

Brothers, Sheila C

From: Schroeder, Margaret <m.mohr@uky.edu>
Sent: Tuesday, March 21, 2017 4:16 PM
To: McCormick, Katherine; Brothers, Sheila C
Cc: Cormier, Marc L
Subject: Proposed New MS in Sport and Exercise Psychology
Attachments: KHP Master of Science, Sport and Exercise Psychology FINAL.pdf

Proposed New MS: Sport and Exercise Psychology

This is a recommendation that the University Senate approve, for submission to the Board of Trustees, the establishment of a new MS degree: Sport and Exercise Psychology, in the Department of Kinesiology and Health Promotion within the College of Education.

Rationale:

The field of sport and exercise psychology is an interdisciplinary science that explores the relationship between various psychological factors and participation in sport and/or physical activity. SEP is a quickly growing field, as evidenced by professional membership, conference attendance, professional journals, publications, and job opportunities. The proposed program is designed for those specifically interested in sport and exercise performance enhancement, while also providing foundational knowledge in counseling theory and techniques. Thus, UK has an opportunity to establish itself as the premiere SEP graduate training program in the state and surrounding regions.

This two-year program within the Department of Kinesiology and Health Promotion offers students the choice to pursue a graduate education in the field of sport and exercise psychology (SEP) by either following an applied or research track. Both require 39 credit hours. Each option integrates theory-based research and the application of key concepts associated with performance enhancement and life skill development. In this context, successful completion of this program will result in a strong understanding of the various psychosocial factors that influence sport participation and performance.

The revised proposal is attached.

Best-

Margaret

[Margaret J. Mohr-Schroeder, PhD](#) | Associate Professor of STEM Education - Mathematics | [COE Faculty Council Vice Chair](#) | [SAPC University Senate Committee Chair](#) | [University Senator/Senate Council Member](#) | [Secondary Mathematics Undergraduate Program Chair](#) | | [Department of STEM Education](#) | [University of Kentucky](#) | www.margaretmohrschroeder.com | [Schedule a Meeting with Me](#)

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1. This form has two sections. Section A contains information required by the University Senate and Registrar's office and Section B contains information required by two external entities, the CPE (Council on Postsecondary Education) and SACS-COC (Southern Association of Colleges and Schools Commission on Colleges). Although only Section A is required for University Senate approval, every question must be answered to receive CPE approval. Please write "not applicable" wherever that is the appropriate response, leaving no area blank.
2. The CPE requires that a pre-proposal and full proposal be submitted. The pre-proposal is submitted after a proposed program has received college-level approval. Answers to questions identified with a * by the question number on this form should be used for the CPE's pre-proposal. Such questions are in both Section A and Section B. Please email institutionaleffectiveness@uky.edu for more information about the CPE's [pre-proposal process](#). The CPE's full proposal requires completion of both Sections A and B of this form and is submitted after approval by UK's Board of Trustees.
3. Once approved at the college level, your college will send the proposal to the appropriate Senate academic council (HCCC and/or GC) for review and approval. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review via a committee and then to the Senate for approval. Once approved by the Senate, the Senate Council office will send the proposal to the appropriate entities for it to be placed on an agenda for the Board of Trustees. The contact person listed on the form will be informed when the proposal has been sent to committee and other times as appropriate.

SECTION A – INFORMATION REQUIRED BY UNIVERSITY SENATE

1. Basic Information: Program Background and Overview

1a	Date of contact with Institutional Effectiveness ¹ :	10/28/2016	
	<input checked="" type="checkbox"/> Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.		
1b	Home College:	College Of Education	
1c	Home Educational Unit (school, department, college ²):	Kinesiology and Health Promotion	
1d*	Degree Type (Master's of Science, Master's of Business Administration, etc.):	M.S.	
1e*	Program Name (Biology, Finance, etc.):	Sport and Exercise Psychology	
1f*	CIP Code (provided by Institutional Effectiveness):	31.0508	
1g	Is there a specialized accrediting agency related to this program?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," name:		
1h	Was this particular program ever previously offered at UK but subsequently suspended?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," describe. (300 word limit)		

¹ You can reach Institutional Effectiveness by phone or email (257-2873 or institutionaleffectiveness@uky.edu).

² Only interdisciplinary graduate degrees may be homed at the college level.

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1i*	Requested effective date:	<input checked="" type="checkbox"/> Fall semester following approval.	OR	<input type="checkbox"/> Specific Date ³ : <i>Fall 20</i>
1j*	Anticipated date for granting first degree(s): <i>Spring 2019</i>			
1k*	Contact person name: <i>Dr. Marc Cormier</i>	Email: <i>marc.cormier@uky.edu</i>	Phone: 859-257-2952	

2. Program Overview

2a*	Provide a brief description of the proposed program. (300 word limit)
	<p><i>The two-year program in the Department of Kinesiology and Health Promotion offers students the choice to pursue a graduate education in the field of sport and exercise psychology (SEP) by either following an applied or research track. Both require 39 credit hours. Each option integrates theory-based research and the application of key concepts associated with performance enhancement and life skill development. In this context, successful completion of this program will result in a strong understanding of the various psychosocial factors that influence sport participation and performance.</i></p> <p><i>The applied curriculum aims to prepare students for professional certifications (e.g., CC-AASP) and careers (e.g., sport and performance consultant, master resilience trainer, etc.) in applied sport and exercise psychology. In addition to a 300 hour supervised internship, students in the applied track will complete graduate coursework in various professional fields related to SEP, including counseling psychology, sport leadership, exercise science, and clinical psychology. Students in the applied curriculum will be required to sit for written and oral final examinations.</i></p> <p><i>The research curriculum is recommended for students who plan to continue their education at the doctoral level and/or pursue a career in academia. Students in the research track will complete a master's thesis on an original topic related to the psychological aspects of sport and/or physical activity. Students in the research track will be required to sit for an oral defense of their thesis project. In some cases, students in the research track may pursue limited applied experiences (e.g., co-consulting, shadowing, etc.) at the discretion of the program faculty.</i></p> <p><i>Dr. Jeff Reese will serve as the program director. While he is department chair in Educational, School, and Counseling Psychology, he holds a joint appointment with the Department of Kinesiology and Health Promotion where the program will be housed. Dr. Marc Cormier will serve on the program faculty.</i></p>
2b	<p>(similar to 13a) What is the need for the proposed program? For example, is there a shortage of trained professionals or has an accrediting/professional/government body expressed a need for this type of program? Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand; career opportunities at the regional, state, and national levels; and any changes or trends in the discipline(s) that necessitate a new program. (300 word limit)</p> <p>The field of sport and exercise psychology is an interdisciplinary science that explores the relationship between various psychological factors and participation in sport and/or physical activity. SEP is a quickly growing field, as evidenced by professional membership, conference attendance, professional journals, publications, and job opportunities. Currently only one graduate training program exists in Kentucky (WKU) but it is held in the department of psychology and only offers a "specialization" (i.e., independent studies, etc.) in sport psychology. The proposed program is designed for those specifically interested in sport and exercise performance enhancement, while also providing foundational knowledge in counseling theory and techniques. Thus, UK has an opportunity to establish itself as the premiere SEP graduate training program in the state and surrounding regions.</p> <p>Certification with the Association for Applied Sport Psychology is the gold standard in this field and graduates of this program will meet nearly all of the necessary courses competencies to sit for the certification exam (no accreditation required). Additionally, positions in SEP are growing dramatically. With increasing college athletic</p>

³ Programs are effective the semester following approval. No program will be made effective unless all approvals, up through and including Board of Trustees and CPE approval, are received.

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	<p>programs and professional teams acknowledging the importance of sport psychology, they are calling for individuals trained in BOTH mental health and performance enhancement. Similarly, the Army has recently invested into the Comprehensive Soldier Family Fitness (CSF2) program, calling for master's-level SEP professionals to work with military personnel and their families designed to enhance a soldier's mind and mental thinking (emotional, social, family, and physical strengths). Positions with CSF2 offer competitive salaries (\$70000+) with a master's degree in SEP. Data from AASP indicates a rapidly growing field (see attached). However, graduate programs are rarely able to keep up with the demand and student interest. Student membership in AASP has nearly doubled in 6 years with no significant increase in programs. Thus, a market exist for such a program.</p>
2c*	<p><i>(similar to 11a)</i> List the program objectives. These objectives should deal with how students will benefit from the program, both tangibly and intangibly. Give evidence that they will benefit. (300 word limit)</p>
	<p><i>SEP practitioners are divided into those who are trained as performance enhancement specialists (i.e., teach mental skills such as imagery, confidence, focus, self-talk) and those trained in counseling techniques. Existing programs will typically focus on one of these in structuring their curriculums. However, the proposed curriculum (for both tracks) offers courses in performance enhancement (KHP 547, KHP 580, EDP 614) and counseling skills (EDP 605, EDP 688, EDP 649). Thus, graduates of this program will have experience and coursework in both major areas that comprise SEP, which is a benefit that few other programs are able to offer. Students will then be able to be highly competitive on the job market and in PhD admission.</i></p>
2d*	<p>List the student learning outcomes (SLOs) for the proposed program. (300 word limit) (More detailed information will be addressed in Section A, part 5.)</p>
	<p><i>Upon completion of the graduate program, students emphasizing in the applied and research tracks will:</i></p> <ol style="list-style-type: none"> <i>1) Demonstrate an understanding of the current issues and trends in sport and exercise psychology.</i> <i>2) Demonstrate an understanding of advanced concepts and theories in counseling, as it relates to working in athletic, exercise, and performance populations.</i> <i>3) Demonstrate an understanding of how to apply theoretical knowledge and frameworks to practical situations and issues involving mental skills training, life skills, and improving overall quality of life and wellbeing.</i> <i>4) Demonstrate an understanding of the research and scientific process and how it is implemented to answer research questions.</i> <i>5) Demonstrate ethical practice and application of sport and exercise psychology/counseling techniques.</i> <i>6) Demonstrate an understanding of the factors that affect group interactions, group dynamics, and group cohesion in sport and exercise settings.</i> <i>7) Demonstrate proficiency in oral and written communication.</i> <i>8) Demonstrate an advanced understanding of the major factors that determine how behavior and performance are affected by interactions with others in sport and exercise settings.</i>
2e	<p>Provide the rationale and motivation for the program. Give reference to national context, including equivalents at benchmark institutions. (150 word limit)</p>
	<p><i>With the exception of PSY 626, the College of Education has ALL the necessary classes to develop a competitive curriculum for graduate training in SEP. With growing student interest in the area of SEP, it only makes sense to offer quality training in this area. An examination of benchmark institutions (e.g., Florida State University, Michigan State University, University of Denver, California State University - Fullerton, etc.), reveals that the proposed program is able to offer students an equivalent or superior curriculum, given the joint course offerings in KHP and EDP. Information from the Association for Applied Sport Psychology indicates that membership rates and conference attendance has grown dramatically in the past 5 years (see attached spreadsheet with official growth numbers). However, new graduate programs are not being developed to meet the increasing student need/interest, due to a lack of on-campus professional resources and funding. The proposed program requires no new hires or courses.</i></p>

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2f	Describe the proposed program's uniqueness within UK. (250 word limit)		
	<p><i>Currently, UK does not offer any graduate training in sport and exercise psychology. It does offer graduate education in clinical, counseling, and school psychology, but none with the specific aim of training individuals who wish to work with sport and exercise populations. Within the department of KHP, we offer undergraduate and graduate courses in SEP, but no specific program for students who wish to continue in this field. Thus, we are losing a great deal of very strong students to other schools due to our lack of program offering. UK has a strong athletic program which would make our program marketable for in-state, out of state, and international students. Very little (if any) marketing/recruiting would be required to encourage strong, competitive graduate students to this program. Anecdotal, I receive (on average) 3-4 emails each month from students in other departments at UK (psychology, athletic training, sociology) and across the country, hoping to complete a master's degree in SEP at UK. I would love to invite them to apply to our program, rather than direct them elsewhere, but I have no choice. Often, graduate programs in SEP require new course development and new faculty hires. We are able to offer a HIGHLY competitive program with the resources that already exist within our University (most within the College of Education). Additionally, students will receive training in counseling AND sport psychology, as well as access to faculty from various related fields - which is extremely rare in a master's program in SEP. Thus, this program will immediately stand out as a top program, given its resources.</i></p>		
2g	Describe the target audience. (150 word limit)		
	<p><i>Based on demographics from other comparable programs and benchmark institutions, the proposed program will attract students from undergraduate SEP programs (WVU, Barry University, WKU), as well as students from all different educational background (e.g., psychology, exercise science, communication, biology, etc.). Students in SEP are commonly former athletes (high school, elite) who are interested in remaining in athletics. Collegiate student-athletes are particularly drawn to SEP as many of them have come to appreciate the importance of psychological skills training/mental health in their sport participation. This program would allow academically strong student-athletes to pursue an education in an area that is of interest to them and may even benefit their sport participation. Additionally, many student-athletes pursue coaching careers following their athletic careers. Graduate training in SEP is one of the most common educational backgrounds for elite and professional coaches as it directly applies to their professions.</i></p>		
2h*	Does the program allow for any concentrations?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," name the concentration(s). (Specific course requirements will be described in Section A, part 7.)		
	Concentration #1: <i>Sport and Exercise Psychology - Applied Track (non-thesis)</i>		
	Concentration #2: <i>Sport and Exercise Psychology - Research Track (thesis)</i>		
	Concentration #3:		
2j*	Are necessary resources available for the proposed new program? (A more detailed answer is requested in Section A, part 4.)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
2k	Describe how the proposed program will be administered, including admissions, student advising, retention, etc. (150 word limit)		
	<p><i>Admission will be determined by the program faculty (Drs. Reese and Cormier). Recruiting will take place at the annual AASP conference's graduate program fair with a booth and information and handouts for prospective students. Advising will be conducted on an individual basis (i.e., each student will be assigned either Dr. Reese or Dr. Cormier as an advisor/chair) who will serve as a primary contact for the student (curriculum development, choosing electives, thesis guidance, internship supervision, etc.). Student's will be informed that admission to the</i></p>		

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	<i>program involved a commitment to learning and completion of the degree requirements. Students will be encouraged to finish the program and provided with individual guidance on its benefits, if necessary. The low faculty-student ratio will allow individualized attention and promote a healthy collaborative working environment.</i>		
2l	Are multiple units/programs collaborating to offer this program?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "Yes," please discuss the resource contribution(s) from each participating unit/program. (150 word limit) (Letters of support will be addressed in Part A, section 7.)		
	<i>Courses will be offered in other departments (Psychology, Educational, School, and Counseling Psychology, and Educational Policy Studies and Evaluation), but the degree itself will be housed in the Department of Kinesiology and Health Promotion. Thus, a collaborative effort will certainly help the success of this program. But the main content areas (including thesis and internship) will be within KHP.</i>		
2m	Are there any UK programs, which the proposed program could be perceived as replicating?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," give a rationale for why this is not duplication, or is a necessary duplication. (250 word limit)		
	If "Yes," two pieces of supporting documentation are required.		
	<input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the unit chair/director who may perceive this program as a replicate.		
	<input type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has agreement from the faculty members of the unit. This typically takes the form of meeting minutes.		
2n	Will the faculty of record for the proposed new master's degree be the graduate faculty of the department/school offering the proposed new degree?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If "No," please describe the faculty of record for the proposed master's program, including: selection criteria; term of service; and method for adding/removing members. Will the existing director of graduate studies (DGS) in the department/school be the DGS for this proposed master's degree?		
2o	Will the program have an advisory board ⁴ ?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," please describe the standards by which the faculty of record will select members of the advisory board, the duration of service on the board, and criteria for removal. (150 word limit)		
	If "Yes," please list below the number of each type of individual (as applicable) who will be involved in the advisory board.		
	Faculty within the college who are within the home educational unit.		
	Faculty within the college who are outside the home educational unit.		
	Faculty outside the college who are within the University.		
	Faculty outside the college and outside the University who are within the United States.		
	Faculty outside the college and outside the University who are outside the United States.		
	Students who are currently in the program.		

⁴ An advisory board includes both faculty and non-faculty who are expected to advise the faculty of record on matters related to the program, e.g. national trends and industry expectations of graduates.

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	Students who recently graduated from the program.
	Members of industry.
	Community volunteers.
	Other. Please explain:
	Total Number of Advisory Board Members

3. Delivery Mode	UK DLP and eLearning Office ⁵
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3a*	Initially, will any portion of the proposed program's core courses be offered via distance learning ⁶ ?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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If "Yes," please indicate below the percentage of core courses that will be offered via distance learning.

(check one)	1% - 24% <input type="checkbox"/>	25% - 49% <input type="checkbox"/>	50% - 74% <input type="checkbox"/>	75 - 99% <input type="checkbox"/>	100% <input type="checkbox"/>
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NOTE: Programs in which 25% or more of the program will be offered via distance learning may need to submit a [substantive change prospectus](#) to SACS. Please contact institutionaleffectiveness@uky.edu for assistance. *The prospectus is required by SACS, but it is NOT required for Senate review.*

3b*	If <i>any</i> percentage of the program will be offered via the alternative learning formats below, check all that apply, below.
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- | | |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Distance learning. |
| <input type="checkbox"/> | Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, email, interactive television, or World Wide Web. |
| <input type="checkbox"/> | Technology-enhanced instruction. |
| <input checked="" type="checkbox"/> | Evening/weekend/early morning classes. |
| <input type="checkbox"/> | Accelerated courses. |
| <input type="checkbox"/> | Instruction at nontraditional locations, such as employer worksite. |
| <input type="checkbox"/> | Courses with multiple entry, exit, and reentry points. |
| <input type="checkbox"/> | Modularized courses. |

3c	<p>Give pedagogical rationale for the use of alternative delivery modes in the proposed program. Consider the aspects below and elaborate as appropriate. (200 word limit)</p> <ul style="list-style-type: none"> • Synchronous and asynchronous components. • Balance between traditional and non-traditional aspects. • Hybrid elements.
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Some of the existing courses that are in the proposed curriculum (e.g., KHP 580, KHP 644) are offered in the evenings as part of the M.S. in Sport Leadership and M.S. in Exercise Science respectively. Students in the proposed program are required to enroll in these courses. No courses will be offered via distance education or any other method, other than in-person semester courses.

4. UK Resources

4a*	Will the program's home educational unit require new or additional faculty?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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If "Yes," provide a plan to ensure that appropriate faculty resources are available, either within UK or externally, to support the program. Note whether the new and additional faculty will be part-time or full-time faculty. If "No," explain why. (150 word limit)

⁵ For questions about alternative delivery modes, please contact UK's Distance Learning Programs and e-Learning office (<http://www.uky.edu/DistanceLearning/>).

⁶ Per the Southern Association of Colleges and Schools Commission on Colleges (SACS) definition of distance education, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

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	<i>Since all courses in the proposed curriculum are already developed and offered at UK, no new courses or faculty are required. The proposed program will utilize existing resources within UK (most are within the College of Education).</i>	
	If "Yes," when will the faculty be appointed? (150 word limit)	
4b*	Will the program's home educational unit require additional non-faculty resources, e.g. classroom space, lab space, or equipment?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	If "Yes," provide a brief summary of additional non-faculty resources that will be needed to implement this program over the next five (5) years. If "No," explain why. (150 word limit)	
	<i>Research in sport and exercise psychology rarely utilizes specialized equipment. The majority of research only requires access to survey programs (e.g., Qualtrics, Survey Monkey), or audio/video equipment that the KHP department already has access to. Additionally, since no new courses or faculty lines need to be developed, there is no need for additional classroom space. Students in the proposed program will be enrolling in courses that are already being offered throughout the academic year.</i>	
4c	Will the program include courses from another educational unit(s)?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	If "Yes," list the courses and identify the other educational units and subunits that have approved the inclusion of their courses. (150 word limit)	
	<i>There are required courses offered from other departments and colleges on campus for students in the proposed programs. These are: EDP 605, EDP 614, EDP 688, EPE 558, & PSY 626. Guided electives include EDP 600, EDP 649, EDP 661, EDP 642, EDP 649, & EDP 711. Department chairs and/or instructors for these courses have submitted letters of support for the proposed program and inclusion of SEP graduate students into their courses.</i>	
	If "Yes," two pieces of supporting documentation are required.	
	<input checked="" type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the other units' chair/director from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units ⁷ and impact on the course's use on the home educational unit.	
	<input checked="" type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.	

⁷ Show evidence of detailed collaborative consultation with such units early in the process.

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4d	(similar to question 19) Fill out the faculty roster below for full-time and part-time faculty teaching major core courses in the proposed new master's program.			
NAME	FACULTY CIP CODE⁸	MAJOR CORE COURSES IN THE PROGRAM	OTHER QUALIFICATIONS	
List name & identify faculty member as FT (full-time) or PT (part-time).	List the applicable CIP Code for the faculty member.	List the major core courses in the program that the faculty member will teach and the frequency of the offering (e.g. "every spring")	If applicable, list any other qualifications and comment on how they pertain to the courses in the program the faculty member will teach. If not applicable, mark with "n/a."	
<i>Marc Cormier FT</i>	310505	<i>KHP 547 (every fall), KHP 580 (every second spring), KHP 687 (every semester), KHP 782 (every fall)</i>	<i>Dr. Cormier has a master's degree in counseling and a doctorate in sport and exercise psychology. He is a licensed professional counselor - associate and a certified consultant with AASP. He will supervise all applied internships and is able to teach courses related to counseling (if needed) and sport and exercise psychology.</i>	
<i>Candice Crowell FT</i>	422803	<i>EDP 688 Ethical and Legal Issues (every spring)</i>	<i>Served as leader in American Psychological Association and Society of Counseling Psychology, APA minority Fellow.</i>	
<i>Heather Erwin FT</i>	310505	<i>KHP 664 Research Methods (every spring)</i>	<i>Dr. Erwin is an associate professor in the teacher education - physical education program. She will teach grad level research methods. She currently supervises a graduate student in the Teaching and Coaching master's program who is intereted in sport psychology. She has numerous publications and has experience in various research methodologies.</i>	
<i>Thomas Guskey FT</i>	422806	<i>EPE 558 (every semester)</i>	N/A	
<i>Steve Parker FT</i>	131314	<i>KHP 676 Current Issues in Sport (every fall)</i>	<i>Dr. Parker is an associate dean in the College of Education and head of the sport leadership master's program. He has extensive knowledge and experience in athletics and will teach a "Current Issues in Sport" course.</i>	

⁸ Consult your college's associate dean for faculty affairs for specific assistance with Classification of Instructional Programs codes (CIP codes).

