

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Institution: University of West Georgia

Date Completed at the Institution:

Name of Proposed Program/Inscription: Sport Management

Degree: Master of Science

Major: Sport Management

CIP Code: 31.0504

Anticipated Implementation Date: Fall 2018

Delivery Mode (check the most appropriate delivery mode in the box below):

On-campus, face-to-face only	
Off-campus location, face-to-face only (specify the location):	
Online Only	x
Combination of on-campus and online (specify whether 50% or more is offered online for SACS-COC)	
Combination of off-campus and online (specify whether 50% or more is offered online for SACS-COC)	
Hybrid, combination delivery, but less than 50% of the total program is online based on SACS-COC	
Contractual Location (specify the location):	

School/Division/College: College of Education

Department: Department of Sport Management, Wellness, and Physical Education

Departmental Contact: Dr. Markesha Henderson, mhenderson@westga.edu, 678-839-6149

Approval by President or Vice President for Academic Affairs:

Approval by Vice President for Finance/Business (or designee) and contact information:

Approval by Vice President for Facilities (if different from VP- Finance or designee) and contact information:

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- 1) **Rationale:** Provide the rationale for proposing the new academic program.

Many of the careers in sport management, particularly those in intercollegiate athletics and sport analytics, require a master's degree. A master's in sport management with an option of an intercollegiate athletic management or sport analytics concentration will fill a current gap in educational offerings for students pursuing advanced degrees in the discipline. The interdisciplinary nature of sport management makes it possible to support students from multiple academic backgrounds who wish to advance their careers in the sport industry. The program would support students who achieved an undergraduate degree in sport management that want to further their education beyond the general curriculum and pursue a specific focus more relevant to their sector of sport. Likewise, the program would support students who do not have an undergraduate degree in sport management but are looking to extend their knowledge to advance their careers in the sport industry.

- 2) **Mission Fit and Disciplinary Trends:** Description of the program's fit with the institutional mission and nationally accepted trends in the discipline (explain in narrative form). If the program is outside of the scope of the institutional mission and sector, provide the compelling rationale for submission.

The mission of the University of West Georgia is "to enable students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring, student-centered community". The undergraduate program in sport management has embodied the mission with an action-oriented and engaging curriculum rooted in professional development. The undergraduate program prepares students for entry-level positions in the sport industry in scholastic, collegiate, municipal, corporate, and professional sport management. Many of the positions beyond entry-level require an advanced degree. Trends in the discipline indicate mid-level and senior-level positions require at least a master's degree in a related field. The addition of a master's program in sport management aligns with the mission to enable students to realize their full potential. The program would support professionals in the sport industry who wish to expand their careers with a fully online program delivery to allow them to continue working while continuing their education.

- 3) **Description and Objectives:** Program description and objectives (explain in narrative form).

The proposed program aims to (1) increase participant knowledge of administration, leadership, and finance management in sport, (2) prepare students to address critical issues that rest at the intersection of higher education administration and college athletics, and (3) help students develop proficiencies in data-driven decision-making.

While the program prepares students to serve in a variety of sectors, the proposed program will focus specifically on two emerging areas in the discipline: intercollegiate athletics administration and sport analytics.

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The program will consist of seven foundational courses that cover numerous aspects critical for the administration of sport programs. Students will also select four electives with an option to take the courses in a concentration or combine electives across concentrations.

The concentration in Intercollegiate Athletic Administration will focus on sport administration in a higher education context. Coursework includes compliance and regulatory issues specifically for intercollegiate athletic competition, student-athlete development and welfare, and fundraising and development. Administrators who work or plan to work at the intersection of college sports and higher education require a specialized curriculum due to the unique challenges and experiences.

The Sport Analytics concentration prepares students to apply data science to problems facing sport organizations. Sport Analytics involves the application of statistical methods, quantitative analysis, and predictive models to gain insight and help sport organizations make decisions about player and team performance, fan engagement, financial, and marketing strategies. Sport managers who possess data analytics skills are uniquely qualified and strategically positioned to meet the growing needs of sport organizations for professionals with those skills.

The academic experience will culminate with a comprehensive exam and a three credit experiential learning course. The comprehensive exam will allow the student to demonstrate mastery of the content in the foundational courses. After passing the comprehensive examination with a score of 80% or above, students will select either a research proposal or capstone project to demonstrate the ability to apply the knowledge they acquired in coursework to real-world situations in the sport industry.

The online delivery method will increase the institution's footprint across the state, region, and nation. Geographical diversity of program participants also enriches the learning environment. This is also value added for the sport management undergraduate program. Participants in the master's program build a relationship and connection to the university, which can lead to networking opportunities for our undergraduate students who participate in practica and internships to meet degree requirements.

- 4) **Need:** Description of the justification of need for the program. (Explain in narrative form why the program is required to expand curricular academic offerings at the institution, the data to provide graduates for the workforce, and/or the data in response to specific agency and/or corporation requests in the local or regional area.)

The College of Education at the University of West Georgia currently offers more graduate programs than any other college at the institution. The Department of Sport Management, Wellness and Physical Education is currently the only department in the College of Education that does not offer post-baccalaureate degrees.

According to O*Net, a database of occupational information developed for the U.S. Department of Labor, 66% of post-secondary administrators and 66% of operations

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research analysts have a master's degree or higher. The expansion of the UWG sport management curriculum to include a master's degree with a focus on intercollegiate athletics administration and sports analytics would meet the educational needs of students who wish to pursue these emerging professions. Although there are other sport management programs in the state and many offer courses for intercollegiate athletics and sport analytics, no other sport management programs in the USG system offer these two topics as a concentrated area of study. The creation of this program fills a need for the institution, for the USG system, and for the region.

- 5) **Demand:** Description of how the program demonstrates demand. (Explain in narrative form the data that supports demand for the program from existing and potential students and requests from regional industries.)

Prior to submitting the proposal, a comparative analysis of Master of Science in Sport Management Programs (Appendix A) was conducted to determine the appropriate structure for a graduate program in sport management at UWG and what concentrations would fill a gap in current educational offerings. The results of the analysis, feedback from employers, and feedback from current and former students indicated intercollegiate athletic administration and sport analytics are two emerging sectors that have limited resources for advanced degrees.

Based on the career plans submitted by the undergraduate sport management students at the conclusion of their coursework, many indicated the desire to pursue post-graduate studies. Program alumni that attend graduate school typically opt for fully online programs so they can continue to work while studying.

The University of West Georgia is fortunate to be located 40 miles west of an international epicenter for sport--Atlanta, GA. Many of the professionals working in intercollegiate athletics or sport analytics reside outside of Carrollton, GA, therefore, the online delivery format would be ideal for those who are unable to commute for face-to-face classes at our Newnan or Carrollton campuses. There are approximately 127 colleges and universities in the state of Georgia, many of which offer intercollegiate athletics. The intercollegiate athletics concentration could support the professional development of athletics department staff working at the various institutions across the state and region, while providing flexibility to meet the time demands of the sport industry that often do not adhere to regular business hours.

In addition to intercollegiate athletics personnel and those who aspire to work in college athletics, Atlanta is also home to multiple major sports teams. The sport analytics concentration can meet the needs of front office staff and other sports professionals.

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For individuals who are still exploring opportunities or are not specifically seeking specialization in intercollegiate athletics or sport analytics, the foundation courses provide a comprehensive educational option for the sport management generalist. The concentrations are not required for those who want more flexibility with electives and students may select a combination of electives that are aligned with their interests.

