



## Proposal for a New Academic Program

<b>Institution:</b>	Western Oregon University
<b>College/School:</b>	College of Education
<b>Department/Program Name:</b>	Division of Health & Exercise Science
<b>Degree and Program Title:</b>	Human Wellness and Performance, Master of Science

### 1. Program Description

- a. Proposed Classification of Instructional Programs (CIP) number. 31.0505

CIP Code: 31.0505: Exercise Science and Kinesiology: A scientific program that focuses on the anatomy, physiology, biochemistry, and biophysics of human movement, and applications to exercise and therapeutic rehabilitation. Includes instruction in biomechanics, motor behavior, motor development and coordination, motor neurophysiology, performance research, rehabilitative therapies, the development of diagnostic and rehabilitative methods and equipment, and related analytical methods and procedures in applied exercise and therapeutic rehabilitation.

From: <https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=56&cipid=90739>

- b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered.

The proposed program is a 45-52 credit hour Master's degree in Human Wellness and Performance. The primary target of the program is the student with interest in pursuing a broad variety of exercise science-related careers including strength and conditioning, sports performance, health and wellness coaching, or have interest in pursuing a future clinical degree (e.g., physician assistant, physical therapy, occupational therapy, athletic training). Additionally, the degree maintains the flexibility to prepare the student to engage with a variety of populations (e.g., older adults, youth, and individuals with a variety of physical limitations). Thus, the required core courses are limited to allow for more flexibility based on student interest and needs.

The primary objectives of the program include:

Competency 1: Knowledge & Inquiry: The graduate will be able to apply research-based knowledge and principles of Exercise Science under a variety of individual, environmental, and task constraints.

Competency 2: Planning, Implementation, and Assessment: The graduate will be able to design, implement and assess effective exercise programs and interventions using a diverse range of equipment facilities and pedagogical resources and methods.

Competency 3: Professional Practice: The graduate will demonstrate appropriate professional skills and ethics.

Competency 4: The graduate will demonstrate sensitivity in their interactions and professional practice with individuals from diverse physiological, intellectual, emotional, philosophical, social, economic, racial, gender, and cultural backgrounds.

c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

**Required Applied Exercise Science Classes: 45-52 credit graduate hours (half of all credits at the 600-level)**

<b>Required Core:</b>	<b>20</b>
EXS 590 Research Methods	4
EXS 588 Exercise Motivation & Adherence	4
EXS 698 Internship	12
<b>Electives:</b>	<b>12-16</b>
EXS 553 Pathophysiology & Exercise	4
EXS 555 Physical Activity & Aging	4
EXS 577 Adv. Programming for Sport and Fitness	4
EXS 526 Sports & Exercise Nutrition	4
EXS 584 Adv. Topics: Biomechanics	4
EXS 586 Adv. Topics: Motor Behavior	4
EXS 587 Adv. Topics: Exercise Physiology	4
EXS 589 Adv. Topics: Adapted Physical Activity	4
EXS 609 Practicum (minimum 2 locations)	1-9
EXS 607 Seminar	1-9
<b>Interdisciplinary Graduate Credits:</b>	<b>9-16</b>

\*Minimum 45 to maximum 52 credit hours (half of all credits at the 600-level); total credit number depends on practicum, seminar, and interdisciplinary coursework.

\*\*To complete practicum and internship, students must obtain the requisite knowledge, skills, and dispositions for those sites. This will require working closely with an advisor and program director to determine readiness.

\*\*\*No more than 6 credits of practicum and no more than 6 credits of seminar will count towards the degree requirements.

\*\*\*\*A minimum of 8 credits within the elective block must come from coursework (i.e., not practicum or seminar).

d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

With the exception of Practicum and Internship, all courses will be offered on campus. The option for hybrid and on-line delivery may be considered, but is not currently included. All courses required for the degree will be offered at least once per year (and during summers and/or more often, if demand requires)

- e. Adequacy and quality of faculty delivering the program.