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<i>Kenneth Parnell FT</i>	422803	EDP 605 Counseling Techniques I (every fall)	N/A
<i>Ellen Usher FT</i>	422806	EDP 614 Motivation and Learning (every spring)	<i>Dr. Usher is a psychologist and director of the Motivation and Learning Lab here at UK. She is an avid exerciser and the perfect individual to apply concepts of motivation and learning to students interested in sport and exercise psychology.</i>
<i>Jessica Burris FT</i>	420101	PSY 626 - Survey of Health Psychology (every fall)	<i>Dr. Burris is a licensed psychologist and faculty member in the department of psychology. She has a joint appointment with the Markey Cancer Center as a health psychologist. Her course covers aspects of health and exercise psychology.</i>
<i>Jeff Reese FT</i>	422806	KHP 768 (every semester)	<i>Dr. Jeff Reese is a department chair, professor, and licensed psychologist. He has a strong publication record and years of experience supervising graduate student research.</i>

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5. Assessment – Program Assessment and Student Learning Outcomes (SLOs)

5a	Referring to program objectives, student benefits, and the target audience (questions 2c and 2g), explain how the <i>program</i> will be assessed, which is different from assessing student learning outcomes. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. <i>(250 word limit)</i>
	<i>The program will be assessed in the following manner: First, students will complete a baseline assessment upon entering the program (attached). This will not be graded, but will be used to assess general knowledge in sport and exercise psychology, research methods, and statistics. The exam will follow similar content areas as the certification exam with AASP. This assessment will be given again after completion of the program to assess growth, development, and appropriateness of curriculum content. Second, completion rates will be taken into consideration. Given that the program requires a thesis defense or final exam (depending on the track), the proposed program will be rigorous. A high completion rate will indicate strong students and/or strong instruction. Third, doctoral program acceptance rates/job placements will be collected and considered in the assessment. Finally, specific benchmarks are required to be met. Students completing a thesis must present their project at a regional or national conference AND submit their project for publication. Students in the applied track must give at least one conference presentation (regional or national) on a class research project, practical experience, or a case study from an applied internship.</i>
5b	<i>(related to 2d and 14.c)</i> Based on the SLOs from question 2c, append a PDF of the program’s curriculum map ⁹ to the end of this form.
5c	Append an assessment plan ¹⁰ for the SLOs to the end of this form.

6. Non-Course Requirements

6a	Will the program require completion of a bachelor’s degree from a fully accredited institution of higher learning?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If “No,” explain below. <i>(150 word limit)</i>		
6b	The Graduate School requires applicants to have an overall GPA of 2.75 on undergraduate work. Will the program have a higher undergraduate GPA requirement?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If “Yes,” describe below. <i>(150 word limit)</i>		
6c	Will the proposed program include requirements for testing (e.g. GRE, GMAT, TOEFL) to be considered for admission?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	If “Yes,” name each test and describe the specific requirements, scores, etc. below. <i>(150 word limit)</i>		

⁹ Course mapping (or “curricular mapping”) is a representation of how faculty intend to approach and assess each of the student learning outcomes identified for the courses for the degree program, with an emphasis on only those courses required for all degree candidates. It is a master chart that indicates which objectives are being met, to what extent, and how often. This identifies whether an objective is “introduced,” “developed,” and/or “mastered” within a given course; it may be helpful also to chart any classroom-based assessment measures used to demonstrate that claim.

¹⁰ An assessment plan is typically a tabular grid that illustrates the artifacts, rubrics, assessment team, and periods of assessment for the SLOs.

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<p><i>GRE scores will be utilized to gather information on prospective students. Admission to the program will require a combined GRE score of 286 (minimum verbal score of 146 and quantitative score of 140) on the revised GRE test. These standards are consistent with other graduate programs in KHP.</i></p>		
6d	Will the program have a world language requirement?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	If "Yes," describe below. (150 word limit)	
6e	The Graduate School allows transfer of up to nine credits or 25% of course work. Please describe transfer credit limitations below for the proposed program. (150 word limit)	
	The proposed program will allow up to 9 credits of course work to be transferred from another institution.	
6f	Will the program have a thesis requirement (Plan A)? (If "Yes," explain the requirements below. If "No," proceed to question 6g)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	Students wishing to enter the "research track" will be required to complete a master's thesis on an original topic related to the psychological aspects of sport and/or physical activity. Students will also be required enroll in at least 6.0 thesis credit hours and to sit for an oral defense of their thesis project. Each student will have a three-person committee to guide their research. Committee members will be selected based on appropriateness of expertise related to individual topics.	
6g	Will the program have a non-thesis requirement (Plan B)? (If "Yes," explain the requirements below. If "No," proceed to question 6h)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	If "Yes," explain the requirements below.	
	Students wishing to enter the "applied track" will be required to complete a 300-hour supervised internship at an approved site. This internship is intended to provide the student with applied experience in sport and/or exercise psychology services and will be supervised by program faculty and is divided into two 150-hour (3.0 each) semesters. Sites may include high school athletics, Transylvania University Athletics Department, Health and Wellness Centers, PT clinics, etc. Students in this track will be required to sit for written and oral final examinations.	
6h	Provide the final examination criteria.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
	<p>Students in the non-thesis track will be required to sit for written final examinations during their second spring semester, provided that they have completed all coursework requirements for the degree, or if the remaining coursework is in progress at the time of the examination. Students will then sit for an oral defense of their responses. Students will have three major content areas: 1) sport psychology, 2) exercise psychology, 3) research methods and statistics. Each content area will be graded out of 4 (0 = did not complete/completely unsatisfactory - 4 = exceptional. Students will be graded based on their abilities to demonstrate advanced understanding of each content area and will need to receive a grade of 2.5 or higher in each area, in order to pass final examinations. Students who do not pass a content area will be permitted one additional opportunity to remediate the process.</p> <p>Students in the thesis track will sit for an oral defense of their thesis projects, where they will give a 20-25 minute presentation of their project and answer questions related to the conceptualization, appropriateness of topic, procedures, statistical methods, results, analysis, and conclusions. Each student's committee will determine whether the individual has met the standards for a pass. Students who have not met the standards will be permitted one additional opportunity to defend his/her project.</p>	

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6i	Describe termination criteria.	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	Students who fail to pass the remediation process will be terminated from the program. Other reasons for termination include behavioral, academic dishonesty, or unethical behaviors as outlined by the UK graduate school.		

7. Course Requirements.

7a	Document the total credit hours required by level below. At least two-thirds of the minimum requirements for the master's or specialist degree must be in regular courses, and at least half of the minimum course requirements (excluding thesis, practicum, or internship credit) must be in 600- or 700-level courses.			
	400G-level:	500-level: 3	600-level: 9	700-level:

7b*	What is the total number of credit hours required for the degree? ¹¹ (e.g. 24, 32)	39
	If an explanation about the total credit hours is necessary, use the space below. (150 word limit)	
	<i>Only three of the required courses for both tracks are classified as 500-level. The remaining courses are 600-level, including guided-electives. Internship (for applied track) and thesis (for research track) are each 6-credit hours, each.</i>	

*Use the grids below to list core courses, electives, courses for a concentration, etc.
Use the course title from the Bulletin or from the most recent new/change course form.*

7c* **Program Major Core Courses.** These courses are required for all students in the program and include prerequisite courses. Check the appropriate box to describe the course as either "program core" or "prerequisite."

Prefix & Number	Course Title	Type of Course	Credit Hrs	Course Status ¹²
<i>KHP 547</i>	<i>Psychology of Sport and Physical Activity</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3.0	No Change
<i>KHP 580</i>	<i>Group Dynamics in Sport and Physical Activity</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3.0	No Change
<i>EDP 614</i>	<i>Motivation and Learning</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3.0	No Change
<i>PSY 626</i>	<i>Survey of Health Psychology</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3.0	No Change
<i>EDP 605</i>	<i>Counseling Techniques 1</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3.0	No Change
<i>EPE 558</i>	<i>Graduate Statistics</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3.0	No Change
<i>KHP 644</i>	<i>Research Techniques Applied to KHP</i>	<input checked="" type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite	3.0	No Change
		<input type="checkbox"/> Pgm Core		Select one....

¹¹ A non-thesis option (Plan B) requires that six or more graduate credit hours of course work be submitted in lieu of a thesis.
¹² Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

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		<input type="checkbox"/> Prerequisite		
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
		<input type="checkbox"/> Pgm Core <input type="checkbox"/> Prerequisite		Select one....
Total Core Courses Credit Hours:			21	
7d	Is there any narrative about prerequisite courses for the program that should be included in the Bulletin? If "Yes," note below. (150 word limit)		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	<i>Students in both tracks (applied and research) will be required to take the above core courses. Each track has additional core requirements and elective requirements.</i>			
7e	Is there any narrative about core courses for the program that should be included in the Bulletin? If "Yes," note below.		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	<i>Regardless of your chosen track, all students will complete the core courses.</i>			
Program Guided Electives¹³ (Guided electives for <u>all</u> students in the program.)				
7f*	Does the program include any guided electives? (If "Yes," indicate and note the specific courses in the grid below. If "No," indicate and proceed to question 7i.)		Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
7g*	Using the grid provided, list the guided electives below.			
Prefix & Number	Course Title	Credit Hrs	Course Status ¹⁴	
KHP 676	<i>Current Issues in Sport</i>	3.0	No Change	
KHP 683	<i>Leadership Theory and Practice</i>	3.0	No Change	
EDP 600	<i>Life Span Human Development and Behavior</i>	3.0	No Change	
EDP 661	<i>Counseling Techniques 2</i>	3.0	No Change	
EDP 642	<i>Personality Assessment</i>	3.0	No Change	
EDP 649	<i>Group Counseling</i>	3.0	No Change	
EDP 688	<i>Ethical and Legal Issues</i>	3.0	No Change	

¹³ Guided electives are available to all students in the program and are organized as groups of elective courses, from which a student chooses one (or two, or three, etc.).

¹⁴ Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

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EDP 663	<i>Qualitative Methods</i>	3.0	No Change
KHP 695	<i>Independent Study in KHP</i>	3.0	No Change
EDP 711	<i>Advanced Quantitative Methods</i>	3.0	No Change
<i>Total Credit Hours as Guided Electives:</i>		30	
7h	Is there any narrative about guided electives courses that should be included in the Bulletin? If "Yes," note below. (150 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<i>It should be noted that, depending on the track students choose, some of the guided electives in one track appear as required coursework in the other. For instance, KHP 676 - Current Issues in Sport is a required course for applied-track students, but is classified as a guided elective for research-track students.</i>			
Program Free Electives¹⁵. (Free electives for <u>all</u> students in the program.)			
7i*	Does the program include any free electives? (If "Yes," indicate and proceed to question 7j. If "No," indicate and proceed to 7l.)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
7j*	What is the total number of credit hours in free electives?	3	
7k	Provide the free electives courses language that will be included in the Graduate School Bulletin. (150 word limit)		
<i>Students may enroll in up to 3.0 credits of free electives, provided that they are relevant to the program of study. Students will submit a letter of intent, describing the relevance of the course and seek approval prior to registration from the program faculty.</i>			
Courses for a program's concentration(s).			
Click HERE for a template for additional concentrations ¹⁶ .			
7l	Does the program include any concentrations? (If "Yes," indicate and proceed to question 7m. If "No," indicate and proceed to 7p.)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
7m	Concentration name: <i>Applied Track</i>		
Prefix & Number	Course Title (Check the appropriate box to describe the course as "a core course for the concentration" or "an elective course for the concentration.")	Credit Hrs	Course Status ¹⁷
<i>KHP 547</i>	<i>Psychology of Sport and Physical Activity</i> <input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective	3.0	No Change
<i>KHP 580</i>	<i>Group Dynamics in Sport and Physical Activity</i> <input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective	3.0	No Change
<i>KHP 676</i>	<i>Current Issues in Sport</i> <input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective	3.0	No Change
<i>EDP 614</i>	<i>Motivation and Learning</i> <input checked="" type="checkbox"/> Core	3.0	No Change

¹⁵ Program free electives are available to all students in the program (regardless of any concentration(s)) and the choice of which course(s) to take is up to the student. Courses are not grouped but can be described as "student must take three courses at the 600-level or above."

¹⁶ Append a PDF with each concentration's courses to the end of this form.

¹⁷ Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

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		<input type="checkbox"/> Elective		
PSY 626	Survey of Health Psychology	<input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective	3.0	No Change
EDP 605	Counseling Techniques 1	<input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective	3.0	No Change
EDP 688	Ethical and Legal Issues	<input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective	3.0	No Change
KHP 687	Practicum/Internship	<input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective	6.0	No Change
EPE 558	Gathering, Analyzing, and Using Educational Data 2	<input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective	3.0	No Change
KHP 644	Research Techniques Applied to KHP	<input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective	3.0	No Change

7n Provide concentration-related language that should be included in the Graduate School Bulletin. (150 word limit)

The applied curriculum aims to prepare students for professional certification (e.g., CC-AASP) and careers (e.g., sport and performance consultant, coaching, master resilience trainer, strength and conditioning coach, etc.) in applied sport and exercise psychology. In addition to a 300 hour internship, students in the applied track will complete graduate coursework in various professionals fields related to sport and exercise psychology, including counseling psychology, sport leadership, and exercise science. Students in the applied curriculum will be required to sit for written and oral final exams.

7o Does the program have an additional concentration? (If "Yes," indicate and proceed to question 7p. If "No," indicate and proceed to 7r.)

Yes No

7p Concentration #2 Name: Research Track

Prefix & Number	Course Title (Check the appropriate box to describe the course as "a core course for the concentration" or "an elective course for the concentration.")	Credit Hrs	Course Status ¹⁸
KHP 547	Psychology of Sport and Physical Activity <input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective	3.0	No Change
KHP 580	Group Dynamics in Sport and Physical Activity <input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective	3.0	No Change
EDP 614	Motivation and Learning <input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective	3.0	No Change
PSY 626	Health Psychology <input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective	3.0	No Change
EDP 605	Counseling Techniques 1 <input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective	3.0	No Change
EPE 558	Gathering, Analyzing, and Using Educational Data 2 <input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective	3.0	No Change

¹⁸ Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

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KHP 644	Research Techniques Applied to KHP	<input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective	3.0	No Change
KHP 782	Independent Research in KHP	<input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective	3.0	No Change
KHP 748	Master's thesis research	<input checked="" type="checkbox"/> Core <input type="checkbox"/> Elective	6.0	No Change

<i>Total Credit Hours, Concentration #2:</i>		30
----------------------------------------------	--	----

7q Provide concentration-related language that should be included in the Graduate School Bulletin for the second concentration. (150 word limit)

The research curriculum is recommended for students who intend to continue their education at the doctoral level and/or pursue a career in academia. Students in the research track are encouraged to register for an upper-level research and/or statistics course and will complete a master's thesis on an original topic related to the psychological aspects of sport and/or physical activity. Students following the research curriculum will be required to sit for an oral defense of their thesis project. The research curriculum is designed to make students competitive applicants for doctoral programs in SEP.

7r Is there anything else about the proposed program that should be mentioned? (150 word limit)

The total hours above do not include electives, which will make up the remaining 9 credit hours required for the degree (39).

8. Degree Plan

8a Create a degree plan for the proposed program by listing in the table below the courses that a typical student would take each semester. Use the spaces for “Year 3” only if necessary. If multiple concentrations are available, click [HERE](#) for a template for additional concentrations. Append a PDF with each concentration’s semester-by-semester program of study to the end of this form.

YEAR 1 - FALL:	<i>KHP 547 (3.0) EDP 605 (3.0) KHP 676 (3.0)</i>	YEAR 1 - SPRING:	<i>KHP 580 (3.0) EPE 558 (3.0) KHP 644 (3.0) EDP 688 (3.0)</i>
YEAR 2 - FALL :	<i>KHP 687 - Internship (3.0) PSY 626 (3.0) Elective (3.0)</i>	YEAR 2 - SPRING:	<i>KHP 687 - Internship (3.0) EDP 614 (3.0) Elective (3.0)</i>
YEAR 3 - FALL:		YEAR 3 - SPRING:	

8b With reference to the degree plan above, explain how there is progression in rigor and complexity in the courses that make up the program. (150 word limit)

The above plan represents the applied track. But in both tracks, students will receive coursework in the basics of sport and exercise psychology and research methods/statistics within the first academic year. This progression allows them to fully develop and conceptualize their philosophies as practitioners and applying these concepts to later, more rigorous, coursework and program requirements (internship or thesis). You will notice that KHP 547 - Psychology of Sport and Physical Activity, is offered in their first semesters so that it sets the stage for the rest of the program. The second year of the program allows them to enroll in an elective in each semester. This way, students are able to spend the first year deciding what additional courses would most benefit their education,

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given their intended careers. No electives are permitted in the first year, which requires all students within a cohort to take the same courses and developing a sense of cohesion and support.

9. Approvals/Reviews

Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
9a	<i>(Within College) In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.</i>		
	<i>Kinesiology and Health Promotion Faculty</i>	<i>09/01/2016</i>	<i>Dr. Ben Johnson - Dept Chair / 859-257-5826 / bfjo225@email.uky.edu</i>
	<i>COE C&C</i>	<i>11/18/2016</i>	<i>Justin K. Nichols/257-4748/justin.nichols2@uky.edu</i>
	<i>College of Education</i>	<i>12/16/2016</i>	<i>Rosetta Sandidge/8-2887/rosetta.sandidge@uky.edu</i>
			<i>/ /</i>
9b	<i>(Collaborating and/or Affected Units)</i>		
	<i>Educational, School, and Counseling Psychology Faculty</i>	<i>09/22/2015</i>	<i>Dr. Jeff Reese - Dept Chair Educational, School, and Counseling Psychology / 859-257-4909 / jeff.reese@uky.edu</i>
	<i>Department of Psychology</i>	<i>09/09/2015</i>	<i>Dr. Robert Lorch - Dept Chair - Department of Psychology / 859-257-6826 / rlorch@email.uky.edu</i>
	<i>Education Policy Studies and Evaluation</i>	<i>10/31/2016</i>	<i>Dr. Beth Goldstein - Dept Chair - Department of Educational Policy Studies and Evaluation / 859-257-2705 / bethg@uky.edu</i>
			<i>/ /</i>
			<i>/ /</i>
			<i>/ /</i>
			<i>/ /</i>
			<i>/ /</i>
			<i>/ /</i>
9c	(Senate Academic Council)	Date Approved	Contact Person Name
	Health Care Colleges Council (if applicable)		
	Graduate Council		

Response to questions from SAPC

You have the following language in the proposal - "Certification with the Association for Applied Sport Psychology is the gold standard in this field and graduates of this program will meet nearly all of the necessary courses competencies to sit for the certification exam (no accreditation required)." - What do you mean by "nearly all" - what is being left out and how does the program plan to make sure the students have the opportunity to make up the deficiencies prior to sitting for the exam? We see that certification is not required for employment, but is it required for viable employment?

- To become certified, applicants must have completed coursework in each of the required educational competency areas. Applicants are permitted three upper-level undergraduate courses (300- or 400-level) in their application while the rest must be graduate-level courses. Each student in the proposed program will likely enter with different educational experiences (i.e., some may already have an upper-level psychopathology course). Therefore, the proposed curriculums do not require all the CC-AASP competency areas. Instead, guided- and free-electives allow for students to enroll in coursework not included in the core curriculums.
- In summation, students will have the ability to leave this program with all the necessary course competencies, but this will require each student to fill the gaps that they have. It should also be noted that the guidelines for certification are currently in the process of changing. Following to the 2016 annual meeting in Phoenix, the membership voted on a new certification format that includes specific educational experiences (fewer than the existing format), a certification exam, and supervised practical hours. A working document can be found here: <http://www.appliedsportpsych.org/certified-consultants/certification-program-updates/>. I was also nominated to be one of 8 members in the inaugural certification council. This council will work together to clarify the language and specific required coursework found on the link above.

Along the same lines, you say in 2e that COE has all necessary classes to develop a competitive curriculum for graduate training in SEP - but above you say that you have nearly all the courses. Please clarify.

- In 2e, I indicate that COE has all courses to develop a competitive curriculum except for PSY 626. We have received permission and support from the instructor of PSY 626 and Chair of the Department of Psychology.

Throughout the proposal (e.g., 2k) you say that yourself and Jeff Reese are the program faculty. Later in 2n you say that the Program Faculty is the graduate faculty of KHP. Which is it?

