



## II. Unit Profile: Kinesiology

*Please fill in the gray areas on this form.*

### Number of Tenured and Tenure-Track Faculty:

<u>7</u>	Professors
<u>5</u>	Associate Professors
<u>3</u>	Assistant Professors
<b><u>15</u></b>	<b>Total</b>

### Comments about Faculty/Instructors

Major(s) <i>Please list each major your Unit offers:</i>	Total # students enrolled in major as of Fall 2013	Total # students graduating with major 2013-14
Kinesiology	<u>362</u>	<u>197</u>
Recreation, Park, & Leisure Studies	<u>70</u>	<u>24</u>
Sport Management	<u>149</u>	<u>74</u>
Non Degree	<u>4</u>	
<b>Total:</b>		

WEC Implementation Process	Semester/Year- Semester/Year	# participated / # invited
Review Rating Results	Summer 14	<u>3</u> / <u>3</u>
Review WEC, KIN Ratings with WEC, role	Sept 11, 14	<u>2</u> / <u>2</u>
Announced WEC ratings w/ all faculty	Sept 22, 14	<u>23</u> / <u>26</u>
Discussed ratings with/UG Comm	Oct 13, 14	<u>7</u> / <u>8</u>
Flash discussed WEC w/ all faculty	Nov 3, 14	<u>24</u> / <u>26</u>
P. Flash attended UG Ed. Comm	Nov 10, 14	<u>8</u> / <u>8</u>
Plan presented to UG Ed. Comm	Dec, 14	<u>8</u> / <u>8</u>
		<u>      </u> / <u>      </u>

### III. Signature Page

*Signatures needed regardless of Writing Plan edition. Please fill in the gray areas on this form.*

If this page is submitted as a hard copy, and electronic signatures were obtained, please include a print out of the electronic signature chain here.

#### WEC Faculty Liaison

Richard Rodgerson

\_\_\_\_\_  
WEC Faculty Liaison (print name)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

#### Department Head/Chair

Li Li Ji

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Director

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

#### Associate Dean

Naim Madyun

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
CEHD Associate Dean, Undergraduate Studies

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

#### For College of Liberal Arts units only:

CLA - Curriculum, Instruction, and Advising Committee approved Writing Plan on

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### III. Signature Page

Signatures needed regardless of Writing Plan edition. Please fill in the gray areas on this form.

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#### WEC Faculty Liaison

Richard Rodgerson

WEC Faculty Liaison (print name)

Signature

INSTRUCTOR

Title

Date

Department Head/Chair

Li Li Ji

Print Name

Signature

Director

Title

Date

#### Associate Dean

Naim Madyun

Print Name

Signature

CEHD Associate Dean, Undergraduate Studies

Title

Date

#### For College of Liberal Arts units only:

CLA - Curriculum, Instruction, and Advising Committee approved Writing Plan on \_\_\_\_\_

Date

Print Name

Title

## IV. Writing Plan Narrative, 3<sup>rd</sup> Edition

*Please retain section headers and prompts in your plan.*

### Introductory Summary:

Briefly describe the reason(s) this unit (department, school, college) become involved in the WEC project, the key findings that resulted from the process of developing this plan, and the implementation activities that are proposed in this Writing Plan, with particular attention to the following questions: what is new in this 3<sup>rd</sup> edition of the Writing Plan? What, if any, key changes have been made to the 2<sup>nd</sup> edition? What key implementation activities are proposed in this edition of the Writing Plan? (1 page maximum)

The School of Kinesiology is a multidisciplinary unit offering three undergraduate majors--Kinesiology (KIN), Recreation, Park & Leisure Studies (RPLS) and Sport Management (SMGT), three minors, and one certificate program. Each area offers a minor with the KIN minor focus on Coaching and RPLS minor focused on Outdoor Recreation and KIN also offers a certificate in Coaching. In the past 8 years, the three disciplines enrollment has increased significantly. Part of this enrollment increase was due to the popularity of SMGT and RPLS, and adding the RPLS minor and the SMGT minor. With the enrollment growth, the School of Kinesiology became the single highest unit in enrollment within the College of Education + Human Development, though the faculty numbers has stayed relatively the same. The School of Kinesiology undergraduate programs provide foundational education in exercise science, movement science, and social behavioral sciences with all requiring proficient communication skills within the context of the particular field.