- 6) **Duplication:** Description of how the program does not present duplication of existing academic offerings in the geographic area and within the system as a whole. If similar programs exist, indicate why these existing programs are not sufficient to address need and demand in the state/institution's service region and how the proposed program is demonstrably different.

Although there are several sport management programs in Georgia and in the region, the composition of the programs vary greatly. This is attributed to the interdisciplinary nature of sport management as an academic field. For example, University of Georgia, the flagship institution, offers a Master of Science in Kinesiology with a concentration in sport management and policy. Georgia State University has a Master of Science in Sports Administration. The delivery format is face-to-face and it does not include concentrations. Georgia Southern offers a full online Master of Science in Sports Management. The program does not offer tracks in intercollegiate athletic management or sport analytics. Kennesaw State University offers undergraduate degrees in sport management and a sport analytics certificate but does not offer a master's degree.

Outside of the USG, Emory University and Georgia Institute of Technology offers graduate programs in business analytics but does not have a sport focus. Jacksonville State University in Alabama offers a Master of Science in Sport Management but does not offer concentrations in intercollegiate athletics or sport analytics.

After researching other programs (including Georgia State, Georgia Southern, American University, University of Wisconsin-Whitewater, Florida State, University of Florida, and Indiana University), the proposed program is a unique offering and addresses a need in the discipline but does not duplicate offerings at other institutions inside or outside of the USG system. The proposed program fills an important gap in educational offerings in the state and region and addresses the growing needs of the sport marketplace.

- 7) **Collaboration:** Is the program in collaboration with another USG Institution, TCSG institution, private college or university, or other entity?
Yes ___ or No X (place an X beside one)
If yes, list the institution below and include a letter of support from the collaborating institution's leadership (i.e., President or Vice President for Academic Affairs) for the proposed academic program in the appendix.
- 8) **Forecast:** If this program was not listed on your academic forecast for the 2018 – 2019 academic year, provide an explanation concerning why it was not forecasted, but is submitted at this time.

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N/A

9) **Admission Criteria:** List the admission criteria for the academic program.

- a) Include all required minima scores on standardized tests.
- b) Include the required grade point average requirement.

Admission criteria include the following:

- Graduate Application
- Online interview
- Resume/CV
- Two letters of Recommendation (one from faculty member at previous institution)
- Official University Transcripts from all institutions attended
- An undergraduate GPA of 2.7 or higher
- The GRE® General Test
 - Verbal Reasoning Score - 149
 - Quantitative Reasoning Score - 146
 - Analytical Writing Score – 3
- Admission would be restricted to fall and summer terms only
- For international applicants, a minimum score of 69 on the internet-based (IBT) TOEFL or 523 on the paper-based TOEFL examination is required

10) **Curriculum (See the form below this series of questions and please complete.)**

- a) List the entire course of study required to complete the academic program. Include the course prefixes, course numbers, course titles, and credit hour requirement for each course. Indicate the word “new” beside new courses.

Course Descriptions and Learning Outcomes are listed in APPENDIX B. Students must complete 7 required core courses (21 credits), 4 electives (12 credits) and 1 experiential learning course (3 credits) along with completing a comprehensive examination with a score of 80% or above.

REQUIRED CORE COURSES

SPMG 6001 – Social Issues in Sport	3	
SPMG 6102 – Revenue Generation in Sport	3	
SPMG 6110 – Sport Law	3	
SPMG 6120 – Strategic Management of Sport Organizations	3	NEW
SPMG 6130 – Research and Assessment in Sport	3	NEW
SPMG 6140 – Strategic Sales and Marketing for Sport Organizations	3	NEW
SPMG 6150 – Applied Communication and Technology in Sport	3	NEW

INTERCOLLEGIATE ATHLETICS ELECTIVES

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SPMG 6200 – Intercollegiate Athletics Management	3	NEW
SPMG 6210 – Student-Athlete Development	3	NEW
SPMG 6220 – Compliance and Eligibility	3	NEW
SPMG 6230 – Advanced Event Management and Operations	3	NEW

SPORT ANALYTICS ELECTIVES

SPMG 6300 – Introduction to Sport Analytics	3	NEW
SPMG 6310 – Big Data and Statistical Analysis in Sport	3	NEW
SPMG 6320 – Analytics in Sport Business	3	NEW
SPMG 6330 – Applied Network Analysis in Sport	3	NEW

GENERAL ELECTIVES

SPMG 7685 – Special Topics in Sport Management	1-3	NEW
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EXPERIENTIAL LEARNING COURSES

SPMG 7100 – Sport Management Research	3	NEW
SPMG 7110 – Sport Management Capstone	3	NEW

- b) Provide a sample program of study that includes the course prefixes, course numbers, and course titles and credit hour requirement for each course. Indicate the word “new” beside new courses.

The program courses do not have to be taken sequentially. A 6-credit hour course load will be considered full-time enrollment but courses will be offered so students who wish to take more courses have the ability to do so. The flexibility also allows for students who do not wish to take summer school to take more courses in fall and spring terms and still complete the program in 2 years.

Sample Program of Study – 6 credit hours (with summer option)

	Semester	Course/Title	Hours
Year 1	Fall	SPMG 6120 – Strategic Management of Sport Organizations (NEW) SPMG 6130 – Research and Assessment in Sport (NEW)	3 3
	Spring	SPMG 6001 – Social Issues in Sport SPMG 6110 – Sport Law	3 3
	Summer	SPMG 6XXX – Elective 1 of 4 (NEW) SPMG 6XXX – Elective 2 of 4 (NEW)	3 3
Year 2	Fall	SPMG 6140 – Strategic Sales and Marketing for Sport Organizations (NEW) SPMG 6150 – Applied Communication and Technology in Sport (NEW)	3 3
	Spring	SPMG 6102 - Revenue Generation in Sport SPMG 6XXX – Elective 3 of 4 (NEW)	3 3
	Summer	SPMG 6XXX – Elective 4 of 4 (NEW)	3

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		SPMG 7100 – Sport Management Research (NEW) OR SPMG 7110 – Sport Management Capstone (NEW)	3
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Sample Program of Study – 9 credit hours (no summer classes)

	Semester	Course/Title	Hours
Year 1	Fall	SPMG 6120 – Strategic Management of Sport Organizations (NEW)	3
		SPMG 6130 – Research and Assessment in Sport (NEW)	3
		SPMG 6XXX – Elective 1 of 4 (NEW)	3
	Spring	SPMG 6001 – Social Issues in Sport SPMG 6110 – Sport Law SPMG 6XXX – Elective 2 of 4 (NEW)	3 3 3
Year 2	Fall	SPMG 6140 – Strategic Sales and Marketing for Sport Organizations (NEW)	3
		SPMG 6150 – Applied Communication and Technology in Sport (NEW)	3
		Elective 3 of 4 (NEW)	3
	Spring	SPMG 6102 - Revenue Generation in Sport SPMG 6XXX – Elective 3 of 4 (NEW)	3 3
		SPMG 7100 – Sport Management Research (NEW) OR SPMG 7110 – Sport Management Capstone (NEW)	3

- c) List and reference all course prerequisites for required and elective courses within the program. Include the course prefixes, numbers, titles, and credit hour requirements.

Pre-requisite requirements for SPMG 7100 Sport Management Research (3) and SPMG 7110 Sport Management Capstone (3) include completion of at least 24 credit hours, score of 80% or above on comprehensive examination, and completion SPMG 6120 Research and Assessment in Sport (3).

