

**New Academic Degree Program
Full Proposal Application
South Dakota Board of Regents
Academic Affairs Forms**

Internal Ticket ID: 15828
Created: 3/11/2024
Modified: 2/3/2025

Use this form to propose a new degree program. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the System Academic Officer (through the online submission process).

Note: Within the proposal, all references to external sources should be documented with a footnote (including web addresses where applicable).

University NSU - Northern State University

Degree MS : Master of Science

Name of Major X999 : New Major Requested

Sports Sciences

Specialization Required? Yes

Note: If the new proposed program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board approval.

College/Department 5E : NSU School of Education/NHPE : Sports Sciences

Planned CIP Code 31.0501

WICHE WRRGP Eligibility Yes

Program Description

1. Provide the working program description that may appear in the university catalog.

The Master of Science in Sports Sciences provides a flexible and dynamic educational experience by offering students the choice of two specializations: Biomechanics & Exercise Physiology and Strength & Conditioning. These tailored options align with emerging trends in the sports industry and with standards set forth by national accrediting bodies in Sports Sciences. This approach empowers students to customize their education, ensuring alignment with their unique interests and career aspirations. This program is an excellent option for students interested in health, fitness, strength and conditioning, sports performance, and biomechanics. Courses offer a well-rounded curriculum that combines classroom learning with hands-on practical experiences.

Strength & Conditioning Specialization Course Catalog Description

The Strength & Conditioning specialization focus is on developing the skills and knowledge necessary for creating effective training programs that enhance athletic performance. This specialization prepares you for a successful career as a coach in multiple settings, including colleges, professional programs, private settings, and secondary schools. With hands-on learning experiences in Northern's biomechanics labs and Wolves Athletics and coursework grounded in current research, this program ensures a seamless transition to your career. Upon graduation, you'll be well-equipped to make meaningful contributions to the field of strength and conditioning.

Biomechanics & Exercise Physiology Course Catalog Description

The Biomechanics & Exercise Physiology specialization explores the intricate relationship between human movement and physiological responses. This specialized track delves into the fundamental principles of biomechanics and exercise physiology, providing students with an in-depth understanding of how the human body responds to sport and physical activity. Through a blend of theoretical coursework and hands-on laboratory experiences, students will gain practical skills in biomechanical analysis and exercise prescription. Topics covered include biomechanical assessments, neuromuscular control, cardiovascular and respiratory responses to exercise, and the application of these principles in designing tailored exercise interventions. This specialization prepares graduates for impactful roles in research, sports performance, rehabilitation, and exercise science, fostering a comprehensive understanding of the intricate mechanisms governing human movement and physiological adaptations.

2. Does the university request any exceptions to any Board policy for this program?

Explain any requests for exceptions to Board Policy. If not requesting any exceptions, indicate "None."

Following BOR policy for accredited graduate programs, Northern State University will host two external reviewers for this program as part of the accreditation process: one external reviewer for Strength & Conditioning and one for Biomechanics & Exercise Physiology. Northern is pursuing program accreditation through both the Council on Accreditation in Strength and Conditioning Education (CASCE) for the MS in Sports Sciences.

Strategic Impact

3. Describe how the program fits in with the institutional mission, strategic plan, existing institutional program array, and academic priorities.

Mission Alignment

Northern's MS in Sports Sciences aligns seamlessly with Northern State University's mission by offering a specialized academic opportunity in exercise physiology, biomechanics, and strength and conditioning. This program supports Northern's Strategic Enrollment Management (SEM) plan, which focuses on expanding graduate academic programs with robust enrollments and space for growth. In response to program growth trajectory, the University has redistributed an additional faculty line to Sports Sciences, and this new master's degree creates a growth opportunity for graduate enrollments.

Northern's MS in Sports Sciences prepares students for careers in health, wellness, and sports-related fields and enriches the local and regional community by contributing to the overall well-being of individuals within the community.

Strategic Plan Alignment

The MS in Sports Sciences strongly aligns with Northern State University's strategic plan, particularly with priorities 1, 3, and 5. [1] By offering an advanced academic program in Sports Sciences, NSU contributes to Priority 1 by expanding student access and success in a specialized field, fostering socioeconomic mobility, and serving the public good through education. Priority 3 is addressed through the program's potential to establish collaborative public/private partnerships, enhancing opportunities in the realms of health, recreation, and regional economic development. Furthermore, the Sports Sciences program inherently supports Priority 5 by providing a comprehensive educational experience focusing on experiential learning, aligning seamlessly with NSU's commitment to outstanding regional liberal arts and professional studies. This strategic alignment ensures that the proposed program contributes significantly to the university's overarching mission and goals.

Existing Program Array

The MS in Sports Sciences represents a financially prudent investment, maximizing the program offerings for a fully staffed Department of Sports Sciences. All 500 level courses in the program are cross-listed with 400 level courses, which expands program offerings with an efficient workload rotation for our faculty. The revamped program is poised to attain accreditation in Strength & Conditioning, elevating academic standards, improving recruitment messaging, and ensuring long-term quality for the program. This new program enhances the educational quality and accuracy of degree awarded for the more than half the students currently enrolled in Northern's MEd in Sport Performance and Leadership program.

Northern's MEd in Sport Performance and Leadership has consistently grown since its inception in 2012, and the program had an enrollment of 44 in fall 2024. Approximately half the students currently enrolled in the MEd are pursuing careers in Biomechanics & Exercise Science and Strength & Conditioning. Offering a stand-alone MS in Sport Sciences with these two specializations enables Northern to award a degree that better aligns with the learning outcomes and career expectations of our students.

A new MS in Sports Sciences degree with two specializations offers a strategic marketing advantage and opportunities for accredited programs, enabling Northern to better recruit and serve our graduate students. Students in the MS in Sports Sciences will be better able to market themselves and their degree as preparing them for careers in Biomechanics & Exercise Science and Strength & Conditioning.

[1] <https://northern.edu/sites/default/files/2023-11/strategic-plan-northern-state-university-2023.pdf>

If the program does not align to the strategic plan, provide a compelling rationale for the institution to offer the program.

N/A

4. How does the program connect to the Board of Regent's Strategic Plan?

The MS in Sports Sciences aligns with the South Dakota Board of Regents' Strategic Plan [2] goals in the following ways:

Goal #3 Academic Excellence, Students Outcomes, and Educational Attainment

The proposed program is driven by a commitment to align our programs with the rigorous demands of advanced studies in sports sciences, ensuring that our graduates are well-equipped for the complexities of their chosen field. The move responds to the evolving landscape of the sports industry, where specialized knowledge is increasingly crucial for meeting the dynamic needs of diverse career paths. By tailoring our programs to fit specific areas within the sports domain, we aim to better prepare our students for success in their chosen fields. The Sports Sciences MS is an improved and further advanced version of the current Sports Performance & Leadership MEd program.

The program includes two specializations in Biomechanics & Exercise Physiology and Strength & Conditioning. The specializations directly align with student outcomes - 15% go into strength and conditioning and 14% pursue careers in health care (e.g., DPT, Chiropractic) in the last five years (2017-2022). One of the two specializations would go through accreditation. The strength and conditioning specialization will be accredited through the Council on Accreditation of Strength and Conditioning Education (CASCE).