This is the third edition of a writing plan adding to the 2010-2011 and 2011-2014 plan. The School of Kinesiology was an early adopter of the Writing Enrichment Curriculum due to the philosophical belief of our faculty and leadership in the importance that each student graduates with good writing skills and because each field of study and subsequent career area requires employees with good writing skills.

Since the creation and implementation of the 2011-2014 writing plan, we have experienced significant turn over in the tenured and tenured track and P and A teaching faculty. During this period two tenured track faculty member departed, two new tenured track were hired, and one of the members who left returned. Additionally two P&A teaching faculty took positions elsewhere and a new full time member was hired. Finally, the School of Kinesiology recruited and hired a new Director of the School beginning fiscal year 2012. Given these personnel changes, the School believes it is important to reevaluate the writing plan, inform and create awareness of the writing plan and engage the new faculty in the planning process.

During the most recent academic year the School of Kinesiology WEC ratings were conducted and the ratings reported. Unlike the general pattern of improvement between the first and second rating, in our third rating criteria rating we saw both improvements and some regression. The School desires to improve the writing skills of our students to proficient in all three of the disciplines, and in each identified criteria of the disciplines as well as developing programing that results in consistent writing proficiency or better. In this new writing plan, the criteria of each discipline have either been revised or are in the process of revision. Additionally, the School will enhance its support and awareness of WEC by being more visible in the administration's support of the program and expectations of faculty support of WEC. Finally strategic resources and activities will be planned and implemented to improve our student's writing capabilities.

**Section 1: DISCIPLINE-SPECIFIC WRITING CHARACTERISTICS**

What characterizes academic and professional communication in this discipline?

- There have not been substantial revisions to this section of the Writing Plan.
- There have been substantial revisions to this section of the Writing Plan. (Discuss these explicitly.)

School of Kinesiology faculty identified important skills for each of the three majors. The chart below indicates those writing skills that is relevant to each major as noted by a star (\*\*=highly relevant; \*=relevant). KIN identified each of the nine skills as highly relevant. RPLS and SMGT identified all as highly relevant except for the first skill and the third skill. Each major is in the process as part of this proposed three year plan in reviewing each of the nine skills to determine if any skills should be edited or added to and the relevancy of each skill per major.

Writing Characteristics	Major		
	KIN	RPLS	SMGT
1. Scientific (employing technical terminology) based on theoretical underpinnings, concepts, biological mechanisms	**	*	*
2. Synthesized and summarized	**	**	**
3. Organized with a systematic, logical progression: building, scaffolding argument leading to critical point	**	*	*
4. Comprehensible and replicable	**	**	**
5. Narrative (flows from beginning to middle to end)	**	**	**
6. Descriptive and observation-based	**	*	*
7. Critical, analytical; personal experience is applied to larger concepts; self-analytical, self-aware	**	**	**
8. Directed at both scientific and lay audiences (fans, students, faculty, scientific community)	**	**	**
9. Synthesized (i.e. pulling important points from literature and summarizing key information)	**	**	**

**Section 2: DESIRED WRITING ABILITIES**

With which writing abilities should students in this unit’s major(s) graduate?

- There have not been substantial revisions to this section of the Writing Plan.
- There have been substantial revisions to this section of the Writing Plan. (Discuss these explicitly.)

The KIN major has three focus groups that comprise this very broad discipline. The KIN focus groups are exercise science, movement science, and social behavioral, comprised of full time faculty (tenured/tenured track and P&A teaching faculty) that teach and conduct research in the specific areas. The RPLS major and SMGT major each have a single own focus group. The current writing abilities were originally determined through interviews with 15 KIN faculty, then significantly modified before being shared with an RPLS and SMGT representative. In

an attempt to have all full time faculty involved in identifying the writing abilities, each faculty member within each focus group has had the opportunity to provide feedback and from this collective feedback the writing abilities will be identified and modified for each major. By broadening the inclusion of faculty in the writing plan, we anticipate that greater inclusive will heighten the awareness of the School writing plan and improve the engagement of the faculty with the writing plan commitment. The current writing skills are noted below along with the relevance of each writing ability (\*\*=highly relevant; \*=relevant).