SPMG 6300 Introduction to Sport Analytics (3) is a pre-requisite course for SPMG 6310 Big Data and Statistical Analysis in Sport (3), SPMG 6320 Analytics in Sport Business (3), SPMG 6330 Applied Network Analysis in Sport (3)

The comprehensive examination can be taken at anytime following completion of the seven core courses. It is an online examination and will include content from the core courses. Students must pass the comprehensive examination with a score of 80% or above to enroll in the experiential learning course and complete the program. Students will be allowed to retake the exam twice. If a student fails to achieve the minimum score upon two retakes, the student must submit an appeal. The Program Coordinator or designee will set an academic plan for the student to demonstrate mastery of the content before proceeding with the experiential learning course.

- d) State the total number of credit hours required to complete the program, but do not include orientation, freshman year experience, physical education, or health and wellness courses per the Academic and Student Affairs Handbook, Section 2.3.1.

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Total credit hours required: 36

- e) If this is a doctoral program, provide the names of four external reviewers of aspirational or comparative peer programs complete with name, title, institution, e-mail address, and telephone number. External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

N/A

- f) If internships, assistantships, or field experiences are required to complete the academic program, provide information documenting internship or field experience availability and how students will be assigned, supervised, and evaluated.

Students will have the option to gain field experience and satisfy the Experiential Learning Requirement by enrolling in SPMG 7110 Sport Management Capstone (3). The capstone experience will require approval of the instructor before enrolling and must be outside of their regular work responsibilities if the experience is with their current employer. Prior to enrollment, the student must successfully pass the Comprehensive Exam. Participants will submit an application for capstone experience along with a proposal that includes an outline of duties, experience objectives, deliverable at the end of the experience (paper, presentation, event, etc.) and signature of field experience supervisor/organization representative, if appropriate. Once the capstone project is approved, an agreement will be sent to the cooperating organization/entity. Students in the course will be required to submit weekly progress reports in the learning management system that also includes a reflection on the experience. The agreed-upon deliverable will be due on the last day of the term for which the student was enrolled in the course. The cooperating organization/entity will complete an evaluation at the end of the project and the capstone instructor will evaluate the work submitted and issue a letter grade.

- g) Within the appendix, append the course catalog descriptions for new courses. Include the course prefixes, course numbers, course titles, and credit hour requirements.

Appendix B – Course Catalog Descriptions

- 11) **Waiver to Degree-Credit Hour** (if applicable): State whether semester credit-hours exceed maximum limits for the academic program and provide a rationale.

N/A

- 12) **Student Learning Outcomes:** Student Learning outcomes and other associated outcomes of the proposed program (provide a narrative explanation).

At the conclusion of the program, students who have successfully passed and actively engaged in the coursework will:

- 1) Identify and apply key concepts in the core areas of sport management including management, sales, marketing, communication, sport law, risk management, and finance.

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- 2) Demonstrate the ability to use research to address the social, political, and human development issues associated with sport participation and administration.
 - 3) Demonstrate proficiency in professional writing and presenting information to an audience of stakeholders.
 - 4) Use critical thinking and analytical reasoning skills to collect, analyze, and evaluate data to develop strategies and solve complex problems in the sport industry.
- 13) **Assessment and Quality:** Describe institutional assessments throughout the program to ensure academic quality, viability, and productivity as this relates to post-approval enrollment monitoring, degree productivity, and comprehensive program review.

The Commission on Sport Management Accreditation (COSMA) has published a Statement of Academic Quality that lists characteristics of excellence for sport management programs. Although we will not initially seek COSMA accreditation, the statement provides useful guidelines for structuring a program with academic quality, productivity and viability. The full statement is included in APPENDIX C.

Program Learning Outcomes

The core courses contain content identified as critical areas of importance for sport managers in multiple sectors of the industry. Each program learning outcome is linked to key assessments strategically aligned in the seven core courses required in the program. To assess the student learning outcomes students must pass a comprehensive exam on the content covered in the seven core courses before registering for the experiential learning course. The artifacts used to assess student learning outcomes include academic and professional essays, oral presentations, exams, research- and data-based projects. Students are required to complete an experiential learning course to demonstrate the ability to apply what they have learned to practical experiences in the sport industry. To satisfy this requirement, students will either do a research proposal or capstone project. Program faculty and outside evaluators will evaluate the projects using a rubric to ascertain whether learning objectives have been satisfied and demonstrated. Information from these evaluations will be used to make data-driven decisions to improve teaching.

Post Approval Enrollment Monitoring

Profile data of students who applied for admission to the program as well as those ultimately selected will be collected and reviewed annually. GRE Test Scores, Undergraduate GPA data, and Interview Rubric Scores will be aggregated during the application process. The optional demographics information collected at the time of application, such as gender, geographic location, and race/ethnicity will also be reviewed.

Degree Productivity

We will collect and keep track of student progress toward completion. Attrition rates will be reviewed annually along with the DFW rates of individual courses.

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Comprehensive Program Review

Each year, all programs in the College of Education are required to evaluate the degree programs and set assessment goals. The data are reviewed at the beginning of every year to determine whether program objectives are met and recommendations are made to improve the overall scores. Aggregate data from key assessments will be reviewed annually and program faculty will identify areas where gains were made and areas where improvement is needed. The ongoing assessment efforts will also include exit interviews and surveys to determine student satisfaction and identify areas for improvement.

- 14) **Accreditation:** Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate NA).

N/A - Disciplinary accreditation is not required in sport management. However, the guidelines published by the Commission on Sport Management Accreditation serves as a useful resource for determining learning outcomes.

- 15) **Enrollment Projections:** Provide projected enrollments for the program specifically during the initial years of implementation.
- Will enrollments be cohort-based? Yes___ or No__X___ (place an X beside one)
 - Explain the rationale used to determine enrollment projections.

	First FY 19	Second FY 20	Third FY 21	Fourth FY 22
I. ENROLLMENT PROJECTIONS				
Student Majors				
Shifted from other programs				
New to the institution	12	16	20	20
Total Majors	12	28	36	40
Course Sections Satisfying Program Requirements				
Previously existing		8	17	17
New	8	9	0	0
Total Program Course Sections	8	17	17	17
Credit Hours Generated by Those Courses				
Existing enrollments		216	288	360
New enrollments	216	288	360	360
Total Credit Hours	216	504	648	720

Although the projected demand for the program will be much greater, the goal is to start with a smaller inaugural class so that existing undergraduate faculty can cover classes until new faculty lines are acquired. The projections are conservative enough to ensure students do not delay completion due to

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limited class availability, yet provide a learning environment that makes substantive individualized feedback possible.

