

Proposal for an Interdisciplinary Major in Sports Studies

Background and Proposal

During the 2013-2014 academic year, the Department of Education and Allied Studies undertook a restructuring. The result is to disaggregate the areas of Counseling and Exercise Science from the Department of Education. With five full-time faculty members and more than 80 majors, the Counseling area was changed to a Department of Counseling. It will report to the Associate Dean for Global Studies, Education, and Social Sciences. With one full-time faculty member, several adjuncts and a robust number of majors (over 100), Exercise Science will become a program, reporting to the Dean of Science, Mathematics and Health.ⁱ

This proposal seeks approval for an interdisciplinary major in Sports Studies. This interdisciplinary major will be part of the new program in Exercise Science, which will be (tentatively) called the program in Exercise Science, Allied Health, Wellness, and Sports Studies. The College of Arts and Sciences is committed to allocating resources for helping the program to grow and succeed.

History of Exercise Science at John Carroll; Appropriateness of Adding Sport Studies to this Program.

John Carroll University has offered majors in Exercise Science and Physical Education since the mid-70's. It has transitioned program offerings over time based on trends within the Physical Education & Exercise Science professions, student interests, graduate/professional opportunities, and the ongoing state of fitness and wellness within our country.

The Physical Education and Exercise Science majors are grounded in a scientific foundation of human movement and human behavior. Our majors have been successful in graduate school programs and careers of their specific choice. Examples of graduate programs and professions that graduates have entered include: Exercise Physiology and Adult Fitness, Strength & Conditioning, Exercise Rehabilitation, Physical Therapy, Occupational Therapy, Nutrition, and Athletic Training.

At this the point in time, the overall program is able to move forward to increase its visibility to prospective undergraduates within the allied health and wellness domains, and it is also able to provide an additional area of study for potential undergraduates in an interdisciplinary major in sports studies. Physical Education & Exercise Science will create a new name, e.g., Exercise Science, Allied Health, Wellness and Sports Studies. The new title will convey the type of curriculum that will be offered, the responsive nature of the curriculum to the significant health and wellness issues in our society today, the ongoing need for knowledgeable individuals within the area of sports studies given the pervasive influence of sports within our society and the world (from 3 years of age to death), and the need for a traditional curriculum that reflects a body of scientific knowledge and research related to human movement and human behavior.

The interdisciplinary major in Sports Studies will enhance the course offerings and curriculum within the overall program, provide a unique academic preparation in sports studies in preparation for graduate programs and professional careers, and will enhance John Carroll's visibility in the recruitment of students interested in careers in professional areas associated with a degree in sports studies.

We also believe that the addition of this major in sports studies, along with our present majors in Physical Education and Exercise Science will enhance our allied health focus for graduates, address stated areas of interest from students, complement our new and existing intercollegiate club and intramural sports programming initiatives, potentially acquire additional dual admission and partnership agreements with professional schools, attract new students to John Carroll, and increase revenue.

Since some of the curriculum is already offered within Physical Education & Exercise Science, or within other departments within the university, we will be able to comfortably add tenure-track and adjunct faculty and courses over 2-3 years. Normally, faculty with expertise in Exercise Science will tend to have a knowledge-base in some sports studies areas as well and will be able to teach courses as part of their regular teaching load. In order to enhance specialization in sports studies, we will also seek faculty (adjuncts, visitors or tenure- track) with special expertise in this area.

Learning Outcomes for Exercise Science, Allied Health, Wellness, and Sports Studies

1. The development of knowledge, skills and dispositions in the science of human movement and behavior through an integrated curriculum across content domains.
2. The development of expertise in the application of knowledge, skills and dispositions within course, field, and internship experiences relevant to professional values and goals
3. The development and implementation of communication skills across multiple domains, e.g., written, oral, and physical, that serve a primary role of conveying knowledge through implementation of practice, feedback, therapy, and ongoing support.
4. The development of problem-solving, critical thinking and reflective practices indicative of a knowledge and evidence-based practice based on a framework of conceptual knowledge.
5. The development of appropriate professional behaviors as demonstrated through knowledge, skills and dispositions within coursework, internship and professional opportunities.
6. The development of a values-based, ethical behavior grounded in the liberal arts, observed through personal and professional behaviors, and representative of the Ignatian Ideal of a leader in service to others.