Writing Ability	Major		
	KIN	RPLS	SMGT
1. Use writing to develop critical thinking skills.	**		**
2. Describe and analyze movement and physical activity.	**		
3. Synthesize and interpret complex data.	**	*	*
4. Apply scientific data to real-world situations and practical problems.	**	*	*
5. Apply scientific research to personal experience.	**	*	*
6. Read journal articles for essential content and subsequently critically review literature to provide appropriate interpretation.	**	**	**
7. Demonstrates an understanding of scholastic ethics by integrating appropriate sources (paraphrasing, quoting, summarizing, and citing).	**	*	**
8. Correctly use A PA format for structure, organization, and citations.	**	*	**
9. Successfully write to and communicate with specific audiences (lay, scientific, professional) by addressing the audience's specific contexts.	**	**	**
10. Develop effective written, visual, and oral presentation skills.	**	**	**
11. Use technology appropriate for communication (e.g. presentation software, graphing software, and design software).	**	**	**

### Writing Ability Criteria:

Based on the writing abilities each major determined the Writing Abilities Rating Criteria. Since the focus groups are currently reevaluating the writing abilities the below noted Rating Criteria may be modified based upon the results of the reevaluation.

#	4-point scale (insufficient=0, approaching sufficiency=1, sufficient =2, more than sufficient=3)
	<b>Kinesiology</b>
	<b>Criteria</b>
1.	Describes research studies related to movement and/or physical activity.
2.	Analyzes strength and limitations of studies' representation of movement and/or physical activity.
3.	Synthesized complex data from multiple research studies.
4.	Interprets complex data, so that its meaning and use is clear.
5.	Applies scientific data to real-world situations and/or practical problems.
6.	Demonstrates and understanding of scholastic ethics by integrating appropriate source information (paraphrasing, quoting, summarizing, and citing).
7.	Correctly uses basic APA format for citing.

8.	Correctly uses basic APA format for structure and organization.
9.	Writes to specific audiences (lay, scientific, professional) by addressing the audience's specific contexts.

#	<b>4-point scale</b> (insufficient=0, approaching sufficiency=1, sufficient =2, more than sufficient=3)
	<b>Recreation, Park &amp; Leisure Studies</b>
	<b>Criteria</b>
1.	Describes research studies related to movement and/or physical activity.
2.	Synthesized complex data from multiple research studies.
3.	Interprets complex data, so that its meaning and use is clear.
4.	Applies scientific data to real-world situations and/or practical problems.
5.	Demonstrates and understanding of scholastic ethics by integrating appropriate source information (paraphrasing, quoting, summarizing, and citing).
6.	Correctly uses basic APA format for citing.
7.	Correctly uses basic APA format for structure and organization.
8.	Writes to specific audiences (lay, scientific, professional) by addressing the audience's specific contexts.

#	<b>4-point scale</b> (insufficient=0, approaching sufficiency=1, sufficient =2, more than sufficient=3)
	<b>Sport Management</b>
	<b>Criteria</b>
1.	Describes research studies related to movement and/or physical activity.
2.	Analyzes strength and limitations of studies' representation of movement and/or physical activity.
3.	Synthesizes complex data from multiple research studies.
4.	Interprets complex data, so that its meaning and use is clear.
5.	Applies scientific data to real-world situations and/or practical problems.
6.	Demonstrates and understanding of scholastic ethics by integrating appropriate source information (paraphrasing, quoting, summarizing, and citing).
7.	Correctly uses basic APA format for citing.
8.	Correctly uses basic APA format for structure and organization.
9.	Writes to specific audiences (lay, scientific, professional) by addressing the audience's specific contexts.

### **Section 3: INTEGRATION OF WRITING INTO UNIT'S UNDERGRADUATE CURRICULUM**

How is writing instruction currently positioned in this unit's undergraduate curriculum (or curricula)? What, if any, course sequencing issues impede an intentional integration of relevant, developmentally appropriate writing instruction?

- There have not been substantial revisions to this section of the Writing Plan.
- There have been substantial revisions to this section of the Writing Plan. (Discuss these explicitly.)

Since the School of Kinesiology's adoption of Writing Enriched Curriculum and the development of a writing plan, four faculty members have served in the role of liaison. This inconsistency and the significant change of faculty from when the original writing plan was created has affected the awareness and working knowledge of

the writing plan for all those that should be involved. At the same time, we have worked with several different contacts within the program, which has also contributed to the lack of continuity.

In Plan Three, the faculty seek to spend time renewing the initial commitment to WEC and to re-establish some of the gains made in earlier programs. A full review of the writing plan is scheduled for Spring 2016. Over the course of this time from the original plan to the present, each of the three majors have made curricular changes, thus these curricular changes should be evaluated and considered in the writing plan moving forward. The results of the aforementioned situation has resulted in the writing plan not being fully integrated throughout the undergraduate curriculum as is desired.