- Dr. Jeff Reese was jointly appointed to KHP, along with his home department of Educational, School, and Counseling Psychology. Therefore, both he and the graduate faculty of KHP will serve as the program faculty. Dr. Reese and I are the only two with advanced training in sport and exercise psychology, so it is likely that he and I will be the only ones mentoring students in this area. However, faculty in KHP have expertise in various related areas that students should receive (e.g., health promotion, exercise science, coaching education, etc.).

Along the same lines, SAPC had the following concerns that will need to be addressed: Your current title is a lecturer and so you are not eligible to advise/chair committees. All references to you doing this need to be removed from the proposal. In thinking about your program faculty, if you do not use the KHP graduate faculty to run the program, then the committee recommends at least 3-4 people who are able to chair committees.

- As indicated in the letter from Dean Mary John O'Hair, I was recently appointed as an Assistant Professor in Sport and Exercise Psychology within KHP, beginning in August of 2017. This new position makes me eligible to advise/chair committees.

What is your anticipated distribution of students between the two tracks?

- It is anticipated that 6-7 students will enroll in the applied track while 3-4 students will enroll in the research track.

In the proposal you indicate there are no new resources needed for the program. However, throughout the proposal there is mention that you created new courses (already approved) that are included in the new program and that you will be hiring a TT faculty member to replace Jeff Reese as Program Coordinator. Please be sure the language is consistent in terms of the needs of the program and its resources.

- All references to creating new courses were made in faculty meetings, but in the end, and following discussion, no new courses were required for the development of the curriculum. Any mention of new courses was a mistake as none were needed for the current proposal.

You should go ahead and secure a letter from Health Sciences similar to what you did with Communications and Psychology to ensure they are ok with the program and there is no overlap.

- Please see the attached letter by Dr. Carl Mattacola - Associate Dean of Academic and Faculty Affairs in the College of Health Sciences.

You need a support letter from the Dean for the program. Specifically, you will want to make sure that whatever new resources you need for the program (e.g., TT position) are mentioned.

- Please see the attached letter by Dr. Mary John O'Hair – Dean in the College of Education.

Brothers, Sheila C

From: Nikou, Roshan
Sent: Monday, February 20, 2017 2:42 PM
To: Brothers, Sheila C; Ett, Joanie M; Jackson, Brian A; Lindsay, Jim D.; McCormick, Katherine; Nikou, Roshan; Price, Cleo; Timoney, David M
Cc: Troske, Kenneth; Liu, Huan L; Cormier, Marc L; Huja, Sarandeep S; Wackerbarth, Sarah B; Cprek, Sarah E
Subject: Transmittals
Attachments: Revised New Univ Scholars Pgm_BPH MPH FINAL Complete.pdf; Masters CHANGE (form + SRL) MPH PHP&M.pdf; ITOHS Program Proposal - HCCC.pdf; AAD 475G.pdf; MS Finance Change 02082017.pdf; KHP Master of Science, Sport and Exercise Psychology 111816.pdf

TO: Katherine McCormick, Chair and Sheila Brothers, Coordinator

FROM: Brian Jackson, Chair and Roshan Nikou, Coordinator
Graduate Council

The Graduate Council approved the following proposals and is now forwarding them to the Senate Council to approve. The courses listed below, are all accessible via Curriculog except the attached AAD 475G, which we received via email from Senate Council.

Programs

Master of Science in Finance
Master of Science in Sport and Exercise Psychology
University Scholars Program in Public Health
Master of Public Health
Interdisciplinary Translational Oral Health Sciences

Courses

AAD 475G Managing Your Artistic Career
RC 550 Ethics in Rehabilitation and Mental Health Counseling
CPH 632 Fundamentals of Clinical Research
EDC 750 Internship in Instructional Systems Design
CPH 712 Advanced Epidemiology
EDP 600 Life Span of Human Development and Behavior
EE 599 Topics in Electrical Engineering



Roshan Nikou, MA

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SECTION B – INFORMATION REQUIRED BY CPE AND SACS	
10. Program Overview – Program Quality and Student Success	
10a*	<p>Highlight any distinctive qualities of the proposed program. Are any faculty nationally or internationally recognized for expertise in this field? Does this program build on the expertise of an existing locally, nationally, or internationally recognized program at UK? (300 word limit)</p> <p><i>Dr. Jeff Reese is a professor and department chair in the Department of Educational, School, and Counseling Psychology. Additionally, Dr. Reese is a licensed psychologist and has a strong interest in applied sport psychology. He has worked alongside athletes for the last 15 years. His research interest are psychotherapy process/outcome, psychotherapy supervision, and telehealth. He is an approved supervisor with the American Counseling Association and American Psychological Association. He has a long publication record in national and international journals and served as president of the section for the promotion of psychotherapy services within APA. Dr. Marc Cormier is a graduate of the top-ranked SEP doctoral program at West Virginia University (receiving "graduate student of the year" in 2013). In addition to his doctorate in SEP, Dr. Cormier has a master's in community counseling, is one of 471 (worldwide) certified consultants with the Association for Applied Sport Psychology (the largest governing organization in applied sport psychology), a licensed professional counselor (associate) in Kentucky, and a member of the United States Olympic Committee's Sport Psychology and Mental Training Registry. He has nearly 10 years of experience in applied sport psychology, has worked with athletes and coaches from various sports and competitive levels ranging from developmental/high school leagues, Canadian Interuniversity Sport, NCAA Division 1, Olympic, and Professional levels. Dr. Cormier has also published his research in regional, national, and international journals and conference proceedings. He is a regular presenter at AASP and was recently invited by the National Athletic Trainers' Association to conduct year-long webinar series on the psychological aspects of sport injury. Finally, Dr. Cormier was recently honored with the "Teacher who Made a Difference" award at UK.</i></p> <p><i>Both Drs. Reese and Cormier are members of APA Division 47 - Exercise and Sport Psychology and are nationally and internationally recognized for their work in applied sport psychology.</i></p>
10b*	<p>(similar to 2b) What are the intended student learning outcomes (SLOs) of the proposed program? Address one or more of the five areas of learning – broad, integrative knowledge; specialized knowledge; intellectual skills; applied learning; and civic learning. (300 word limit)</p> <p><i>Upon completion of the graduate program, students emphasizing in the applied and research tracks will:</i></p> <ol style="list-style-type: none"> <i>1) Demonstrate an understanding of the current issues and trends in sport and exercise psychology.</i> <i>2) Demonstrate an understanding of advanced concepts and theories in counseling, as it relates to working in athletic, exercise, and performance populations.</i> <i>3) Demonstrate an understanding of how to apply theoretical knowledge and frameworks to practical situations and issues involving mental skills training, life skills, and improving overall quality of life and wellbeing.</i> <i>4) Demonstrate an understanding of the research and scientific process and how it is implemented to answer research questions.</i> <i>5) Demonstrate ethical practice and application of sport and exercise psychology/counseling techniques.</i> <i>6) Demonstrate an understanding of the factors that affect group interactions, group dynamics, and group cohesion in sport and exercise settings.</i> <i>7) Demonstrate proficiency in oral and written communication.</i> <i>8) Demonstrate an advanced understanding of the major factors that determine how behavior and performance are affected by interactions with others in sport and exercise settings</i>
10c	<p>Clearly state the student admission, retention, and completion standards designed to encourage high quality. (300 words)</p> <p><i>Prospective students will be required to have a minimum cumulative GPA of 2.75 as undergraduates, demonstrate a score of at least 286 on the GRE (qualitative and quantitative reasoning), submit a letter of application, CV, and three letters of recommendation. Advising will be conducted on an individual basis (i.e., each student will be assigned either Dr. Reese or Dr. Cormier as an advisor/chair) who will serve as a primary contact for the student (curriculum development, choosing electives, thesis guidance, internship sites and supervision, etc.). Student's will be informed that admission to the program involved a commitment to learning and completion of the degree requirements. Students will be encouraged to finish the program and provided with</i></p>

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	<i>individual guidance on its benefits, if necessary. The low faculty-student ration will allow individualized attention and promote a healthy collaborative working environment. The program has a very competitive curriculum, as compared to existing benchmark programs. The collaborative course offerings between KHP, EDP, and Psychology allows for a holistic education in sport and exercise psychology. The majority of available programs only offer sport-specific courses in performance enhancement. However, the proposed program will provide students with training in basic counseling techniques, ethical practice, group counseling, and other areas relevant to successful deliver of sport and exercise psychology interventions.</i>
10d*	Describe how the proposed program will articulate with related programs in the state. Include the extent to which student transfer has been explored and coordinated with other institutions. Note: Convert all draft articulation agreements related to this proposed program to PDF and append to the end of this form. (300 word limit)
	<i>Currently, only one other program exists in the state of Kentucky. Western Kentucky University has a graduate program in psychology that permits students to specialize in sport psychology by completing independent studies and research. However, no other program in Kentucky is designed with the intent of training those who wish to work in sport and exercise psychology or related fields. This program will accept up to 9.0 credit hours of coursework (e.g., counseling techniques 1, research methods, statistics, etc.) from other institutions. But since the proposed program would be one of a kind, there would be little-to-no competition from other institutions in the state.</i>
11. Mission: Centrality to the Institution's Mission and Consistency with State's Goals	
11a*	(similar to question 2c) List the objectives of the proposed program? These objectives should deal with the specific institutional and societal needs that the program will address. (300 word limit)
	<i>SEP practitioners are divided into those who are trained as performance enhancement specialists (i.e., teach mental skills such as imagery, confidence, focus training, self-talk) and those trained in counseling (mental health professionals, etc.). Thus, existing programs across the USA typically focus on ONE of these in structuring their curriculums (i.e., performance psychology- OR counseling-based). However, the current curriculum (for both tracks) offers foundational and advanced courses in performance enhancement (KHP 547, KHP 580, EDP 614) and counseling skills (EDP 605, EDP 688, EDP 649). Graduates of this program will then have experience and coursework in both major areas that comprise SEP, which is a benefit that few other programs are able to offer. Students will then be able to be highly competitive on the job market and in PhD admission. The majority of job openings will require training or certification in both of these areas, leaving some graduates from existing programs unqualified or returning to continuing education credits to fit the criteria. Additionally, most PhD programs will look very favorably on the training that students will receive in the proposed program. Having recently graduated from one of the top-ranked doctoral programs in SEP, I am familiar with how competitive PhD admissions can be. I can say with confidence that successful completion of this program will put students at a competitive advantage for those PhD programs, or positions in the applied industry.</i>
11b*	Explain how the program objectives above in item 11a support at least two aspects of UK's institutional mission and academic strategic plan ? (150 word limit)
	<i>As one of only two programs in the state, its existence will strengthen the quality and distinctiveness of the graduate school at UK. Second, given that sport and exercise psychology is an interdisciplinary science, students will be encouraged to develop and conduct research projects that allow for collaborative scholarship across our campus and fields of expertise (Athletic Training, Communication, Psychology, etc.). Third, students entering the applied track will participate in a 300-hour applied internship with athletic programs and teams within the community. These may include free coaching workshops, consulting opportunities with local developmental leagues, sport psychology consulting with Transylvania Athletics, etc. Finally, SEP attracts students from all backgrounds and nationalities. Sport participation is an international language and easily allows for an inclusive environment. Dr. Cormier is an international scholar, originally from Canada, and has numerous contacts with sport psychology professionals worldwide.</i>
11c*	How do the program objectives above in item 11a support at least two aspects of the Council on Postsecondary Education's (CPE) Strategic Agenda and the statewide implementation plan? (300 word limit)

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	<i>The proposed program supports the Council of Postsecondary Education's (CPE) Strategic Agenda in several areas. Specifically, the program encourages students to become familiar and contribute to the advancement research in both sport performance and the health and exercise domain. Furthermore, internship opportunities will greatly benefit the community (e.g., free coaching workshops, health behavioral counseling, etc.). Graduates will also be competitive on the job market with training in diverse areas mentioned above. If one measures student success by jobs and job creation, it is believed that this professional degree will produce strongly trained graduates capable of fulfilling a wide variety of jobs in the sport and exercise psychology domain. For instance, the NCAAs stance on mental health is clear: a commitment to provide participants with the necessary resources to address the mental health concerns of student-athletes and piecing together mind, body, and sport. This mission statement is congruent with professional sport organizations such as the NFL, NBA, NHL, and MLB. The majority of major sport organizations have at least one full-time sport and performance psychology professional on staff. These positions always REQUIRE training in sport and exercise psychology and experience in the field. Finally, data from the Association for Applied Sport Psychology indicates that student membership, conference attendance, and interest has nearly doubled since 2010 with no significant change in program offerings. This gap leaves many interested students, particularly those in Kentucky, with few options.</i>
11d*	If an approval letter from an Education Professional Standards Board (EPSB) is required, check the box below and append a PDF version of the letter to this form. <input type="checkbox"/> (E.g. any program leading to teacher, principal, or superintendent certification, rank change, etc.)
12. Resources	
12a*	How will the program support or be supported by other programs within the institution? For example, shared faculty, shared courses, collaborative research, etc. (300 word limit)
	<i>Given that some of the required courses are offered in other departments (one in another college), students will be exposed to not only research and topics within in sport and exercise psychology (as is the case in many competitor programs), but to concepts that are related and transferable to their area of interest. Students who, for example, who have an interest in exercise behaviors in breast cancer patients, as a result of taking PSY 626, may collaborate with faculty and students in the Department of Psychology. Additionally, enrolling in courses across campus will allow students to become familiar with graduate students in other (but related) areas (e.g., clinical, counseling, education, and school psychology). These experience are pivotal in understand the breadth of one's own field of study, and will result in more well-rounded and efficient professionals.</i>
12b	What will be the projected "faculty-to-student in major" ratio? (150 word limit)
	<i>The proposed program will have two faculty members who specialize in sport and exercise psychology. Drs. Jeff Reese and Marc Cormier. The anticipated cohort size is 8-10 students, allowing for a 1:5 faculty-to-student ratio. Other faculty (who teach courses within the program) will provide additional guidance in their respective areas of expertise.</i>
12c	Describe the library resources available ¹⁹ to support this program. Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available. Adequacy of electronic access, library facilities, and human resources to service the proposed program in terms of students and faculty will be considered. (300 word limit)
	<i>Current access to sport and exercise psychology journals within the UK library system is more than sufficient in meeting the standards of a graduate education. Major journals include: The Journal of Sport Sciences, Journal of Applied Sport Psychology, Journal of Athletic Training, Group Dynamics, Small Group Research, Case Studies in Sport Psychology, International Journal of Sport Psychology, Science, Health Psychology, Health Psychology Review, British Journal of Health Psychology, etc.</i>
12d	Describe the physical facilities and instructional equipment available to support this program. Physical facilities and instructional equipment must be adequate to support a high-quality program. Address the availability of classroom, laboratory, and office space, as well as any equipment needs. (300 word limit)

¹⁹ Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for more information.

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Given that all the necessary courses in the proposed program are already being offered at UK, and that no additional faculty hires are required, no additional resources or space is needed for the program to be offered and successful. Research space for sport psychology is not required since most research involves survey data, observation, or focus group/interview. Thus, no laboratory space is needed. Classroom space may be needed for program meetings, but it is unlikely that this will cause significant challenges.

13. Demand and Unnecessary Duplication

13a* Provide justification and evidence to support the need and demand for this proposed program. Include any data on student demand, employer demand, career opportunities at any level, or any recent trends in the discipline that necessitate a new program. (300 word limit)

- This evidence is typically in the form of surveys of potential students, enrollments in related programs at the institution, employer surveys, and current labor market analyses.
- Anecdotal evidence is insufficient. Demonstrate a systematic collection of data, thorough study of the data, and a reasonably estimated student demand for the program.
- Provide evidence of student demand at state and national levels.

Data from the Association for Applied Sport Psychology (the largest and most influential SEP organization in the world) indicates a dramatic growth in student and professional membership, and conference attendance in the past 6 years. Specifically, student membership has gone from 625 members in 2010 to 1011 in 2016. Conference attendance grew from 739 attendees in 2009 to 1105 in 2016 (see attached spreadsheet). Interestingly, according to AASP, graduate programs have not grown to meet the demand of student need and interest. Data from the Directory of Graduate Programs in Applied Sport Psychology (2015, 11th Edition) indicates that roughly 20% of applicants are accepted into the top graduate programs in the USA (West Virginia University, Michigan State, Florida State, U of Tennessee, U of Missouri, etc.). Many of these programs only accept 4-5 (some up to 20-25 with master's and doctoral programs combined) students per year, leaving hundreds of high quality applicants to seek degrees in other areas. Additionally, many occupations in applied sport psychology only require a master's level education (e.g., master resilience trainer with the US Army, Athletic Academic Advisors, Coaching, private practice sport psychology consulting, health and wellness coaches, etc.). Close to 40% of all job opportunities in the field are with the Army and Special Forces (see CSF2 program at www.csf2.army.mil/) and only require a master's degree in (preferred) sport and exercise psychology. While many academic positions require a doctorate, students who successfully complete the research track of this program will be competitive for those positions.

13b Clearly state the degree completion requirements for the proposed program. (150 word limit)

The proposed program requires a minimum of 39 credit hours, of which all coursework requirements for the degree must be completed (or be in progress) to be eligible to sit for final examination (non-thesis students). This will typically take place during the second spring semester. Non-thesis students are required to complete a (minimum) of 300 hours (2-150 hour semesters) supervised internship at an approved site related to SEP in addition to the core requirements and 2 electives. Thesis students are required to complete an original thesis project approved by his/her guidance committee, defend this project during the second spring semester, in addition to completing track-core requirements and 3 elective courses (one must be in statistics/research design). Students in both tracks must have a cumulative GPA higher than 3.0 in order to graduate.

13c* Will this program replace or enhance any existing program(s) or tracks (or concentrations or specializations) within an existing program? (300 word limit)

Yes

No

If "Yes," explain:

13d Identify the primary feeders for the program. (150 word limit)

Based on demographics from other comparable programs and benchmark institutions, the proposed program will attract students from undergraduat SEP programs (WVU, Barry University, WKU), as well as students from all different educational background (e.g., psychology, exercise science, communication, biology, etc.). Students in SEP are commonly former athletes (high school, elite) who are interested in remaining in the athletics industry. Collegiate student-athletes are particularly drawn to SEP as many of them have come to appreciate the importance of psychological skills training/mental health in their sport participation. This program would allow academically strong student-athletes to pursue an education in an area that is of interest to them and may even benefit their sport participation. Additionally, many student-athletes pursue coaching careers following their

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	<i>athletic careers. Graduate training in SEP is one of the most common educational backgrounds for elite and professional coaches as it directly applies to their professions</i>
13e	<p>Describe the student recruitment and selection process. (300 word limit)</p> <p><i>Marketing and recruitment will be minimal. With the exception of an information booth at the annual conference for the Association for Applied Sport Psychology's graduate program fair, no additional recruiting budget will be required. The University of Kentucky has an international brand, particularly when it comes to sport and it's athletic department. Thus, we have an opportunity to utilize this brand for recruitment purposes, by connecting athletics to academics. Providing students an opportunity to learn in an environment that has such a strong athletic presence is extremely helpful to their education and overall experiences. What's more, UK has a strong Health and Wellness presence, which will no doubt attract those more interested in this area of performance enhancement.</i></p> <p><i>With the proposed curriculum and resources, the proposed program has the ability to be highly selective in its first year of existence. Program faculty (Drs. Reese and Cormier) will require a cumulative undergraduate GPA higher than 2.75 on 4.0 scale, GRE scores above 286, a letter of application, and three professional letters of recommendation. These standards are consistent with existing graduate programs in KHP. Anecdotaly, Dr. Cormier receives approximately 3-4 emails each month from students interested in sport and exercise psychology. Even in the complete absence of a graduate program! It is believed that this level of interest will only increase with the existence of the proposed program. With an intended cohort of 8-10 students, it is believed that we can be even more selective than several benchmark institutions.</i></p>
13f*	<p>Specify any distinctive qualities of the proposed program. (300 word limit)</p> <ul style="list-style-type: none"> • <i>Are any of your faculty nationally or internationally recognized for expertise in this field?</i> • <i>Does this program build on the expertise of an existing locally, nationally, or internationally recognized program at your institution?</i> • <i>Do you have any specialized research facilities or equipment that are uniquely suited to this program?</i> <p><i>Dr. Marc Cormier is one of only 471 certified consultants with the Association for Applied Sport Psychology in the world. This is the gold standard of practice within the field of applied sport psychology and from the most respected and largest governing organizations in the field. He has presented and published his research in regional, national, and international conference proceedings/journals and has collaborated with researchers and professionals from some of the most respected institutions in the world (McGill University, Center for Disease Control and Prevention, University of Chicago, United States Olympic Committee, Canadian Olympic Committee, National Athletic Trainers' Association, etc.).Dr. Jeff Reese is a professor and department chair in the Department of Educational, School, and Counseling Psychology. Additionally, Dr. Reese is a licensed psychologist and has a strong interest in applied sport psychology. He has worked alongside athletes for the last 15 years. His research interest are psychotherapy process/outcome, psychotherapy supervision, and telehealth. He is an approved supervisor with the American Counseling Association and American Psychological Association. He has a long publication record in national and international journals and served as president of the section for the promotion of psychotherapy services within APA.This program would be one of a kind in resources and training experiences. Students in the program would be prepared to seek CC-AASP designation following their successful completion.</i></p>
13g	<p>Provide any evidence of a projected net increase in total student enrollments to the campus as a result of the proposed program. (300 word limit)</p> <p><i>This programs provides the department of kinesiology and health promotion with an additional graduate program that is unique to the state at no investment to the University. In other words, no new courses, faculty, resources, or space is required for the successful implementation of this program. Therefore, the program will increase the total student enrollment by 20 students with no financial investment from the University. While these numbers may not seem significant, the field of sport and exercise psychology is rather small. Thus, 20 students represent 2% of total student membership with the Association for Applied Sport Psychology. Additionally, with so few programs in the surrounding areas, the competitive curriculum of the proposed program would draw and attract students from across the country and world. Thus, increasing our graduate student diversity and international presence.</i></p>