Alignment of Sports Studies Major to John Carroll University's Academic Learning Outcomes

The sport studies major will be an academically vibrant curriculum due to the interdisciplinary approach that has been adopted. Sports are an integral part of our culture, nationally and internationally. This interdisciplinary curriculum recognizes this fact and provides an integrated, collaborative, and comparative study of sports from multiple and potentially diverse, perspectives. The major will be grounded in the College of Arts & Sciences Liberal Arts tradition. The majority of the coursework is already an approved part of the curriculum. The major is developed in line with the academic mission of the university, the new integrated core, and the learning outcomes. Students within the major will benefit from a multi-tiered curriculum focused on the development of knowledge, skills, and dispositions that are grounded in the humanities, philosophy, psychology, ethics, organization, leadership, collaboration and critical thinking and implemented in the diverse world of sports. This overall sports studies curriculum will meet several academic learning outcomes, specifically:

1. Demonstrate an integrative knowledge of human and natural worlds.
2. Develop habits of critical analysis and aesthetic appreciation.
3. Apply a framework for examining ethical dilemmas.
4. Employ leadership and collaborative skills.

The Sports Studies major provides an intellectual opportunity to engage in program development as an academic unit around a body of knowledge of interest in general to society, but in addition sports in society today raises many questions relative to safety, ethics, leadership, effective management, community engagement, child and adolescent development, economics, and politics. The sports studies major will provide an opportunity for research, discussion, internships, and professional relationships on topics of concern within this area.

Rationale for Sports Studies Major

The proposed major in Sports Studies combines courses in sports studies, exercise science, communication, business, computer science, humanities, psychology, and ethics in order to provide a robust academic body of knowledge that will prepare students to enter various fields of sports studies based on their interests and academic preparation, such as sports promotion, sports management, and sports management for special demographics (such as community-based programs, or programs for particular populations). The potential employment opportunities for these areas includes venues such as: college/university and secondary athletic programs; professional sports; and fitness and wellness-related programs. We also envision opportunities for students interested in working in health and wellness areas. The specific type of program, e.g., sports management, fitness, health and wellness area in which a student desires to work will determine the type of coursework that must be completed, possibly as part of the major, or as additional coursework, or a minor. For example, a position in sports wellness may require additional courses in exercise science. We believe that while students may start by thinking of the “dream jobs” in professional sports organization—and some of our notable alumni have achieved this ambition—the program will increase awareness of the multiple career opportunities in sports studies. There are several signature features relevant to the value of a major in sports studies from John Carroll that should be noted:

- John Carroll has been well-represented in professional, college and high school sports by alumni who have had distinguished careers in many areas: coaching, athletic trainer, athletic director, administration. The sports studies major will offer a curriculum rooted in the Jesuit mission of leadership in service for students who have the ability to enter into such careers.
- We believe that the sports studies majors will attract new students to John Carroll University. Mr. Brian Williams, Vice President for Enrollment supports the projection of new enrollment due to the sports studies major (and the visibility of the new program in Exercise Science, Allied Health, Wellness, and Sports Studies). There is already expressed student interest in such a major, especially with the increased enrollment of student athletes and the introduction of new athletic programs.
- In accordance with our Jesuit heritage, there have been multiple examples of the John Carroll students serving others through physical activity programs, e.g., Project HOPE organized initially by the football team; children with autism invited to campus by the

soccer teams; children with Down's Syndrome through CSSA; Carroll Ballers and the Cuyahoga County Juvenile Detention Center. The sports studies major will provide students with a robust curriculum that may lead to careers in areas such as non-profit service, wellness, recreation, athletics for individuals with disabilities, aging populations, veterans with special needs, and other programs of equal importance within the community.

- John Carroll is fortunate in the high quality alumni who have provided opportunities to mentor our undergraduates. These are men and women who have achieved personal and professional levels of success within their chosen areas. We are assured that this mentor-undergraduate relationship will continue and prosper within this sports studies major;
- John Carroll has developed and maintained a reputation for the quality of its graduates. This reputation will serve in the cultivation of a relationship with a graduate program at Ohio University for preferred or scholarship-supported admissions for graduates of this program. Potentially, other relationships can be developed with other institutions.
- The Sports Studies major will have strong internship opportunities, supported by alumni in professional sports management and other positions. To this point, Dean Jeanne Collieran has met with the directors of the National Association of Collegiate Athletic Directors (NACDA) to begin conversations about assured internships through their organization.
- Dean Jeanne Collieran also has met with Doreen Riley, Vice President of University Advancement, to gauge the level of philanthropic support. We believe we will have multiple commitments to support Sports Studies; there is one fairly certain commitment of \$200,000.