There are six faculty with terminal degrees in the fields of exercise science and kinesiology:

Dr. Jeff Armstrong, Professor

Dr. Marita Cardinal, Professor

Dr. Laura Ellingson-Sayen, Associate Professor

Dr. Lex Gidley, Assistant Professor

Dr. Jennifer Taylor-Winney, Associate Professor

Dr. Gay Timken, Professor

All 600-level courses will be instructed by faculty possessing a terminal degree in the desired field (the exceptions being Practicum and Internship, which will be coordinated by an approved off-campus agent and the Exercise Science Internship Coordinator, who may or may not possess a terminal degree).

- f. Adequacy of faculty resources – full-time, part-time, adjunct.

The integrated design of the program requires no additional faculty resources unless program demand grows to a level warranting the addition of faculty positions. The flexibility of the curriculum (i.e., the interdisciplinary nature of the program) and the reliance upon intensive practical experiences minimizes the demand for faculty resources, while maintaining high-performance expectations.

When the return on investment makes it feasible, we will approach the administration with a request for an additional tenure line faculty.

- g. Other staff.

No other staff is required. Program coordination will be folded into the undergraduate EXS program coordinator role.

- h. Adequacy of facilities, library, and other resources.

Current university facilities are adequate to support the proposed degree.

- i. Anticipated start date.

The program is prepared to start upon approval (anticipated Fall 2023).

## **2. Relationship to Mission and Goals**

- a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

Western Oregon University's mission: "Western Oregon University creates lasting opportunities for student success through transformative education and personalized support."

"Western Oregon University is a comprehensive public university, operating for the public good, which: provides effective learning opportunities that prepare students for a fulfilling life in a global society; supports an accessible and diverse campus community; and, improves continuously our educational, financial, and environmental sustainability."

With this in mind, the proposed diverse and interdisciplinary nature of the degree will provide "effective learning opportunities that prepare students for a fulfilling life in a global society". Additionally, the degree emphasizes the broad performance needs of a diverse world and creates learning opportunities that reflect the needs of a diverse student population. Lastly, the degree considers the "educational, financial, and environmental sustainability of the institution" by offering a unique delivery that is both economical to the student, as well as the institution.

A Master's degree in Exercise Science/Kinesiology has been identified as a focus area for development. A recent Statmats, Inc. Marketing Research report commissioned by WOU, Kinesiology and Exercise Science (CIP Code: 31.0505) was indicated as having a "disproportionately high demand," particularly in the region. Given the desire to 'enhance the economic, cultural and intellectual vitality of our region,' we find this proposed degree responds directly to a regional need by preparing students to give back to their communities in meaningful and professional ways.

- b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

It is important to not only make higher education affordable and accessible, but to offer degrees that increase the likely employment of graduates and create opportunities that have an overall positive impact upon the economy and our communities. The proposed degree will create opportunities for graduates in clinical, health, and/or fitness and performance-related fields.

Clinical and health-related careers are growing rapidly and are increasingly looking for individuals with advanced degrees that emphasize holistic training centered around promoting and supporting health-related behavior change. Careers accessible to graduates of this program include personal trainers, health coaches, corporate wellness professionals, and individuals working in a variety of healthcare settings such as outpatient therapy clinics, hospitals and community health organizations.

With respect to careers in performance-related areas, there are opportunities in high school and collegiate strength and conditioning and sports performance training. Strength and conditioning coaching has grown tremendously in recent years. Such positions require experience and connections. The proposed program is designed to offer the intensive experience and skills necessary to access the best "entry level" positions that will lead to higher-level positions in a more aggressive trajectory. Additionally, the demand for strength and conditioning coaches for high school athletics programs and in sports performance training centers is growing. Unfortunately, most graduates with a Bachelor's degree lack the practical experience necessary for these positions. The proposed degree addresses this deficiency via the course content and professional practicum and internship experiences.

This curriculum will also prepare students for working with diverse populations within their careers. Presently in the U.S., adults are living longer (average life expectancy of 78 years) but also experience high rates of obesity (41%) (Population Reference Bureau); one in four U.S adults and one in five youth experience a disability and report higher rates of obesity and secondary conditions than the general population (Center for Disease Control, 2019; National Center for Educational Statistics, 2018), and youth, especially youth of color, report lower rates of physical activity. By

furthering their understanding of factors influencing the health and well-being of diverse populations, students can provide better care to the people they encounter in their future career or be better prepared to enter careers working with a specific population.