Goal #4 Workforce Development & Economic Development

There is a growing demand for well-trained coaches, researchers, and leaders in various sports and organizations. Graduates with this degree will be well positioned to pursue career opportunities in the sports industry. Industries related to sports performance are expected to grow 28% in South Dakota. Data projections nationwide expect fitness industry professionals to grow by 14% by 2032. Nationwide, careers in coaching are expected to grow 9% and the need for officials will grow by 10%. Careers in sports are competitive, allowing specializations enables graduates to remain viable.

Northern's MS Sports Sciences reflects our commitment to providing students with programs that meet and exceed industry standards, ensuring their readiness and competitiveness in the ever-evolving sports sciences landscape. For example, the decision to offer a Strength & Conditioning specialization aligns with the accreditation standards set by the Commission of Accreditation in Strength & Conditioning Education (CASCE), ensuring that students seeking Certified Strength & Conditioning Specialist (CSCS) certification benefit from a curriculum that meets the rigorous criteria set by the accrediting body. Graduate programs are required to have CASCE accreditation in order for students to obtain the CSCS after 2030. Having a specialization titled 'Strength and Conditioning' will make it clear to prospective students and employers that graduates are prepared for careers in the field.

Goal #5 – Financial Health and Competitiveness

The number of faculty in the Sports Sciences program has increased from 4 to 5 in response to growing enrollments in the existing master's program and 3 existing undergraduate programs in the department. The new faculty line in Sports Sciences was reallocated from an underperforming program. No new infrastructure would be needed. In preparation for the addition of the MS in Sports Sciences, the department added three new courses: Sport Analytics, Neuromuscular Exercise Physiology, and Advanced Biomechanics Lab Techniques, all of which are in the course rotations of the 5 faculty. The faculty lines are in place and can cover all courses with a one- or two-year rotation. The current MEd in Sport Performance and Leadership is too broad, which hampers our recruiting efforts when students are seeking a graduate program in a specific career field (e.g., strength and conditioning, biomechanics).

The graduate faculty chair for the existing program meets with an average of 36 potential graduate students each academic year, and students who are not choosing to pursue graduate studies at Northern often site that they prefer a MS degree over an MEd. In addition, alumni of Northern's current program, including those serving on the Sports Sciences Advisory Board, report that they would prefer their degree be a MS instead of an MEd, as the field of Sports Sciences has grown in rigor and scientific research over the last 15 years.

[2] SDBOR Strategic Plan. https://sdbor.edu/wp-content/uploads/2023/09/StrategicPlan_22_27.pdf

5. If a new degree is proposed, what is the rationale?

This question refers to the type of degree, not the program. For example, if your university has authorization to offer the Bachelor of Science and the program requested is a Bachelor of Science, then the request is not for a new degree.

N/A

6. What modality/modalities will be used to offer the new program?

Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

	Yes/No	Intended Start Date
On Campus	Yes	Fall 2025

	Yes/No	Location(s)	Intended Start Date
Off Campus Location	No		

	Yes/No	Delivery Method(s)	Intended Start Date
Distance Delivery	Yes	Courses may be offered HyFlex and online. One specialization may be offered HyFlex.	Fall 2025

	Yes/No	Identify Institutions
Does another BOR institution already have authorization to offer the program online?	Yes	There are similar existing programs, but not the same: University of South Dakota – Kinesiology and Sport Management, MS South Dakota State University – Sport and Recreation Administration, MS and Nutrition and Exercise Science, MS

7. If the program will be offered through distance delivery, identify the planned instructional modality:

Both / HyFlex

8. What are the student learning outcomes for this program?

1. Assessment and Evaluation of Physical Performance

Students will demonstrate the ability to assess and evaluate physical performance across multiple domains (e.g., strength, endurance, flexibility, movement patterns) using a variety of tools and technologies (e.g., fitness testing protocols, motion analysis, force platforms) to guide individualized programming and decision-making.

2. Program Design and Implementation

Students will apply evidence-based principles to design, implement, and modify strength and conditioning programs or exercise interventions tailored to meet the specific needs of diverse populations, including athletes, clinical populations, and general fitness clients.

3. Communication and Instruction

Students will develop the ability to communicate effectively and professionally with a wide range of audiences, including clients, athletes, healthcare providers, and colleagues. This includes providing clear verbal and written instructions, feedback, and performance assessments to facilitate optimal program adherence and understanding.

4. Ethical and Professional Behavior

Students will demonstrate professional behavior and ethical conduct in all interactions, adhering to the highest standards of practice, confidentiality, and cultural sensitivity as outlined by professional organizations.

5. Critical Thinking and Evidence-Based Practice

Students will critically analyze and synthesize current research in sports sciences, integrating evidence-based practices into program design, performance evaluation, and injury prevention strategies to improve client outcomes and ensure safety.

6. Health, Wellness, and Injury Prevention

Students will demonstrate an understanding of how to design and implement exercise programs that not only enhance athletic performance but also focus on improving overall health, promoting wellness, and preventing injury, while considering recovery, nutrition, and lifestyle factors.

7. Lifelong Learning and Professional Development

Students will recognize the importance of lifelong learning by engaging in continuous professional development, pursuing advanced certifications, attending workshops, and staying current with the latest research and trends in sports science and exercise science.

8. Collaboration and Leadership in Multidisciplinary Settings

Students will exhibit leadership and collaborative skills within multidisciplinary teams, working effectively with other health professionals (e.g., physicians, nutritionists, athletic trainers) to enhance client outcomes and foster a supportive training and recovery environment.

9. For associate's and bachelor's degree proposals, identify the 3-5 AAC&U Essential Learning Outcomes that have been selected for this program.

Use the chart below to indicate the student learning outcomes that align to the selected ELOs (See BOR Policy 2.11 and Guideline 8.5).

**Essential Learning Outcomes
(AAC&U)**

Student Learning Outcomes

Inquiry and Analysis

Critical and Creative Thinking

Information Literacy

Teamwork

Problem Solving

Civic Knowledge and Engagement

Intercultural Knowledge

Ethical Reasoning

Foundational Lifelong Learning Skills

Integrative Learning

10. Enter the number of credit hours required to graduate

Credit Hours 30

11. Complete the following tables to provide a degree program curriculum summary.

A. Table 1 – Total Program Degree Credit Hours

	Credit Hours In Program	
	Hours Per Requirement	% Total Hours
System General Education Requirements		
<i>Subtotal - Gen Ed Requirements</i>		%
Program Requirements		
Required Support Courses	0	
Major Requirements	21-24	
Major Electives	9-12	
<i>Subtotal - Program Requirements</i>	30-36	%
Free Electives	0	
<i>Subtotal - Free Electives</i>	0	%
Degree Total	30-36	%

**Board Policy 2:29 requires each baccalaureate level degree program to require 120 credit hours and each associate degree program to require 60 credit hours. Exceptions to this policy require documentation that programs must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons, and must receive approval by the Executive Director in consultation with the President of the Board of Regents.*

B. Table 2 – Insert Required Program Support Courses Impacting Other Programs (outside department). Do not include General Education courses.

*The individual curriculum tables should be included as a word document **attached** to the TDX ticket.*

C. Table 3 – Insert Major Requirements (within department)

*The individual curriculum tables should be included as a word document **attached** to the TDX ticket.*

D. Table 4 – Insert Major Electives

*The individual curriculum tables should be included as a word document **attached** to the TDX ticket.*

12. New Course Approval

New courses required to implement the new degree program may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement:

No

Academic Quality

13. What peer institutions and current national standards will be referenced to develop the curriculum for this program?

Peer Institution: Regional and Competitive institutions. Include links to at least 3 comparable programs at peer institutions and links to national or accreditation standards, if any.