To address and improve upon the School's writing plans and resulting writing proficiency the following is planned;

1. Focus groups review the writing characteristics and writing abilities within each of the three majors and make recommendations to the Undergraduate Education Committee,
2. Focus groups review of the writing criteria of each major and make recommendations to the Undergraduate Education Committee,
3. Invite the Director of WEC to address the entire department regarding WEC and the rating results of 2014 and possible future School meetings,
4. Invite the Director WEC to address and work with the Undergraduate Education Committee as to ways to improve the writing plans and writing results,
5. Review any curricular changes in each of the majors, assess the impact on the writing plans and update the major sequences. Make recommendations to the Undergraduate Education Committee for structural plans to change the way that writing and writing instructions are sequenced,
6. Engage all faculty (TT and P&A teaching) in the process through focus group engagement,
7. Create a School environment in which WEC is emphasized and supported in that;
  - a. All faculty, teaching graduate assistants and outside instructors teaching undergraduates are aware of WEC and the School's writing plans,
  - b. Each fall conduct training of new faculty and graduate assistantship of WEC and the School's writing plans,
  - c. Establish WEC as a School priority, and
  - d. Provide frequent and consistent WEC resources for the School's faculty and students,
8. The School will better utilizes WEC and Writing Center resources by making faculty and students aware of the resources, communicating the resources frequently and provide easy accessibility of the resources,
9. Charge the Undergraduate Education Committee with oversight of WEC and the writing plans,
10. Propose the use of a WEC .25 graduate assistant, and
11. Upon the above mentioned plans the School will amend the 2014 writing plan and implement said new plan.

#### **Section 4: ASSESSMENT OF STUDENT WRITING**

What concerns, if any, have unit faculty and undergraduate students voiced about grading practices?

Please include a menu of criteria extrapolated from the list of Desired Writing Abilities provided in Section II of this plan. (This menu can be offered to faculty/instructors for selective adaptation and will function as a starting point in the WEC Project's longitudinal rating process.).

- There have not been substantial revisions to this section of the Writing Plan.
- There have been substantial revisions to this section of the Writing Plan. (Discuss these explicitly.)

The School has not created an avenue or formal mechanism to gather information about student grading concerns nor has there been new grading systems or practices in which the School is aware. The Associate Director was appointed responsibility of Student Affairs which on occasion a grade concern may be expressed by a student to the Associate Director. No systematic way has grading concerns been documented or addressed across the School.

The internal School structure is heavily based upon focus group involvement in reviewing and proposing new curriculum, recommending minor to major changes of curriculum including course content and student learning outcomes. Individual faculty members are responsible for the courses in which they have oversight, which may include courses they teach. An assessment of the faculty member's satisfaction that students are adequately familiar with writing expectations when translated into grading criteria is needed. By reconvening meetings with each focus group, we hope to make significant progress in this area.

**Section 5: SUMMARY OF IMPLEMENTATION PLANS, including REQUESTED SUPPORT, RELATION TO PREVIOUS IMPLEMENTATION ACTIVITIES, and SUSTAINABILITY PLANS**

What does the unit plan to implement during the period covered by this plan? What forms of instructional support does this unit request to help implement proposed changes? What are the expected outcomes of named support?

How do the implementation plans of the 3<sup>rd</sup> edition Writing Plan relate to implementation activities from the 1<sup>st</sup> and 2<sup>nd</sup> edition Writing Plans? What has been successful? What was not successful? How do implementation plans build on what was learned from the first year of implementation? How do implementation plans anticipate the ongoing application of this final edition Writing Plan?

How will the unit move toward ownership of the implementation process after the end of eligibility for WEC funding? When needed, what will be sources of funding and resource support? How will ongoing evaluation and improvement of the Writing Plan take place?

The School of Kinesiology plans to review, reevaluate and improve upon the School's writing plans with the objectives of increased student's writing proficiency, greater faculty engagement in WEC and the writing plan, to establish WEC as a School priority, and to develop an infrastructure, system, and assessment mechanism to reach and maintain excellence in our student's writing. The School's plans include, but are in no particular order, the following plan with identified target dates;

1. Focus groups review the writing characteristics and writing abilities within each of the three majors and make recommendations to the Undergraduate Education Committee (2015-2016)
2. Focus groups review the writing criteria of each major by the major's focus groups and make recommendations to the Undergraduate Education Committee (2015-2016),
3. Invite the Director of WEC to address the entire department regarding WEC and the rating.
4. Invite the Director of WEC or other team member to address and work with the Undergraduate Education Committee as to ways to improve the writing plans and writing results.