16) Faculty

- a) Provide the total number of faculty members that will support this program: 6
- b) Provide an inventory of faculty members directly involved with the administration and instruction of the program. Annotate in parentheses the person who holds the role of department chair. For each faculty member listed, provide the information below in tabular form. Indicate whether any positions listed are projected new hires and currently vacant. (Multiple rows can be added to the table.) *Note: The table below is similar to the SACS-COC faculty roster form.*

Faculty Name	Rank	Courses Taught (including term, course number & title, credit hours (D, UN, UT, G))	Academic Degrees & Coursework (relevant to courses taught, including institution & major; list specific graduate coursework, if needed)	Current Workload	Other Qualifications & Comments (related to courses taught)
Dr. Brian Mosier (F)	Associate Professor (Department Chair)	MGED-4264L (Methods for Integrating Sci/Ma) PHED-2602 (Intro to Teaching Hlth & Phys Ed) PHED-3401 (Integrating Technology in HPE) PHED-3500 (Educ Games, Gymnastics & Dance) PHED-3501 (Skills & Strat in Stren & Cond) PHED-3504 (Skills/Strat in Invasion Games) PHED-3671 (Phys Education in Elem Schools)	B.S., Physical Education, Florida State University, 1998 M.S., Physical Education: Sports Management, Florida State University, 2000 Ph.D., Physical Education: Curriculum and Instruction, Florida State University, 2010	1/1	Department Chair

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		<p>PHED-3710 (Assessing Performance in HPE)</p> <p>PHED-3720 (Adapted Phys Ed Field Experi)</p> <p>PHED-4689 (Teaching Internship Seminar)</p> <p>PWLA-1600 (Personal Wellness)</p> <p>PWLA-1615 (Badminton: Beginning)</p> <p>PWLA-1618 (Basketball)</p> <p>PWLA-1691 (Tennis: Beginning)</p> <p>PWLA-1695 (Volleyball: Beginning)</p> <p>SEED-4240L (Inst Strat for Sec Math Ed I)</p> <p>SEED-4242L (Inst Strt for Sec Science Ed L)</p> <p>SEED-4243L (Inst Strat for Sec Soc St Lab)</p> <p>SPED-3715 (The Incl Classrm: Diff Inst)</p> <p>SPMG-4686 (Internship)</p>			
Dr. Markesha Henderson (F)	Assistant Professor	<p>EDSI-9998 (Research for Doc Dissertation)</p> <p>SPMG-3661 (Sociology of Sport)</p> <p>SPMG-3665 (Communication in Sport)</p>	<p>B.A., Journalism, University of Wisconsin - Madison, 1999</p> <p>B.A., Communication Arts, University of Wisconsin - Madison, 1999</p> <p>M.S., Sport Administration,</p>	3/3	Specialization in Intercollegiate Athletics Administration

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		SPMG-4584 (Pre-Intern Sem in Sport Mgmt) SPMG-4685 (Sport and Social Media) SPMG-4686 (Internship) XIDS-2002 (Sports, Society and Culture)	Georgia State University, 2003 Ed.D., Higher Education Administration, The George Washington University, 2013		
Dr. Glaucio Scremin (F)	Associate Professor	SPMG-3660 (Mgmt Ethics/Governance in Sport) SPMG-3661 (Sociology of Sport) SPMG-3662 (Mngmnt & Ldrshp in Sports Orgs) SPMG-3670 (Practicum) SPMG-4584 (Pre-Intern Sem in Sport Mgmt) SPMG-4665 (Sport Marketing and Promotion) SPMG-4668 (Human Resource Mgmnt in Sport) SPMG-4685 (Fitness Management) SPMG-4686 (Internship)	B.S., Health Sciences, Lock Haven University, 2000 M.S., Sport Studies, United States Sports Academy, 2005 Ed.D., Sports Management, United States Sports Academy, 2008	3/3	
Dr. Young Suh (F)	Assistant Professor	SPMG-3661 (Sociology of Sport) SPMG-3662 (Mngmnt & Ldrshp in Sports Orgs) SPMG-3665 (Communication in Sport)	B.S., Mechanical Engineering, Business Administration (Double Major), Sung Kyun Kwan University, 2001 M.S., Sport Management, Florida State University, 2006	3/3	Specialization in Sport Analytics

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		SPMG-4665 (Sport Marketing and Promotion) SPMG-4680 (Applied Res Meth in Sprt Mgmt) SPMG-4685 (Sport Analytics & Fan Engageme)	Ph.D., Sport Management, Indiana University, 2010		
Dr. Junqui Wang (F)	Assistant Professor	SPMG-3664 (Econ & Finance in Sport) SPMG-3665 (Communication in Sport) SPMG-4667 (Legal Issues for Sport Mgmt)	B.A., Journalism, Shanghai University of Sport, 2009 M.A., Communication, Tongji University, 2012 M.S., Sport Management, University of Georgia, 2013 Ph.D., Sport Management, University of Georgia, 2017	3/3	Specialization in Sport Analytics
Jennifer Pecoraro (F)	Instructor	SPMG-2600 (Introduction Sport Management) SPMG-3661 (Sociology of Sport)	B.A., English, Secondary Education, Georgia State University, 2012 B.S. Minor, Philosophy, Georgia State University, 2012 M.S., Sport Administration, Georgia State University, 2015 Ph.D. Candidate, Sport Administration, Georgia State University, 2018	4/5	
New Hire 2019 (F)				3/3	An individual with intercollegiate athletics administration background and expertise
New Hire Adjunct				1/1	Sports Practitioner with an earned

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2018 (P)					doctorate in sport management or related discipline
New Hire Adjunct 2018 (P)				1/1	Sports Practitioner with an earned doctorate in sport management or related discipline

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Non-transferable, Undergraduate Transferable, Graduate

- c) Explain how faculty workloads will be impacted by the proposed new program.

Each of the full-time sport management faculty would shift one of their classes each semester from the undergraduate program to teach a course in the graduate program. Currently, the undergraduate program is able to support the hiring of adjunct instructors to cover courses vacated by full-time faculty. After the first year, full-time faculty will balance their teaching load between the undergraduate and graduate classes based on the course offerings for the semester.

- d) Explain whether additional faculty will be needed to establish and implement the program. Describe the institutional plan for recruiting additional faculty members in terms of required qualifications, financial preparations, timetable for adding faculty, and whether resources were shifted from other academic units, programs, or derived from other sources.

Adjunct faculty will be needed for two courses in the first year of the program in order to not impact current faculty workloads. The goal is to find practitioners in the sport industry with teaching experience and earned doctorates to teach courses in the program aligned with their expertise and duties. The online delivery method is conducive to practitioners' schedules. After the first year, a request for additional faculty members will be submitted and the new line will be supported by the tuition generated by the program. The new faculty line would have a 3/3 load and support the additional courses added. The program will be self-supported with the exception of teaching load sharing with the undergraduate program when necessary. For some courses, it may be advantageous and aligned with their expertise if the instructor for the undergraduate program teaches similar advanced content in the graduate program.

17) Fiscal and Estimated Budget

- a) Describe the resources that will be used specifically for the program.

Many of the resources necessary to support a fully online graduate program already exist at the institution. The program will utilize D2L (Course Den) as the primary mode of delivery along with other supplementary online resources such as Blackboard Ultra and Turnitin. The existing library resources are also sufficient. No classroom or building space is needed due to online delivery.

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b) Budget Instructions: Complete the form further below and **provide a narrative to address each of the following:**

c) For Expenditures:

- i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).

To start the program the Department of Sport Management, Wellness, and Physical Education would need to establish admission procedures with the UWG Graduate School and the College of Education Department of Graduate Studies since this will be the first graduate program in the department. This will require personnel support from the graduate school and the College of Education Department of Graduate Studies. The department chair would need to assign a program coordinator to handle program administration. That person would come from the existing faculty and receive load release. A graduate assistant will also be needed to support the additional administrative responsibilities with admissions and enrollment.

- ii. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g., cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program, or portion of full-time faculty workload and salary allocated to the program).

The program does not require reassigning faculty.

d) For Revenue:

- i. If using existing funds, provide a specific and detailed plan indicating the following three items: source of existing funds being reallocated; how the existing resources will be reallocated to specific costs for the new program; and the impact the redirection will have on units that lose funding.

The proposal does not require redirection of funds.

- ii. Explain how the new tuition amounts are calculated.

The projected tuition was calculated using the current graduate tuition rate and multiplied by the projected credit hour production based on the number of students projected each FY.

- iii. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).