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13h	Use table below to estimate student demand for the first five years following implementation.		
	Academic Year	# Degrees Conferred	Majors (headcount) Fall Semester
	2017 - 2018	0	4
	2018 - 2019	4	12
	2019 - 2020	8	18
	2020 - 2021	10	20
	2021 - 2022	10	20
13i	Clearly describe all evidence justifying a new program based on changes in the academic discipline or other academic reasons. (300 word limit)		
	<p><i>As mentioned above, the landscape of sport and exercise psychology is rapidly changing without any significant increase in program offerings. Since 2010, only one new graduate program was developed (University of Kansas), yet the student membership with the Association for Applied Sport Psychology doubled in this time. Some programs have responded to the increase by accepting more students and hiring more professionals (e.g., WVU, Tennessee, Michigan State University, Florida State University, Cal State Fullerton, etc.).</i></p> <p><i>Congruent with the increase in student membership, professional membership and certification has increased dramatically as well (see attached spreadsheet provided by AASP). With the growing recognition of the psychological implications of performance, more and more athletic programs, professional teams, and olympic committees are hiring full-time sport psychology professionals to meet the demand. As a result, more athletes are discussing the relevance and importance of mental skills training/mental health in their training, which increases our visibility and interest (see attached article on sport psychology in horse racing). Anecdotaly, I have at least 15-20 interested students (from UK and elsewhere) that contact me each semester, asking for information on sport and exercise psychology programs in the area. Unfortunately, until we are able to successfully develop a program here at UK, I am forced to guide them to other programs. Finally, with so many student-athletes being exposed to sport psychology during their athletic careers, many choose to pursue graduate education in this area because of its applicability and possibility to remain in athletics. Thus, we have a unique opportunity to develop a graduate program in a quickly growing and very popular field.</i></p>		
13j	Has the Council on Postsecondary Education identified similar programs? ²⁰	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," the following questions (5h1 – 5h5) must be answered.		
(1)	Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.? (150 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	<p><i>If "Yes," explain: SEP practitioners are divided into those who are trained as performance enhancement specialists (i.e., teach mental skills such as imagery, confidence, focus training, self-talk) and those trained in counseling techniques/mental health. Existing programs (e.g., Michigan State, Florida State, Denver, Ball State, Georgia Southern, North Carolina, etc) will typically focus on only one of these areas (mental training OR counseling) in structuring their curriculums due to lack of resources and collaboration. However, the current curriculum (for both tracks) offers courses in performance enhancement (e.g., KHP 547) AND counseling skills (e.g., EDP 605). Graduates of this program will then have experience and coursework in both major areas that comprise SEP, which is a quality that very few (if any) other master's programs are able to offer. When seeking certification(CC-AASP), professionals need to demonstrate coursework in both areas, which our students will have, whereas others will need to pursue additional coursework after graduation.</i></p>		
(2)	Does the proposed program serve a different student population (e.g., students in a different geographic area or nontraditional students) from existing programs? (150 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	<p><i>If "Yes," explain: Aside from providing native Kentucky students with the opportunity to pursue a graduate education in sport and exercise psychology this program does not differ significantly in the population of students that it will attract.</i></p>		

²⁰ Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for help with this question.

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<p>(3)</p>	<p>Is access to existing programs limited? (150 word limit)</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>If "Yes," explain: <i>Currently, according to the Directory of Graduate Programs in Applied Sport Psychology (2015, 11th Edition), only 79 institutions offer a master's degree in sport and exercise psychology worldwide. The vast majority of those programs are in the United States and Canada, but very few are in the south-central region of the U.S. Considering the increasing demand from prospective students and the increasing visibility of sport psychology professionals, 79 programs in the world are not sufficiently meeting the demand. Thus, the proposed program has the potential to attract high quality students.</i></p>			
<p>(4)</p>	<p>Is there excess demand for existing programs? (150 word limit)</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>If "Yes," explain: <i>As mentioned, the majority of existing programs have a 20% acceptance rate, some with far lower (WVU = 6%). Having recently served on the admissions committee of WVU's doctoral program (as student representative), I witnessed dozens of high quality and qualified students denied admission due to the simple fact that the program receives 90-100 applicants and only admits 4-5 students each year. Rejected students are then forced to find alternate programs or try again the following year.</i></p>			
<p>(5)</p>	<p>Will there be collaboration between the proposed program and existing programs? (150 word limit)</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>If "yes," explain the collaborative arrangements with existing programs. If "no," explain why there is no collaboration with existing programs.</p>			
<p><i>Collaboration will only occur between the proposed program and existing programs at UK (e.g., counseling psychology & clinical psychology). The proposed program will not collaborate with other institutions with sport psychology programs, other than inviting guest lecturers or having faculty serve on thesis committees.</i></p>			
<p>13k*</p>	<p>Are there similar programs in other Southern Regional Education Board (SREB) states in the nation?</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>If "Yes," please answer the questions below to demonstrate why this proposed program is needed in addition to the one(s) currently in existence.</p>			
<p>13k. i*</p>	<p>Identify similar programs in other SREB states and in the nation.</p>		
<p>According to the SREB website, Florida State University and the University of Tennessee both offer a Master of Science in sport psychology and motor behavior. Clearly, these programs are not geographically convenient for students in Kentucky or surrounding areas. There are additional (similar) programs offered nearby (e.g., Miami University, Ball State University), but these did not appear on the SREB website search.</p>			
<p>13k.ii*</p>	<p>Does the program differ from existing programs in terms of curriculum, focus, objectives, etc.?</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>If "Yes," explain. (300 word limit)</p> <p>The proposed curriculum offers trainign in both mental skills training (sport and exercise psychology) and counseling psychology. Additionally, it provides students with the option of pursuing an applied track or research track, depending on their intended career path. The vast majority of existing programs only allow one track for students.</p>			
<p>13k.iii*</p>	<p>Does the proposed program serve a different student population (e.g., students in a different geographic area and non-traditional students) from existing programs?</p>	<p>Yes <input type="checkbox"/></p>	<p>No <input checked="" type="checkbox"/></p>
<p>If "Yes," explain. (300 word limit)</p>			
<p>13k.iv*</p>	<p>Is access to existing programs limited?</p>	<p>Yes <input checked="" type="checkbox"/></p>	<p>No <input type="checkbox"/></p>
<p>If "Yes," explain. (300 word limit)</p> <p>Combined, both programs receive approximately 100 applicants for admission to their programs each year. According to the Directory of Graduate Programs in Applied Sport Psychology, Florida State University</p>			

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	accepts only 10-15 students (out of 70 applicants), whereas U of Tennessee accepts approximately 15-20 (out of 75 applicants).		
13k.v*	Is there excess demand for existing similar programs? If "Yes," explain. (300 word limit)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	Existing similar programs demonstrated that roughly 80% of applicants are denied admission to sport and exercise psychology graduate programs, according the Directory for Graduate Programs in Applied Sport Psychology (2015, 11 th edition). Thus, many academically strong students cannot enroll in SEP graduate programs. Our intention is not to take "left over" students, but to demonstrate that there is a significant market for this type of program.		
13k.vi*	Will there be collaboration between the proposed program and existing programs? If "No," explain. (300 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
13l	Would your institution like to make this program available through the Academic Common Market ²¹ ?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
13m	Clearly describe evidence of employer demand. Such evidence may include employer surveys, current labor market analyses, and future human resources projections. Where appropriate, evidence should demonstrate employers' preferences for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program. (300 word limit)		
	<i>Based on information on the sport psychology listserv, positions as cognitive performance coaches (see attached job listing), master resilience trainers, academic advisors, mental skills coordinator for professional sports team (see attached job listing with Houston Astros), athletic administration (see posting from the University of Utah) clearly indicate that positions in this field exist and require graduate education (master's accepted) with specialized training in sport and/or performance psychology of counseling (Utah position). The proposed program will provide students with the opportunity to gain the necessary experience and coursework to be competitive for these positions. In addition, you will notice that some postings clearly indicate that AASP certification is required or desirable. The curriculum will allow students to opportunity gain the necessary coursework and experience in order to sit for certification examination with AASP. Given that the proposed program has an applied track where existing programs do not, this will allow students to focus more on applied experience and hands-on training. Existing programs generally only offer a thesis option, leaving students with less experience and practical application skills. Thus, providing students with this option will likely increase the application numbers for those seeking strictly applied training.</i>		
13n*	Describe the types of jobs available for graduates, average wages for these jobs, and the number of anticipated openings for each type of jobs at the regional, state, and national levels.		
	<i>For students entering the work force immediately after completion (i.e., excluding those who wish to pursue a Ph.D.) entry level positions vary in salary from \$40 000 (academic advisng, coaching, health coach) to \$80 000 (SAIC cognitive performance coach, CSF2 master resilience trainer) and even up to \$150 000+ (professional sports team mental skills coordinator). Given the small amount of professional sport teams and Division 1 universities in the state of Kentucky, it is less likely for graduates to receive employment nearby. But with professional sport organization and farm clubs (AAA, AA, baseball, etc.) there are opportunities in virtually every state and internationally. While the number of openings will fluctuate based on need of the organizations, there are nearly 100 job openings each year for positions in various fields related to sport and performance psychology. For graduates seeking PhDs, many will intend to pursue careers in academia or seek similar positions as above (in the applied realm) but will have a higher pay grade due to the added education.</i>		

²¹ Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for more information.

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14. Assessment and Oversight	
14a*	Describe how each program-level student learning outcome will be assessed and how assessment results will be used to improve the program. <i>(250 word limit)</i>
	SLOs provided in question 10b will be evaluated using comprehensive assessment criteria and ability to apply content in real-world situations. For instance, exam questions in KHP 547 are essay style and require students to connect several chapters to solve a particular problem. Similarly, students in the applied track will be required to utilize their experiences and coursework to help clients (athletes, exercisers, etc.). Students in the research track will need to apply information learned in content courses, as well as research and statistical methods courses to successfully complete their theses. Each semester, program faculty will evaluate student success in these areas and make the appropriate and necessary changes to ensure highest quality instruction, mentorship, and guidance.
14b*	Describe <i>program</i> evaluation procedures for the proposed program. These procedures may include evaluation of courses and faculty by students, administrators, and departmental personnel as appropriate. Program review procedures shall include standards and guidelines for the assessment of student outcomes implied by the program objectives and consistent with the institutional mission. <i>(300 word limit)</i>
	<i>The program will be evaluated each year, based on results from the SEP assessment. Recall that the assessment will be an un-graded evaluation of general knowledge in SEP and will be given at the beginning of the program and again at graduation. Progress (or lack thereof) will be analyzed to evaluate teaching effectiveness and curriculum appropriateness. The assessment (see attached for sample questions) was designed in conjunction with members of the executive board of the Association for Applied Sport Psychology. Similarly, pass rates for the final examination and overall depth of understanding in student responses will be utilized to assess learning outcomes. Final examination questions will be formulated to represent a holistic understanding of sport psychology, exercise psychology, counseling, research methods, and statistics. Students will also complete a program evaluation, indicating areas that require growth, additional resources, as well as areas in which they believe are effective. In addition, program faculty will be evaluated by students in the form of anonymous end-of-semester student evaluations.</i>
14c	Identify both the direct and indirect methods by which the intended student learning outcomes (SLOs) will be assessed. <i>(300 word limit)</i>
	<i>Demonstration of progress in applicability of course concepts. Additionally, the curriculum progresses based on the content level of the courses. In other words, basic concepts and theories in sport and exercise psychology, counseling theories, research methods, and statistics will be provided in the first year of instruction. Internships and theses will take place during the second year, which will allow students to build upon and apply the knowledge they've acquired in the first year.</i>
14d	Procedures for Course Mapping of SLOs (related to question 5b)
14d.i	Which components will be evaluated, i.e. course mapping? <i>(300 word limit)</i>
	<i>Course Mapping Will Be Subject To Evaluation And Adjustment Based On Student Performance. It Is Possible That Actual Progression Of The Degree Does Not Occur In The Way It Is Predicted. If, However, Students And Faculty Believe That A Course Originally Offered In The Spring Should Be Offered In The First Semester, The Course Map May Change To Reflect That. Additionally, Student Feedback Will Be Used To Evaluate The Appropriateness Of Each Individual Course (E.G., Which Course Was Most Beneficial, Which Was Least Beneficial To Your Education?). Internship Experiences Will Also Be Evaluated Based On Applicability And Growth. Given That All Internship Experiences Will Be Supervised By Either Dr. Cormier Or Dr. Reese, Immediate Feedback Will Be Provided To The Supervisee And Supervisor And Changes May Be Required To Best Reflect The Learning Outcomes.</i>
14d.ii	When will components be evaluated? <i>(150 word limit)</i>
	<i>Components will be evaluated at the conclusion of each semester. Progression of a thesis or internship will be used to determine whether students are on track. With each course being offered, faculty will evaluate the passing rate and student performance to determine whether students are achieving the desired SLOs.</i>
14d.iii	When will the data be collected? <i>(150 word limit)</i>

NEW MASTER'S DEGREE PROGRAM

	<i>Data will be collected at the conclusion of each year. Graduating students will provide feedback regarding their experiences and progression through the program. If necessary, students are welcome to provide feedback throughout the program (e.g., KHP 580 should be offered in the first semester, not the second). End of program assessment data will also be considered when examining the course map (e.g., If students perform poorly or marginally better than their baseline, changes should be implemented).</i>
14d.iv	How will the data be collected? (150 word limit) <i>Baseline assessments will be completed during the first week of the program. Time 2 assessments will be completed at the conclusion of the program. Feedback information will be collected anonymously using a questionnaire. Additionally, exit interviews will be conducted with each students, allowing them to express and share feedback regarding their experiences. This information will be used to make the necessary (if appropriate) adjustments to teaching styles, course progression, and mentorship style.</i>
14d.v	What will be the benchmarks and/or targets to be achieved? (150 word limit) <i>Students will be required to take a 75 question assessment to monitor progression and knowledge acquisition. No benchmarks will be set for this test. Rather, progression and improvement will be the ideal target.</i>
14d.vi	What individuals or groups will be responsible for data collection? (150 word limit) <i>Program faculty (i.e., Drs. Reese and Cormier) will be responsible for collecting and analyzing the data. If necessary, Dr. Ben Johnson, Department Chair in KHP will also participate.</i>
14d.vii	How will the data and findings be shared with faculty? (150 word limit) <i>Findings will be shared during faculty meetings at the beginning of each academic year, demonstrating data from the previous year.</i>
14d.viii	How will the data be used for making programmatic improvements? (150 word limit) <i>If prospective students are interested in learning about progression and success in this program, data will be shared regarding general trends (e.g., overall, students improve by 20 points on the SEP assessment).</i>
14d.ix	What are the measures of teaching effectiveness? (150 word limit) <i>Data from the SEP assessment will be utilized to determine whether instructors are fulfilling their responsibilities in the classroom in meeting the SLOs. Additionally, anonymous end-of-semester students evaluations will be used to evaluate teaching effectiveness, along with mid-semester formative evaluations. We believe it is important to frequently check in with students to determine if teaching methods/philosophies are working.</i>
14d.x	What efforts to improve teaching effectiveness will be pursued based on these measures? (150 word limit) <i>Program faculty will meet at the conclusion of every school year to determine whether the program structure is meeting the needs of the SLOs and students. Program faculty will also be encouraged to attend a minimum of one CELT-sponsored workshop per semester on a topic of his/her choosing.</i>
14d.xi	What are the plans to evaluate students' post-graduate success? (150 word limit) <i>Alumni of the program will be contacted every 2-3 years for updates. It is the intention of the program faculty to keep an active list of former students on the website to demonstrate post-graduate success and accomplishments. Students will be encouraged but not forced to participate. We believe that putting this information on the program's web page will increase the reputation of the program by demonstrating the success of alumni (e.g., publications, jobs, PhD program admission, conference presentations, etc.).</i>

15. Cost and Funding of the Proposed Program²²

²² For questions about cost and funding of the program, please contact your department chair, business officer, or associate dean for academic affairs.

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15a	Will this program require additional resources?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," please provide a brief summary of additional resources that will be needed to implement this program over the next five years. (300 word limit)		

15b	Will this program impact existing programs and/or organizational units within your institution? (300 word limit)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes, briefly describe.		

15c	Provide adequate documentation to demonstrate sufficient return on investment to the state to offset new costs and justify approval for the proposed program. (300 word limit)
	<i>Since the program does not require any additional faculty hires, resources, infrastructure, or equipment, the cost of the program is minimal. Incoming graduate students will be encouraged to apply and receive graduate assistantships on campus, providing the University with student teaching, professional staff, or athletics personnel. Again, given the fact that all instructors for the required coursework have agreed to additional students in their classrooms, little-to-no investment is required for the success of this program. Should the faculty decide to expand the program in 5-10 years, this may require additional faculty. However, for the program that is being proposed now, given the intended enrollment, the current resources are sufficient.</i>

16.* Budget Funding Sources, by Year of Program

All the fields in number 16 are required for the CPE's pre-proposal form. Estimate the level of new and existing resources that will be required to implement and sustain the program using the spreadsheet below. Please answer in terms of dollar amounts. All narratives have a 100-word limit.

Total Resources Available from Federal Sources (Federal sources include grants, earmarks, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:	n/a				

Total Resources Available from Other Non-State Sources (Non-state sources include philanthropies, foundations, individual donors, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:	n/a				

State Resources (State sources include general fund revenue, grants, pass-thru funds, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:	n/a				

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Internal (The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organization units.)²³:	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
(New) Allocated Resources	0	0	0	0	0
(Existing) Reallocated Resources	0	0	0	0	0
Narrative/Explanation:	<i>The below "narrative/Explanation" box would not allow me to add text, so I am adding it here. The following is relevant to Student Tuition NOT Internal. In the first year of the program, approximately 4 students are expected to enroll, in the second, 8, with an expected 10 students to enroll each year after that. Since this is a 2-year program, the total number of students in the program should be about 20 by the fourth year. Graduate student tuition is \$6118.00 per semester for 2016-2017</i>				
Student Tuition (Describe the impact of this program on enrollment, tuition, and fees.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	48944	97888	122360	122360	122360
Existing	0	48944	97888	122360	122360
Narrative/Explanation:					
Total Funding Sources	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
<u>Total New</u>	48944	97888	122360	122360	122360
<u>Total Existing</u>	0	48944	97888	122360	122360
TOTAL FUNDING SOURCES	48944	146832	220248	244720	244720
17. Breakdown of Program Expenses/Requirements⁴					
(Please note – all the fields in number 17 are required for the CPE's pre-proposal form.)					
Staff: Executive, Administrative & Managerial (Include salaries and whether new hires will be part time or full time.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation ²⁴ :	n/a				
Other Professional (Include salaries.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation:	n/a				

²³ The source and process of allocation and reallocation should be detailed, including an analysis of the impact of the reduction on existing programs and/or organizational units.

²⁴ Discuss whether new hires will be full-time or part-time.

NEW MASTER'S DEGREE PROGRAM

Faculty (Include salaries and whether new hires will be part time or full time.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative/Explanation ²⁵ :	<i>No new hires are required for the development of this program</i>				
Graduate Assistants (Include salaries and/or stipends.)²⁶	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	<i>No new graduate assistantships will be created. Students will be required to apply for assistantships across campus.</i>				
Student Employees (Include salaries and/or stipends.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	<i>n/a</i>				
Equipment and Instructional Materials	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	<i>n/a</i>				
Library (Include new journal subscriptions, collections, and electronic access.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	<i>n/a</i>				
Contractual Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	<i>n/a</i>				

²⁵ If new hires are involved, explain whether new hires will be full-time or part-time.

²⁶ Identify the number of assistantships/stipends to be provided; Include the level of support for each.

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Academic and/or Student Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	<i>n/a</i>				
Other Support Services	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative Explanation/Justification:					
Faculty Development (Include travel, conference fees, consultants, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New					
Existing					
Narrative Explanation/Justification:					
Assessment (Include personnel, software tools, data collection tools, survey administration, outside consulting services, etc.)	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	<i>n/a</i>				
Student Space and Equipment	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	<i>n/a</i>				
Other	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year
New	0	0	0	0	0
Existing	0	0	0	0	0
Narrative Explanation/Justification:	<i>n/a</i>				
Total Expenses/Requirements	1 st Year	2 nd Year	3 rd Year	4 th Year	5 th Year

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New	0	0	0	0	0
Existing	0	0	0	0	0
TOTAL Program Budgeted Expenses/Requirements:	n/a				
GRAND TOTAL	1st Year	2nd Year	3rd Year	4th Year	5th Year
Total Funding Sources	<u>48944</u>	<u>146832</u>	<u>220248</u>	<u>244720</u>	<u>244720</u>
Total Expenses/Requirements	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL NET COST:	<u>48944</u>	<u>146832</u>	<u>220248</u>	<u>244720</u>	<u>244720</u>

18. Course Descriptions

18a Program Core Courses (includes pre-major and pre-professional courses)

Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)
KHP 547	<i>An analysis of research findings in the psychology of teaching and coaching with emphasis placed on those factors which influence the acquisition of motor skills as well as on the psychological benefits of exercise and sport.</i>
EPE 558	<i>The course covers applications of statistical and graphical methods for educational and evaluation data. Topics to be covered include descriptive statistics, correlation, normal distributions, hypothesis testing, regression, ANOVA, and power. General goals include: developing an understanding of statistical concepts, improving reasoning and critical thinking skills, and to prepare for more advanced quantitative courses. Students will gain valuable statistical computing skills via stats Software.</i>
KHP 580	<i>An introduction to the concept of teams to include an overview of group theory, dynamics and properties as they apply to the team development in sport and non-sport settings.</i>
KHP 644	<i>A critique of research procedures for purposes of developing more efficient research designs applicable to problems in kinesiology and health promotion. Should be preceded or accompanied by basic statistics and introduction to measurement.</i>
PSY 626	<i>A survey of the field of health psychology. It will explore the ways in which social and psychological research contribute to an understanding of health and illness behavior.</i>
EDP 614	<i>This course will provide a review of current educational and psychological theories of motivation. After examining various theories (e.g., attributions, goals, self efficacy, expectancy X value), the course will examine applications of these theories to contemporary issues such as violence, substance abuse, dropping out of school, health maintenance, etc.</i>
EDP 605	<i>A survey of counseling psychology, philosophy, procedures and practices. Consideration of the roles of the counselor in relation to counseling services in the community and educational settings. In-depth training in initial counseling skills, interviewing (listening) and relationship building skills.</i>

18b Program Guided Electives Courses (for the major)

Prefix & Number	Course Description (from the Bulletin or the most recent new/change course form)
KHP 676	<i>An in-depth analysis of pertinent issues and problems affecting the management of sport and fitness programs</i>

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<i>KHP 782</i>	<input checked="" type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	<i>Systematic investigation of a problem selected from the areas of kinesiology and health promotion</i>
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	

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19. Specific faculty involved in the degree program.