With the interdisciplinary curriculum, students may also prepare for careers in geriatric exercise, youth sports and performance, and countless other opportunities. A student who elects to include courses in Entrepreneurship will also be prepared to start their own business and, thereby, be a potential employer and contribute to the state's economy. A goal of the interdisciplinary and individualized degree program approach is to generate innovative graduates who will not only create career opportunities for themselves but for future graduates, as well.

We have students on campus and in our undergraduate exercise science program who are pre-med, and for whom this advanced study in exercise science could enhance their application to medical school. Additionally, students may want to complete this master's degree during their 'gap' year, the gap year between graduation with a BS degree and actual entrance into a graduate program / post-graduate study.

Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

- i. improve educational attainment in the region and state;

The proposed degree elevates the BS in Exercise Science Applied to a MS degree and does so in a cost- and time-effective manner.

- ii. respond effectively to social, economic, and environmental challenges and opportunities; and

A Master's degree in Exercise Science/Kinesiology has been identified as a focus area for development. A recent Statmats, Inc. Marketing Research report commissioned by WOU, Kinesiology and Exercise Science (CIP Code: 31.0505) was indicated as having a "disproportionately high demand." This proposed degree responds directly to this need, within Oregon as well as across the United States.

- iii. address civic and cultural demands of citizenship.

The emphasis of the degree centers on the demands of serving a diverse population. Graduates will be prepared to address opportunities in the marketplace, as well as adjust to the unique needs for exercisers.

### 3. Accreditation

- a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

N/A (The degree will, however, emphasize the guidelines and requirements set forth by the NSCA and the American College of Sports Medicine (ACSM), which establish the industry standards.)

- b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

N/A

- c. If the proposed program is a graduate program in which the institution offers an undergraduate program, the proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

N/A

- d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

N/A

#### 4. Need

- a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

It is anticipated that the demand for the program will be immediate and extensive. This said, enrollment will be competitive and limited. Ideally, an annual cohort of 12 students will be sought.

- b. Expected degrees/certificates produced over the next five years.

The first full cohort would likely be graduating in 2025; thus, the expected number of degrees produced from 2025-2030 would be 48.

- c. Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.).

The degree will potentially serve all student types. The Exercise Science Applied degree currently serves predominately full-time traditional students who are both resident and nonresident (international students are few). The program does attract a number of nontraditional students and students who are enrolled more part-time. The proposed degree will not adversely affect any student demographic.

- d. Evidence of market demand.

The U.S. population is expected to grow by 10.6% by 2034 (Association of American Medical Colleges, 2021; [www.aamc.org/media/54681/download](http://www.aamc.org/media/54681/download)). Additionally, according to the World Health Organization, “By 2030, 1 in 6 people in the world will be aged 60 years or over. By 2050, the world’s population of people aged 60 years and older will double (2.1 billion). The number of persons aged 80 years or older is expected to triple between 2020 and 2050 to reach 426 million” ([www.who.int/news-room/fact-sheets/detail/ageing-and-health](http://www.who.int/news-room/fact-sheets/detail/ageing-and-health)).

At the same time, there is expected to be a physician shortage in the U.S. by 2034, especially as many physicians near retirement age, and stress from COVID-19 may spur early retirement ([www.aamc.org/media/54681/download](http://www.aamc.org/media/54681/download)). Not surprisingly, if all people had equitable access to health care, the supply and demand gap would be even greater - “...demand would rise such that the nation would be short by about 102,400 (13%) to 180,400 (22%) physicians relative to the current supply” ([www.aamc.org/media/54681/download](http://www.aamc.org/media/54681/download)).