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Students enrolled in SPMG 7100 or SPMG 7110 will pay a \$50 experiential learning fee to cover faculty supervision expenses associated with course delivery such as travel to meetings and expenses for capstone site supervisors.

- iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.

Revenues from Other Grants are not included in this proposal.

- v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.

Other Revenue included in this proposal is E-Tuition calculated at the current rate of \$85 per credit hour multiplied by the projected credit hour production for each FY.

- e) When Grand Total Revenue is not equal to Grand Total Costs:

- i. Explain how the institution will make up the shortfall. If reallocated funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?

N/A

- ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

It is anticipated the demand for the program will far exceed the number enrolled. In the event projected enrollment is not realized the need for adjunct faculty will not be needed and that expense can be eliminated.

I. EXPENDITURES	First FY Dollars	Second FY Dollars	Third FY Dollars	Fourth FY Dollars
Personnel – reassigned or existing positions				
Faculty (see 15.a.ii)				
Part-time Faculty (see 15 a.ii)				
Graduate Assistants (see 15 a.ii)				
Administrators(see 15 a.ii)				
Support Staff (see 15 a.ii)				
Fringe Benefits				
Other Personnel Costs				
Total Existing Personnel Costs				

ONE-STEP ACADEMIC PROGRAM PROPOSAL

EXPENDITURES (Continued)				
Personnel – new positions (see 15 a.i)				
Faculty		\$55,000	\$56,650	\$58,350
Part-time Faculty	\$9000	\$9000	\$9000	\$9000
Graduate Assistants	\$6000	\$6000	\$6000	\$6000
Administrators				
Support Staff				
Fringe Benefits		\$18,150	\$18,695	\$19,255
Other personnel costs				
Total New Personnel Costs	\$15,000	\$88,150	\$90,345	\$92,605
Start-up Costs (one-time expenses) (see 15 a.i)				
Library/learning resources				
Equipment – Computer and support technology for new faculty hire		\$4,000		
Other				
Physical Facilities: construction or renovation (see section on Facilities)				
Total One-time Costs		\$4,000		
Operating Costs (recurring costs – base budget) (see 15 a.i)				
Supplies/Expenses (recruiting materials, association registrations)	\$1,000	\$1,000	\$1,000	\$1,000
Travel – (recruiting and presentations)	\$1,000	\$2,000	\$2,000	\$2,000
Equipment				
Library/learning resources				
Other (orientation)	\$2,000	\$2,000	\$2,000	\$2,000
Total Recurring Costs	\$4000	\$5000	\$5000	\$5000
GRAND TOTAL COSTS	\$19,000	\$97,150	\$95,345	\$97,605
III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds (see 15 b.i)				
New student workload				
New Tuition (see 15 b.ii)	\$49,032	\$114,408	\$147,096	\$163,440
Federal funds				
Other grants (see 15 b.iv)				
Student fees (see 15 b.iii) Exclude mandatory fees (i.e., activity, health, athletic, etc.).		\$600	\$800	\$1000
E-Tuition	\$18,360	\$42,840	\$55,080	\$61,200
New state allocation requested for budget hearing				

ONE-STEP ACADEMIC PROGRAM PROPOSAL

GRAND TOTAL REVENUES	\$67,392	\$157,848	\$202,976	\$225,640
Nature of Revenues				
Recurring/Permanent Funds				
One-time funds				
Projected Surplus/Deficit (Grand Total Revenue – Grand Total Costs) (see 15 c.i. & c.ii).	\$48,392	\$60,698	\$107,631	\$128,035

ONE-STEP ACADEMIC PROGRAM PROPOSAL

18) Facilities/Space Utilization for New Academic Program Information

Facilities Information — Please Complete the table below. – **100% Online Program N/A**

		Total GSF
a.	Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.	
b.	Indicate if the new program will require new space or use existing space. (Place an "x" beside the appropriate selection.)	
	Type of Space	Comments
i.	Construction of new space is required (x).-→	
ii.	Existing space will require modification (x). →	
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.	
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe the projected impact.	
v.	Will this program cause any impact on the campus infrastructure, such as parking, power, HVAC, other? If yes, indicate the nature of the impact, estimated cost, and source of funding.	
vi.	Indicate whether existing space will be used.	
c.	If new space is anticipated, provide information in the spaces below for each category listed:	
i.	Provide the estimated construction cost.	
ii.	Provide the estimated total project budget cost.	
iii.	Specify the proposed funding source.	
iv.	What is the availability of funds?	
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year).	
vi.	How will the construction be funded for the new space/facility?	
vii.	Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority?	

ONE-STEP ACADEMIC PROGRAM PROPOSAL

d.	If existing space will be used, provide information in the space below.			
	Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if this is part of a multi-campus institution and not physically located on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.			
e.	List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)			
i.	No. of Spaces	Type of Space	Number of Seats	Assignable Square Feet (ASF)
		Classrooms		
		Labs (dry)		
		Labs (wet)		
		Meeting/Seminar Rooms		
		Offices		
		Other (specify)		
Total Assignable Square Feet (ASF)				
ii.	If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.			
Chief Business Officer or Chief Facilities Officer Name & Title		Phone No.	Email Address	
		Signature		
Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.				

ONE-STEP ACADEMIC PROGRAM PROPOSAL

APPENDIX A



Comparative Analysis of Master of Science in Sport Management Programs and Recommendations for Implementation

Findings compiled by Markesha M. Henderson, Ed.D.

Introduction

In fall 2015 UWG Sport Management Program faculty approved the creation of a Master of Science in Sport Management. This report contains the findings of a comparative analysis of four master's programs and highlights the strengths and weaknesses. Information from this report will be used to continue the discussion on the potential program models for the new graduate program. Potential program models and recommendations based on the findings are included.

Evaluation Method

Four institutions were reviewed for this report. Information for this report was collected from face-to-face and telephone interviews, program literature review, and review of website content. In an effort to evaluate different types of programs, both traditional face-to-face programs and online programs were evaluated. Two institutions were in the USG System and two institutions were outside of the system. The two non-USG schools were also outside of the southeast region.

Program information was collected from the following institutions

- Georgia State University (USG System - traditional)
- Georgia Southern University (USG System – online)
- University of Wisconsin Whitewater (non-regional - traditional)
- American University (non-regional online)

Each program was contacted and a member of the program faculty was interviewed. A site visit was conducted at University of Wisconsin Whitewater and information was received from the dean, program coordinator, and current students.

The following sections contain a summary of each institution's program structure and requirements.