5. Schedule WEC workshops on responding to student writing and developing effective grading rubrics, with additional activities to be determined as need arises.
6. The School's WEC liaison will work closely with the WEC Director in implementing and evaluating these plans (continuously),
7. Review any curricular changes in each of the majors, assess the impact on the writing plans and update the major sequences. Make recommendations to the Undergraduate Education Committee for structural plans to change the way that writing and writing instructions are sequenced (2014 and upon curriculum changes),
8. Engage all faculty (TT and P&A teaching) in the process of implementing the writing plan through focus group engagement (continuously),
9. Create a School environment in which WEC is emphasized and supported in that;
  - a. All faculty, teaching graduate assistants and outside instructors teaching undergraduates are made aware of WEC and the School's writing plans (ongoing),
  - b. Each fall, conduct training of new faculty and graduate assistantship on WEC and the School's writing plans (annually),
  - c. Establish WEC as a School priority (Fall 2014),
  - d. Increase the communication to the stakeholders of WEC and the writing plan (Fall 2014 and maintain), and
  - e. Provide frequent and consistent WEC resources for the School's faculty and students (ongoing).
10. The School works to better utilizes WEC and Writing Center resources by making faculty aware of the resources, communicating the resources frequently and provide easy accessibility of the resources (ongoing). Such resources are to include;
  - a. Prepare 5 minute writing workshops material provided to all undergraduate instructors,
  - b. Ensure that students are given writing assignments that invite them to contribute meaningfully to the fields, assignments that detail clear (but non-prescriptive) expectations and offer opportunities to turn in more than one draft. Provide resource material to help instructors to understand and implement 9.b., and
  - c. Address: (a) students' understanding of how and why sources are used in academic writing and (b) technical proficiency (citation mechanics and integrating sources into text). Work with instructors on ways to teach and include this in the instructor's classes.
11. Charge the Undergraduate Education Committee with oversight of WEC and the writing plans, making recommendations to the School's Director (2015 and ongoing),
12. Determine a mechanism to formally track student feedback, grading concerns, understanding of writing expectations (2015),

Upon the above mentioned plans the School will amend the 2015 writing plan, consider the opportunity for a fiscal request, and implement said new plan.

#### **Section 6: PROCESS USED TO CREATE THIS WRITING PLAN**

How, and to what degree, were a substantial number of stakeholders in this unit (faculty members, instructors, affiliates, teaching assistants, undergraduates, others) engaged in providing, revising, and approving the content of this Writing Plan?

The rating results of the 2014 were shared with the Director and Business Group Fall 2014, along with the entire School personnel (via department meeting and follow up email). The ratings were discussed among the faculty and faculty met with the WEC Director with ideas for improvements discussed. Each focus area of the three majors are represented on the Undergraduate Education Committee. This Undergraduate Education Committee

met with the WEC Director (October 2014) and the committee discussed WEC, the writing plan, 2014 ratings and ways to improve. The writing plan was submitted to the Undergraduate Education Committee for approval and then to the Director for approval.

**Section 7: CONNECTION TO STUDENT LEARNING OUTCOMES**

Briefly describe how the ideas contained in this Undergraduate Writing Plan address the University's Student Learning Outcomes (<http://www.slo.umn.edu>).

The University of Minnesota Student Learning Outcomes state that at the time of receiving a Bachelor's degree, students:

1. Can identify, define, and solve problems,
2. Can locate and critically evaluate information,
3. Have mastered a body of knowledge and a mode of inquiry,
4. Understand diverse philosophies and cultures within and across societies,
5. Can communicate effectively,
6. Understand the role of creativity, innovation, discovery, and expression across disciplines, Have acquired skills for effective citizenship and life-long learning.