The MS Sports Sciences curriculum has been drafted using CASCE accreditation standards for the Strength & Conditioning specialization [3] and guidance from the Commission on Accreditation of Allied Health Education Program [4] for the Biomechanics & Exercise Physiology specialization.

Springfield College in Springfield, MA is a like sized institution (2000 students) with graduate programs similar to Northern's MS Sports Sciences. Springfield's MS Strength & Conditioning is going through the CASCE accreditation process. [5] The Springfield College program has courses in Neuromuscular exercise physiology, strength and conditioning theory, and nutrition, similar course alignment and structure.

The University of Northern Colorado has a similar master's program to Northern's MS Sports Sciences. They have a MS in Sport and Exercise Science with specializations in Biomechanics and Exercise Physiology. University of Northern Colorado's biomechanics specialization has courses including neuromuscular physiology, and laboratory techniques. [6]

The University of Wisconsin-River Falls offers a master's in Sports Sciences in Strength and Conditioning, and the university is a regional comprehensive university similar to Northern State University. [7]

The most robust master's degree programs included a research methods and data analysis course. In turn, the core of the MS Sports Sciences program includes a research methods course and sport analytics course. Northern's MS Sports Sciences program also includes a sport leadership class, tying to the department's mission to prepare professionals. Many of the MS programs at other institutions have thesis and non-thesis options. Northern's MS Sports Sciences offers thesis and non-thesis options. The Strength & Conditioning specialization, based on accreditation standards, will require two internship experiences at the capstone.

[3] CASCE Accreditation Standards <https://www.uwrf.edu/programs/strength-and-conditioning>

[4] Commission on the Accreditation of Allied Health Education Programs <https://www.caahep.org/committees-on-accreditation/exercise-science>

[5] <https://springfield.edu/programs/graduate/strength-and-conditioning>

[6] <https://unco.smartcatalogiq.com/en/2022-2023/graduate-catalog/graduate-programs/masters-degrees/sport-and-exercise-science-ms-biomechanics-concentration/>

[7] <https://www.uwrf.edu/programs/strength-and-conditioning>

14. What program accreditation is available, if any?

Council on Accreditation of Strength and Conditioning Education (CASCE) for the Strength & Conditioning specialization.

15. Will the proposed program pursue accreditation or certifications?

Yes

If no, why has the department elected not to pursue accreditation for the program?

MS Sports Sciences:

- Strength & Conditioning specialization, accredited by CASCE, Council on Accreditation in Strength and Conditioning Education
- Biomechanics & Exercise Physiology Specialization

CASCE Council on Accreditation of Strength and Conditioning Education

Initial Accreditation: \$5,000 (includes application fee and site visit)

Annual fee: \$1,000

Northern State University and Dakota State University requested a discipline fee in support of Sports Sciences programs, which will cover the cost of accreditation. The dean also has discretion to use Foundation funds to support costs related to accreditation.

16. Did the university engage any developmental consultants to assist with the development of the curriculum? Did the university consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of the curriculum?

Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program, including content, courses, and experiences, etc. Universities are encouraged to discuss the selection of developmental consultants with Board staff.

No, neither the department nor university hired a consultant to assist in the development of the curriculum. The curriculum was developed using national standards from the Council on Accreditation in Strength and Conditioning Education (CASCE) and guidance from the Commission on Accreditation of Allied Health Education Programs. The department also consulted with the Sports Sciences Advisory Board in creating the curriculum.

17. Inclusion of High Impact Practices (HIP) across all undergraduate programs is a strategic priority of the Board of Regents to enhance academic quality and increase student engagement. For associate's and bachelor's degree proposals, which HIPs will faculty embed into the program?

Mark all that apply. To be considered as a HIP program, two or more should be selected and required in the program.

High Impact Practices	Included
Capstone courses and projects	
Collaborative assignments and projects	
Common intellectual experiences	
Diversity/global learning	
ePortfolios	
First year experiences	
Internships	
Learning communities	
Service learning, community-based learning	
Writing intensive courses	
Undergraduate research	

18. For associate's and bachelor's degree proposals, discuss how HIPs will be embedded into the program

Your discussion should provide examples and include whether the HIP is required or an optional component. It should also indicate at what point the experience is offered or required. (eg "students will be required to participate in an internship during their third year of enrollment in order to develop skills in...").

N/A

Student Success

This section outlines the university's plan to assess student achievement of the program learning outcomes.

19. Complete the table below to provide evidence of a preliminary assessment plan. Place an asterisk next to assessments that are national or state-level instruments.

Note: It is only necessary to indicate the summative assessment for each outcome, not the formative assessments used throughout the program.

Program Learning Outcome	Course	Summative Assessment
Students will develop the ability to communicate effectively and professionally with a wide range of audiences, including clients, athletes, healthcare providers, and colleagues. This includes providing clear verbal and written instructions, feedback, and performance assessments to facilitate optimal program adherence and understanding.	Capstone – PE 798 or PE 794	Oral Presentation overresearch project or internship Comprehensive Exam –Literature review research paper
Students will critically analyze and synthesize current research in sports sciences, integrating evidence-based practices into program design, performance evaluation, and injury prevention strategies to improve client outcomes and ensure safety.	PE 781 – Sport Analytics	Analytics Case Study report and oral presentation, presented to external stakeholders
Students will demonstrate the ability to assess and evaluate physical performance across multiple domains (e.g., strength, endurance, flexibility, movement patterns) using a variety of tools and technologies (e.g., fitness testing protocols, motion analysis, force platforms) to guide individualized programming and decision-making.	PE 781, PE 752, PE 563, PE582, PE 511, PE 514	Midterm and Final Exam evaluating content knowledge prevalent to the field
Students will demonstrate professional behavior and ethical conduct in all interactions, adhering to the highest standards of practice, confidentiality, and cultural sensitivity as outlined by professional organizations.	PE 773	Theoretical Paper over their leadership profile, culminating research and theory learned in the class
Students will exhibit leadership and collaborative skills within multidisciplinary teams, working effectively with other health professionals (e.g., physicians, nutritionists, athletic trainers) to enhance client outcomes and foster a supportive training and recovery environment.	PE 567	Class Led Group Project to put on an event for NSU foundation

20. How will outcomes for graduates of the program be assessed?

Outcomes may include employment and placement rates, licensure examination pass rates, acceptance rates to graduate school, student or employer surveys, or other assessments of graduate outcomes.

Programmatic assessment for all graduates of the Sports Sciences MS will include employment placement in the field (immediate, 3 year follow up, and 5 year follow up) and student exit surveys.

Strength & Conditioning Specialization – Passing rates and retakes for the Certified Strength and Conditioning Specialists (CSCS). Taking the CSCS will be a program completion requirement.

Duplication and Competition

21. Do any related programs exist at other public universities in South Dakota?

*A list of existing programs is available through the university websites and the RIS Reporting: Academic Reports Database. If there are no related programs within the Regental system, indicate **none**.*

Yes

A. If yes, defend the need for an additional program within the state, Include IPEDS enrollment data and additional data as needed.

There are similar existing programs, but not the same.