Prevalence of Sports Studies Programs at Other Institutions

There are some 350 sports management/studies programs in the United States though only 11 are nationally accredited by the Commission on Sports Management Accreditation. There are 35 programs in Ohio, with Ohio University being the most prominent. (They have a Center for Sports Administration with undergraduate and graduate programs, and are one of the 11 nationally accredited programs. We intend to cultivate a partnership with their graduate program.) We identified 10 programs from peer/competitor schools to examine: Ashland, Baldwin Wallace, Canisius, Miami University, Mount Union, Ohio Dominican, Ohio Northern, Ohio University, Wheeling Jesuit, Xavier.

In general, these programs have courses in the following areas:

- Introduction to a Sports Management course
- Ethics/sociology/psychology of sport or sports management courses
- Business finance, economics, management, statistics, marketing courses
- Sports management-specific courses: facility/event management, legal issues, marketing, sales/promotion
- Internships and/or practicums

Of the peer schools, John Carroll's program is most like that of Canisius as we will also be promoting an alumni network and local partnerships as part of the curriculum. Their program, like ours, integrates course work from several disciplines and allows for students to attain the managerial and business related skills they may need.

Distinctive Features of JCU's Major in Sports Studies

From the survey of sports management/sports studies programs, we believe that John Carroll can offer a strong and distinctive major:

First, we already offer many of the core courses listed above. We have the capacity to develop others.

Secondly, we think the proposed major has strong interdisciplinary and integrative qualities. Unlike other programs, the curriculum is “deeper,” offering multiple choices within each area, and highlighting an integrated skill set of courses from sports studies, exercise science, business, communication, ethics, statistics, psychological and humanistic perspectives, and information management.

Third, we have developed three tracks from which students can choose as they shape particular career emphases: Sports Management; Coaching and Recreation; and Sports, Fitness and Wellness for Individuals with Disabilities or specific needs.

Fourth, we have strong alumni connections to develop the experiential component.

Fifth, we have been recognized for our graduates who have achieved leadership positions in sports management within professional sports, primarily football.

Sixth, in Northeast Ohio, the primary competition for students would be from Baldwin Wallace and Cleveland State. Neither of these programs has an interdisciplinary program. Neither offers the breadth of career and vocational opportunities as JCU's program does, especially with our capacity to serve underserved populations. With our coursework in ethics and social justice, our students can enter the growing areas of non-profit sports programs for disabled, developmental-challenged, or economically-disadvantaged people.

SPORTS STUDIES CURRICULUM

The entire major consists of 36 credit hours. There are three tracks within the major: (1) Sports Management, (2) Coaching and Recreation, and (3) Sports, Fitness and Wellness for Individuals with Disabilities or specific needs. The major requires the completion of the core courses, including the experiential component, and the completion of a selected track. A new designation will be developed for those courses that are housed in the new program (EHWS Exercise Science, Allied Health, Wellness, Sports Studies).

A. Sports Studies Core Courses (27 Semester Hours)

- | | | |
|----|--|-----------|
| 1. | EHWS 100: Introduction to Sports Studies | 3 credits |
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New Course: Overview of integrated discipline of sports studies, with attention to such topics as: range of career possibilities, interdisciplinary skills needed for effective leadership; communication; special populations. Course will include guest lectures from professionals in the area of sports studies.

2. PE 408 Organization and Administration of Athletics 3 credits
 Administrative functions of planning and organizing programs in athletics, physical education, and exercise science. Additional emphasis on staffing, directing, and coordinating programs. Includes application in student's area of concentration.

3. Legal issues in Sports 3 credits
New course: this course will offer undergraduates an introduction to issues of sports law, such as: Legal and Business Issues in Professional Sports and Collegiate Athletics, Legal Issues in Youth, High School, and Recreational Sports, and Sports Industry Governance, contracts and negotiations.
 This course will be taught by an adjunct with a J.D. The course may be housed in the Political Science Department at the 200 level.

4. Statistics 3 credits
 Students may choose one course from the following:
 MT 122 Elementary Statistics (3 credits)
 Describing data by graphs and measures, sampling distributions, confidence intervals and tests of hypotheses for one and two means and proportions. Chi-square tests, correlation and regression. Use of appropriate statistical software.
 If a student has already taken Calculus and Analytic Geometry, MT 229, Probability and Statistics (3 credits) may be substituted.
 OR
 EC 208 Business and Economic Statistics II (3 credits)
 Prerequisites: MT 167 or a calculus course (MT 130, MT 133-134, or MT 135) and a statistics course (MT 122, EC 207, EC 208L or competency waiver)
 Hypothesis testing, chi-square analysis, analysis of variance, correlation, bivariate and multivariate regression analysis, time series, and index numbers..