The desired writing abilities and characteristics in the School of Kinesiology writing plan are in close alignment with each of the University's Student Learning Outcomes as demonstrated by the table below:

Writing Ability	Student		Learning			Outcomes	
	1	2	3	4	5	6	7
1. Use writing to develop critical thinking skills.	X		X		X	X	X
2. Describe and analyze movement and physical activity.	X	X	X				
3. Synthesize and interpret complex data.	X	X	X	X	X	X	X
4. Apply scientific data to real-world situations and practical problems.	X	X	X		X		X
5. Apply scientific research to personal experience.	X	X	X	X	X	X	X
6. Read journal articles for essential content and subsequently critically review literature to provide appropriate interpretation.	X	X	X	X	X	X	X
7. Demonstrates an understanding of scholastic ethics by integrating appropriate sources (paraphrasing, quoting, summarizing, and citing).	X			X		X	X
8. Correctly use APA format for structure, organization, and citations.		X			X	X	X
9. Successfully write to and communicate with specific audiences (lay, scientific, professional) by addressing the audience's specific contexts.	X	X	X	X	X	X	X
10. Develop effective written, visual, and oral presentation skills.			X		X		X
11. Use technology appropriate for communication (e.g. presentation software, graphing software, and design software).			X		X	X	X

## V. WEC Research Assistant (RA) Request Form

*This form is required if RA funding is requested. If no RA funding is requested please check the box below.*

No RA Funding Requested

RAs assist faculty liaisons in the WEC Writing Plan implementation process. The specific duties of the RA are determined in coordination with the unit liaison and the WEC consultant, but should generally meet the following criteria: they are manageable in the time allotted, they are sufficient to their funding, and they have concrete goals and expectations (see below).

RA funding requests are made by appointment percent time (e.g., 25% FTE, 10% FTE, etc.). Appointment times can be split between two or more RAs when applicable (e.g., two 12.5% appointments for a total of 25% FTE request). Total funds (including fringe benefits when applicable) need to be calculated in advance by the liaison, usually in coordination with administrative personnel<sup>i</sup>.

Please note that, outside of duties determined by the liaison, WEC RAs may be required to participate in specific WEC activities, such as meetings, Moodle discussion boards, and surveys.

RA Name (Use TBD for vacancies): \_\_\_\_\_

RA Contact Information: email \_\_\_\_\_, phone \_\_\_\_\_

Period of appointment (Semester/Year to Semester/Year): \_\_\_\_\_

RA appointment percent time: \_\_\_\_\_

Define in detail the tasks that the RA will be completing within the funding period:

Define deadlines as applicable (please note that all deadlines must be completed within the funding period):

Describe how frequently the RA will check in with the liaison:

Describe in detail the RA's check-in process (e.g., via email, phone, in-person, etc.):

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<sup>i</sup> An example for determining funding for appointments can be found on the WEC Liaison Moodle. This is for planning and example purposes only and cannot be used to determine final budget items for the Writing Plan.

## VI. WEC Writing Plan Reque

Unit Name:  

Financial Requests (requests cannot include faculty salary support) drop-down choices will appear when cell next to "semester" is selected

**Total Financial Request:** \$0.00

Semester 1: Fall 2015		Semester 2: Spring 2016		Semester 3: Fall 2016	
Item	Cost	Item	Cost	Item	Cost
<b>Semester 1 Total:</b>		<b>Semester 2 Total:</b>		<b>Semester 3 Total:</b>	
\$0.00		\$0.00		\$0.00	

### Rationale for costs and their schedule of distribution

At present, the School of Kinesiology would like to advance no fiscal request until the first elements of Writing Plan Three are implemented through faculty development. Should the discussions of year one of the the plan demonstrate the need for resources, the School of Kinesiology would resubmit an addendum to this original budget for approval by the CWB and Office of the Provost.

Service Requests drop-down choices will appear when a cell in the "service" column is selected

Semester 1: Fall 2015		Semester 2: Spring 2016		Semester 3: Fall 2016	
Service	Qty	Service	Qty	Service	Qty
Consultation	prn	Workshop	1	Workshop	1
		Consultation	prn	Consultation	prn
		Other	1		

### Description and rationale for services

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Workshops will include responding to student writing (Spring 2016) and grading and rubrics (2017). Further workshops will be planned based on determined needs. Spring 2016 other is the visit to the department and meeting with the full faculty by the WEC director. Fall 2017 Other is the TA training and orientation discussed in the part five. Consultation with individual faculty and faculty focus groups will be convened as needed, with special attention to the first two years of the plan.

Semester 4: Spring 2017		Semester 5: Fall 2017		Semester 6: Spring 2018	
Item	Cost	Item	Cost	Item	Cost
Semester 4 Total:		Semester 5 Total:		Semester 6 Total:	
	\$0.00		\$0.00		\$0.00

Semester 4: Spring 2017		Semester 5: Fall 2017		Semester 6: Spring 2018	
Service	Qty	Service	Qty	Service	Qty
Workshop	1	Workshop	1	Workshop	1
Consultation	prn	Consultation	prn	Consultation	prn
		Other	1		