Employment in health care is “projected to grow 16 percent from 2020 to 2030. Healthcare occupations are projected to add more jobs than any of the other occupational groups. This projected growth is mainly due to an aging population, leading to greater demand for healthcare services” (<https://www.bls.gov/ooh/healthcare/home.htm>). Furthermore, there is clear evidence of the deleterious health impacts of COVID-19, especially

for those who experience the effects of long-term COVID. As a result, one can surmise that this may create a need for additional health care providers in all forms.

Interestingly enough, the number of primary care physicians per 100,000 is already low, with only 296 doctors / 100,000 people in the state of Oregon. That’s just three doctors per 1,000 Oregon residents., and we can assume it is even worse in rural Oregon. We have a problem that may not necessarily be solved by increasing medical school applicants (if we can), which begs the question - what other professions beyond the traditional can be viewed as health care providers?

**Data table for Figure 16. Number of physicians in patient care per 100,000 resident population, by state: United States, 2018**

Excel and PowerPoint: <https://www.cdc.gov/nchs/hus/contents2019.htm#Figure-016>

Area	Number per 100,000 resident population	Area	Number per 100,000 resident population
United States	278.49	New Jersey	317.42
Alabama	223.32	New Mexico	239.67
Alaska	259.16	New York	369.76
Arizona	245.76	North Carolina	257.87
Arkansas	212.61	North Dakota	240.53
California	273.41	Ohio	297.29
Colorado	288.57	Oklahoma	209.56
Connecticut	360.73	Oregon	296.04
Delaware	257.70	Pennsylvania	328.25
District of Columbia	672.22	Rhode Island	407.47
Florida	264.63	South Carolina	234.15
Georgia	226.70	South Dakota	241.50
Hawaii	300.92	Tennessee	263.69
Idaho	188.43	Texas	228.35
Illinois	287.09	Utah	226.04
Indiana	227.39	Vermont	382.43
Iowa	215.30	Virginia	268.53
Kansas	252.75	Washington	270.70
Kentucky	241.20	West Virginia	261.02
Louisiana	276.63	Wisconsin	266.39
Maine	325.49	Wyoming	196.37
Maryland	363.63		
Massachusetts	435.38		
Michigan	303.71		
Minnesota	307.13		
Mississippi	194.14		
Missouri	276.54		
Montana	243.31		
Nebraska	255.83		
Nevada	203.99		
New Hampshire	313.64		

NOTES: Data on the number of physicians in patient care per 100,000 resident population are calculated using 2010-based postcensal estimates. Data include professionally active doctors of medicine (M.D.s) and doctors of osteopathy (D.O.s) only. Data exclude physicians in medical teaching, administration, research, and other nonpatient care activities but include physicians in residency. Map data are displayed by a modified Jenks classification for the 50 states and District of Columbia, which creates categories that minimize within-group variation and maximize between-group variation. See Technical Notes for more information on Jenks classification.

SOURCE: American Medical Association (AMA). Physician Masterfile. (Copyright 2020 American Medical Association. Reprinted with permission. All rights reserved.)

In a recent Statmats, Inc. Marketing Research report commissioned by WOU, Kinesiology and Exercise Science (CIP Code: 31.0505) was indicated as having a “disproportionately high demand.” Our view is that professionals educated in the exercise sciences are indeed health care providers.

While some of our students become employees in health care settings - i.e., cardiac rehabilitation in hospital settings, PTs, OTs, PAs in clinics - others become the actual employers, creating opportunities for local citizens to improve their health and wellbeing via preventative strategies. We are in the business of prevention, which could hopefully negate the need for the more traditional health care approaches.

Some of the students who enroll in this proposed MS program are likely to continue with post-graduate education, heading to athletic training, DPT, or OTD graduate programs, medical school, chiropractic school, and more. Advanced study in human wellness and performance can enhance their application for graduate school. Additionally, students may want to complete this MS degree during their 'gap' year, the gap year between graduation with a BS degree and actual entrance into a graduate program / post-graduate study.

The projected employment change from 2020-2030 for the various occupations is as follows:

Athletic Training - 26.8% Oregon; 23% nationally.

Physical Therapist - 23.7% Oregon; 21% nationally.

Occupational Therapist - 20.5% Oregon; 17% nationally.