The University of South Dakota offers an MS Kinesiology and Sport Management program with two specializations (Kinesiology, Sport Management). South Dakota State University offers an MS Exercise Science program.

Unlike USD or SDSU, Northern's MS Sports Sciences program will specialize into Strength & Conditioning (accredited through CASCE) and Biomechanics & Exercise Physiology. Strength & Conditioning is not a graduate program at either SDSU or USD, and neither institution offers advanced biomechanics courses.

Northern's enrollments across our Sports Sciences programs are growing, especially in the BS Human Performance and the MEd Sport Performance and Leadership. The growth in the BS Human Performance, especially, is creating a greater pipeline of students from the University's bachelor's programs to our master's programs.

NSU's Sports Sciences Department has experienced a 42.65% growth in enrollments across undergraduate and graduate programs between 2013 and 2024. The current MEd program has grown 152% over that time frame. This trajectory is due to committed faculty and a call to excellence. Establishing the MS Sports Sciences with specializations will provide great recruitment opportunities across the department and will maximize program offerings while efficiently allocating faculty workloads.

Northern's move from one MEd to two MS degrees in Sports Sciences, is in response to demand from prospective students, to achieve Graduate Studies growth goals outlined in the Strategic Enrollment Management (SEM) plan, and to meet programmatic accreditation standards. Northern will have accelerated master's pathways for both the MS in Sports Sciences and the MS in Sports Administration and Leadership.

Graduate students conduct research and work as Graduate Assistants in Athletics Departments at NSU, USD, and SDSU. Having Sports Sciences programs at both Division I and Division II institutions gives graduate students a broader range of opportunities. At Northern, graduate students and graduate assistants get exposed to all areas of the Athletics Department and get to work alongside athletic directors and head coaches. The hands-on training in combination with course work prepares students to step into a variety of roles within an intercollegiate Athletics department at any institution regardless of governing body (NAIA, NCAA, NJCAA), Division (I – FCS, I – FBS, II, III), or size.

B. If yes, would this program be a candidate for Regental system collaboration?

At this time, the program would not be a regental system collaboration. However, the Sports Sciences department at Northern is creating an articulation agreement with SDSU's MS Athletic Training program for students who are specifically interested in Athletic Training.

22. Do any related programs exist at any non-Regental college or university within 150 miles of the university?

List those programs here:

No. Within 150 miles are Jamestown University in Jamestown, ND (105 miles) and Valley City State University (125 miles). Neither offers graduate degrees in sport sciences.

Valley City State University offers a graduate certificate in physical education studies and a Master of Arts in

Teaching (MAT) for Health and Physical Education. Neither is aligned to the curricular goals of the proposed Sports Sciences MS.

A. If yes, use IPEDS to identify the enrollment in those programs.

N/A

B. What evidence suggests there is unmet student demand for the proposed program, or that the proposed program would attract students away from the existing program?

Through student and alumni interviews and feedback, the department has received a call from undergraduate and graduate students to offer MS degrees in Sports Sciences and to offer focused specializations to advance career and doctoral level pursuits. Through the post graduate outcomes research, we found that 35% of graduates are coaching at the collegiate level, and approximately 15% go into strength and conditioning coaching roles, sport management, or healthcare. With the specialization accreditations, we are meeting the needs of our students and aiding in their success post-graduation. Accreditation in CASCE for the Strength & Conditioning specialization is a certification mandate by 2030. Being one of very few graduate programs accredited in CASCE will increase demand and enrollment numbers.

Market Demand

This section establishes the market demand for the proposed program (eg Regental system need, institutional need, workforce need). Use the following sources for your data:

- [South Dakota Department of Labor & Regulation](#)
- [O-Net](#)
- [US Department of Labor Projections Central](#)
- SDBOR Workforce and Degree Gap Analysis Report

23. What is the expected growth of the industry or occupation in South Dakota and nationally?

Include the number of openings, as well as the percentage of growth when possible.

Career projections that the Biomechanics & Exercise Physiology Specialization would prepare students for include:

O-NET Online [8, 9]: According to occupational employment projections for South Dakota, by 2032 careers in

- Exercise Physiologists will increase by 10 % - 32% of the job market require a master's degree
- Fitness and Wellness Coordinators will increase by 4% - 50% of the job market require a master's degree
- Recreation and Fitness Studies Teachers, Postsecondary will increase 3% - 21% of the job market require a master's degree

United States Department of Labor Projections Central [10]: According to occupational employment projections for South Dakota, by 2030 careers in

- Exercise Physiology will increase by 13%
- Recreation and Fitness Studies Teachers, Postsecondary will increase by 10%

SDBOR Workforce and Degree Gap Analysis [11]: According to occupational employment projections for South Dakota, by 2030 careers in

- Exercise Physiology will increase by 25.5%.
- o 45% of Exercise Physiologist have a master's degree

Career projections that the Strength & Conditioning Specialization would prepare students for include:

O-NET Online [8, 9]: According to occupational employment projections for South Dakota, by 2032 careers in

- Exercise Trainers and Group Fitness Instructors will increase by 14%
- Coaches and Scouts will increase by 9% - 19% of the job market requires a master's degree
- Fitness and Wellness Coordinators will increase by 4% - 50% of the job market require a master's degree
- Recreation and Fitness Studies Teachers, Postsecondary will increase 3% - 21% of the job market require a master's degree

United States Department of Labor Projections Central [10]: According to occupational employment projections for South Dakota, by 2030 careers in

- Fitness Trainers and Aerobics Instructors will increase by 19%
- Coaches and Scouts will increase by 11%
- Recreation and Fitness Studies Teachers, Postsecondary will increase by 10%

SDBOR Workforce and Degree Gap Analysis [11]: According to occupational employment projections for South Dakota, by 2030 careers in

- Exercise Trainers & Group Fitness Instructors will increase by 12%

Not all career projections require a masters degree. However, job descriptions or careers in these fields often state that a masters degree is preferred. For example, a full time strength and conditioning coach position at Avera in Brookings, SD requires a bachelors degree but prefers a masters degree,

[8] https://dlr.sd.gov/lmic/menu_projections_occupation_statewide.aspx

[9] <https://www.onetonline.org/link/summary/39-9031.00>

[10] <https://projectionscentral.org/Projections/LongTerm>

[11] https://www.bhsu.edu/Faculty-Staff/Sponsored-Programs/_docs/EmsiGapAnalysis.pdf

24. What evidence, if any, suggests there are unfilled openings in South Dakota or nationally?

South Dakota Department of Labor & Regulation statistics [12] : According to job opening data by occupation in South Dakota, over a six month period (June-December) 2023 in

- Coaches and Scouts had 124 job openings, 69 new postings
- Exercise Trainers and Group Fitness Instructors had 50 job opening, 35 new postings
- Recreation Workers had 83 job openings, 60 new postings
- Strength & Conditioning had 5 job openings.