GEORGIA STATE UNIVERSITY

Quick Facts

- MS in Sports Administration
- Housed in the College of Education
- 2 program faculty (no undergraduate program)

ONE-STEP ACADEMIC PROGRAM PROPOSAL

- All students are required to do CITI training regardless of the track
- 2 tracks: Internship or Thesis.
- Comprehensive exam required for students on Internship Track
- 36 credits
 - 18 hours - 6 required courses – Intro, Budget and Finance, Management and Leadership, Cultural, Marketing, and Law
 - Research elective 2 classes outside of KH, one class offered within KH
 - 6 credit thesis or Internship
 - 9 credits of electives in KH– Seminar, Revenue, Facility, Communication, Marketing field research, Practicum, Directed readings and research or in other programs such as business, management, marketing, hospitality, risk management, law, information technology, finance, education, international business, and research
- Admissions – GRE, 2.5, 3 letters of recommendation, goals statement must indicate specific area of interest, resume, complete history of sports background.
- No undergraduate program so no admission preference for undergraduates

GEORGIA SOUTHERN UNIVERSITY

- MS in Sport Management (fully online)
- College of Health and Human Sciences - Health and Kinesiology Department
- 5 program faculty (also have an undergraduate program)
- 36 credits – complete in 24 months with 9 credits a semester.
 - Year 1 – Sport administration, current trends in sport admin, revenue, facility and event management
 - Year 2 – Financial and strategic management, marketing, research and analysis, Law and risk management
 - 4 electives
- Admissions – Personal Statement with career goals over next 5 years and relevant experiences, resume, GRE or GMAT less than 5 years old
- No thesis or comprehensive exam required

UNIVERSITY OF WISCONSIN-WHITEWATER

- MS in Education in Professional Development (MSE-PD) with an emphasis in Higher Education Athletic Administration
- College of Education and Professional Studies
- 10 program faculty including those that teach higher education leadership courses
- 30 credits
 - 6 credits of foundation courses – reading, analyzing and evaluating research; and issues, perspectives and directions in higher education
 - 18 credits of content courses – including an intro course
 - 6 credits of capstone experience courses consisting of a practicum and career development course
- Practicum is 150 hours

ONE-STEP ACADEMIC PROGRAM PROPOSAL

- No GRE required, Resume, letters of recommendation, statement letter addressing professional goals

AMERICAN UNIVERSITY

- MS in Sports Analytics and Management – fully online
 - 36 credits – complete in 24 months with 9 credits per semester
 - 12 courses – 8 weeks long – no electives
 - Capstone project
 - Industry – social media, interactive spectatorship, mobile technology, fantasy sports, e-sports gaming, performance data analytics, virtual reality
 - No GRE – 3.0 GPA requirement
 - Online Graduate Certificate Option – 10 months 4 courses
 - Courses
 - Emerging Technology Trends
 - Intercultural Communications
 - Ethics and Leadership
 - Client Communications and Consulting
 - Evaluation Sciences
 - Project Cost-Benefit Analysis
 - Analytical Business Writing
 - Strategic Management of Sport Organizations*
 - Analytics and Social Engagement*
 - Digital Enterprises in Sport*
 - Sports Technology and Innovation*
 - Sports Analytics and Management Capstone
- *Courses for certificate

Potential Model for SPMG

There are pros and cons for each model. The ideal program would be a hybrid of all of the programs. Because of the other program offerings in the state, a specialty or boutique program would be recommended as opposed to a generalist program. Because of our geographical location, a fully online program would allow us to accommodate working professionals.

- Fully online with concentrations – non sequential
- 36 credit hours – 18 hours of foundation courses, 12 hours in concentration, 6 capstone experience (either a thesis or practicum)
 - Thesis - 3 hours of research methods course and 3 hours of thesis research under the direction of a faculty member
 - Practicum – 3 hours of professional development and 3 hours of practicum experience under the direction of a faculty member (120 hours and a capstone reflection paper)

ONE-STEP ACADEMIC PROGRAM PROPOSAL

- Start with Analytics and Intercollegiate Athletics as the initial tracks and continuously add additional tracks as the program evolves.
- Offer both Analytics and Intercollegiate Athletics tracks as a certificate
 - Analytics – Strategic Management, Analytics and Social Engagement, Sports Technology and Innovation, Analytics and Sport Marketing
 - Intercollegiate Athletics – NCAA Governance and Compliance, Student-athlete Development, Intercollegiate Athletics Management, Fundraising and Development in Sports, Event Management

ONE-STEP ACADEMIC PROGRAM PROPOSAL

APPENDIX B

Sport Management Master's Program Curriculum

The proposed curriculum consists of 3 existing courses and 14 new courses. New courses along with the proposed learning objectives are noted and will be submitted for individual approval.

REQUIRED CORE COURSES (21 CREDITS)

All students must complete seven core courses. Courses do not have to be taken in a particular sequence, with the exception of courses with a prerequisite requirement.

SPMG 6001 – Social Issues in Sport (3/0/3)

This course examines historical and contemporary issues in sport. The course focuses on the context in which sport administrators will function and the place that sport holds in society and as a social phenomenon. The course leads students to critically examine their own socialization to sport and develop their own perspective for effectively conducting the business of sport.

Learning Objectives:

Upon successful completion of SPMG 6100 Social Issues in Sport, students will:

1. Identify and discuss the evolution of contemporary social issues in sport
2. Evaluate the role, contribution, and value of sport in society
3. Construct an informed position regarding appropriate organizational policies related to social practices and influences on sport
4. Develop a decision-making framework based in part on an understanding of the sociology of sport in order to increase organizational efficiency and effectiveness
5. Critically examine the popular press literature related to significant sport sociology issues

SPMG 6102 Revenue Generation in Sport (3/0/3)

This course is designed to provide comprehensive coverage of the many traditional sources of revenue available to sport properties. In addition, students will be encouraged to think entrepreneurially to foster the development of new platforms for revenue acquisitions. Some of the topics to be covered include fundraising, ticket sales, licensing, and sponsorships.

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Learning Objectives:

Upon successful completion of SPMG 6102 Revenue Generation in Sport, students will:

1. Identify the current financial situation in the sport industry
2. Explain how to organize and administer a program for soliciting annual and major gifts in support of sport organizations
3. Describe how revenue is generated through ticket sales and how team identification variables affect fan consumer behavior
4. Develop formal sponsorship, naming rights, and licensing programs

SPMG 6110 Sport Law (3/0/3)

This course examines legal issues associated with the operation of sport properties. Some of the topics to be covered include tort liability, labor relations, contracts, agency law, discrimination, and intellectual property law. In addition, students will explore the organizational structure of the American court system, judicial process, and how to conduct legal research. The goal of the course is for students to develop managerial thinking that is both deferent to current legal issues and proactive in mitigating risk.

Learning Objectives:

Upon successful completion of SPMG 6110 Sport Law, students will:

1. Examine the concepts of jurisprudence and the “Rule of Law”
2. Differentiate the structures and judicial processes of the American Legal System
3. Utilize the methodology and tools of legal research including the use of legal terminology within the context of the sport industry
4. Evaluate how the law impacts the operation of amateur and professional sport properties and respond to these constraints with policies that adhere to the letter and spirit of the law while furthering the goals of the organization
5. Assess case and statutory law in a way that is proactive and relevant to the non-attorney management function

SPMG 6120 - Strategic Management of Sport Organizations (3/0/3) *NEW*

This course offers advanced study of managerial functions and concepts of sport organizations. Specifically, students will understand management principles and leadership theories. These topics include management tasks and responsibilities, organizational goals and structures, leadership, power and politics, ethics, culture, and decision-making in organization.

Learning Objectives:

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Upon successful completion of SPMG 6120 Strategic Management of Sport Organizations, students will:

1. Explain how sport organizations can use principles and frameworks of organizational management to implement sound strategies and manage change.
2. Apply the elements of the strategic planning process to sport organizations.
3. Distinguish among the different types of private and public sector strategies for management.
4. Explain how sport organizations can create competitive advantages through business models.
5. Interpret sport industry trend reports and use assessment data to determine how sport organizations can develop sustainable competitive advantages.
6. Develop a comprehensive strategic plan for a sport organization.