(similar to question 4d) Fill out the SACS²⁷-required faculty roster below, for full-time and part-time faculty teaching in the program. Abbreviations for the NAME and COURSES TAUGHT columns are below the table. Please contact Institutional Effectiveness (institutionaleffectiveness@uky.edu) for help with this question.

NAME List name & Identify faculty member as F or P.	COURSES TAUGHT Include term; course prefix, number and title; & credit hours. (D, UN, UT, G)	ACADEMIC DEGREES AND COURSEWORK List relevant courses taught, including institution and major. List specific graduate coursework, if needed	OTHER QUALIFICATIONS AND COMMENTS Note qualifications and comments as they pertain to course taught.	NEW COURSES Include course prefix, number, and title.
Dr. Marc Cormier F	<i>KHP 547 - Psychology of Sport and Physical Activity - every semester 3 credits G</i> <i>KHP 580 - Group Dynamics in Sport and PA - every spring 3 credits G</i> <i>KHP 687 - Internship - every semester 3 credits per semester G</i> <i>KHP 782 - Independent Research Seminar every fall 3 credits G</i>	<i>All in Department of Kinesiology and Health Promotion at UK.</i> <i>KHP 300 - Psychology and Sociology of Sport - University of Kentucky</i> <i>KHP 547 - University of Kentucky</i> <i>KHP 580 - University of Kentucky</i> <i>KHP 695 - Independent Research- University of Kentucky</i>	<i>Certified Consultant with Association for Applied Sport Psychology</i> <i>Ph.D. in sport and exercise psychology</i> <i>M.A. in Counseling Psychology</i>	N/A
Dr. Jeff Reese F	<i>KHP 768 - Thesis - every semester 3 credits per semester, G</i>	<i>All in Department of Education, School, and Counseling Psychology at UK.</i> <i>EDP 605 - Counseling Techniques University of Kentucky</i>	<i>Ph.D. in counseling psychology</i> <i>Licensed Psychologist</i> <i>17 former doctoral students</i>	N/A

²⁷ Southern Association of Colleges and Schools Commission on Colleges (SACS).

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		<p><i>EDP 630 - Principles of Psychological Measurement - University of Kentucky</i></p> <p><i>EDP 642 - Personality Assessment - University of Kentucky</i></p> <p><i>EDP 703 - Graduate Seminar - University of Kentucky</i></p>		
<i>Dr. Candice Crowell F</i>	<i>EDP 688 - Ethical and legal issues (every spring) 3 credits G</i>	<i>EDP 688 - Ethical and legal issues - Department of Educational, School and Counseling Psychology, UK</i>	<i>Ph.D, in counseling psychology</i> <i>licensed psychologist</i> <i>APA minority fellow</i>	
<i>Dr. Heather Erwin F</i>	<i>KHP 644 - Research Methods in Kinesiology and Health Promotion - every spring, 3 credits G</i>	<i>KHP 644 - Kinesiology and Health Promotion, UK</i>	<i>Strong publication record,</i> <i>knowledgeable in research methods and statistics</i>	
<i>Dr. Thomas Guskey F</i>	<i>EPE 558 - Graduate Statistics, every semester, 3 credits, G</i>	<i>EPE 558 - Department of Educational Policy Studies and Evaluation, UK</i>		
<i>Dr. Steve Parker F</i>	<i>KHP 676 - Current Issues in Sport - every fall, 3 credits G</i>	<p><i>KHP 676 - Department of Kinesiology and Health Promotion, UK</i></p> <p><i>KHP 687 - Practicum in sport management - KHP, UK</i></p> <p><i>KHP 695 - Independent Research - KHP, UK</i></p>	<i>Dr. Parker is an associate dean in the College of Education and head of the sport leadership master's program. He has extensive knowledge and experience in athletics and will teach a "Current Issues in Sport" course.</i>	

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<p><i>Dr. Kenneth Parnell F</i></p>	<p><i>EDP 605 - Counseling Techniques 1 - every fall, 3 credits G</i></p>	<p><i>EDP 605 - Department of Educational, School, and Counseling Psychology, UK EDP 605 - EDP - UK EDP 649 - Group Counseling - EDP, UK EDP 661 - Counseling Techniques 2 - EDP UK.</i></p>	<p><i>Licensed psychologist</i></p>	
<p><i>Dr. Ellen Usher F</i></p>	<p><i>EDP 614 - Motivation and Learning - every spring, 3 credits, G</i></p>	<p><i>EDP 614 EDP UK</i></p>	<p><i>Dr. Usher is a licensed psychologist and director of the Motivation and Learning Lab here at UK. She is an avid exerciser and the perfect individual to apply concepts of motivation and learning to students interested in sport and exercise psychology.</i></p>	
<p><i>Dr. Jessica Burris F</i></p>	<p><i>PSY 626 - Survey of Health Psychology - every fall - 3 credits, G</i></p>	<p><i>PSY 626 - Department of Psychology UK</i></p>	<p><i>Dr. Burris is a licensed psychologist and faculty member in the department of psychology. She has a joint appointment with the Markey Cancer Center as a health psychologist. Her course covers aspects of health and exercise psychology.</i></p>	

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FT = full time PT= part time	D = developmental UN = undergraduate nontransferable		UT = undergraduate transferable G = graduate	

Table of Contents for Appendices

- 1) Notification of Intent from Office of Institutional Effectiveness
- 2) AASP Historical Data
- 3) Letter of support from Dr. Jeff Reese - Department Chair in Department of Educational, School, and Counseling Psychology
- 4) Letter of Support from Dr. Beth Goldstein – Department Chair in Educational Policy Studies
- 5) Email exchange demonstrating support from Dr. Robert Lorch – Department Chair in Department of Psychology
- 6) Letter of Support from Dr. Jessica Burris – Assistant Professor and instructor for PSY 626 - Department of Psychology
- 7) Email exchange demonstrating support from Dr. Bobi Ivanov – Associate Dean for Graduate Programs in Communication
- 8) Initial Assessment in Sport and Exercise Psychology
- 9) Email exchange demonstrating support from Dr. Holly Sheilley – Director of Athletics at Transylvania University – site for student internships
- 10) Template for additional concentrations - Question 7 (elective courses for applied and research tracks)
- 11) Template for additional concentrations – semester-by-semester program of study for research track
- 12) Article indicating hesitation to seek psychological services in horse racing – The Blood Horse
- 13) Job Posting - Cognitive Performance Coach position with Cognitive Enhancement Performance Program – Special Forces
- 14) Job Posting – Houston Astros – Mental Skills Coordinator
- 15) Job Posting – Athletic Academic Advisor – University of Utah
- 16) Template for additional tracks – specific course requirements Question 18b
- 17) KHP faculty meeting minutes approving proposal of graduate program (09/01/2016)
- 18) KHP faculty meeting minutes approving minutes of previous faculty meeting (10/27/2016)
- 19) Graduate Program in Sport and Exercise Psychology Proposal – Presented at KHP faculty meeting

Note from Senate Council office: 8) "Initial Assessment in Sport and Exercise Physiology" removed for purposes of posting online, but it is available upon request.

From: [Alexander-Snow, Mia](#)
To: [Cormier, Marc L](#)
Cc: [Jackson, Brian A](#)
Subject: NOTIFICATION_CPE Notification of Intent (NOI) for the proposed program --Master's in Sports and Exercise Psychology (CIP: 31.0508—Sports Studies)
Date: Monday, November 07, 2016 5:42:27 PM

Dear Marc,

On Monday, November 7, 2016, the Office of Planning & Institutional Effectiveness submitted to the State the “Notification of Intent” (NOI) for the proposed **Master’s in Sports and Exercise Psychology (CIP: 31.0508—Sports Studies)**. CPE Pre-proposals can be submitted ONLY after “Notification of Intent” and vetting by the Kentucky Public CCAOs (vetting is usually completed when the program proposal description has been listed on 2 CCAO agendas). After the state accepts the NOI, you will receive an email with next steps.

Please Note: Once a proposal has been submitted to the Office of Planning & Institutional Effectiveness (PIE) for CPE review, any update requests or questions regarding the submitted proposal are to be communicated via the PIE Office—this will safeguard the accuracy and integrity of proposal submissions/information (particularly during the CPE vetting and approval process).

Should you have questions about the CPE approval process and/or the proposed program proposal, please let me know.

Regards,
Mia

Mia Alexander-Snow, PhD

Director, Planning and Institutional Effectiveness

Phone: 859-257-2873

Fax: 859-323-3999

Visit the Institutional Effectiveness Website: <http://www.uky.edu/ie>

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From: Cormier, Marc L
Sent: Wednesday, November 02, 2016 11:24 AM
To: Alexander-Snow, Mia <mia.alexander-snow@uky.edu>
Subject: RE: Proposed New Degree Program and Next Steps

Hi Mia,

Thanks again for the assistance this morning. I've attached the program description to this email. Please

let me know if it's too detailed/not detailed enough, or is totally off base. I'm happy to adjust it.

I have contacted Dr. Jackson to determine whether I need a new CIP code or if the 31.0505 will work for this proposal. He is digging through the options and will get back to me.

Thanks again!

Marc

Marc L. Cormier, Ph.D., CC-AASP
Department of Kinesiology and Health Promotion
University of Kentucky
E | marc.cormier@uky.edu O | 859-257-2952

From: Alexander-Snow, Mia
Sent: Wednesday, November 02, 2016 10:15 AM
To: Cormier, Marc L <marc.cormier@uky.edu>
Cc: Mevoli, Krista M <krista.mevoli@uky.edu>
Subject: Proposed New Degree Program and Next Steps

Dear Marc,

Thank you for following-up with me about the proposed program master's program n Health and Kinesiology.

I just realized that I provided you with an existing CIP code. Because this is a new program, you will need to identify a new CIP Code. I have identified several CIP Codes (see below). Please review the CIP Code assignment with your program faculty and in consultation with the Graduate Council Chair, Dr. Brian Jackson, to be sure the selected CIP is the most appropriate for the proposed program.

As we discussed, here are the next steps are as follows:

- Once you have identified your CIP Code, please send me a brief description about the program and how it supports University and State educational strategic planning goals and initiatives (refer below for an example). If I can have the description by **Thursday, November 3** that would be great!—I will be out of the office on Friday, November 4.
- Completion and submission of the SACSCOC Checklist (be sure to also send the completed program proposal senate I form). I just realized that I provided you with an existing CIP code. Because this is a new program, you will need to identify a new
- When approved by the college, please send to my office the approved college form, so we can begin the CPE approval process

Example of Program Description

- The Master of Fine Arts in Curatorial Studies (CIP: 50.1002—Fine and Studio Arts Management) is a three-year (60 credit hours), full residency program at the graduate level designed to be a practiced-based degree that prepares students for

curatorial positions in a wide variety of arts organizations (as distinct from a museum studies program) as well as teaching positions at the college level. It uniquely blends online coursework in arts administration with practical experiences in exhibition development and design, art event planning, writing catalogues, fundraising, grant writing, conducting studio visits, promotion and marketing, creating community-based programming and similar activities related to careers in visual arts organizations. The M.F.A. in curatorial studies is only the fourth of its kind in the United States and the only one to combine practical experiences in galleries and related institutions with online arts administration coursework. It is a terminal degree, making graduates competitive for positions in community arts organizations, museums, contemporary art galleries, and in college and university environments. Students will work with our internationally recognized faculty in all three areas (art studio, art education, and art history). They will enrich the graduate programs in the respective disciplines through collaborative projects and other forms of intellectual and practical exchange. The one-of-a-kind nature of the program and its relatively low cost to students will attract high quality candidates nation-wide and even internationally. Program supports the Council on Postsecondary Education's (CPE) Strategic Agenda: The new MFA in curatorial studies addresses at least four of CPE's strategic goals. If one measures student success by jobs and job creation we believe that this professional, terminal degree will produce strongly trained graduates capable of fulfilling a wide variety of arts-related jobs. The presence of strong cultural programming has long been demonstrated to have a direct economic impact on the communities they serve by making their communities more attractive places to live, thus enhancing the community's competitiveness in attracting businesses and furthering economic development. The innovative degree leverages existing resources to create well-prepared graduates with bright futures. No similar KY programs exist.

Detail for CIP Code 31.0501

Title: Health and Physical Education/Fitness, General.

Definition: A general program that focuses on activities and principles that promote physical fitness, achieve and maintain athletic prowess, and accomplish related research and service goals. Includes instruction in human movement studies, motivation studies, rules and practice of specific sports, exercise and fitness principles and techniques, basic athletic injury prevention and treatment, and organizing and leading fitness and sports programs. See also: [13.1314\) Physical Education Teaching and Coaching](#), [51.0001\) Health and Wellness, General](#).

Detail for CIP Code 31.0507

Title: Physical Fitness Technician.

Definition: A program that prepares individuals for employment in health and fitness clubs, wellness centers, public and private recreation facilities, hospitals and corporate fitness programs where they will perform a variety of instructional and administrative duties.

Includes instruction in human anatomy and physiology, fitness techniques, exercise science, personal training, nutrition, and customer service. See also: [51.0913\) Athletic Training/Trainer](#).

Should you find that none of the suggested CIPs are appropriate, here are the instructions for selecting a CIP Code directly from the NCES CIP user site:

1. Access the website: <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>
2. On the front menu page under “Start Here” choose: Browse
3. Choose the link of the **2 digit number** that best characterizes the primary instruction—this will take you to a page listing all the “content” specific programs (e.g., **31**: PARKS, RECREATION, LEISURE, AND FITNESS STUDIES).
4. Keep drilling down until you find the CIP Code that best describes the proposed program.

Marc, should you have additional questions, please do not hesitate to contact me or my assistant, Krista Mevoli (krista.mevoli@uky.edu)

Best,
Mia

Mia Alexander-Snow, PhD
Director, Planning and Institutional Effectiveness
Office of Faculty Advancement & Institutional Effectiveness
UKFCU Building, 1080 Export Street, Suite 180
1080 Export Street, Lexington, KY 40504
Phone: 859-257-2873
Fax: 859-323-3999
Email: mia.alexander-snow@uky.edu

Visit the Institutional Effectiveness Website: <http://www.uky.edu/ie>
Follow us at: <https://www.facebook.com/universityofky>



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AASP Historical Statistics (as of year-end)

	2009	2010	2011	2012	2013	2014	2015	2016
Professional		763	748	808	906	1013	1117	997
Student		625	548	676	764	964	935	1011
Affiliate		30	32	21	49	71	71	63
Early Professional		94	107	208	240	226	145	238
Senior		3	6	19	35	36	46	57
Total Members		1515	1441	1732	1994	2310	2314	2366
Certified Consultants		254	265	337	309	339	376	471
Conference Attendance	739	872	503	901	927	1156	1010	1105
Conference Location	Salt Lake City	Providence	Honolulu	Atlanta	New Orleans	Las Vegas	Indianapolis	Phoenix
								<i>as of October 31</i>

Information provided by the Association for Applied Sport Psychology

Please contact Ms. Stephanie Lander (slander@hp-assoc.com), Membership and Communications Manager for verification of authenticity.



University of Kentucky
College of Education
Department of Educational, School, &
Counseling Psychology
245 Dickey Hall
Lexington, KY 40506-0017
P: 859-257-4909
F: 859-257-5662
www.uky.edu

October 10, 2016

Marc Cormier, PhD
100 Seaton Building
1210 University Drive
Lexington, KY 40506

Re: Support for Sport and Exercise Psychology Program Proposal

Dear Dr. Cormier:

Please let this letter serve as official support from the Department of Educational, School, and Counseling Psychology for the Sport and Exercise Psychology master's program proposal. You presented the proposal to our faculty in September 2015 and there were no concerns with the proposal moving forward. Specifically, we agreed that students in this proposed program would be permitted to enroll in the following courses that would be required or listed as electives:

Required:

EDP 605 – Counseling Techniques 1
EDP 614 – Motivation and Learning
EDP 688 – Ethical and Legal Issues

Electives:

EDP 600 – Lifespan Human Development and Behaviors
EDP 642 – Personality Assessment
EDP 649 – Group Counseling
EDP 661 – Counseling Techniques II
EDP 711 – Advanced Quantitative Methods

If you have any other questions or if I can be of any assistance concerning the proposal, please do not hesitate to contact me at 859-257-4909 or jeff.reese@uky.edu.

Sincerely,

Jeff Reese, PhD
Professor and Department Chair

Educational, School, and Counseling Psychology
237 Dickey Hall • Lexington, KY 40506-0017
(859) 257-7881 • (859) 257-7404 • fax (859) 257-5662
<http://www.uky.edu/Education/edphead.html>

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see blue.

An Equal Opportunity University



College of Education
Educational Policy Studies
131 Taylor Education Building
Lexington, KY 40506-001

Phone # 859.257.3178
Fax # 859.257.4243

education.uky.edu/

Date: November 1, 2016

To: Courses and Curriculum Committee,
College of Education

From: Dr. Beth L. Goldstein,
Chair, EPE

Re: Graduate Program in Sport and Exercise Psychology

Cc: Dr. Marc L. Cormier, KHP

The Department of Educational Policy Studies & Evaluation supports the inclusion of EPE/EDP 558 as a required course in the proposed curriculum for the new KHP graduate program in Sport and Exercise Psychology.

From: [Lorch, Robert](#)
To: [Cormier, Marc L](#)
Subject: RE: Graduate Program in Sport and Exercise Psychology
Date: Friday, September 02, 2016 3:47:19 PM

Hi Marc,

I believe that Dr. Suzanne Segerstrom has taught the course in the past. A possible instructor in the future is Dr. Jessica Burris (she might even have taught the last offering of it).

Good luck with getting the program going by Fall, 2017 – that's pretty ambitious given all the hoops!

Best,
Bob

From: Cormier, Marc L
Sent: Friday, September 02, 2016 12:08 PM
To: Lorch, Robert
Subject: RE: Graduate Program in Sport and Exercise Psychology

Hello again, Dr. Lorch,

I hope this email finds you well.

I wanted to send you little update on the status of our proposed graduate program in sport and exercise psychology (see conversation below ☺). I realize it's been a while, but it's taken some time to get the right people to sign off on it.

Fortunately, as of yesterday, our faculty has approved the proposal for submission to courses and curricula and the graduate school. This is great news! In a perfect world, we will be up and running (with students) in the fall of 2017. Perhaps this is wishful thinking, but I'm prepared to work overtime to see this happen.

You will remember that I requested permission to add PSY 626 – Survey of Health Psychology to our curriculum. I realize that this will be at the discretion of whoever is teaching it, so I wonder if I could solicit your help in identifying who to contact with this request.

Thank you so much!

Marc

Marc L. Cormier, Ph.D., CC-AASP
Department of Kinesiology and Health Promotion
University of Kentucky
E | marc.cormier@uky.edu O | 859-257-2952

From: Lorch, Robert

Sent: Wednesday, September 09, 2015 3:17 PM
To: Cormier, Marc L <marc.cormier@uky.edu>
Subject: Re: Graduate Program in Sport and Exercise Psychology

Deal, Marc

Sent from my iPhone

On Sep 9, 2015, at 1:49 PM, Cormier, Marc L <marc.cormier@uky.edu> wrote:

Super.

There's no sense jumping the gun on this, so I'll wait until the program begins to take shape before making any further inquiries.

Thanks again!

Marc

Marc L. Cormier, Ph.D., CC-AASP
Department of Kinesiology and Health Promotion
University of Kentucky
O [859-257-2952](tel:859-257-2952) | E marc.cormier@uky.edu | T @DocCormier

From: Lorch, Robert
Sent: Wednesday, September 09, 2015 1:31 PM
To: Cormier, Marc L
Subject: RE: Graduate Program in Sport and Exercise Psychology

Hi Marc,

It would not be entirely up to me whether to allow your students into PSY 626. The decision would rest with the instructor of the course and the program area that offers the course (i.e., clinical psychology). I don't know what they'd say but there's never any harm in asking and discussing.

