advice of strength and conditioning coaches to become more fit. Further, the NCAA has indicated that for the safety of athletes, strength and conditioning coaches must be certified to work with athletes. This safety emphasis has begun to trickle down to other levels as well, as many high schools and youth programs are hiring certified strength coaches. In addition, many athletic trainers are required to manage and lead programs to ensure the safety of athletes. For those individuals who want to move into leadership positions, where management skills are a necessity, a master’s in human performance and wellness management will be very beneficial as they progress through their careers.

The undergraduate exercise science program at WSC is a strong program with over 56 majors. With the addition of this online graduate program, WSC expects many undergraduate students who graduate form WSC will pursue a graduate degree. Many of these undergraduate students will be seeking graduate degrees that allow them to continue working while they pursue the graduate degree online.

Demand for the program

Based on feedback from current undergraduate students who have expressed interest in the program, WSC believes it will have a steady stream of students apply for the program, with six (6) new students applying the first year and a minimum of six (6) new students applying each year thereafter. Six (6) students moving through the program as a cohort would be the minimum number to sustain the program.

The online availability of the program provides flexibility and access for potential students across the region. Beyond word of mouth from WSC students, initial marketing of the program will be focused on local and regional wellness programs, colleges, K-12 school districts, and other human performance organizations, as they are promising organizations from which to recruit students.
4. Adequacy of Resources

Faculty and Staff Resources
The Exercise Science graduate program currently listed under the Curriculum and Instruction Leadership program will no longer be offered. Thus, faculty that were previously dedicated to that program will be used in this new focus area. The new courses will be taught using a combination of existing FTE, summer offerings, overload, and adjunct when necessary. Adjunct/Overload would be no more than three credits per semester if at all.

Course Rotation for new courses:
- PED 617 Management in Human Performance and Wellness (Summer)
- PED 670 Evidence Based Practice in Human Performance & Wellness (3) (Summer)
- PED 627 Training Special Populations (3) (Spring Even)
- PED 607 Exercise & Nutrition (3) (Summer)
- PED 657 Advanced Strength & Conditioning (3) (Fall Even)
- PED 674 Environmental Exercise Physiology (3) (Spring Odd)
- PED 682 Optimizing Athletic Performance (3) (Fall Odd)

With the above rotation, there will be minimal impact on FTE and facility resources. The collaborative relationships that WSC has developed with individuals in the field provide us with access to adjunct faculty who would be eligible to teach some of these courses if needed.

While additional faculty lines may be needed in the long term to address potential growth in the program, no significant changes in faculty and staff resources are expected for the short term. Some new courses will be scheduled to be offered during the summer and throughout the year, which could bring an added instructional cost to the program’s budget. However, faculty load is based upon demand and need, so it may be that a new course will be offered in place of an existing course, rotated in a manner that is cost-effective, and/or in the summer. If additional instruction is needed beyond current loads, the college expects to be able to cover these through the hiring of adjunct faculty.

The following table lists the current faculty who will be teaching in the program:

<table>
<thead>
<tr>
<th>Faculty Name and Credentials</th>
<th>Faculty Appointment (FT/PT/Adjunct)</th>
<th>Course(s) Name and Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wayne State College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Donovan Conley, EdD</td>
<td>FT</td>
<td>PED 674</td>
</tr>
<tr>
<td>Barb Engebretsen, Ph.D.</td>
<td>FT</td>
<td>PED 674, 627</td>
</tr>
<tr>
<td>Kris Fox, PhD, ATC, CSCS</td>
<td>FT</td>
<td>PED 657, 670, 627, 682</td>
</tr>
<tr>
<td>Chad Maas, PhD</td>
<td>FT</td>
<td>PED 617</td>
</tr>
<tr>
<td>Kevin Hill, EdD</td>
<td>FT</td>
<td>PED 607</td>
</tr>
</tbody>
</table>
Physical Facilities
No anticipated needs for facilities beyond those already available.

Instructional Equipment
The departments purchase computers for all faculty. Faculty and staff offices are in close proximity to their respective instructional facilities, which is appropriate for the administrative functions of the program. Conn Library (at WSC) houses reference materials, periodicals, and digital media services.

The campus-wide Network and Technology Services installs all computer and computer-related equipment and software and oversees maintenance of same. Updates and maintenance typically are requested by faculty through one of two channels: 1) emergencies are handled through a help desk; and 2) non-emergencies are requested through the use of a service ticket submitted by the faculty member or via the office assistant. If additional technical assistance is required, the Network and Technology Services staff is available to provide support.

Network and Technology Services is responsible for maintaining the campus network and technology requests. Annual replacement of equipment and technology is typically handled through year-end requests by the department. These requests are communicated to the Dean, and are reported to the Vice President for Academic Affairs.

Budget Projections:

Revenue:
Potential revenue is solely the tuition and fees that would be generated by student enrollments. A modest estimate of six (6) new students per year has been set, each taking eighteen (18) credits per year for two (2) years. While some students may attrit from the program, others may switch into it, balancing out attrition. Therefore, total enrollment in this program of six (6) students have been estimated for year one, with a total of twelve (12) students enrolled each year, beginning in year two.

Based upon current online graduation tuition for FY19-20, revenue generated includes $6,673.50 in tuition per full-time student per academic year, at a current cost of $370.75 per graduate credit. This equates to $6,673.50 per student, per year, which generates revenue of $40,041.00 for year one and $80,082.00 for years two through five. Therefore, total revenue for the first five years is $360,369.00.