SPMG 6130 – Research and Assessment in Sport (3/0/3) *NEW*

This course presents advanced methodological approaches for engaging in data-driven decision-making. Students will gain experience conducting sport research and learn best practices for developing and executing assessment plans for sport organizations. Students will employ data collection, analysis, and reporting tactics to assess outcomes to meet organization goals. This course serves as a prerequisite for SPMG 7100 Sport Management Research and SPMG 7110 Sport Management Capstone

Learning Objectives:

Upon successful completion of SPMG 6130 Research and Assessment in Sport, students will:

1. Determine the appropriate research methods to solve problems within the field of sport management.
2. Execute advanced research techniques useful in sport management.
3. Interpret and understand data in qualitative and quantitative research reports.
4. Select appropriate items to construct a research questionnaire and to develop scales.
5. Conduct applied data analyses, using descriptive and inferential statistics.
6. Evaluate the validity and reliability of research findings.
7. Demonstrate the ability to present research findings to an audience of stakeholders.

SPMG 6140 – Strategic Sales and Marketing for Sport Organizations (3/0/3) *NEW*

This course provides approaches for leveraging products and services on the sport marketplace. Ticket sales operations, marketing strategies, and fan engagement are

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among the topics central to understanding sport consumers. Students will learn best practices in developing sales and marketing strategic plans and how analytics are used in forecasting consumer behavior.

Learning Objectives

Upon successful completion of SPMG 6140 - Strategic Sales and Marketing for Sport Organizations, students will:

1. Identify and define a variety of sport marketing research models to develop theory based writing, projects, and analyses.
2. Demonstrate advanced knowledge and understanding of sport sales and marketing elements and strategies to develop a sport sales and marketing plan for a sport organization.
3. Develop a comprehensive sport sales and marketing plan utilizing an advanced understanding of theory and field research.

SPMG 6150 –Applied Communication and Technology in Sport (3/0/3) *NEW*

This course explores the ways in which sport organizations utilize technology and digital platforms to create, disseminate, and manage information. Students will develop proficiency in communicating with multiple audiences across varying platforms and implement strategic communication plans. Students will also examine how technological advancements shape the way sport organizations communicate with stakeholders.

Learning Objectives

Upon successful completion of SPMG 6150 Applied Communication and Technology in Sport, students will:

- 1) Demonstrate advanced knowledge of the current trends, industry demands, and professional opportunities in the area of sport communication.
- 2) Demonstrate comprehension of sport communication theories and the application to practice.
- 3) Master media techniques that are widely-used in personal communication, organizational communication, and mass communication.
- 4) Design and implement strategic communication plans.

ELECTIVES (12 CREDITS)

Students may select a concentration of 4 electives in the same area for a specialized program of study or select any 12 credits to fulfill this requirement.

Intercollegiate Athletics Concentration

SPMG 6200 – Intercollegiate Athletics Management (3/0/3) *NEW*

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This course provides an overview of the inner-workings of an athletic department in a higher education setting. Students will study various models of intercollegiate athletic governance and the multiple units within the athletic department including academics, eligibility, business and finance, media relations, development, and student support services.

Learning Objectives

Upon successful completion of SPMG 6200 Intercollegiate Athletics Management, students will:

1. Demonstrate advanced knowledge of the role of intercollegiate athletics in higher education.
2. Differentiate between the various models of intercollegiate athletic department structure based on institutional characteristics and level of competition.
3. Demonstrate understanding of human resource management and personnel issues specific to intercollegiate athletics.
4. Demonstrate comprehension of the governance structure and the legislative process for multiple athletic associations.
5. Develop an outline for an intercollegiate athletics policy manual and student athlete handbook.

SPMG 6210 – Student-Athlete Development (3/0/3) *NEW*

This course provides an overview of the major college student development models and explores specifically how development theories are applied to student-athletes participating in intercollegiate athletics. Students will learn foundational theories, integrative theories, and social identity development concepts to address the developmental challenges facing college athletes and identify areas of support for this population of college students.

Learning Objectives

Upon successful completion of SPMG 6210 Student-Athlete Development, students will:

1. Analyze and evaluate key student development theories and the application to participants in intercollegiate athletics.
2. Demonstrate awareness and comprehension of physical and mental factors that affect athletic participation and safety.
3. Identify and combat risk for attrition, academic issues, and other barriers to student success.
4. Identify best practices used to support student-athlete well-being, academic success, and athletic attainment.

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5. Develop a proposal for a program designed to support student-athlete development

SPMG 6220 – Compliance and Eligibility (3/0/3) *NEW*

This course will help students understand the regulations involving compliance and eligibility of intercollegiate athletes. Although multiple governing bodies will be examined, the primary focus will be on National Collegiate Athletic Association compliance regulations in all three divisions. Students will learn best practices for monitoring eligibility and effective methods for ensuring athletic administration compliance with institutional, conference, and national association regulations.

Learning Objectives

Upon successful completion of SPMG 6220 Compliance and Eligibility, students will:

1. Articulate how institutional, conference, and national governing body policies govern intercollegiate athletics.
2. Describe the eligibility process from prospective student-athlete to post competition.
3. Differentiate between categories of policies that affect student-athlete eligibility to participate in intercollegiate athletics.
4. Navigate policy manuals and portals to locate relevant policies and sport specific rules.
5. Demonstrate the ability to review case studies and cite applicable policies.
6. Outline best practices for institutional control of intercollegiate athletics.

SPMG 6230 – Advanced Event Management and Operations (3/0/3) *NEW*

Students will learn procedures for planning and operating athletic competitions, championships, and tournaments. Topics include staffing, facility and venue management, the bid process, and sponsorship activation.

Learning Objectives

Upon successful completion of SPMG 6230 Advanced Event Management and Operations, students will:

1. Articulate how past and current sport events contributed to the evolution of sport event and operation management practices.
2. Demonstrate an advanced knowledge of customer service, planning, and, risk management for sport events and operations.
3. Navigate best practices regarding event development and implementation.
4. Develop a comprehensive sport event and operations project utilizing an advanced understanding of theory and field research.

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Sport Analytics Concentration

SPMG 6300 – Introduction to Sport Analytics (3/0/3) NEW

This course covers fundamental principles of analytics applied to sports. In this course, students will be introduced to mathematical and statistical concepts and learn basic programming and coding skills to analyze sport-related data. Students will learn how to handle, code, and analyze large amounts of sport-related data. Specific course topics include the application of analytics in sports related to player performance, team management, operations, marketing, finances, fantasy sports, eSports, among other topics.

Learning Objectives:

Upon successful completion of SPMG 6300 Introduction to Sport Analytics, students will:

1. Demonstrate the understanding of principal analytical methods used in sports analytics.
2. Demonstrate the ability to interpret advanced statistics reported in the sport industry.
3. Apply inferential statistics, predictive analytics, and data mining to sport-related fields.
4. Identify, assess, and select appropriate data analytic methods and models for solving real-world problems.
5. Demonstrate critical thinking skills to make better business decisions associated with sports industry.

SPMG 6310 – Big Data and Statistical Analysis in Sport (3/0/3) NEW

This course covers statistical and mathematical concepts, applications, and models related to administration, marketing, and business management. The course gives students an opportunity to work with data relating to sports business tactics and strategy. Students will employ modeling methods in marketing communications, ticket pricing, sponsorship, market segmentation, and customer relationship marketing. This is a project-based course. Students will be involved in applying sport analytics concepts to solve sport business problems. ***Prerequisite: SPMG 6300 Introduction to Sport Analytics***

Learning Objectives:

Upon successful completion of SPMG 6310 Big Data and Statistical Analysis in Sport, students will:

1. Analyze large and complex datasets using descriptive statistics and graphs to make decisions.

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2. Demonstrate advanced knowledge of the data science and sports business analytics tools.
3. Apply big data analytics tools to reveal business opportunities and threats in sport industry.
4. Apply advanced graphical and descriptive techniques commonly used to summarize in sport analytics.
5. Examine the accuracy, integrity, and comparability of sports-related data.