5. Social, Psychological, and Humanistic Perspectives on Sports 9 credits
 Students are required to take any three courses (9 hours) from the following list of already existing courses and courses that will be developed through course development grants.
 PS 310 Sports Psychology (3 credits)
 Topics include personality and sport; anxiety, arousal, and sport performance; motivation in sport; violence in sport; socialization in sport; psychological benefits of sport and exercise; and psychology of sports injuries.
 New Courses:

XXX Sport and National Identity and Culture

Issues such as how national identity is expressed in sports, how sports reflects and enacts differences in class, gender, race, ethnicity, etc. Soccer vs rugby. Cricket vs baseball. The Olympics or World Cup as political events. Politicians who used sports: Ronald Reagan, Adolph Hitler, Nelson Mandela.

History, Political Science, and Sociology

XXX Sport in the global economy

Production and distribution of sports events and the economies related to sport; sport events and cost to infrastructures.

Economics, History, Sociology, Political Science

XXX Sport and Celebrity

Sport and the culture of sports celebrity; values associated with athletes, coaches, managers; how individuals and teams reflect collective identities; what happens when an athlete fails; economic access and the allure of celebrity. Performance drugs. Lance Armstrong, Ali, DiMaggio, etc.

Sociology; Psychology

XXX Sport and Youth Culture

Cultivation of youth via sports; sports and adolescent development.

Education, Psychology, Sociology; Counseling

XXX Sports and Literature

The Loneliness of the Long-Distance Runner;

End Zone, DeLillo

The Natural, Malamud

"Fifty Grand" by Ernest Hemingway

The Fight by Norman Mailer

On Boxing by Joyce Carol Oates

Death in the Afternoon by Ernest Hemingway

"Making a Pitch for Cricket" by John Fowles
The Real Thing by Tom Stoppard
"The Fear that Walks by Noonday" by Willa Cather
Sudden Death by Rita Mae Brown
Infinite Jest and essays by David Foster Wallace

English; CMLC

XXX Sports on Film

Documentaries about access; sports as expression of particular identities (ie *The Natural* & American Studies, *Bend it like Beckham* as multicultural and gendered Britain; *The Blind Side*)

History, English, Communications

XXX Sports and Gender

Title IX issues, historic exclusions, masculinity and femininity sports. What sports are women allowed to play?

Women's Studies; Philosophy, Sociology

There are numerous conferences to support sport studies. Topics at these conferences include: Representations of physical bodies; Sporting sexualities; Sporting psychologies; Criminality and Sport; Sport as business; Sport and postcolonialism; anti-sports literature

6. Ethics 3 credits

PL 312 Ethics in Sport (3 credits)

Study of key ethical issues that arise in sports, starting with the fundamental concepts in sport philosophy and concluding with specific problems such as sportsmanship, gamesmanship, the nature of competition, and race and gender equality.

OR

PE 435 Ethical Problems in Athletics, Exercise Science (3 credits)

Pre-requisite: acceptance into program; senior standing. The nature of ethics through the study of ethical issues in athletics, physical education and exercise science such as the use of performance-enhancing drugs; fitness guidelines for youth sports, recruiting, professionalism and other current topics.

7. EHWS Experiential requirement 2 plus 1 credits
- Required Internship: To be arranged with area sports organizations, athletic facilities, education institutions, recreational or health facilities. (equivalent to 2 credit hours)
Combined with an Internship Seminar where connections are made between coursework and internship and where students can observe the internship of other students in the class. (1 credit)

B. Specialized Sports Studies Tracks

I. Sports and Athletics Administration additional 15 hours

Choose One from A (6 hours) and one from B (3 hours.)

A. EC 201- 202 Principles of Economics (6 credits)

Economic Principles and Problems. 201 (Microeconomics) the nature of economics and its method, the economic problem, demand and supply analysis, cost of production, market structures, product and resources pricing, and international trade. 202 (macroeconomics); economic goals, basic information about the American economy, national income accounting, international finance, theories of income determination, economic growth and instability, money and banking, monetary and fiscal policy, the public debt, and selected economic problems. Algebra is used throughout both courses.

OR

AC 201-202 Accounting Principles: 3 credits each; sophomore standing

Elements of accounting theory, covering revenues, expenses, assets, liabilities, and equity; account classification; analysis and recording of transaction; sources of accounting data; corporation accounting; theory of accounting valuations, preparation of financial statements, manufacturing cost flows and analysis.