Nationwide, LinkedIn lists positions available for 1,668 personal trainers, 829 fitness trainers, 2,051 coaches, and over 9,000 jobs in sport management on one date in March 2024. [13]

[12] <https://www.southdakotaworks.org/vosnet/default.aspx>

[13] <https://www.linkedin.com/jobs/fitness-trainer-jobs/?currentJobId=3821899539>

25. What salaries can program graduates expect to earn in South Dakota and nationally?

According to the South Dakota Department of Labor & Regulation, in the following occupations, graduates can earn [14]

- Recreation and Fitness Studies Teachers, Postsecondary, mean \$60,010, median \$58,900
 - o Eastern South Dakota, mean \$64,130, median \$64,520
- Coaches and Scouts, mean \$45,790, median \$38,930
 - o Eastern South Dakota, mean \$47,720, median \$40,810
- Exercise Trainers and Group Fitness Instructors, mean \$36,130, median \$33,280
 - o Eastern South Dakota, mean \$33,720, median \$30,150

According to the United State Bureau of Labor Statistics, in the following occupations, graduates working in the US can earn [15]:

- Recreation and Fitness Studies Teachers, Postsecondary, mean \$82,020, median \$72,650
 - o South Dakota is ranked 3rd for highest concentration of jobs
- Coaches and Scouts, mean \$57,450, median \$44,890
 - o Montana (1), Iowa (2), and North Dakota (4) are among the top five states for highest concentration of employment for coaches/scouts
- Exercise Physiologist, mean \$55,820 , median \$51,350
- Exercise Trainers and Group Fitness Instructors, mean \$50,170, median \$45,380
 - o Montana has the highest concentration of jobs

[14] https://dlr.sd.gov/lmic/documents/wages/sd_statewide_occupational_wages_2022.pdf

[15] <https://www.bls.gov/bls/blswage.htm>

26. Optional: Provide any additional evidence of regional demand for the program.

e.g. prospective student interest survey data, letters of support from employers, community needs...

According to the United State Bureau of Labor Statistics, regional need in the following occupations is [16]:

- Recreation and Fitness Studies Teachers, Postsecondary, South Dakota is ranked 3rd for highest concentration of jobs
- Coaches and Scouts, Montana (1), Iowa (2), and North Dakota (4) are among the top five states for highest concentration of employment for coaches/scouts
- Exercise Trainers and Group Fitness Instructors, Montana has the highest concentration of jobs

[16] <https://www.bls.gov/bls/blswage.htm>

Student Demand

27. Provide evidence of student completers/graduates at that degree level at peer institutions that offer the same/similar program using data obtained from IPEDS.

Peer Institution: Regional and Competitive institutions. Choose programs not already listed in question 11. Use the most recent year available.

University Name	State	Program Name	Number of Degrees Conferred in Program	Total Number of Conferrals at Level (Undergrad or Grad)
Indiana University of Pennsylvania	IN : Indiana	Strength and Conditioning	65	536
Fort Hays State University	KS : Kansas	Strength and Conditioning	28	794
Western Colorado University	CO : Colorado	Exercise Physiology and Kinesiology	11	177

28. What evidence suggests there is interest from prospective students for this program at the university?

The program reflects our graduate outcomes. For example, from AY 22-23, 60% of graduates pursued a master's level education. In the past five years (2018-2023), students from our Human Performance undergraduate program:

- 15% went on to become a strength and conditioning coach
- 13% went on to pursue a career in coaching
- 24% went on to pursue a career in healthcare
- 28% went on to graduate school

Students in our programs go to pursue graduate level degrees to advance their education in the field. The Sports Sciences field is set up much like the physical sciences (e.g., Biology). The undergraduate program is broader, providing a general scope of the field. Students then pursue a masters, to specialize or certify in an area of Sports Sciences (e.g., dietician, athletic trainer).

The MS Sports Sciences aligns with the graduate outcomes of students in our programs, providing:

- An accredited Strength & Conditioning program
- Biomechanics & Exercise Physiology, the perfect bridge between undergraduate and a healthcare degree program (e.g., physical therapy, occupational therapy, sports medicine physician)

Enrollment

29. Are students enrolling in this program expected to be new to the university or redirected from existing programs at the university?

New and existing. The MS Sports Sciences will attract about half the students from the existing MEd Sport Performance and Leadership and will also attract a new cohort of students. The department is committed to producing a 25% enrollment growth over five years. New student growth is expected, as recruiting will be targeted to specialized student interests and career fields.

Northern's Biomechanics and Human Performance labs add a recruitment angle for the MS Sports Sciences and both specializations. Northern's high-tech labs and research reflect the scientific rigor found in the field of Sports Sciences.

Annual growth in the Sports Sciences graduate program is expected to increase 5% each year. From 2019 to 2023, enrollment in Northern's existing graduate program increased 65%. The department aims to increase growth in the MS Sports Sciences and the substantively modified MS Sports Administration and Leadership, each by 25% over five years. This is comparable to a period of moderate growth rate for Northern's MEd Sport Performance and Leadership from 2014 to 2018.

30. Complete the enrollment worksheet to provide an enrollment projection for the next six academic years

Worksheet Completed

Yes

31. What is the minimum number of students required in this program to break even, with respect to the budget?

20

32. Discuss the assumptions informing your enrollment estimates.

(e.g. current enrollment and trends in similar programs, IPEDS data, recruitment strategies, partnerships)

Enrollment estimates are based on an analysis of the break down in enrollments, overall growth trends, and graduation rates of Northern's existing MEd in Sports Performance & Leadership. An MS degree with two specializations and expanded program accreditation will raise the profile of Northern's graduate program in Sports Sciences. We expect to see increases in enrollment. We are confident the attraction of graduate assistantships in Athletics at Northern State University will also help draw students to the program.

The Sports Sciences Department plans to actively recruit undergraduate Northern students into the MS in Sports Sciences using career fairs, academic advising, and promotion of programs in classes and on the department social media. Additional recruitment will come from the Athletics Department in their recruitment of athletes and postings of graduate assistant positions. The Graduate Coordinator of the MS in Sports Sciences plans to recruit students by completing Linked In ads, emailing prospective students through Slate, hosting booths at regional and national conferences, and building relationships with primary undergraduate institutions in the region, with a special focus on students attending undergraduate programs in Sports Sciences at other NSIC institutions, to recruit their students into our graduate program.

33. If projected program enrollment is not realized in year two, what actions is the university prepared to take?

If projected program enrollments are not realized in year two, the university will:

- Expand already strong partnerships with area employers to develop scholarships and tuition support for employees earning their MS in Sports Sciences.
- Engage in regional athletic conferences, schools, and universities, to develop leads for possible students in the program and to spread the word/marketing materials about the program.
- Solicit feedback from students in the program to develop testimonials for marketing materials and drip campaigns.

- Purchase names to grow the funnel of potential students.
- Intentional conversations with the Sports Sciences Advisory Board for recruitment strategies.

34. Discuss the marketing and recruitment plan for the program

Include information on partnerships and pipelines (e.g. articulation agreements with BOTE, collaboration with partner university, community partnerships).

One marketing strategy for the MS in Sports Sciences using our department Facebook and Instagram social media platforms (@nsusportsciences). Social media posts include the hands-on and extracurricular learning opportunities developed in the Human Performance Lab, gaining recognition with student spotlights, and alumni features aim to draw a greater connection to the program, the department, the field, and the Northern Experience.

The MS Sports Sciences will be marketed with Northern's graduate programs in line with the University's Strategic Enrollment Management (SEM) plan. Marketing will include intentional outreach and consistent messaging on LinkedIn, recruiting at regional and national conferences, and messaging campaigns implemented in Slate.