Chiropractic - 12.2% Oregon; 11% nationally.

Physician Assistant - 39.1% Oregon; 31% nationally.

Others may desire advanced training in exercise physiology for the purpose of entering a cardiac rehabilitation clinical setting, which is projected to grow 13% from 2020-2030 ([www.bls.gov/ooh/healthcare/exercise-physiologists.htm](http://www.bls.gov/ooh/healthcare/exercise-physiologists.htm)).

This MS program will also improve the job prospects for students interested in the fitness, corporate wellness, and sports performance industry. The Bureau of Labor Statistics reports a positive job outlook in the fitness industry, projecting a 39% increase in the job market ([www.bls.gov/ooh/personal-care-and-service/fitness-trainers-and-instructors.htm](http://www.bls.gov/ooh/personal-care-and-service/fitness-trainers-and-instructors.htm)). The State of Oregon Employment Department projects a 54% increase in jobs in the exercise and fitness industry ([www.qualityinfo.org/jc-oprof/?at=1&t1=exercise%20and%20fitness~399031~4101000000~0~true~true~true~true~true~true~true~true~true~true~true~true~false~true~none~0~1~1](http://www.qualityinfo.org/jc-oprof/?at=1&t1=exercise%20and%20fitness~399031~4101000000~0~true~true~true~true~true~true~true~true~true~true~true~true~false~true~none~0~1~1)). Corporate wellness, health and wellness director/coordinator positions are expected to increase 24.4% in Oregon by 2030, and individuals who possess an advanced degree are more likely to be put in positions of leadership ([www.qualityinfo.org/jc-oprof/?at=1&t1=corporate%20wellness~119039~4101000000~0~true~true~true~true~true~true~true~true~true~true~true~true~false~true~none~0~1~1](http://www.qualityinfo.org/jc-oprof/?at=1&t1=corporate%20wellness~119039~4101000000~0~true~true~true~true~true~true~true~true~true~true~true~true~false~true~none~0~1~1)).

Students with advanced education in human wellness and performance are more likely to have better job prospects and security. Coaching at the elite level such as college/university may also be an attractive option for students, and employment in that area is projected to grow 26% from 2020-2030 ([www.bls.gov/ooh/entertainment-and-sports/coaches-and-scouts.htm](http://www.bls.gov/ooh/entertainment-and-sports/coaches-and-scouts.htm)).

What these data do not capture are the job prospects for those individuals who become employers. This proposed MS program has a noteworthy interdisciplinary component. Students in this MS program have the opportunity to enhance their degree should they choose to study



entrepreneurship, organizational leadership, psychology, gerontology, and/or criminal justice, for example. Doing so can lead students to creating their own pathways.

- e. If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

N/A

- f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

The career paths described in 'd' above are those that many of our graduates have pursued through internships and graduate programs beyond WOU. Our desire is to enhance a student's education with the advanced study in human wellness and performance to improve their prospects for graduate school and increase the chance for more stable employment that an advanced degree may offer without needing to pursue a degree elsewhere. Furthermore, the interdisciplinary nature of this MS may indeed provide opportunities beyond what we traditionally expect and/or have yet to perceive for future generations.

## 5. Outcomes and Quality Assessment

- a. Expected learning outcomes of the program.

The expected learning outcomes are consistent with the current degree in Exercise Science with an expected level of practical experience and competency at the graduate level.

Competency 1: Knowledge & Inquiry: The graduate will be able to apply research-based knowledge and principles of Exercise Science under a variety of individual, environmental, and task constraints.

Competency 2: Planning, Implementation, and Assessment: The graduate will be able to design, implement and assess effective exercise programs and interventions using a diverse range of equipment facilities and pedagogical resources and methods.

Competency 3: Professional Practice: The graduate will demonstrate appropriate professional skills and ethics.

Competency 4: The graduate will demonstrate sensitivity in their interactions and professional practice with individuals from diverse physiological, intellectual, emotional, philosophical, social, economic, racial, gender, and cultural backgrounds.