SPMG 6320 Analytics in Sport Business (3/0/3) NEW

This course is designed to help students to develop and apply analytical skills (e.g., statistical analysis, predictive analytics, mathematical modeling, critical thinking, game theory, simulation) that are useful in sport business. The course content will cover topics such as data management, statistical data analysis, modeling, and decision making in various sports settings. Students will learn the ability to recognize, formulate, and analyze decision-making situations in sports as well as learn principles in sports performance analytics. ***Prerequisite: SPMG 6300 Introduction to Sport Analytics***

Learning Objectives:

Upon successful completion of SPMG 6320 Analytics in Sport Business, students will:

1. Identify assumptions and relevant information needed to analyze sport research, cases, or organizational problems.
2. Apply a systematic approach to analyzing sport-related data and information.
3. Derive solutions to a problem or case based on valid and reliable sport-related data and information.
4. Identify opportunities to use analytics to support decision-making.
5. Use data and forecasting techniques to develop and improve predictive capabilities in a sport organization.

SPMG 6330 Applied Network Analysis in Sport (3/0/3) NEW

This course introduces the network analysis as a research method to explore organizational/community structures and identify online/offline communication patterns. Students will learn key theories and measurements in the network analysis, master commonly-used procedures of data collection, and analyze and interpret real-world datasets. ***Prerequisite: SPMG 6300 Introduction to Sport Analytics***

Learning Objectives:

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Upon successful completion of SPMG 6330 Applied Network Analysis in Sport, students will:

1. Master key theories, principles, and measurements in the network analysis.
2. Use analysis tools (e.g., NodeXL) to conduct network analysis.
3. Apply a systematic approach to collect, analyze, and report the real data in online communication.

GENERAL ELECTIVES

SPMG 7685 - Special Topics in Sport Management (1-3/0/1-3) NEW

This course allows students to explore in depth a variety of significant issues facing sport managers. It provides the opportunity to offer course content and topics that may not be covered by other course titles. Titles and descriptions of specific courses will be identified at the time of offering. This course may be repeated. Students may earn a maximum of 6 credits of special topics electives to count toward the degree requirement.

Learning Objectives:

Upon successful completion of SPMG 7685 Special Topics in Sport Management, students will:

1. Demonstrate advanced knowledge related to a specific topic in sport management using a variety of platforms.
2. Propose data-driven solutions to sport management problems.
3. Meet additional content specific learning objectives determined by the instructor as appropriate for the topic and in alignment with program, College of Education, and UWG core competencies.

EXPERIENTIAL LEARNING COURSES (3 credits)

Students may select either a research study or capstone project/experience to fulfill the degree requirement. The student must (1) have completed a minimum of 24 hours, (2) pass the comprehensive exam with a score of 80% or above and submit a research proposal or capstone proposal prior to enrolling. SPMG 6130 Research and Assessment in Sport is a prerequisite for both SPMG 7100 and SPMG 7110.

SPMG 7100 – Sport Management Research (3/0/3) NEW

This course provides an intensive survey of relevant research and professional practices in sport management. The course emphasizes practical issues related to planning, conducting, and interpreting sport related research. Students will learn advanced skills to evaluate, conduct, and present research findings. ***Prerequisite: A minimum of 24 hours of SPMG coursework completed, pass comprehensive***

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examination with a score of 80% or above and SPMG 6120 Research and Assessment in Sport

Learning Objectives:

Upon successful completion of SPMG 7100 Sport Management Research, students will:

1. Produce a research proposal paper of original scholarship to include introduction, a review of literature, research questions, methodological design and references.
2. Demonstrate knowledge of various research methods with particular emphasis on qualitative and quantitative research methods.
3. Demonstrate knowledge of appropriate statistical tests utilized in quantitative research.
4. Demonstrate knowledge of the appropriate steps for submitting a research study for institutional review board approval, the ethical considerations, and the responsibilities of conducting research involving human subjects.
5. Recognize the practical applications of research in the sport management industry
6. Demonstrate proficiency in presenting research to an audience of stakeholders.

SPMG 7110 – Sport Management Capstone (3/0/3) NEW

This is a culminating experiential learning experience of the Sport Management Master's program. The Capstone course must be completed in the student's final term prior to graduation. Students will complete a professional or research project that integrates content and skills acquired in the core and concentration courses.

Prerequisite: A minimum of 24 hours of SPMG coursework completed, SPMG 6120 Research and Assessment in Sport, and pass SPMG Comprehensive Examination with a score of 80% or above.

Learning Objectives

Upon successful completion of SPMG 7110 Sport Management Capstone, students will:

1. Develop and complete an advanced research or professional project that addresses an issue in sport management.
2. Evaluate career options and explain personal and professional goals.
3. Articulate how the capstone project can be utilized to advance a career in the sport industry.
4. Demonstrate proficiency in presenting the outcomes of the project to an audience of stakeholders.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

APPENDIX C – COSMA Statement of Academic Quality

The Commission on Sport Management Accreditation is a specialized accrediting body whose purpose is to promote and recognize excellence in sport management education worldwide in colleges and universities at the baccalaureate and master's levels through specialized accreditation.

Characteristics of Excellence in Sport Management Education

Excellence in sport management education has many different components that must be considered during the evaluation process.

Excellence in sport management education normally displays the following characteristics:

- The sport management program has a clearly defined and relevant mission and broad-based goals that are consistent with those of the institution.
- The sport management program has a strategic plan that is in touch with the realities of sport management education and the marketplace, and that is consistent with the strategic plan of the institution. This strategic plan is driven by the approved mission and broad-based goals of the sport management program.
- The sport management program has developed and implemented an outcomes assessment process that promotes continuous improvement in the sport management programs and operations, and that is linked to the strategic plan of the sport management program.
- Students in the sport management program develop, both personally and professionally, into well-educated, ethical, competent sport management professionals.
- The sport management program operates in an environment that encourages and promulgates innovation and creativity in sport management education.
- The sport management program has meaningful and effective linkages between the classroom and practitioners in the sport management community, thereby providing assurance of relevancy and currency in the academic programs.
- The sport management program encourages cooperative relationships with other educational units, both external and internal, which are consistent with its mission and broad-based goals.
- Faculty in the sport management program model ethical character and integrate ethical viewpoints and principles in their teaching.
- Faculty in the sport management program are effective teachers who are current in their fields and active in their professional contributions to their institution and discipline. Further, the faculty are positively engaged within their sport management program and contribute to its mission and broad-based goals through appropriate faculty development and faculty evaluation processes.
- The mix of academic and professional credentials of the sport management faculty is worthy of the respect of the academic and sport marketplace communities.
- The mission of the institution and its sport management program is effectively communicated to current and prospective students.
- The institution provides adequate resources to the sport management program to accomplish its mission and broad-based goals.
- The curricula in the sport management programs reflect the mission of the institution and its academic unit, and are consistent with current, acceptable practices and principles of professionals in the academic and sport marketplace communities.
- The curricula in the sport management programs ensure that students understand and are prepared to deal effectively with critical issues in a changing global environment.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

- The content of sport management courses is delivered in a manner that is appropriate, effective, and stimulates learning.
- The sport management program recognizes the role of practical and experiential learning as a relevant component of sport management curricula.
- The institutional organizational structure supports excellence in sport management education.

Reference:

Commission on Sport Management Accreditation (2015).

<http://www.cosmaweb.org/academic-quality.html>