Bob

Robert F. Lorch, Jr.
Professor & Chair
Department of Psychology
University of Kentucky
859-257-6826
rlorch@email.uky.edu

From: Cormier, Marc L
Sent: Wednesday, September 09, 2015 1:10 PM
To: Lorch, Robert
Subject: RE: Graduate Program in Sport and Exercise Psychology

Hi Bob,

Thank you so much for getting back to me so quickly and providing your feedback on the proposal.

As mentioned, we are only missing a few courses for a full curriculum. Ideally, we would love to offer a course in exercise and/or health psychology. Once the program is up and running (and we have a better idea of the numbers), would you be willing to sit down and discuss allowing our students to enroll in this course (PSY 626)?

Thanks again!

Best regards,

Marc

Marc L. Cormier, Ph.D., CC-AASP
Department of Kinesiology and Health Promotion
University of Kentucky
O [859-257-2952](tel:859-257-2952) | **E** marc.cormier@uky.edu | **T** @DocCormier

From: Lorch, Robert
Sent: Wednesday, September 09, 2015 12:53 PM
To: Cormier, Marc L; Lorch, Elizabeth
Subject: RE: Graduate Program in Sport and Exercise Psychology

Hi Marc,

Thank you for giving me the opportunity to review your proposed program in Sport and Exercise Psychology. You are correct in your assessment that there is little overlap between your proposed program and any program in the Department of Psychology. We do offer a 2 semester grad sequence in assessment, including personality assessment, but I don't see that as a conflict because our sequence is only open to students enrolled in our clinical program. I think you are correct that your proposed program will attract a lot of interest. I wish you the best with developing the program.

Bob

Robert F. Lorch, Jr.
Professor & Chair
Department of Psychology
University of Kentucky
859-257-6826
rlorch@email.uky.edu

From: Cormier, Marc L
Sent: Wednesday, September 09, 2015 12:30 PM
To: Lorch, Elizabeth; Lorch, Robert
Subject: Graduate Program in Sport and Exercise Psychology

Good morning, Drs. Lorch,

My name is Marc Cormier and I am a faculty member in the Department of Kinesiology and Health Promotion, in the College of Education, here at UK.

I have a background and primary interest in applied sport psychology. Specifically, I received my Ph.D. in Sport and Exercise Psychology from WVU and also have a Masters in Counseling and am a licensed (associate) counselor in KY. Within KHP, I teach undergraduate and graduate courses related to sport and exercise psychology, group dynamics, and tests and measurement. I also serve as a part-time consultant with UK athletics, helping athletes develop the necessary mental skills to reach their athletic goals.

Since my arrival to UK, I have been working hard to establish a graduate training program in this area, to be housed in either Kinesiology and Health Promotion or Counseling Psychology (both departments are in the College of Education). I firmly believe we could develop a very strong program at UK, given that many of the necessary resources (i.e., coursework, faculty specialties, internship sites, and student interest) required for such a program, already exist within the College of Education. In fact, only a small number of courses would need to be developed in order to provide students with a well-rounded education in sport and exercise psychology.

Before moving any further, Dean Mary John O'Hair and I wanted to make ensure that a graduate program in this area would not overlap with any of your current program offerings in the Department of Psychology. After reviewing your graduate concentrations, I do not believe it would, but wanted to discuss the matter with you, just in case. In fact, I believe students pursuing graduate work in sport and exercise psychology may even benefit from your health psychology course (BSC/PSY 626).

In case you're interested, I have attached an outline of the program to this email for you to review. I would appreciate any feedback/thoughts/questions you're able to provide as we move forward.

Thank you so much for you time. If you prefer to sit down and discuss the program, I would be happy to venture over to Kastle Hall.

Best regards,

Marc

Marc L. Cormier, Ph.D., CC-AASP, LPCA
Department of Kinesiology and Health Promotion
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Jessica L. Burris, Ph.D.
Assistant Professor & Licensed Psychologist
Department of Psychology
Markey Cancer Center
206 Combs Building
Lexington, KY 40536-0096
859.218.4092
burris.jessica@gmail.com

October 7, 2016

Dear Dr. Marc Cormier,

I write this brief letter to express my enthusiastic support of the proposed UK Department of Kinesiology and Health Promotion's graduate program in Sport and Exercise Psychology. I believe sport and exercise psychology represents a new area of study that is a nice complement to existing programs and concentrations at UK, including the Department of Psychology's Health Psychology Concentration. I am the standing instructor of the graduate course PSY 626 Survey of Health Psychology, and I would be happy to have students in the sport and exercise psychology program enroll in my course. The inclusion of PSY 626 as required coursework in the sport and exercise psychology program would be mutually beneficial to our departments, and I am thoroughly supportive of this plan and the program as a whole.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jessica L. Burris'. The signature is stylized with a large, looped initial 'J' and a long, horizontal stroke.

Jessica L. Burris, Ph.D.

From: [Ivanov, Bobi](#)
To: [Cormier, Marc L](#)
Subject: RE: Graduate Program Inquiry
Date: Friday, September 11, 2015 1:27:16 PM

Hi Marc,

No objection from our faculty regarding the proposed program. There was one suggestion about a course you may want to consider including in the program, which I list below.

LIS 626 [Electronic Information Resources in the Health Sciences](#)

Survey of electronic information resources in the health sciences, including databases and Web sources. Discussion of relevant controlled vocabularies and their use in formulating and executing search strategies. The course also includes an evidence based health care component whereby students learn to analyze critically the biomedical literature and determine reference and research relevancy.

Best,

Bobi

Bobi Ivanov, MBA, Ph.D.

Associate Dean for Graduate Programs in Communication

Associate Professor of Integrated Strategic Communication

College of Communication and Information

University of Kentucky

310J LCLI Little Library

Lexington, KY 40506-0224

(P) 859.257.9467

(F) 859.323.4243

(E) bobi.ivanov@uky.edu

(W) <https://ci.uky.edu/grad/>

From: Cormier, Marc L
Sent: Wednesday, September 09, 2015 3:25 PM
To: Ivanov, Bobi
Subject: Graduate Program Inquiry

Good morning, Dr. Ivanov

My name is Marc Cormier and I am a faculty member in the Department of Kinesiology and Health Promotion, in the College of Education, here at UK.

I have a background and primary interest in applied sport psychology. Specifically, I received my Ph.D. in Sport and Exercise Psychology from WVU and also have a Masters in Counseling and am a licensed (associate) counselor in KY. Within KHP, I teach undergraduate and graduate courses related to sport and exercise psychology, group dynamics, and tests and measurement. I also serve as a part-time consultant with UK athletics, helping athletes develop the necessary mental skills to reach their athletic

goals.

Since my arrival to UK, I have been working hard to establish a graduate training program in sport and exercise psychology, to be housed in either Kinesiology and Health Promotion and/or Counseling Psychology (both departments are in the College of Education). I firmly believe we could develop a very strong program at UK, given that many of the necessary resources (i.e., coursework, faculty specialties, internship sites, and student interest) required for such a program, already exist within the College of Education.

Before moving any further, Dean Mary John O'Hair has encouraged me to contact you, in order to ensure that a graduate program in this area would not overlap with any of your current program offerings in the Graduate Program in Communication. After reviewing your graduate concentrations, I do not believe it would, but wanted to discuss the matter with you, just in case.

In case you're interested, I have attached an outline of the program to this email for you to review. I would appreciate any feedback/thoughts/questions you're able to provide as we move forward.

Thank you so much for your time. If you prefer to sit down and discuss the program, I would be happy to venture over to the Lucille Little Library.

Best regards,

Marc

Marc L. Cormier, Ph.D., CC-AASP, LPCA
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O [859-257-2952](tel:859-257-2952) | E marc.cormier@uky.edu | T @DocCormier

From: [Cormier, Marc L](#)
To: [Holly Sheilley](#)
Subject: RE: Sport psychology with Transylvania Athletics
Date: Thursday, April 16, 2015 11:28:00 AM

Great news! I'm thrilled to hear that you've had positive experiences with sport psychology in the past.

I will keep you updated on the status of this program. Again, I am hopeful for its development, but realistic regarding the speed at which things move in academia. I will share this news with our associate deans, which may help move things forward a little.

Looking forward to working together! Thanks for the speedy response.

Best,

Marc

Marc L. Cormier, Ph.D., CC-AASP
Department of Kinesiology and Health Promotion
University of Kentucky
O [859-257-2952](tel:859-257-2952) | E marc.cormier@uky.edu | T @DocCormier

From: Holly Sheilley [mailto:hsheilley@transy.edu]
Sent: Monday, April 13, 2015 6:57 PM
To: Cormier, Marc L
Subject: Re: Sport psychology with Transylvania Athletics

Dr. Cormier,

Yes, this would be a win-win for us as well. When I was at UL we were able to utilize sport psychologist for many of our programs and found it to be many times the missing link. If you can get the program up and running, I would certainly like to have your students as interns.

Sincerely,

Holly K. Sheilley, Ph.D.
Director of Athletics
Transylvania University
300 North Broadway
Lexington, KY 40508
859.233.8548

On Mon, Apr 13, 2015 at 12:34 PM, Cormier, Marc L <marc.cormier@uky.edu> wrote:
Good afternoon, Dr. Sheilley,

My name is Marc Cormier and I am a faculty member in the Department of Kinesiology and Health Promotion at UK. Specifically, I teach courses related to sport psychology, mental skills training, and team development.

As one of the only individuals on campus who specializes in sport and performance psychology, I have been hard at work to establish a graduate program in this area. I have listened to various students express an interest in pursuing a graduate education in this field, only to be forced to direct them out of state. So far, I have submitted formal proposals to my superiors (Dept. Chairs, Associate Deans) for the development of a graduate program within Kinesiology and Health Promotion. I believe that UK has a unique opportunity to establish itself as a top program for graduate training in sport psychology, given that so few programs exist in Kentucky. Currently, this program is still in the planning phases due to some funding roadblocks (obviously). However, I continue to advocate for its development.

Part of my proposed plan has graduate students participating in supervised internships with teams across Lexington (and surrounding areas). These students would work closely with myself, coaches, and athletes to optimize mental preparedness and skill development. Students would plan and conduct team workshops, participate in individual consultations (1 on 1 meetings with athletes), and work with athletic trainers to optimize rehabilitation and return from injury.

I believe Transylvania's Athletics Department would be an excellent place for these students to gain valuable experience working with high caliber athletes. Since the purpose of this work is for training, it would be free of charge for those receiving it.

I realize that, without an actual program, there is little to be accomplished with this email. Thus, the purpose of this message is explore the possibility of a partnership in the future. Does this sound like something you might be interested in implementing within your department?

I'm sorry for such a long and detailed message. If you prefer to chat over the phone regarding some of the finer details, I would be happy to schedule a time with you.

Best regards,

Marc

Marc L. Cormier, Ph.D., CC-AASP
Department of Kinesiology and Health Promotion
University of Kentucky
O [859-257-2952](tel:859-257-2952) | E marc.cormier@uky.edu | T @DocCormier

**TEMPLATE FOR ADDITIONAL CONCENTRATIONS, *SPECIFIC COURSE REQUIREMENTS*
PROPOSAL FOR NEW MASTER'S DEGREE PROGRAM**

7s	Courses for a program's concentration(s). Check the appropriate box to describe the course as either "a core course for the concentration" or "an elective course for the concentration." Append a PDF with each concentration's specific course requirements to the end of the PROPOSAL FOR NEW MASTER'S DEGREE PROGRAM form.			
	Concentration #3 name: <u>Applied Track</u> (continuation from 7m - addition of elective courses)			
Prefix & Number	Course Title	Course Type	Credit Hrs	Course Status ¹
<u>KHP 683</u>	<u>Leadership Theory and Practice</u>	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective	<u>3.0</u>	No Change
<u>EDP 600</u>	<u>Life Span Human Development and Behavior</u>	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective	<u>3.0</u>	No Change
<u>EDP 661</u>	<u>Counseling Techniques 2</u>	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective	<u>3.0</u>	No Change
<u>EDP 642</u>	<u>Personality Assessment</u>	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective	<u>3.0</u>	No Change
<u>EDP 649</u>	<u>Group Counseling</u>	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective	<u>3.0</u>	No Change
_____	_____	<input type="checkbox"/> Core <input type="checkbox"/> Elective	_____	Select one....
_____	_____	<input type="checkbox"/> Core <input type="checkbox"/> Elective	_____	Select one....
_____	_____	<input type="checkbox"/> Core <input type="checkbox"/> Elective	_____	Select one....
_____	_____	<input type="checkbox"/> Core <input type="checkbox"/> Elective	_____	Select one....
_____	_____	<input type="checkbox"/> Core <input type="checkbox"/> Elective	_____	Select one....
<i>Total Credit Hours Concentration:</i>			_____	
7t	Provide language for the third concentration that should be included in the Graduate School Bulletin. (150 word limit)			
	<u>Please see 7n</u>			
7u	Concentration #4 name: <u>Research track</u> (continuation from 7p - addition of elective courses)			
Prefix & Number	Course Title	Course Type	Credit Hrs	Course Status
<u>KHP 676</u>	<u>Current Issues in Sport</u>	<input type="checkbox"/> Core	<u>3.0</u>	No Change

¹ Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

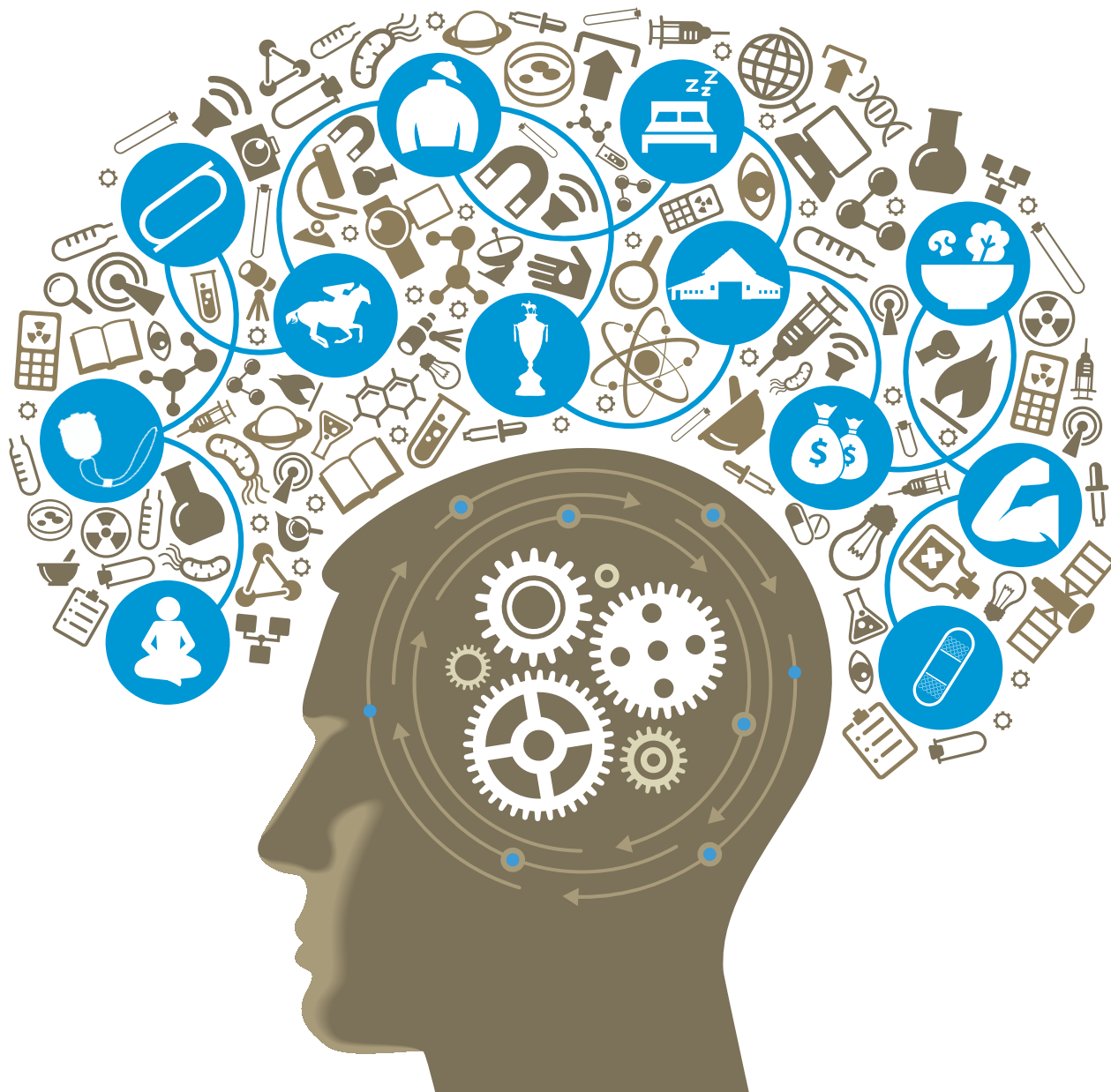
TEMPLATE FOR ADDITIONAL CONCENTRATIONS, *SPECIFIC COURSE REQUIREMENTS*
PROPOSAL FOR NEW MASTER'S DEGREE PROGRAM

		<input checked="" type="checkbox"/> Elective		
<u>KHP 683</u>	<u>Leadership Theory and Practice</u>	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective	<u>3.0</u>	No Change
<u>EDP 600</u>	<u>Life Span Human Development and Behavior</u>	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective	<u>3.0</u>	No Change
<u>EDP 688</u>	<u>Ethical and Legal Issues</u>	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective	<u>3.0</u>	No Change
<u>EDP 649</u>	<u>Group Counseling</u>	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective	<u>3.0</u>	No Change
<u>EDP 711</u>	<u>Advanced Qualitative Methods</u>	<input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective	<u>3.0</u>	No Change
_____	_____	<input type="checkbox"/> Core <input type="checkbox"/> Elective	_____	Select one....
_____	_____	<input type="checkbox"/> Core <input type="checkbox"/> Elective	_____	Select one....
_____	_____	<input type="checkbox"/> Core <input type="checkbox"/> Elective	_____	Select one....
_____	_____	<input type="checkbox"/> Core <input type="checkbox"/> Elective	_____	Select one....
<i>Total Credit Hours Concentration:</i>			_____	
7v	Provide language for the fourth concentration that should be included in the Graduate School Bulletin. (150 word limit)			
	<u>Please see 7g</u>			

**TEMPLATE FOR ADDITIONAL CONCENTRATIONS, SEMESTER-BY-SEMESTER PROGRAM OF STUDY
PROPOSAL FOR NEW MASTER'S DEGREE PROGRAM**

8	Create a degree plan for the proposed program by listing in the table below the courses that a typical student would take each semester. Use the spaces for "Year 3" only if necessary.			
8a.i	Concentration #3 name: <u>Research Track</u>			
	YEAR 1 - FALL:	<u>KHP 547 (3.0)</u> <u>EDP 605 (3.0)</u> <u>KHP 782 (3.0)</u> <u>Elective (3.0)</u>	YEAR 1 - SPRING:	<u>KHP 580 (3.0)</u> <u>EPE 558 (3.0)</u> <u>KHP 644 (3.0)</u>
	YEAR 2 - FALL :	<u>KHP 768 (3.0)</u> <u>PSY 626 (3.0)</u> <u>Reseach/Stat Elective (3.0)</u>	YEAR 2 - SPRING:	<u>KHP 768 (3.0)</u> <u>EDP 614 (3.0)</u> <u>Elective (3.0)</u>
	YEAR 3 - FALL:	_____	YEAR 3 - SPRING:	_____
8a.ii	With reference to the degree plan above for the third concentration, explain how there is progression in rigor and complexity in the courses that make up the program. <i>(150 word limit)</i>			

8b.i	Concentration #4 name: _____			
	YEAR 1 - FALL:	_____	YEAR 1 - SPRING:	_____
	YEAR 2 - FALL :	_____	YEAR 2 - SPRING:	_____
	YEAR 3 - FALL:	_____	YEAR 3 - SPRING:	_____
8b.ii	With reference to the degree plan above for the fourth concentration, explain how there is progression in rigor and complexity in the courses that make up the program. <i>(150 word limit)</i>			



MIND GAMES

Psychological training aids jockeys

BY AMANDA DUCKWORTH

FOLLOWING NYQUIST'S VICTORY in the Kentucky Derby Presented by Yum! Brands (gr. I), plenty of story lines emerged. One of the more unusual, though, came when winning rider Mario Gutierrez revealed how he had turned his career around with professional help. His initial hesitancy to seek assistance followed by his undeniable success serves as a microcosm of the challenges and benefits of sports psychology.

Gutierrez, as well as all of Nyquist's other connections, had been part of I'll Have Another's Triple Crown saga in 2012, which went awry when the horse, after having won the Derby and Preakness Stakes (gr. I), was scratched before the Belmont Stakes (gr. I) and retired. Following that awkward ending, Gutierrez entered a riding slump but found his way out of it thanks in large part to his wife, Rebecca, whom he married in 2015.

"I do believe that I have matured as a rider, and I am doing things I wasn't doing four years ago," Gutierrez said after Nyquist's victory in Louisville. "My wife encouraged me to get a sports psychologist. At the beginning I was a little embarrassed to tell people I was talking to a sports psychologist, but now I'm proud that he helps me. I also got a stretching and conditioning coach, a better nutritionist, and I actually have a person that comes to my house twice a week just to stretch my body. I'm feeling great right now."

Although sports psychology is gaining more and more traction, the social stigma of seeing a therapist still lingers. While plenty of jockeys try to find ways to take care of themselves and extend their careers, being open about specifics is not all that common.