- b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

Learning outcomes will be assessed at the conclusion of the graduate coursework via nationally accredited certification (e.g., National Strength & Conditioning, Certified Strength & Conditioning Specialist, CSCS; American College of Sports Medicine, Clinical Exercise Specialist, CES; etc.), a comprehensive written examination (required, for degree completion should the student not take or pass the certification exam) and/or a culminating project. Additionally, exit interviews and Supervisor/student self-evaluations will be completed following the Internship experience.

Feedback from these assessments will be reviewed on an annual basis and be used by the division and associated faculty to continually improve curriculum and instruction in the degree program.

- c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

As this degree emphasizes practical experience and career preparation, research will not be required, but will be strongly encouraged. Faculty teaching graduate courses will be expected to remain current in their respective fields. If not performing original research, the faculty should be regular consumers of scientific literature relating to their course content and be demonstrating this in the lecture material and related course activities.

## 6. Program Integration and Collaboration

- a. Closely related programs in this or other Oregon colleges and universities.

The proposed Master's degree is unique in the state of Oregon. The University of Oregon offers a Post-Professional Athletic Training Program (MS), a Masters and PhD Program in Human Physiology, Masters degrees in Sports Product Design and Sports Product Management, and a Research PhD program. Oregon State University has MS and/or PhD degrees in Athletic Training, Human Development & Family Studies (PhD, MS), Kinesiology (PhD, MS), Master of Adapted Physical Education, Nutrition (PhD, MS), and Public Health (PhD, MS). These are related degrees but not specific to Human Wellness & Performance as the proposed program is designed.

- b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

The proposed program has certain complements with the aforementioned programs at the UO and OSU that could offer limited alternative courses that might be more relative to a student's specific interests and career aspirations. This may also help facilitate transfer of credits, if necessary. The diversity of programs and faculty interests among the three schools will present an opportunity to research collaboration, guest lectures/seminars, etc. Additionally, OU and OSU have large D-I Athletics programs that will be opportunities for Internships and Practicums in Strength and Conditioning, as well as the potential for paid graduate assistantships for WOU students.

- c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

N/A There is no reason not to consider potential collaborations.

- d. Potential impacts on other programs.

The proposed program has the potential to impact several programs on campus—e.g., Business (i.e., Organizational Leadership), Chemistry (with the admission requirements), Health, Psychology/Gerontology, and Rehabilitation Counseling. The impact will be increased course enrollments and should have no immediate demands for new faculty. Given the flexibility of the proposed program and the overlap with existing courses, it is expected that the proposed program will bolster enrollments of existing courses within the capacity of the divisions/departments—i.e., new sections or faculty should be necessary.

## 7. External Review

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

The external review was completed April, 2022.

**Summary of Prospective Program in Exercise Science  
Master of Science in Human Wellness & Performance  
Western Oregon University**

Submitted to Statewide Provosts Council:

***Brief Description***

Clinical and health-related careers are growing rapidly and are increasingly requiring individuals with advanced degrees that emphasize holistic training centered around promoting and supporting health-related behavior change. This proposed program is a 45-credit hour (minimum) Master's degree in Human Wellness & Performance. The primary target of the program is the student with interest in pursuing a broad variety of exercise science-related careers including strength and conditioning, sports performance, health and wellness coaching, or have interest in pursuing a future clinical degree (e.g., physician assistant, physical therapy, occupational therapy). Unfortunately, most graduates with a Bachelor's degree lack the practical experience necessary for these positions. The proposed degree addresses this deficiency via the course content and professional practicum and internship experiences. Additionally, the degree maintains the flexibility to prepare the student to engage with a variety of populations (e.g., older adults, youth, and individuals with a variety of physical limitations).

***Program Locality and Modality***

With the exception of Practicum and Internship, all courses will be offered on the campus of Western Oregon University. The option for hybrid and on-line delivery may be considered. All courses required for the degree will be offered at least once per year (and during summers and/or more often, if demand requires). The integrated design of the program requires no additional faculty resources unless program demand grows to a level warranting the addition of faculty positions. The flexibility of the curriculum (i.e., the interdisciplinary nature of the program) and the reliance upon intensive practical experiences minimizes the demand for faculty resources, while maintaining high-performance expectations.