B. Information Systems 3 credits

CS 150 Database Systems (3 credits)

Data modeling, database design, data definition and manipulation, Relanguage, entity-relationship model, normal form. Relational database System software.

OR

BI 107, 108, 109 Business Information Systems (3 credits)
1 credit each: Spreadsheet Applications, Database Applications and Communications applications.

C. Management 3 credits MN 325 Organizational Behavior and Management (3 credits)

Pre-requisites: PS 101 and EC 208 or MT 122 or MT 228. Introduction to organizational behavior and to the role of the manager. Basic concepts in the behavioral sciences, behavioral principles of management, and the application of this information to organizational life. Topics may include contributions of classic theorists, management functions, motivation, leadership, attitudes, group dynamics, global management behavior and organizational change.

D. Marketing

3 credits

MK 301 Marketing Principles (3 cr)

Pre-requisites EC 201-202; pre-requisite or co-requisite AC 202 or junior standing.

Introduces students to the field of marketing. Provides an overview of marketing concepts and strategies critical to value-driven marketing. Emphasis is on how to develop, promote, distribute, and price an organization's offerings in a dynamic economic, social, political and international environment. Ethical issues related to marketing are also examined.

II. Coaching and Recreation

additional 9 hours

A. PE 230 Nutrition for Athletics and Physical Activity: Overview of basic nutritional guidelines relevant to daily life; the role of nutrition in the development and efficiency of energy systems for physical and athletic performance; and disabilities related to insufficient or inappropriate nutritional practices. (3 credits)

OR

PE 340 Lifestyle Wellness: Overview of the holistic nature of lifestyle multiple factors that contribute to or influence wellness, prevalent themes and types of programs related to wellness. Examination of the wellness culture within society and the factors which influence lifestyle wellness throughout the lifespan including fitness, aging, illness, disabilities, and injuries as well as a critical investigation of different types of opportunities available for development, learning, and maintenance of lifestyle wellness. (3 credits)

B. PE 2XX: Principles and Problems of Coaching

NEW course: A study of modern techniques and practices used in the coaching and administration of athletic programs. Covers major problem areas such as practice and game organization, purchase of equipment, budget and finances, public relations. (2 credits)

Proposed: To be taught by JCU Staff or by adjunct from NACDA

C. Coaching Techniques (Football, Baseball/Softball, Basketball, Soccer, Swimming)

NEW Course: Examines theories and techniques of coaching specific sports. Covers rules and regulations, fundamentals, organizational principles, specific conditioning programs,

scouting, technical tactics and other topics. Two or more sports covered per semester, with topics announced in advance. (3 credits)

Proposed: To be taught by JCU athletic staff or by adjunct

III. **Sports and Wellness for Individuals with Disabilities and Specific Needs** additional 9 credits

Choose three of the following options:

A. PE 420 Disabilities: Learning, Movement, and Program Development (3cr)

Pre-Req: PE 208 or PS 261: Disabilities encountered in schools, physical education, recreation, athletics, and allied health programs. Emphasis on the etiology of the disabilities, appropriate learning, and therapy environments to enhance physical development and motor proficiency, current qualitative and quantitative research, and techniques for assessment, program development and implementation. Field experience. (3 credits)

B. PS 407 Psychology of Autism: Pre-Req: PS 101: For students interested in learning more about individuals with autism spectrum disorder Focus on the characteristics and incidence of autism, and the implications for children's learning, behavior, and ability to process information. Students will explore the latest research on potential causes, best practices for assessment and intervention, areas of impairment as well as current issues related to autism services.

C. PE 411 Physical Education in Early Childhood

Curriculum, procedures, methodology, instructional strategies, and physical activities that are developmentally appropriate—intellectually, physically, emotionally, and socially—for children from pre-kindergarten through the primary grades. Field experience. (3credits)

D. PE 432 Motor Learning

Pre-Req: PE 208 or PS 261 or 262: Study of human motor behavior as influenced by cognitive and physiological development, maturation, motivation, and learning. Emphasis on normal development as well as regressive development as a function of aging and/or disability. (3 credits)

E. SC 285 Aging, Health and Society

Pre-Req: SC 101. Interdisciplinary overview of aging with special attention to the impact on the individual, family, and society. Experiential learning and review of current research findings with emphasis on successful aging and health promotion. (3 credits)