"People don't talk about it, to be honest, unless it is done privately," said Terry Meyocks, the Jockeys' Guild national manager. "For example, some have called us talking about depression, but people really don't talk about those things publicly. We are in a business where if you are lucky enough to win 15% of your races, you are doing good, which means 85% of the time you are getting beat. You get hired and fired and taken off. It is a tough game from a jock's

perspective, so anything you can do to help your mind-set and keep thinking positive is a good thing."

According to the American Psychological Association, sports psychology is a discipline that uses psychological knowledge and skills to address optimal performance and well-being of athletes, developmental and social aspects of sports participation, and systemic issues associated with sports settings and organizations.

Principal areas of sports psychology include cognitive and behavioral skills training for performance enhancement; counseling and clinical interventions; and consultation and training. Cognitive and behavioral skills training focuses on things like goal-setting, imagery, performance planning, and developing

self-confidence, while counseling deals with topics such as how to handle eating disorders, weight management, depression, or burnout. Consultation and training, meanwhile, are more about team-building and education of coaches and administrators.

"The field of sports psychology is a lot older than people think," said the **University of Kentucky's Dr. Marc Cormier, who has a Ph.D. in sport and exercise psychology.** "It dates back to the 1800s, and really, even as far back as the ancient Greek games when they were celebrating this mind/body connection in terms of achieving athletic prowess.

"More recently, in the past 40 or 50 years or so, it has really established itself as a stand-alone discipline, and programs are popping up all over the world. A lot of research has been blowing up because people are starting to realize this is a legitimate thing. It is not just something athletes will use as a crutch. It is a legitimate piece of high performance."

However, as mentioned by both Gutierrez and Meyocks, hesitancy to seek professional assistance, much less to dis-



Jockey Mario Gutierrez, shown winning this year's Kentucky Derby aboard Nyquist, works with a sports psychologist as well as a stretching and conditioning coach and nutritionist to help him stay at the top of his craft

cuss it publicly, is a constant battle within the field. These concerns are not just reserved for jockeys but rather impact athletes across all manner of sports as well.

“There is always going to be a stigma with the word ‘psychology,’” said Cormier. “Even everyday people are not very open about the fact they are seeing a therapist. That feeling and that sentiment are magnified when you are dealing with athletes, particularly those who are high-profile.

“We have confidentiality agreements with athletes, and we have a code of ethics that prohibits us from disclosing the fact we are working with anybody. I am sure there are plenty of athletes out there that are regularly seeing a sports psychology professional. We just don’t know about it, and it’s really up to them to disclose that.”

One of the best ways to fight the stigma is by doing exactly what Gutierrez did after the Kentucky Derby—discuss it openly to show there is nothing wrong with it. In fact, Cormier points to golf as a sport that is becoming more transparent about sports psychology.



“The field of sports psychology is a lot older than people think. It dates back to the 1800s, and really, even as far back as the ancient Greek games.” — DR. MARC CORMIER

“In sports like golf, where there is an understanding that it is a bit more of a mental game, you are seeing more and more people coming out and saying, ‘I work with Dr. So and So, and we have focused on my mind-set and my approach to my shot,’” said Cormier. “People start catching wind of this and saying, ‘Well, if a professional golfer who just won a major tournament sees a sports psychologist, maybe there is nothing wrong with me using one.’”

“It is almost like if your big brother says it is OK, you think it is OK. If an amateur athlete hears a professional at the top of his or her game is using the skills taught by a sports psychology professional, then

it is almost like it is a green flag, and they can disclose they are also working with one or decide to explore if they want to work with one.”

Although jockeys rarely advertise what they are doing to stay at the top of their game, it doesn’t mean they aren’t talking to professionals or investigating for themselves. For example, during his Hall of Fame career, jockey Chris McCarron was struck by the concepts involved with cognitive and behavioral skills training after reading a book on sports psychology.

“The book helped me a great deal with regard to focus,” McCarron said. “The chapter about that fascinated me because the author basically explained how



CHAD HARMON

In racing, athletes need to transition from narrow-mindedness when breaking from the gate to broad-mindedness during the race

a quarterback should be able to go from narrow-mindedness to broad-mindedness with ease. He should be able to look down the field and focus on his receiver, which is narrow-minded, but at the same time he needs to scan the field to see where the defenders are coming from and so forth, which is broad-minded. I reasoned jockeys have to do the same thing.

“You are sitting in the starting gate, and you are focused on breaking. That is narrow-mindedness. After you break, the broad-mindedness comes into play with using your peripheral vision and hearing to determine what is going on around you. You go back and forth all the time from narrow to broad. Narrow comes in again when you are asking your horse to run, but you have to think broad-mindedly as well because you have to know where you are on the track. In case there is an incident, you have to get on the phone with the stewards afterward and explain where the incident occurred, who was involved, whose fault it was, etc.”

Sports medicine in general also delves into the best ways to stay at a physical peak by using professional trainers, nutritionists, and other experts. By taking proper care, one can lessen the chance of injury, burnout, mental fatigue, and other issues that plague high-class athletes.

“More athletes are aware of and are seeking professional assistance to maintain their fitness and strength,” said Dr. Carl Mattacola, who is a certified athletic trainer and serves as the director and a professor of the graduate athletic training program at the University of Kentucky. “The days of simply being athletic and hoping to have a sustainable career without working hard at it are gone.”

Although Hall of Famer Mike Smith does not use a sports psychologist, he does take principles from the field and applies them to his daily routine. Because of his love of the game, making sure he stays fit and healthy both physically and mentally is important to him, especially as he continues to ride top runners such as Songbird and Arrogate.

“I have a private trainer, and you name



MIKE CORRADO



CHAD HARMON

Jockey Chris McCarron, top, says a book on sports psychology helped him with ‘focus;’ jockey Mike Smith, above, does not have a psychologist but does use a personal trainer

it and we just about do it,” said Smith. “I have done yoga before, and I am not against yoga, but I just like training a little bit more. It’s not real heavy lifting—it is more endurance and moving a lot. I also try to hike at least two or three times

a week. I am blessed I have a mountain right by me, Mt. Wilson, that I go up. It is a beautiful, peaceful hike, and that is probably my mental break.

“I truly enjoy working out, and when I know I have the next day off, a good glass of wine and a great meal also help keep me all together. I really believe if you plan to have a long career in this sport, you have to take care of yourself. I think it shows where some of the guys who were so brilliant young but didn’t do things like that, as they got older, maybe they didn’t get to ride up into their higher years. I love riding so much, and there is nothing else I want to do. Therefore, if I stay in good enough shape, I can still compete at this

level and be blessed to ride the kinds of horses I am riding right now.”

Finding the right balance for any athlete is a struggle, and there is no one right or wrong answer. Each person responds differently to suggested methods and will benefit from them to different degrees.

“In a perfect world, athletes would take sports psychology as an extra tool in the toolbox,” said Cormier. “It is an extra workout. They can build up their mental toughness to prevent a downfall from happening in the first place.

“When it comes down to how they are going to prioritize their time, nine out of 10 athletes will probably spend more time training their physical self because they see that as more important to their performance rather than their mental abilities. I understand that. Sport is a very physical endeavor, so I am not going to say your psychology is more important than your physical skills, but it is still important and needs to be tended to.” **B**

Amanda Duckworth is a freelance writer based in Lexington.

Cognitive Performance Coach Job

- [Apply now](#) ▼

Date: Oct 7, 2016

Location: Fort Huachuca, AZ, US

Cognitive Performance Coach (Job Number:421765)

Description:

JOB DESCRIPTION:

Currently, there are openings for Cognitive Performance Coaches (CPC) to support the Cognitive Enhancement Performance Program (CEPP) at multiple locations. CPCs teach performance enhancement techniques to Service Members and Civilians. Teaching is conducted in group and individual settings, and includes general education in human performance along with personalized training on how to acquire and apply specific mental skills and techniques that cultivate the mental and emotional strength necessary to thrive in an era of overwhelming demands and persistent conflict. Using these principles, CPCs help Service Members to become high performing “tactical athletes” and help foster high performing “unit teams” in preparation for, during, and following combat operations. Specifically, CPCs teach performance psychology to further promote excellence and efficiency during physical, technical, and tactical training, as well as during the challenges of combat operations.

Tasks, responsibilities, and additional duties include:

- Attend training exercises and field operations as requested by individual units to serve as a performance enhancement consultant and to coach Service Members and Leaders on the acquisition of performance psychology techniques and their application to individual military tasks and unit operations.
- Provide tailored educational programs and workshops to help Civilians living and working in demanding environments achieve success and accomplish personal, professional, and family goals.
- Recommend improvements to all aspects of CEPP operations.
- Perform routine CEPP operational duties.
- Conduct assessment, assist in program evaluation, and support research projects being conducted locally.
- Assist or provide CEPP program overview briefings to VIPs and high-ranking leaders when required.
- Develop and maintain professional development relating to all aspects of performance enhancement, academic proficiency, and military- related knowledge.
- Perform additional duties as required.
- T&S*

#LI-RP1

Qualifications:

Degree Requirements:

- **Masters** or Doctoral degree from an accredited college or university in the field of Psychology, Counseling, or Kinesiology **with a specialized emphasis in sport and/or performance psychology.**

General Qualifications:

- A CPC must have experience working with adult clients developing performance enhancement skills, education and training for use in a physical or motor performance arena.
- Excellent oral and written communications skills; experience teaching large, small, and individual audiences; ability to work well within a team environment.

Desired skills include:

- Familiarity with biofeedback techniques, military environment, and resilience training.

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EOE AA M/F/Vet/Disability

Job Posting: Sep 8, 2016, 10:54:33 AM

Primary Location: United States-AZ-FORT HUACHUCA

Clearance Level Must Currently Possess: Secret

Clearance Level Must Be Able to Obtain: Top Secret

Potential for Teleworking: No

Travel: None

Shift: Day Job

Schedule: Full-time

Nearest Major Market: Sierra Vista

Job Segment: Engineer, Training, Military Intelligence, Security Clearance, Engineering, Education, Research, Government

Baseball Operations: Athletic Trainer/Physical Therapy/Doctor
Mental Skills Coordinator - Houston Astros Baseball (West Palm Beach, FL)



Summary/Objective:

The Houston Astros are seeking a Mental Skills Coordinator to support the Sports Medicine and Performance team. This person will develop the Houston Astros Mental Skills vision and lead efforts to execute that vision across the organization. The Mental Skills Coordinator will be based out of the Astros' new Spring Training complex in Palm Beach, Florida.

Essential Functions

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

1. Develop the Astros' vision for Mental Skills
2. Create and execute performance psychology curriculum for minor league staff and players
3. Cultivate mental skills' program(s) to help players handle injuries, the rigors of medical procedures and long-term rehab
4. Provide 1-on-1 performance psychology consultation to staff and players
5. Build evaluation framework to assess players' mental skillset
6. Identify players with mental health issues and coordinate care with employee assistance provider (EAP)
7. Travel to minor league affiliates

Qualifications

1. Graduate degree in sports psychology, performance psychology or related field
2. AASP certified
3. 2+ years of applied experience in sports or the military
4. Bilingual English and Spanish speaker is preferred

Supervisory Responsibility

This position does not have supervisory responsibilities.

Work Environment

This job operates in a clerical, office setting. This role routinely uses standard office equipment such as computers, phones, photocopiers, filing cabinets and fax machines.

Travel

Travel is expected for this position primarily between affiliates during the Minor League Baseball season.

Other Duties

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with or without notice.

Note: This position was originally posted on the Houston Astros employment site. To ensure that your application is considered for this position, please [click here to apply for this job on the Houston Astros employment site](#).

Note: When you apply for this job online, you will be required to answer the following questions:

1. Are you AASP certified?
2. Do you have a graduate degree in sports psychology, performance psychology or related field?
3. Are you bilingual- English/Spanish?

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Academic Advisor

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Announcement

Details

Open Date	10/28/2016
Requisition Number	PRN12780B
Job Title	Academic Advisor
Working Title	Learning Specialist
Job Grade	D
FLSA Code	Administrative
Standard Hours per Week	40
Work Schedule Summary	Full Time
Department	00327 - Athletics Department
Type of Recruitment	External Posting
Pay Rate Range	31600 to 58400
Close Date	

NOTE: May close at anytime.

Open Until Filled

NOTE: May Yes
close at
anytime.

Job Summary

Academic Services for Student Athletes, a department within Intercollegiate Athletics, is seeking a qualified Learning Specialist to work with the sport of Football. Under general supervision and guidance of the Director of Academic Services for Student-Athletes, specializes in working with the high-risk student athlete population, including student-athletes with learning disabilities. Ensures goals and objectives are met with strict adherence to NCAA, Pac-12 and University requirements. Learning Specialists are charged with enhancing the academic success and retention of student athletes at the University of Utah.

Major / Essential Duties of Job:

- Develop, coordinate and implement individualized academic support plans for most at risk student populations, including the assessment and evaluation of individual students to determine learning needs and additional support.
- Conduct one-on-one academic meetings with a caseload of students teaching learning strategies and address academic needs.
- Individually provide instruction on remediation in areas of academic skill and strategy weakness.
- Collaborate with Football Academic Advisors on items such as course and major selection based on student academic goals, strengths and weaknesses.
- Oversee study hall for assigned students including oversight of graduate student mentors and coordination of tutorial sessions.
- Work with Office of Disability Services to identify students with learning needs and assist with process of obtaining accommodations.
- Work as a team member with Academic Services staff to provide coordinated services for student athletes ensuring the highest levels of customer service and availability.
- Communicate and send reports to football coaching staff detailing academic progress of assigned students.

Responsibilities

- Assist students in developing effective study skills and habits. Discuss learning strategies, academic strengths and weaknesses. Reinforce progress towards goals and objectives.
- Meet with prospects and parents during recruiting visits to discuss the goals, vision, and philosophy of the academic support program.
- Maintain student files and records. Collect necessary data and document interactions.

This job description is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities and qualifications required of employees assigned to the job.

Work Environment and Level of Frequency typically required

Nearly Continuously: Office environment.

Physical Requirements and Level of Frequency that may be required

Nearly Continuously: Sitting, hearing, listening, talking.

Often: Repetitive hand motion (such as typing), walking.

Seldom: Bending, reaching overhead.

Minimum

Bachelor's degree in a related area or equivalency required. Demonstrated human relations and effective communication skills required.

Previous experience in an advising, counseling or teaching environment is preferred.

Qualifications Applicants must demonstrate the potential ability to perform the essential functions of the job as outlined in the position description.

Preferences Preference will be given to applicants with a graduate degree in Counseling, Education or a related subject.

Type Benefited Staff

The University of Utah is an Affirmative Action/Equal Opportunity employer and is committed to diversity in its workforce. In compliance with applicable federal and state laws, University of Utah policy of equal employment opportunity prohibits discrimination on the basis of race or ethnicity, religion, color, national origin, sex, age, sexual orientation, gender identity/expression, veteran's status, status as a qualified person with a disability, or genetic information. Individuals from historically underrepresented groups, such as minorities, women, qualified persons with disabilities, and protected veterans are strongly encouraged to apply. Veterans' preference is extended to qualified applicants, upon request and consistent with University policy and Utah state law.

To inquire about this posting, email: employment@utah.edu or call 801-581-2300.

Reasonable accommodations in the application process will be provided to qualified individuals with disabilities. To request an accommodation or for further information about University AA/EO policies, please contact the Office of Equal Opportunity and Affirmative Action, 201 S. Presidents Cr., Rm 135, (801) 581-8365 (V/TDD), email: oeo@uemail.utah.edu.

Additional Information

The University is a participating employer with Utah Retirement Systems ("URS"). To be eligible for retirement contributions, you must be hired into a benefit-eligible position. Certain new hires are automatically assigned to the URS retirement plan and other employees with prior URS service, may elect to enroll in the URS within 30 days of hire. Regardless of whether they are hired into a benefit-eligible position or not, individuals who previously retired and are receiving monthly retirement benefits from URS must notify the Benefits Department upon hire. Please contact Utah Retirement Systems at (801)366-7770 or (800)695-4877 or the University's Benefits Department at (801)581-7447 for information.

This position may require the successful completion of a criminal background check and/or drug screen.

Special Instructions Summary

Posting Specific Questions

Required fields are indicated with an asterisk (*).

1. * Do you have a related Bachelor's degree or equivalency? (2 years related work experience may be substituted for 1 year of education)
 - o Yes
 - o No
2. * Indicate your level of training and/or experience in advising, counseling, mentoring or teaching:

- None
- Minimal
- Moderate
- Extensive

Applicant Documents

Required Documents

1. Resume
2. Cover Letter

Optional Documents

1. Addendum to the University of Utah - Veteran Only - Call 801.581.2169 after submission
2. Appropriate discharge document (such as a DD-214 – Member Copy 4) – Veteran Only – Call 801.581.2169



TEMPLATE FOR ADDITIONAL TRACKS, PART B, *SPECIFIC COURSE REQUIREMENTS*
PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM

Part B 18dspeci	Courses for a Track. (If multiple tracks are available, click HERE for a template for additional tracks. Append a PDF with each track's specific course requirements (from Part B) to the end of the PROPOSAL FOR NEW UNDERGRADUATE DEGREE PROGRAM form.	
Prefix & Number	Course Type	Course Description (from the Bulletin or the most recent new/change course form)
<u>KHP 687</u>	<input checked="" type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	<i>Extensive supervised work experiences in a sport and/or exercise psychology domain (sports team, wellness group, exercise club, PT clinic).</i>
<u>KHP 676</u>	<input checked="" type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	<i>An in-depth analysis of pertinent issues and problems affecting the management of sport and fitness programs</i>
<u>EDP 688</u>	<input checked="" type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	<i>This course is designed to educate students about ethical and legal issues related to the practice of psychology. An emphasis is placed on learning the current APA ethical code of conduct, mental health laws, and ethical decision-making models.</i>
	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____
_____	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____
_____	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____
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_____	<input type="checkbox"/> Track Core <input type="checkbox"/> Track Elective	_____

Faculty Meeting Minutes

September 1, 2016

Present: Ben Johnson, Melody Noland, Brad Fleenor, Randy Crist, Kristen Mark, Rosie LaCoe, Justin Nichols, Liz Fettrow-Whitney, Marc Cormier, Haley Bergstrom, Steve Parker, Mark Abel, Rob Shapiro, Stephanie Bennett, Mindy Ickes, Jody Clasey, Heather Erwin, Lance Bollinger, Jill Day, Lucian Taylor, Marilyn Campbell, Shelly Krajny, Megan Chawansky, Steve Erena, Clelia Smyth, Jenn McMullen, Marta Mack-Washington

Not present: Aaron Beighle, Jody Clasey

1. Approval of Minutes

The minutes from the April 21, 2016 meeting were approved unanimously.

2. Graduate School Competition

Kaylynne Glover, representing the Graduate School Congress, announced a graduate school competition called the 3-minute thesis. Graduate students may present a research project or dissertation research with no more than one slide and within a 3-minute time period. Participants will be presenting to the public. This exposure could lead to a community member's desire to support student research with further funding. Cash prizes will be awarded to the top 4 winners. Workshops to prepare for the competition will be held in September, the preliminary competition will take place in October, and the finals will be in November. This is for current students only and is open to all University graduate students.

3. Chair Comments

- Dr. Johnson welcomed the new faculty members: Marilyn Campbell, Megan Chawansky, Shelly Krajny, Marta Mack-Washington and Jenn McMullen.
- Promotion and tenure support letters are being accepted for Dr. Mark and Dr. Beighle.
- The Dean's Office reminds faculty that mandatory office hours are both a requirement and a professional expectation. Faculty should try and make themselves available for 4 hours per week and post the office hours on your door.
- If you are absent from work please ensure that you file the appropriate paperwork – travel request forms if traveling or absence forms due to illness, etc. These documents are important especially in the case that you get hurt while traveling on business. In that case you will be covered by UK's insurance.
- External overloads must be approved IN ADVANCE, including any taking place during the summer months.
- Outside consulting is permitted provided it meets with university regulations - particularly conflict of interest/commitment. The amount of time devoted to such outside work is limited as is the type of work. Some endeavors are more

appropriately defined as professional activity. It is limited in time to what is effectively one working day per week. AR 3:9 states what is acceptable and what is not.

- UK Branding and Graphic design: Posters and fliers must have a consistent and polished look utilizing the new graphic standards (logo, color schemes, etc). If you have any questions please contact Amanda Nelson and/or Beth Goins in the Dean's Office.
- The Provost's Office conducted research on issues of representation among college faculty as well as retention and graduation rates. They set goals for each college to meet by 2020. COE faculty currently has 59% female faculty and the Provost's Office recommends a goal of 50% for 2020. The COE has 16.2% for All Minorities with a goal of 28% by 2020. The COE currently employs 11.1% African American and 3.4% Hispanic faculty with targets of 18.8% and 6.6% respectively by 2020. The COE is almost on target for retention and graduation rates. Some minor improvements are needed.
- COE is working towards increasing TA stipends to \$12,000 annually. COE needs an additional \$44,220 in funding per year for 3 years (total of \$132,660) to make this happen. KHP has more TAs than all other departments in the college (24 – all other departments have 48 total). Dr. Erwin asked if there would be any differentiation between Master's degree student stipends and Ph.D. students. She also asked if the increase will occur this fiscal year. The stipends will be increased this year but differentiation will be discussed once the change is initiated.
- The President and Provost will visit COE on Thursday, Oct 13 from 2-4:30pm. Faculty will have 90 minutes to interface with them – likely from 3-4:30. More details to come.
- KHP will conduct a faculty search for Mike Pohl's position soon and will also be converting two more lecturer lines to Special Title Series.
- Some faculty need to tweak and complete their DOEs before Sept 9, 2016. Please sign up for an appointment with Dr. Johnson before then.
- Keri Puckett has announced her resignation from KHP effective Sept 9, 2016 for a higher ranked position elsewhere on campus. Dr. Johnson thanked Keri for her significant contributions and said she will be sorely missed. A STEPS employee will fill in for Keri until the position can be upgraded and a new administrative assistant hired.