***Anticipated Start Date***

Fall 2022

***Anticipated enrollment, at launch and goals for 5 and 10 years out***

Fall 2022	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2031
4	8	12	15	20	25

***An abbreviated description of how the program contributes to addressing statewide needs and goals and aligns with the university's mission and strategic plan***



### *Statewide needs*

The proposed degree elevates the BS in Exercise Science to a MS degree and does so in a cost- and time-effective manner. A Master's degree in Exercise Science/Kinesiology has been identified as a focus area for development. In a recent Statmats, Inc. Marketing Research report commissioned by WOU, Kinesiology and Exercise Science (CIP Code: 31.0505) was indicated as having a "disproportionately high demand." This proposed degree responds directly to this need, within Oregon as well as across the United States. The emphasis of the degree centers on the demands of serving a diverse population. The outlook is good for graduates as they will be prepared to address opportunities in the marketplace, as well as adjust to the unique needs for individuals.

### *Aligns with WOU's Strategic Plan*

WOU's institutional priorities, as identified in the WOU Strategic Plan, calls for the university to:

- Promote academic array that provides distinctive, high-quality programs.
- Promote high-quality, diverse and innovative models of program delivery that enhance both undergraduate and graduate student access and achievement.
- Promote interdisciplinary courses and degree programs that support collaborative and multidimensional educational experiences and pathways.
- Create opportunities for all graduate programs to include high-impact activities that support attainment of graduate learning outcomes.

The Strategic Plan is explicit about graduate programs developing "the knowledge and abilities [to] meet compelling needs for work, service and leadership beyond our campus." This interdisciplinary degree graduate program is:

- both high quality and distinctive within our region,
- is a high-quality, diverse and innovative approach to both undergraduate and graduate student achievement,
- supports collaborative and multidimensional experiences and pathways,
- and will include high-impact practices that will enhance both our undergraduate and graduate student access and achievement.

This interdisciplinary curriculum prepares students for a vast array of careers, from youth sports and performance to geriatric exercise programming, clinical settings to business leadership. A goal of the interdisciplinary and individualized degree program approach is to generate innovative graduates who will not only create career opportunities for themselves but for future graduates as well.

### *Contacts*

The MS in Human Wellness & Performance was developed by the WOU Exercise Science faculty in the Division of Health & Exercise Science. For more information, please contact:

Gay L. Timken, HEXS chair and professor, Western Oregon University  
timkeng@wou.edu

**Institution: Western Oregon University**  
**Program: MS in Human Wellness and Performance**

**Action:** At the **December 14, 2022**, meeting, the Statewide Provosts Council approved a new program for **Western Oregon University, MS in Human Wellness and Performance** to move forward to the Oregon Higher Education Coordinating Commission for its review and approval. The **Western Oregon University** Board of Trustees approved the **MS in Human Wellness and Performance** program at its **November 16, 2022** meeting.

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**Eastern Oregon University**

Dr. Matt Seimears, Interim Provost

Approved  
 Opposed  
 Abstained



**Oregon State University**

Ed Feser, Provost

Approved  
 Opposed  
 Abstained



**Portland State University**

Susan Jeffords, Provost

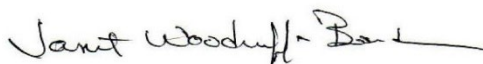
Approved  
 Opposed  
 Abstained



**University of Oregon**

Janet Woodruff-Borden, Acting Provost

Approved  
 Opposed  
 Abstained



**Oregon Health & Science University**

Marie Chisholm-Burns, Provost

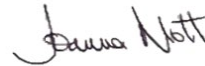
Approved  
 Opposed  
 Abstained



**Oregon Tech**

Joanna Mott, Provost

Approved  
 Opposed  
 Abstained



**Southern Oregon University**

Susan Walsh, Provost

Approved  
 Opposed  
 Abstained



**Western Oregon University**

Rob Winningham, Provost

Approved  
 Opposed  
 Abstained