F. PE 340 Lifestyle Wellness

Overview of the holistic nature of lifestyle multiple factors that contribute to or influence wellness, prevalent themes and types of programs related to wellness. Examination of the wellness culture within society and the factors which influence lifestyle wellness throughout the lifespan including fitness, aging, illness, disabilities, and injuries as well as a critical investigation of different types of opportunities available for development, learning, and maintenance of lifestyle wellness. (3 credits)

OVERALL CREDIT HOURS FOR MAJOR:

Required Courses:	27 Semester Hours
Program Strands:	9- 15 Semester Hours
Total:	36-42 Semester Hours

Organization and Administration of Program

Reporting. The major in Sports Studies will be part of the Program in Exercise Science, Allied Health, Wellness and Sports Studies. This program reports to the Associate Dean for Mathematics, Science, and Health in the College of Arts and Sciences.

Duties of the Director of the Program in Exercise Science, Allied Health, Wellness and Sports Studies:

1. Student advising
2. New Course development
3. Management of Interns Development of advisory board
4. Budget
5. Approval of new courses in program
6. Annual report
7. Assessment
8. Scheduling

Advisory Board:

Director of Program

2 faculty members with expertise in the curriculum; appointed by Associate dean in conjunction with Program Director

1 Representative from JCU Athletic Staff, as recommended by Dr. Mark McCarthy

1 Representative from the National Association of Collegiate Directors of Athletics

1-2 alumni in sports administration.

Associate Dean, ex officio

Implementation Time table (upon approval)

We anticipate interest from current students, and in order to accommodate rising sophomores and juniors, we will allow them to take courses out of sequence. Incoming 2015 freshmen, however, will need to take the Introduction to Sports Studies Course as a pre-requisite for admission to the program.

Because of the likelihood of immediate philanthropic gifts, 3 course development grants (4,000 each) can be funded for Summer 2014.

1. Director will be selected before Fall 2014.
2. Advisory Board will be assembled in Fall 2014.
3. Introduction to Sports Studies will be offered in Spring 2015 for current JCU students.
4. Internship placement will begin in Fall 2015 so that students who will be sophomores and juniors can take this program and “backfill” requirements. Going forward, incoming students will be expected to take the introductory and core courses before beginning an internship.
5. Courses already in the bulletin will be offered in Fall 2014, if possible, and Spring 2015. Chairs will be involved in developing a three-year rotation of classes to be disseminated to students.
6. Summer 2014: development of website and marketing materials.
7. Course development grants: 2 will be awarded in Summer 2014, 2 to be awarded every summer as needed for the next three years.
8. Collaboration with enrollment division immediately upon approval.
9. Assessment begins Spring 2015.

Assessment

Course Level: For those courses offered as EHWS or PE, the program learning outcomes that will be addressed in whole or in part through the course will be articulated on the syllabus. A statement of the assessment methods that will be used must be articulated. Instructors should retain results of assessments, and retain results to be used in the program review. Interdisciplinary courses: the Director of the Program will consult and collaborate on particular learning outcomes.

Program: Using an abbreviated version of the departmental academic program review template, the sports studies program will be reviewed on a 4 year cycle once it is established.

Development of Program: During the first 4 years of its development, the director of the program will submit an annual report to the Dean of the College of Arts and Sciences which specifies strengths and needs of the program and preliminary assessment of student learning.

Indicators of Success: Surveys will be sent to program graduates, records kept of employment and further degree study, and indication of student satisfaction will be evaluated through exit interviews.

Sports Studies Program Development:

Dr. Sheri Young, Chair, Department of Psychology

Dr. Kathleen Manning, Exercise Science and Physical Education

Dr. Mary Beadle, Chair, Tim Russert Department of Communication and Theatre Arts

Dr. Walter Simmons, Chair, Department of Economics and Finance

Dr. John McBratney, Chair, Department of English

Dr. Jon Smith, Management, Marketing, and Logistics and Vice President and Executive Assistant to the President

Dr. Tamba Nandu, Department of Philosophy

Dr. Jeanne Colleran, Dean, College of Arts and Sciences

Dr. Earl Spurgin, Department of Philosophy

March 25, 2014
Barbara D'Ambrosia, Chair
Faculty Council Committee on Academic Policies
Campus Mail

Dear Barbara:

Dean Jeanne Collieran visited with the University Budget Committee at its March 10, 2014, meeting to discuss the proposal for an Interdisciplinary Major in Sports Studies. In addition to the budgetary comments reported below, the UBC had a number of questions about the shape of the program and related matters and some uneasiness about the use of JCU resources for the program as proposed.