Financial Health

35. Complete the budget worksheet to provide a budget projection for the next six academic years.

Worksheet Completed	Yes
---------------------	-----

Financial Health Summary						
	1st FYxx	2nd FYxx	3rd FYxx	4th FYxx	5th FYxx	6th FYxx
Tuition & Fee Revenues	139412	150792	155534	161224	171657	177347
Program Expenses	101648	100896	101537	102210	102917	103659
NET	37764	49896	53997	59014	68740	73688
Other Supporting Revenues	0	0	0	0	0	0
NET (Other)	37764	49896	53997	59014	68740	73688

36. Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology and software, other operation and maintenance expenses, facilities, etc., needed to implement the proposed major.

Address off-campus or distance delivery separately.

The University has invested in the growing Sports Sciences programs by re-allocating an additional faculty line to Sports Sciences. The department has 5 dedicated faculty supporting all academic programs. Sports Sciences faculty are dedicated to pursuing accreditation. The Chair is leading and overseeing program accreditation as part of their chair workload, and the faculty are all contributing to accreditation work as part of their service to the university under normal workload.

The 5 faculty in Sports Sciences will teach nearly all of the courses in the 3 undergraduate programs and the 2 graduate programs in Sports Sciences. Sports Sciences has one graduate teaching assistant (GTA), employs coaches and staff in Northern Athletics to teach specific courses (e.g. coaching, strength and conditioning, athletic training), and employs staff from the South Dakota School for the Blind and Visually Impaired (SDSBVI) to teach specialized courses (adapted physical education). Fully staffed with 5 faculty, the Sports Sciences uses very few adjuncts to teach technical courses like CPR.

The discipline fee funds will be used to support program accreditation and human performance and biomechanics labs and research.

37. If new faculty are not requested, describe how existing faculty will be utilized and indicate whether this action will impact other existing programs.

The Chair of Sports Sciences has a clear course rotation set up that supports 3 undergraduate and 2 graduate programs in Sports Sciences and that maximizes the curricular and program offerings while efficiently allocating faculty workloads. The Sports Sciences faculty set up the curriculum for the two master's degree programs to maximize course enrollments. Across the two master's degrees, Sports Sciences has 10 courses at the 700 level that are only offered to graduate students. At Northern, faculty teach 400/500 level courses as cross-listed, meaning both the undergraduate and graduate sections count as one course in the faculty member's workload.

38. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program?.

Requesting Permission for Fee?	Yes, new fee
Explanation	The request for a discipline fee for Sports Sciences was submitted in AY 23-24 and again in AY 24-25. Funds are necessary to support the costs of the discipline including accreditation and classroom materials and equipment. Northern State University and Dakota State University jointly

submitted a request for a discipline fee for Sports Sciences for AY 25-26. The request puts the programs' discipline fees at the same as BHSU's \$21.10 rate for exercise science courses and SDSU and USD's \$21.30 rate for health and welfare courses. Under the proposal, NSU and DSU students will pay the same discipline fees as students in similar programs at the BHSU, USD, and SDSU. With the support of the discipline fee, NSU students will have the same opportunities for research and preparation as their peers do, thereby preparing them to compete for seats in graduate and professional school in PA, PT, OT, and Medical School at USD and Athletic Training at SDSU. Offering cutting-edge health and sports sciences curriculum requires significant infrastructure and equipment investment. From essential equipment like tape or joint braces to CPR dummies to more advanced equipment like EKG machines, advanced treadmills, and body fat analyzers, the field of Sports Sciences requires substantial investment in equipment. Frequent use of the equipment reduces the useful life, even with proper maintenance. Replacement costs for equipment continue to escalate, particularly as new technologies are added to equipment. For example, a high-performance treadmill costs approximately \$10,000-\$15,000 with an expected 3- to 5-year life. Both students and faculty expect access to these cutting-edge technologies for research. NSU built the Nora Stael Evert Human Performance Lab in the 1988, and without a discipline fee, the lack of dedicated funds for replacement and update of equipment led to the equipment being obsolete. In 2023, NSU launched a new \$200,000 human performance and fitness lab through a grant from EPSCOR with a NSU match. The state-of-the-art equipment elevates student and faculty research. A discipline fee connected to PE courses will enable NSU to schedule software and hardware updates and maintain regular equipment updates to keep the new labs functioning at the highest level. The Human Performance Lab engages students in the high-impact practice of undergraduate research and aligns with BOR Strategic Plan Goal 3, and continually replacing and investing in new equipment supports meaningful experiential learning as well as competitive research grants. Ensuring the quality of our programs is a crucial part of our educational mission, and accreditation plays a significant role in achieving this goal. Discipline fees play a pivotal role in sustaining the quality of our programs. The Sports Sciences department has set a goal to obtain accreditation from the Commission on Accreditation for Exercise Sciences (COAES) by 2026 for its BS in Human Performance and Fitness and from the Council on Accreditation in Strength and Conditioning Education (CASCE) for the MS in Sports Sciences: Strength & Conditioning. Accreditation is essential as it guarantees the high quality and credibility of our Human Performance major and our MS in Sports Sciences. Accreditation offers benefits to our students, faculty, and the institution. Discipline fees are a vital source of funding that directly supports the rigorous and thorough accreditation process required to maintain and continually improve the excellence of the Sports Sciences programs.

- 39. Use the table below to describe potential risks to the program's implementation over the next four years. For each risk, identify the severity (low, medium, high), probability of occurrence (low, medium, high) and the institution's mitigation strategy for each risk.**

Risk	Severity	Probability	Mitigation Strategy
------	----------	-------------	---------------------

Risk	Severity	Probability	Mitigation Strategy
Minimal applications	Medium	Low	Engage in regional athletic conferences, schools, and universities, to develop leads for possible students in the program and to spread the word/marketing materials about the program.
Not recruiting local students	Medium	Low	Intentional conversations with the Sports Sciences Advisory Board for recruitment strategies.
Lack of funding to maintain software and facilities	High	Medium	Continue to seek authorization for discipline fees

External Review

40. If this proposal is for a graduate program, provide information below for at least five potential consultants who may be considered to conduct the external review.

Reviewer Name	Title	Institution
Collin Webster collin.webster@tamucc.edu/361.825.5700	Associate Professor in the Department of Kinesiology	Texas A&M Corpus Christi
Elaina Beichler elaina.biechler@loras.edu/563.588.7020	Associate Professor of Kinesiology Coaching Leadership Program Director	Loras College
Shannon Norman shannon.norman@bemidjistate.edu/218.755.4099	Associate Professor of Physical Education	Bemidji State University
Susan Bramwell sbramwell@uwlax.edu/608.785.8188	Associate Teaching Professor Exercise & Sport Science	University of Wisconsin La Crosse
Tracey Robinson tlobins@adams.edu/719.587.7663	Associate Professor of Human Performance and Physical Education (Kinesiology), Director of the Human Performance Lab	Adams State University

Additional Information

41. (Optional) Use this space to provide pertinent information not requested above that may assist the Board in understanding the proposal.

Over the past decade, the field of Sports Sciences has undergone a significant shift towards science and analytics due to expanded research, industry expectations, advancements in technology, increased market demand, and evidence-based practice. Northern's faculty in Sports Sciences are significantly contributing to research in their field, and through EPSCOR funding, the faculty have improved and expanded the biomechanics and human performance labs. Over the same time frame, enrollments in Northern's undergraduate and graduate Sports Sciences programs have grown more than 46% over the last decade.