Expenses:
Offering the MSOM master’s degree program will require some new expenditures. All of the required Core courses for the program are already being offered and have the capacity for additional students either at WSC or the other state colleges; therefore, instructional costs primarily result from the offering of the new courses that have been developed for this program. There are seven (7) new courses that will be offered; however, not all will be offered every semester. Some will be offered in the summer, and overall they will be rotated efficiently. In addition, two (2) of the courses that were previously being taught for the MSE in Exercise Science will no longer need to be offered as we anticipate deleting that program from the MSE program. Full-time faculty who were teaching those courses will now be teaching two (2) of the new courses (PED 670 and PED 674).
Further, the instruction of some of the new courses and/or sections of existing courses can be assigned to adjuncts in the future who meet the credential requirements for the curriculum. Initially a full-time faculty member will be assigned to teach a new course during the summer or the regular academic, with adjuncts being used at the undergraduate level to free up full-time faculty to prevent overload costs. In order to estimate instructional costs, the initial instructional costs and rotations have been included:

Rotations of the Courses in the Focus Area
PED 617 Management in Human Performance and Wellness
**NEW-summer – full-time faculty**
PED 670 Evidence Based Practice in Human Performance &Wellness
**New- summer (will replace a course that was previously taught for the MSE)**
PED 627 Training Special Populations
**New-even spring – full-time faculty**
PED 607 Exercise & Nutrition
**New-summer – full-time faculty**
PED 657 Advanced Strength & Conditioning
**New-even fall – full-time faculty**
PED 674 Environmental Exercise Physiology
**New-odd spring (will replace a course that was previously taught for the MSE)**
PED 682 Optimizing Athletic Performance
**New-odd fall – full-time faculty**

Instructional Costs
Year One: 6 credits of adjunct instruction at the undergraduate level to free up full-time faculty @ $850 per credit = $5100; PED657 fall, PED674 spring, PED617 summer, PED607 summer
Year Two: 6 credits of adjunct instruction at the undergraduate level to free up full-time faculty @ $850 per credit = $5100; PED682 fall, PED627 spring, PED670 summer, PED617 summer
Year Three: 6 credits of adjunct instruction at the undergraduate level to free up full-time faculty @ $850 per credit = $5100; PED657 fall, PED674 spring, PED617 summer, PED607 summer
Year Four: 6 credits of adjunct instruction at the undergraduate level to free up full-time faculty @ $850 per credit = $5100; PED682 fall, PED627 spring, PED670 summer, PED617 summer
Year Five: 6 credits of adjunct instruction at the undergraduate level to free up full-time faculty @ $850 per credit = $5100; PED657 fall, PED674 spring, PED617 summer, PED607 summer

An estimated expense for six (6) hours of additional adjunct pay per year has been included in the table below to address the instructional costs. With no immediate need to add full-time faculty positions during this initial five-year period of program implementation, the primary costs for the first five (5) years of the program are estimated at $25,500. Operating costs of $2500 for initial marketing of the program have been included for the first two (2) years of the program. Therefore, total expenses for the first five (5) years of the program are **$30,500**.

Overall, net revenue for this new program is estimated at **$329,869.00**.
5. Avoidance of Unnecessary Duplication

Other similar programs in the state
Similar programs currently exist within the Midwestern Higher Education Compact. In order to provide consistent comparison, programs were evaluated based on whether they had received the NSCA’s ERP recognition and were 100% online.

<table>
<thead>
<tr>
<th>State</th>
<th>Program Description</th>
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<tbody>
<tr>
<td>Illinois</td>
<td>Concordia University Chicago – MS Applied Exercise Science: Strength and Conditioning (online)</td>
</tr>
<tr>
<td>Indiana</td>
<td>None</td>
</tr>
<tr>
<td>Iowa</td>
<td>None</td>
</tr>
<tr>
<td>Kansas</td>
<td>None</td>
</tr>
<tr>
<td>Michigan</td>
<td>Western Michigan University – MA Coaching Sport Performance (online)</td>
</tr>
<tr>
<td>Minnesota</td>
<td>None</td>
</tr>
<tr>
<td>Missouri</td>
<td>Logan University – MS Sports Science &amp; Rehabilitation (online)</td>
</tr>
<tr>
<td>Nebraska</td>
<td>None</td>
</tr>
<tr>
<td>N Dakota</td>
<td>None</td>
</tr>
<tr>
<td>S Dakota</td>
<td>None</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>None</td>
</tr>
</tbody>
</table>

Similar programs in contiguous states for graduate and professional programs

<table>
<thead>
<tr>
<th>State</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colorado</td>
<td>None</td>
</tr>
<tr>
<td>Wyoming</td>
<td>None</td>
</tr>
</tbody>
</table>

6. Consistency with the Comprehensive Statewide Plan for Postsecondary Education

Consistency with the Comprehensive Statewide Plan for Postsecondary Education: In reviewing the document published by the Nebraska Coordinating Commission for Post-Secondary Education, we are convinced that the focus area in Human Performance Administration and Management would address especially the goal of “Meeting the Needs of the State” for trained professionals in this area and “Meeting Educational Needs Through Partnerships and Collaborations” through partnerships with school districts, coaches, wellness programs, etc. that provide internship experiences for students in the program.