At the UBC meeting of March 24, 2014, I reported on what I knew of the subsequent development of the proposal, namely, that after feedback from the UBC and from other individuals and groups, Jeanne submitted a completely revised proposal that was reviewed by CAP. CAP provided Jeanne with a nine-page document with substantive and formatting suggestions for her further consideration before final review by CAP. Jeanne shared with me the CAP document.

While the structure and substance of the proposed program changed from one version of the proposal to the next, the proposed budget remained the same, with the exception that there would be no incremental cost for the director of the sports studies program because it would stand in parallel with the existing majors in Exercise Science and Physical Education within a new administrative entity in the College of Arts and Sciences.

Using the faculty-approved "Protocol for Requesting Approval of a New Academic Program" as a guide, the UBC reviewed the estimated revenues for the first three years of the program as well as the estimated costs for the same period of time. As you can see in the proposed budget, the projected revenues are based on speculative but modest numbers of incremental students in the first three years at an estimated net tuition of \$13,000 per student. The University also expects to receive a gift to the endowment of \$200,000 that will generate \$8,000 per year in revenue for the program. If there are no costs associated with the administration and secretarial support for the program, the personnel costs will be significantly less than originally proposed. The proposed operating budget, which remains unchanged, is reasonable for a program of this kind and consistent with previously approved programs of a similar nature. A revised calculation needs to be made of the Net Contribution (Loss) under the new budget understanding, but the program should realize a positive contribution as earlier as the first year and continue thereafter.

The UBC was pleased to learn that changes were made in the program that seem to have been well-received by CAP. After its initial consideration of the proposal, the UBC asked me to write to you to report that it finds the proposed budget for the Interdisciplinary Program in Sports Studies to be reasonable and appropriate and commends it to you to the Faculty for consideration and approval.

Please do not hesitate to contact me if you have any questions.

Sincerely,

John T. Day
Provost and Academic Vice President
Chair, the University Budget Committee

To: Dean Jeanne Colleran, Ph.D.
From: Mr. Brian Williams, Vice President for Enrollment
Date: January 14, 2014
Re: Support for new interdisciplinary major in Sports Studies

The Office of Admissions and Financial Aid wholeheartedly supports the development and passing of a new interdisciplinary major in Sports Studies.

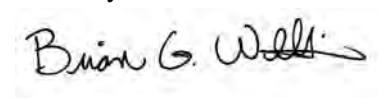
Overall, industry-focused degrees and an interest to blend liberal arts studies along with niche professional courses are pervasive among high school juniors and seniors. Whether it is healthcare, teaching, computers, hospitality or, the wide ranging opportunities in all aspects of the entertainment and sport industry, vocational interests continue to be on the rise among prospective students.

While the proposed major in Sports Studies is interdisciplinary in focus, data is most readily available from College Board PSAT trend data related to manage (chart below). In general there is a decline in Management interest, but growth in students interested in learning management skills that are "industry" specific. At a macro level it is **not** about "sports" studies per se- but it is about early phases of vocational discernment of students; In high school they dream of running a restaurant, working in the sports industry, working in music industry, work for a hotel chain or any other area. The fact that the College Board/PSAT added such niche major categories as this over the past few years shows that the trend of student interest is on the rise, but also that institutions are adding these.

Sport-related majors and student interest them are consistently the most common asked majors/careers that our admission staff faces at college fairs and in our travel efforts. To take a Jesuit and academically rigorous approach to sport studies across our various departments is an exciting possibility for our students that will help position the university and highlight the various facets of this emerging field of study.

If I can address the student marketing, enrollment possibilities, or other non-curricular aspects of this important program, please do not hesitate to contact me at any time.

Sincerely,



Brian G. Williams
Vice President for Enrollment

Appendix: Example of the niche expansion of the management field as an example of student interest and demand into various vocational areas.