The University has invested in the growing Sports Sciences programs by re-allocating an additional faculty line to Sports Sciences. The department has 5 dedicated faculty supporting all academic programs, with 2 teaching exercise science (including strength and conditioning), 2 teaching sports administration (including marketing, management, and coaching), and 1 teaching PE and health. The Sports Sciences faculty set up the curriculum for the two master's degree programs to maximize course enrollments and efficiently allocate faculty workload.

Northern State University will best recruit and serve graduate students in Sports Sciences by offering two master's degrees, each with two specializations, in the Sports Sciences Department. The MS Sports Sciences (Strength & Conditioning and Biomechanics & Exercise Science) and the MS Sports Administration and Leadership (Sports Management and Coaching & Leadership) offer students a more advanced and specialized education that aligns with emerging industry standards. The curriculum and research opportunities Northern faculty provides to graduate students from both master's degree programs will enable students to meet industry expectations for expertise in research application and data analysis that are crucial in today's job market.

Approvals

University Approval

To the Board of Regents and the Executive Director: *I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.*

President of the University	Date
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1/1/1970

Academic Affairs, Provost	Date
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1/1/1970

Finance and Administration, Vice President	Date
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11/4/2024

Veronica Paulson

Enrollment Management, Vice President	Date
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11/4/2024

Eric Kline



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

Proposed Curriculum Summary

UNIVERSITY:	NSU
PROPOSED PROGRAM:	MS Sports Sciences

Required General Education Courses Specific to Major

(Please list if any general education courses are required for the proposed major. If not, leave blank.)

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	General Education Goal

Required Support Courses Outside the Major

(Not general education requirements)

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
				Choose an item.
Subtotal				

Major Requirements

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
Core Content (18 Credits)				
EDER	761	Graduate Research and Design	3	No
PE	781	Sport Analytics	3	No
PE	773	Sport Leadership	3	No
PE	582	Theory of Strength & Conditioning	3	No
PE	752	Analysis and Mechanical Principles of Sport Skills	3	No
PE	753	Applied Sport Physiology	3	No
Capstone Requirement (3*-6** Credits)				
*3 credits of either internship or thesis required for Biomechanics & Exercise Physiology specialization				
**6 credits of internship at two different placements required for Strength & Conditioning Specialization due to CASCE accreditation				
PE	794	Internship 1-8 credits	3-6	No

PE	798	Thesis 1-6 credits	3	No
Biomechanics & Exercise Physiology Specialization (9 Credits)				
PE	550	Clinical Exercise Physiology	3	No
PE	563	Neuromuscular Exercise Physiology	3	No
PE	564	Advanced Biomechanics Lab Techniques	3	No
Strength & Conditioning Specialization (12 Credits)				
HLTH	522	Nutrition	3	No
PE	510	Program Design for Strength & Conditioning	3	No
PE	740	Organization and Administration of Athletics	3	No
PE	754	Applied Sport Psychology of Effective Coaching	3	No
Subtotal			30-36	

Major Electives: List courses available as electives in the program. Indicate any proposed new courses added specifically for the major.

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
				Choose an item.
Subtotal				

Required Prerequisite Courses Specific to Major

(Please list if any general education courses are required for the proposed major. If not, leave blank.)

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Minimum Credit Hours
Strength & Conditioning Specialization			
PE	250	Human Anatomy & Physiology	3
PE	250L	Human Anatomy & Physiology Lab	1
Students may take Biology Anatomy and Physiology I (BIOL 220/L) in place of the PE 250/L			
PE	400/500	Exercise Test & Prescription	3

ESTIMATES	FISCAL YEARS*					
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
	FY 26	FY 27	FY 28	FY 29	FY 30	FY 31
Students new to the university	15	15	16	16	17	17
Students from other university programs	12					
Students off-campus or distance continuing students		14	14	15	16	17
Total students in the program (fall)	27	29	30	31	33	34
Program credit hours (major Courses)**	441	477	492	510	543	561
Graduates	12	13	13	14	15	15

**Do not include current fiscal year.*

***This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.*

INSTITUTION, PROGRAM NAME

FINANCIAL HEALTH SUMMARY						
	1st	2nd	3rd	4th	5th	6th
	FY24	FY25	FY26	FY27	FY28	FY29
TUITION & FEE REVENUES	139,412	150,792	155,534	161,224	171,657	177,347
PROGRAM EXPENSES	101,648	100,896	101,537	102,210	102,917	103,659
NET (T&F REVENUES LESS PROGRAM EXPENSES)	37,764	49,896	53,997	59,014	68,739	73,687
OTHER SUPPORTING REVENUES	-	-	-	-	-	-
NET AFTER OTHER SUPPORTING REVENUES	37,764	49,896	53,997	59,014	68,739	73,687

FINANCIAL HEALTH SUMMARY - EXPANDED

	1st	2nd	3rd	4th	5th	6th
	FY24	FY25	FY26	FY27	FY28	FY29
PROGRAM TUITION AND FEE REVENUES						
<i>Estimated # of Students Enrolled</i>	27	29	30	31	33	34
Tuition (Net of HEFF)	130,062	140,680	145,104	150,412	160,145	165,454
Program Fees	9,349	10,112	10,430	10,812	11,512	11,893
Total Program Tuition and Fee Revenues	139,412	150,792	155,534	161,224	171,657	177,347

PROGRAM EXPENSES

Personal Services

FTE - Faculty	0.65	0.65	0.65	0.65	0.65	0.65
FTE - NFE / CSA	0.00	0.00	0.00	0.00	0.00	0.00
# of Adjunct Course	2	2	2	2	2	2
# of GA's	2	2	2	2	2	2
Salary	74,620	74,620	74,620	74,620	74,620	74,620
Benefits	13,452	13,452	13,452	13,452	13,452	13,452
Sub-Total Personal Services	88,072	88,072	88,072	88,072	88,072	88,072

Chk -

Operating Expenses (OE)

Travel	917	1,132	1,189	1,248	1,311	1,376
Contractual Services	3,934	3,143	3,300	3,465	3,639	3,821
Supplies and Materials	1,224	1,771	1,859	1,952	2,050	2,152
Grants and Contracts	-	-	-	-	-	-
Capital Assets	7,501	6,777	7,116	7,472	7,845	8,238
Faculty Start-Up	-	-	-	-	-	-
Sub-Total Personal Services	13,575	12,823	13,465	14,138	14,845	15,587

Chk -

Total Program Expenses

101,648	100,896	101,537	102,210	102,917	103,659
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Chk -

NET (T&F Revenues less Program Expenses)

37,764	49,896	53,997	59,014	68,739	73,687
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OTHER SUPPORTING REVENUES

General Funds - New	-	-	-	-	-	-
General Funds - Redirect	-	-	-	-	-	-
Institutional Support	-	-	-	-	-	-
Private / Gifts	-	-	-	-	-	-
Industry Support	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Other Supporting Revenues	-	-	-	-	-	-

NET AFTER OTHER SUPPORT REVENUES

37,764	49,896	53,997	59,014	68,739	73,687
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Chk -

INSTITUTION, PROGRAM NAME
NEW TUITION AND FEE REVENUE PROJECTIONS

	1st	2nd	3rd	4th	5th	6th
	FY 26	FY 27	FY 28	FY 29	FY 30	FY 31

ENROLLMENT PROJECTIONS

Full-Time						
Pgy 1		15	15	16	16	17
Pgy 2		12	14	14	15	16
Pgy 3		-	-	-	-	-
Pgy 4		-	-	-	-	-
Sub-Total		27	29	30	31	33
Part-Time						
Pgy 1		-	-	-	-	-
Pgy 2		-	-	-	-	-
Pgy 3		-	-	-	-	-
Pgy 4		-	-	-	-	-
Pgy 5		-	-	-	-	-
Sub-Total		-	-	-	-	-
Total		27	29	30	31	33