4. Transfer Equivalency System

When students transfer to UK from another University, courses need to be evaluated for equivalencies. Dr. Noland has been making the decisions on this. She matches the course descriptions from other universities with UK's. She would like to hand over this responsibility to someone new. Dr. Johnson volunteered to take this on right now and will readdress the situation if necessary. Dr. Ickes suggested that courses that are difficult to evaluate be sent to the program faculty for review.

5. **Proposed Sport Psychology Master's Program**

Dr. Cormier presented his proposal for a new M.S. degree in Sport Psychology. It would require 39 credit hours and there would be both an applied and research track. One advantage of this program is that most of the classes already exist. Only two new courses, Psychology of Injury and Sport Psychology Supervision, would need to be added. There is no program like this in Kentucky or even in the surrounding region. Jeff Reese, Ph.D. in the Educational, School, and Counseling Psychology program, would be the coordinator of the program until a tenure track line in KHP could be hired. Dr. Cormier would like to implement the program in Fall 2017. However, he received feedback from Dr. Nichols that the proposed program would need to be approved through the faculty senate which would take about 1 year if there are no issues with committees. He also recommended meeting with a SACS representative, Mia Alexander-Snow. Dr. Parker recommended using KHP 687 as the required Practicum as opposed to KHP 577 as it is a graduate level course. Practicum hours would need to be in multiples of 300 hours. Dr. Ickes recommended some different stats classes than the proposed courses and will send that information to Dr. Cormier. Dr. Erwin questioned why this program would be 39 hours as that is higher than the typical M.S. of 30 hours. Dr. Cormier responded by saying that 39 hours is what other comparable programs require. KHP 560, part of the proposed curriculum, is not being taught at this time, however it is an elective. Dr. Campbell said that Rehab Sciences has a class similar to KHP's motor development, KHP 560.

A joint appointment in KHP would need to be established for Dr. Reese. There would also be a need for additional faculty to serve on committees. A concern was voiced that we would need to hire additional faculty lines.

After discussion, Dr. Shapiro motioned to approve the program and it was seconded by Dr. Mark. The motion passed unanimously.

In a follow-up discussion to the sport psychology program Dr. Johnson announced that he had made an executive decision over the summer to discontinue KHP 412G as a requirement for the undergraduate Exercise Science track. Eighty students dropped KHP 412G as a result of this decision. The replacement course is KHP 547 – Psychology of Sport. Dr. Cormier proposed changing KHP 547 to a 600 level course, one more appropriate for a M.S. degree, then splitting KHP 300 into two courses. Psychology and Sociology of Sport would then be delivered as two full semester classes. However having the combined class is a requirement of NASPE and would affect TEP students if it was split. This will be addressed in the next faculty meeting. Please provide any feedback to Dr. Cormier or Dr. Johnson.

6. **Provost Funding/Proposed Building Renovations**

Dr. Johnson continues to explore options and possibilities with the Dean's staff.

7. Sunday Morning in KHP

Dr. Shapiro announced that the rumors are true. He will be retiring June 30, 2017. He hopes to spend 20% post-retirement working in the lab and spending time with students. A search for a senior biomechanist to fill Dr. Shapiro's line will be a priority, then a search will be done to fill Dr. Pohl's position.

8. Other Business

Lucian recommended that the department host another active shooter presentation and have it here in Seaton. He noted that protocols have changed some since the last presentation we had. Faculty requested that the presentation be focused on what to do if there was an active shooter in Seaton specifically.

Beth said that classroom doors are being left open in the evening and computers left on. Please be sure to turn off computers, close and lock the classroom doors when you leave.

The projector and computer in Seaton 123 are not working. Repairs should be made soon. Please plan accordingly.

Minutes respectfully submitted by,

Beth Graham

Faculty Meeting Minutes

October 27, 2016

Present: Ben Johnson, Melody Noland, Brad Fleenor, Randy Crist, Kristen Mark, Rosie LaCoe, Justin Nichols, Liz Fettrow-Whitney, Marc Cormier, Haley Bergstorm, Steve Parker, Mark Abel, Rob Shapiro, Stephanie Bennett, Jody Clasey, Heather Erwin, Lance Bollinger, Jill Day, Lucian Taylor, Marilyn Campbell, Shelly Krajny, Megan Chawansky, Steve Erena, Clelia Smyth, Jenn McMullen, Marta Mack-Washington

Not Present: Mindy Ickes

1. Approval of Minutes

The minutes from the September 1, 2016 meeting were approved unanimously.

2. Chair Comments

3. Online Travel and Other Business

To make the process more smooth, Beth Graham has come up with a more structured policy for the use of the procard for future travel bookings online.

4. Biomechanics Search

The department is still searching for a Biomechanics faculty level replacement (Associate of Full). The deadline is November 18th, but interviews will not start until the first of the year.

Similarly, a search for Mike Pohl's junior position for next year will also be conducted in the near future.

5. Community of Concern

There are resources available for faculty to take proactive actions when there is concern of a student's mental/behavioral issue. If a faculty member notices a peculiar behavior in a student, such as sleeping, continually absent, signs of drug use, etc, do not hesitate to report them. Please visit uky.edu/concern to request counseling for the student. By doing so, you will have the ability to learn about past records on the student, as well as see if there have been other complaints. This process is very much like the Student Alert option found in the myUK portal, but CoC allows the requester to stay anonymous.

6. CoE CMIS Committee

Please get the word out about the Lovaine C. Lewis Scholarship for the Spring 2017 semester. The deadline is Friday, November 4th.

The College of Education wants to start Ed Talks, much like those of the University of Washington. It's still in the early stages, but we're trying to engage interest in the community

by sharing faculty research. The College of Education is interested in the positive possibilities that could come of Ed Talks and looking for expertise participation. Please reach out to Stephanie Bennet if you're interested in conducting a 3-5 minute presentation in your field of research.

7. KHP 445 Conversion to Online

There has been a significant drop of students in KHP 445 since Spring 2016. Marc has proposed that the department creates a condensed online based version of the class for Summer 2017. The curriculum would skip over points that already overlap from other courses. Students will be able to engage in PowerPoint presentations and watch online videos that are geared towards skill testing, but instructors will need to assume students are putting their skills into practice.

This has been approved, but changes and edits will need to be smoother.

8. New Course Proposal- KHP 320

9. UG Exercise Science Program New Course Approval Course Name/ Number Changes
Approved curriculum as new/modified. Changing course and accredited hours.

Students get to choose one of three tracks, with "guided electives", which will help students fit their particular needs academically.

- 1- Applied-** Fitness and Physical Therapy geared
- 2- Clinical-** Fewer required tracks so that students can focus in their science courses
- 3- Honors-** Exercise Science majors, required to take 412G and research

A question was proposed as to whether this would be a new program. Mark replied that there would be major changes.

Positive

Master of Science, with a Concentration in Sport and Exercise Psychology.

The field of sport and exercise psychology is an interdisciplinary science that explores the relationship between various psychological factors and participation in sport and/or physical activity. The two-year program in the Department of Kinesiology and Health Promotion offers students the choice to pursue a graduate education in the field of sport and exercise psychology by either following an *applied* or *research* track. Each option integrates theory-based research and the application of key concepts associated with performance enhancement and life skill development. In this context, successful completion of this program will result in a strong understanding of the various psychosocial factors that influence sport participation and performance.

Upon admission to the program, students will be assigned a faculty advisor who will assist in course selection and planning. The exact program of study specified in an individual program plan will depend on previous coursework and/or individual goals.

Applied Track Curriculum (Core courses) ***Total Hours (minimum): 39***

The *applied* curriculum aims to prepare students for professional certifications (e.g., CC-AASP, CSPA, etc.) and careers (e.g., sport and performance consultant, coaching, master resilience trainer, strength and conditioning coach, academic advisor, etc.) in applied sport and exercise psychology. In addition to a 300 (minimum) hour supervised internship, students in the *applied* track will complete graduate coursework in various professional fields related to sport and exercise psychology, including counseling psychology, sport leadership, and exercise science. Students in the *applied* curriculum will be required to sit for written and oral comprehensive examinations.

	Credits
A. SPORT PSYCHOLOGY DISCIPLINARY CORE	
<u>REQUIRED COURSES</u>	
KHP 547 – Psychology of Sport and Physical Activity	3
KHP 580 – Group Dynamics in Sport and Physical Activity	3
KHP 676 – Current Issues in Sport	3
EDP 614 – Motivation and Learning	3
PSY 626 – Survey of Health Psychology	3
<u>ELECTIVES – CHOOSE ONE</u>	
KHP 683 – Leadership Theory and Practice	3
EDP 600 – Life Span Human Development and Behavior	3

	TOTAL - 18
B. SPORT PSYCHOLOGY PROFESSIONAL PRACTICE CORE	
<u>REQUIRED COURSES</u>	
EDP 605 – Counseling Techniques I	3
EDP 688 – Ethical and Legal Issues	3
KHP 687 – Internship (150 hours per 3.0 credit hours)	6
<u>ELECTIVES – CHOOSE ONE</u>	
EDP 661 – Counseling Techniques II	3
EDP 642 – Personality Assessment	3
EDP 649 – Group Counseling	3
C. STATISTICS/RESEARCH DESIGN DISCIPLINARY CORE	TOTAL - 15
<u>REQUIRED COURSES</u>	
EPE 558 – Graduate Statistics	3
KHP 644 – Research Methods in Kinesiology and Health Promotion	3
	TOTAL – 6
	PROGRAM TOTAL
	39 hours (minimum)

Students in the *applied* track will have the opportunity to choose from various approved internship sites and settings, allowing them to build a foundation in applied sport and exercise psychology/mental skills training. A certified consultant with the Association for Applied Sport Psychology (CC-AASP) will supervise the internship, preparing students for CC-AASP designation post-graduation.

Possible Internship opportunities may include:

- Life Skills Coordinator positions at major NCAA institutions
- Performance Psychology Specialist:
 - o NCAA Division I, II, III schools
 - o NAIA schools
 - o Club Sports
- Performance enhancement specialist at a Military Performance Enhancement Center
- Local community organizations (e.g., YMCA)
- Behavioral Health Consultant – Student Rec Center/Wellness Program
- Performance Enhancement Specialist at major sports facilities (e.g., IMG Academies)
- Local Coaching workshops
- Local marathons or athletic events

Research Track Curriculum (Core courses)

Total Hours (minimum): 39

The *research* curriculum is recommended for students who plan to continue their education at the doctoral level and/or pursue a career in academia. Students in the *research* track are encouraged to register for an upper-level research and statistics course and will complete a master’s thesis on an original topic related to the psychological aspects of sport and/or physical activity. Students in the *research* curriculum will be required to sit for an oral defense of their thesis project. In some cases, students in the *research* track may pursue limited applied experiences (e.g., co-consulting, shadowing, etc.) at the discretion of the program faculty.

	Credits
A. SPORT PSYCHOLOGY DISCIPLINARY CORE	
<u>REQUIRED COURSES</u>	
KHP 547 – Psychology of Sport and Physical Activity	3
KHP 580 – Group Dynamics in Sport and Physical Activity	3
EDP 614 – Motivation and Learning	3
PSY 626 – Health Psychology	3
<u>ELECTIVES – CHOOSE ONE</u>	
KHP 676 – Current Issues in Sport	3
KHP 683 – Leadership Theory and Practice	3
EDP 600 – Life Span Human Development and Behavior	3
	TOTAL - 15
B. SPORT PSYCHOLOGY PROFESSIONAL PRACTICE CORE	
<u>REQUIRED COURSE</u>	
EDP 605 – Counseling Techniques I	3
<u>ELECTIVES – CHOOSE ONE</u>	
EDP 688 – Ethical and Legal Issues	3
EDP 649 – Group Counseling	3
	TOTAL - 6
C. STATISTICS/RESEARCH DESIGN DISCIPLINARY CORE	
<u>REQUIRED COURSES</u>	
EPE 558 – Graduate Statistics	3
KHP 644 – Research Methods in Kinesiology and Health Promotion	3
<u>ELECTIVES – CHOOSE ONE</u>	
EPE 663 & 665 – Qualitative Methods	3
KHP 695 – Independent Study in KHP	3
EDP 711 – Advanced Quantitative Methods	3
	TOTAL - 9
D. SPORT PSYCHOLOGY RESEARCH CORE	
KHP 782 – Independent Research Seminar	3

KHP 768 – Thesis

6

**TOTAL – 9
PROGRAM TOTAL –
39 hours (min)**

Students entering the *research* track will complete an empirically-based thesis project that will allow students to further their knowledge in a research topic that interests them. Each thesis is expected to explore an original research idea to be submitted for conference presentation, publication in an empirical journal, and/or lead to future dissertation research topics.

Program Faculty Contact Information:

Jeff Reese, Ph.D.

Professor and Chair

Department of Educational, School, and Counseling Psychology

Jeff.Reese@uky.edu

859-257-4909

Marc Cormier, Ph.D., CC-AASP

Faculty Lecturer

Department of Kinesiology and Health Promotion

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859-257-2952

**Courses and Curricula Committee Meeting
Friday, November 18, 2016, 10:00-11:30 a.m.
151F Taylor Education Building**

Attendees: Justin Nichols, Margaret Rintamaa, Bob McKenzie, Jonathan Campbell, Jane Jensen, Tricia Browne-Ferrigno, Brett Criswell

Guests: Marc Cormier, Becky Krall, Joan Mazur

Justin called meeting to order. Minutes of the October 21, 2016, meeting were distributed. Corrections to minutes were noted: EDL instead of ELS designation for Tricia. Tricia moved approval of minutes as corrected; Bob seconded. Approved unanimously.

1) Recommendations for Curriculog – optional Memo of Explanation – draft

The Memo of Explanation Jane emailed to committee members was distributed. Margaret suggested that we use the memo as an alternative until the Comments section in Curriculog is accessible to all. Margaret moved and Tricia seconded that we add the memo to the Courses and Curricula website, advising faculty to use this form and upload it as an additional file when submitting course proposals/changes in Curriculog. The motion was unanimously approved. Committee members expressed appreciation to Jane for preparing the memo.

Additional note: A memo from the chair or minutes of departmental meeting during which change was approved is only required to accompany a packet for program and certificate proposals/changes which are not on Curriculog, not course proposals/changes which are on Curriculog. (Department approval is confirmed in Curriculog by being sent to the next level.)

2) **From Early Childhood, Special Education, and Rehabilitation Counseling**

Revisit as Major Course Change – EDS 612 Advanced Practicum: Special Education

This request should have been a major change instead of a minor change due to repeatability. Course syllabus should be attached and a meeting pattern should be noted in the Practicum section. Jensen moved approval of the major course change, Margaret seconded, unanimously approved. Committee members applauded EDSs persistence and patience.

3) From Kinesiology and Health Promotion

New Program Proposal – Master of Science, Sport and Exercise Psychology

Marc Cormier attended the meeting to give an overview of the proposed program. Marc indicated he has been at UK since August 2014 and, during this time, has been contacted often by students who are interested in a master's degree in Sport and Exercise Psychology. WKU offers a degree. UK has resources needed for the program, both in terms of faculty and existing coursework. The program has two different tracks: an applied track with internship and a research track which requires a thesis but no internship. Comprehensive exam (written and oral) will be required for the applied track, and the research track requires defense of the thesis as a final exam. Discussions regarding faculty resources followed. Jeff Reese in EDP has a joint appointment in KHP, and the KHP department will be recruiting a special title series faculty member in the spring semester. Chairs in health psychology and psychology wrote letters of support for the proposed program. Currently, there are enough faculty members to run the

program – no new faculty or new courses required. Marc would supervise the internship; Jeff could supervise as well if he receives the CCAASP credential. Margaret moved approval, Jane seconded, unanimously approved.

4) From Curriculum and Instruction

Undergraduate Secondary Social Studies Program

Program Change Proposal – UG Degree Social Studies Anthropology Major
Program Change Proposal – UG Degree Social Studies Anthropology Minor
Program Change Proposal – UG Degree Social Studies Economics Major
Program Change Proposal – UG Degree Social Studies Economics Minor
Program Change Proposal – UG Degree Social Studies Geography Major
Program Change Proposal – UG Degree Social Studies Geography Minor
Program Change Proposal – UG Degree Social Studies Political Science Major
Program Change Proposal – UG Degree Social Studies Political Science Minor
Program Change Proposal – UG Degree Social Studies Psychology Major
Program Change Proposal – UG Degree Social Studies Psychology Minor

For the Undergraduate Secondary Social Studies changes above, Kathy Swan joined the conversation by conference call. Ryan Crowley and Kathy reviewed the strands in each of the content areas. For each strand, Kathy and Ryan compared the requirements with the major and minor in the content area. For each change, they contacted each department and received approval. Psychology was changed significantly; Psychology will not accept our students in the major but would accept our students in the minor. Communication with Psychology to this effect is included in the proposal. Jane moved to consider all proposals as a group, Jonathan seconded, unanimously approved. Margaret moved approval of the proposals and Tricia seconded; the proposed changes were unanimously approved.

Elementary Education Program

Program Change Proposal – BA Elementary Teacher Education
Becky Krall provided an overview of changes to the program as a result of inconsistencies that currently appear in the UK Bulletin. Becky worked with content areas to get approval, with the exception of history which is covered with numerous elective courses. MA 201 and MA 202 are required courses in program; some students want to take elective courses in math – elective course would be MA 308 Math Problem Solving for Middle School Teachers; MA 310 would not be appropriate for elementary education majors given that it is more focused on high school. Jane suggested the program explore further the Appalachia history course. The proposal also includes dropping EDC 334 Oral and Written Language in Elementary School, which is no longer taught.

Regarding the proposed changes as related to preparation in the area of special education, students would have three options; they could take EDP 203, EDP 303, **or** EDS 375 (all introductory courses) **and** EDS 547. Questions were asked about resources EDSRC would need for the additional elementary education students who would take EDS 547. Questions were also raised about approval of the changes by EDC faculty. Jane moved to table proposal pending approval from EDC and approval from EDSRC. No second or vote required for table.

Instructional Systems Design Program

Major Course Change – EDC 750 Internship in Instructional Systems Design

Joan Mazur provided an overview of the proposal. Course is submitted for DL approval only.

Joan indicated all courses, with the exception of the internship course, were approved four years ago as DL courses. Committee members noted the following edits to be made: change letter grade to graduate scale; indicate number of credit hours on syllabus; update email address for the Disability Resource Center. Joan will resubmit the course syllabus. Margaret moved approval of this major course change and Tricia seconded; the proposal was unanimously approved.

The next meeting will take place on January 19, 2017, from 9:00-10:30 a.m. Meeting dates for the spring semester were also discussed. Possibilities include the 3rd Thursday of February and the 4th Thursday of March; no possible date was identified for the April meeting. The committee will revisit the February, March, and April meeting dates at the January meeting.

Meeting was adjourned.

Minutes approved by Courses and Curricula Committee 1/19/2017



College of Health Sciences

College of Health Sciences
Office of the Dean
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Lexington, KY 40536-0200
859-218-0860
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March 17, 2017

TO: Marc L. Cormier, Ph.D., CC-AASP, LPCA, Department of Kinesiology and Health Promotion

FROM: Carl G. Mattacola, Ph.D., Associate Dean of Academic and Faculty Affairs

RE: Master's in Sport and Exercise Psychology

I write to support the proposal for a Master's in Sport and Exercise Psychology in the Department of Kinesiology and Health Promotion. I queried faculty in the Department of Rehabilitation Sciences and received support for this proposal with no dissent. In fact, the Division of Athletic Training has expressed that a Master's in Sport and Exercise Psychology offering will offer several courses that will be beneficial to students enrolled in the professional Master's of Athletic Training degree. The program will fill a void in educational offerings that is found in similar research intensive institutions.

Sincerely,



Carl G. Mattacola, Ph.D., ATC, FNATA



March 20, 2017

Dr. Marc Cormier
127 Seaton Building
Kinesiology and Health Promotion
Lexington, KY 40506-0219

College of Education
Office of the Dean
103 Dickey Hall
Lexington, KY 40506-0017
859 257-2813
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Dear Dr. Cormier:

I am pleased to confirm the College of Education's support for the proposed Master of Science with a concentration in Sport and Exercise Psychology (SEP), which will be housed in our Department of Kinesiology and Health Promotion (KHP). This program will fill an area within Exercise Science that we have not been able to offer to our students. Based on our continued discussions of this proposal, we understand that we can successfully offer the program utilizing existing courses, facilities, and faculty. As indicated in other documents, we have the support of other departments in the college and their willingness to allow SEP students in related coursework will greatly enhance educational opportunities for the students.

I would also like to acknowledge that you have accepted an assistant professor, tenure track position in KHP which will enable you to provide leadership for this program. As an associate member of the graduate faculty, you will be able to chair thesis committees, advise students, and coordinate the SEP master's program. The college will provide \$300 to enable you to recruit high quality students.

In summary, the SEP program, utilizing existing resources, will enable KHP students to obtain work in an important area of Exercise Science that we have up to now been unable to provide. We look forward to the successful implementation of this program.

Sincerely,

A handwritten signature in blue ink that reads "Mary John O'Hair". The signature is written in a cursive, flowing style.

Mary John O'Hair
Dean and Professor