Notes:

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PROGRAM CREDITS TAKEN (MAJOR, IN DISCIPLINE)

Full-Time						
Pgy 1		15	15	15	15	15
Pgy 2		18	18	18	18	18
Pgy 3		-	-	-	-	-
Pgy 4		-	-	-	-	-
Total		33	33	33	33	33
Part-Time						
Pgy 1		-	-	-	-	-
Pgy 2		-	-	-	-	-
Pgy 3		-	-	-	-	-
Pgy 4		-	-	-	-	-
Total		-	-	-	-	-

Notes:

TOTAL CREDIT HOURS GENERATED (MAJOR, IN DISCIPLINE)

Full-Time						
Pgy 1		225	225	240	240	255
Pgy 2		216	252	252	270	288
Pgy 3		-	-	-	-	-
Pgy 4		-	-	-	-	-
Sub-Total		441	477	492	510	543
Part-Time						
Pgy 1		-	-	-	-	-
Pgy 2		-	-	-	-	-
Pgy 3		-	-	-	-	-
Pgy 4		-	-	-	-	-
Sub-Total		-	-	-	-	-
Total		441	477	492	510	543

Notes:

INSTITUTION, PROGRAM NAME

PROGRAM EXPENDITURES - PERSONAL SERVICES

	1st	2nd	3rd	4th	5th	6th
	FY 26	FY 27	FY 28	FY 29	FY 30	FY 31

FACULTY

Faculty / Administrator - 12 Mos

Annualized							
	FTE	0.13	0.13	0.13	0.13	0.13	0.13
Salary		72,215	9,388	9,388	9,388	9,388	9,388
Benefits			2,729	2,729	2,729	2,729	2,729
Total			12,117	12,117	12,117	12,117	12,117

Notes:

Faculty - 12 Mos

Annualized							
	FTE	0.13	0.13	0.13	0.13	0.13	0.13
Salary		64,141	8,018	8,018	8,018	8,018	8,018
Benefits			2,482	2,482	2,482	2,482	2,482
Total			10,499	10,499	10,499	10,499	10,499

Notes:

Faculty - 9 Mos

Annualized							
	FTE	0.13	0.13	0.13	0.13	0.13	0.13
Salary		62,498	8,125	8,125	8,125	8,125	8,125
Benefits			2,551	2,551	2,551	2,551	2,551
Total			10,675	10,675	10,675	10,675	10,675

Notes:

Faculty - 9 Mos

Annualized							
	FTE	0.13	0.13	0.13	0.13	0.13	0.13
Salary		60,000	7,800	7,800	7,800	7,800	7,800
Benefits			2,505	2,505	2,505	2,505	2,505
Total			10,305	10,305	10,305	10,305	10,305

Faculty - 9 Mos

Annualized							
	FTE	0.13	0.13	0.13	0.13	0.13	0.13
Salary		60,000	7,800	7,800	7,800	7,800	7,800
Benefits			2,505	2,505	2,505	2,505	2,505
Total			10,305	10,305	10,305	10,305	10,305

Adjunct

Avg Per Course							
	# of Courses	2	2	2	2	2	2
Salary		4,000	8,000	8,000	8,000	8,000	8,000
Benefits		0	640	640	640	640	640
Total			8,640	8,640	8,640	8,640	8,640

Notes:

Faculty Sub-Total

FTE		0.65	0.65	0.65	0.65	0.65	0.65
Adjunct Course Count		2	2	2	2	2	2
Salary		54,140	54,140	54,140	54,140	54,140	54,140
Benefits		13,411	13,411	13,411	13,411	13,411	13,411
Total		67,551	67,551	67,551	67,551	67,551	67,551

NFE / CSA

Program Advisor

Annualized							
	FTE	0.00	0.00	0.00	0.00	0.00	0.00
Salary							
Benefits							
Total							

Notes:

INSTITUTION, PROGRAM NAME

PROGRAM EXPENDITURES - OPERATING EXPENSES (OE)

	1st	2nd	3rd	4th	5th	6th
	FY 26	FY 27	FY 28	FY 29	FY 30	FY 31

TRAVEL

Description	917	1,132	1,189	1,248	1,311	1,376
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Total	917	1,132	1,189	1,248	1,311	1,376

Notes:

CONTRACTUAL SERVICES

Description	3,934	3,143	3,300	3,465	3,639	3,821
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Total	3,934	3,143	3,300	3,465	3,639	3,821

Notes:

SUPPLIES AND MATERIALS

Description	1,224	1,771	1,859	1,952	2,050	2,152
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Total	1,224	1,771	1,859	1,952	2,050	2,152

Notes:

GRANTS AND CONTRACTS

Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Total	-	-	-	-	-	-

Notes:

CAPITAL ASSETS

Description	7,501	6,777	7,116	7,472	7,845	8,238
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-

Notes:

INSTITUTION, PROGRAM NAME

PROGRAM EXPENDITURES - OPERATING EXPENSES (OE)

	1st	2nd	3rd	4th	5th	6th
	FY 26	FY 27	FY 28	FY 29	FY 30	FY 31
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Total	7,501	6,777	7,116	7,472	7,845	8,238

FACULTY START-UP

Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Description	-	-	-	-	-	-
Total	-	-	-	-	-	-

Notes:

TOTAL OPERATING EXPENSES (OE)

TRAVEL	917	1,132	1,189	1,248	1,311	1,376
CONTRACTUAL SERVICES	3,934	3,143	3,300	3,465	3,639	3,821
SUPPLIES AND MATERIALS	1,224	1,771	1,859	1,952	2,050	2,152
GRANTS AND CONTRACTS	-	-	-	-	-	-
CAPITAL ASSETS	7,501	6,777	7,116	7,472	7,845	8,238
FACULTY START-UP	-	-	-	-	-	-
Total	13,575	12,823	13,465	14,138	14,845	15,587

INSTITUTION, PROGRAM NAME
OTHER RESOURCE IMPLICATIONS

PLEASE PROVIDE NARRATIVE REGARDING ANY NEW NEEDS OR IMPACT TO THE FOLLOWING SUPPORT AREAS

CLASSROOMS:

Current classroom space is adequate to support this program

OTHER PHYSICAL FACILITIES: Faculty offices, student space, labs, seminar rooms, etc.

Human Performance Lab, need one-time purchase of metabolic cart at \$56,500. This would be covered by requested discipline fees

TECHNOLOGY RESOURCES: Computer labs, software, network/internet, Audio-visual / telecommunications, wireless connectivity, etc.

\$10,200 for lab technologies. \$7,315 for Biomechanics software, \$2500 for Polar software, \$375 for statistical software - This would be covered by requested discipline fees

LIBRARY SERVICES: Staffing, collections (books, ebooks, journals, subscriptions), study space, etc.

REGISTRAR: Student records support, classroom scheduling support, etc.

MARKETING & ENROLLMENT SERVICES: program marketing, program recruitment, etc.

STUDENT SUPPORT: International student support, health counseling, career services, housing, scholarship, etc.

OTHER