Business Management	2006	2009	2012	%Δ
Agricultural Business and Management	4,630	5,418	8,009	73%
Arts, Entertainment and Media Management	-	-	9,784	<i>new</i>
Business Administration, Management, and Operations	44,328	38,339	48,219	9%
Business Management	137,280	112,410	88,868	-35%
Fashion Merchandising/Management	-	-	16,290	<i>new</i>
Financial Management Services	9,754	10,289	12,711	30%
Hospitality Administration/Management	4,742	5,392	3,479	-27%
Hotel, Motel, and Restaurant Management	-	-	7,296	<i>new</i>
Human Resources Management and Services	2,092	2,640	2,632	26%
Management Information Systems and Services	1,115	995	1,046	-6%
Marketing Management	17,236	16,760	22,776	32%
Meeting and Event Planning	-	-	2,946	<i>new</i>
Parks and Recreation Facilities Management	1,119	1,377	1,851	65%
Sport and Fitness Administration/Management	27,973	30,140	24,820	-11%
Wildlife, Fish, Wildlands Science/Management	3,910	4,558	5,522	41%

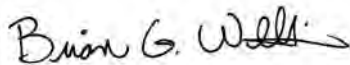
To: Dean Jeanne Colleran, Ph.D.
From: Mr. Brian Williams, Vice President for Enrollment
Date: March 13, 2014
Re: Support for new interdisciplinary major in Sports Studies

Per your request I am writing to renew my support for a major in Sports Studies. All of my sentiments expressed in the January 14th letter still hold true, but allow me to comment here briefly on the relevant portions of the revised proposal for consideration;

- The new structure of Exercise Science, Allied Health, Wellness and Sport Science provides an overarching vision for the curriculum and an academic context that will be easy to market and explain to prospective students.
- The foundation acknowledges the depth and breath of academic pathways and careers with a sport, wellness, or athletic foundation as it know reflects areas such as “athletic training, wellness, sports and fitness for individuals with disabilities, coaching, exercise rehabilitation, and sports management.”
- In a competitive admission landscape, the proposal lists 10 peer programs that offer some variation of a sports program. Among our *admitted* student population, over 100 students annually choose one of these ten institutions over John Carroll. Program of study is typically a key factor in such a decision and sports will likely help us reclaim some of these students in our applicant pool.
- More so, one has to extrapolate to our overall applicant pool. The abiding question is: how many students do not even apply to John Carroll in the first place because of the absence of such a program? Sports, administration or management, and athletic training are some of the more common majors asked about at a college fair. Any time our answer is “no” students will not join our mailing list, let alone apply. We cannot engage in the conversation with many students. Sports studies will represent new student markets for the University with confidence and not just be a major that diverts the major choices of students who currently enroll at JCU. This is new markets, and new potential for our recruitment efforts.

Please do not hesitate to reach me if any more formal analysis or projections of enrollment are needed beyond this general statement of endorsement.

Sincerely,



Brian G. Williams
Vice President for Enrollment

March 14, 2014

Barbara K. D'Ambrosia, Ph.D.
Chair, Committee on Academic Policies
John Carroll University

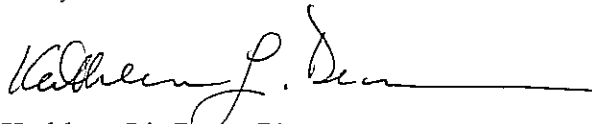
Dear Barbara:

I am writing to indicate my support for the proposed Interdisciplinary Major in Sports Studies. I understand my role in this process is to provide some commentary on the role of assessment in this proposal.

To start, the proposed program is consistent with our mission and indicates alignment with several of the academic learning goals. With a foundation in the liberal arts, this program appears to be well-suited to helping students to achieve within the context of those learning goals. I support this program based on the proposal's articulation of learning goals and the development of a preliminary curriculum map. These elements will provide a good foundation for developing a more robust plan for understanding student learning in the major and its tracks. I would strongly recommend that the eventual director give attention to course- and program-level assessment planning prior to Spring 2015 and I look forward to the opportunity to work with them to develop a complete assessment plan if the proposal is accepted.

Do not hesitate to contact me at x1972 or kdean@jcu.edu if there is additional information or perspective that I can provide that might inform your deliberations.

Best,

A handwritten signature in black ink, appearing to read "Kathleen Lis Dean", followed by a horizontal line.

Kathleen Lis Dean, Ph.D.
Assistant Provost for Institutional Effectiveness

To: Dr. Roy Day, Chair, Faculty Council

From: Dr. Jeanne Colleran, Dean, CAS

RE: Letter of Support for Sports Studies

The Sport Studies Program will provide an excellent curricular opportunity for students interested in preparing for careers in sports management, public relations and marketing, sports information, community and recreational planning and management, sports law, coaching in professional, amateur and educational settings, work in wellness and fitness careers, and managing sports for special populations.

As it has been constructed, JCU's program will offer an interdisciplinary experience that will ask students to think about the strategic, tactical, or managerial aspects of their careers within the context of our University mission, namely with a concern for ethics, complex and responsible decision making, and integrity. Because the study of sports inevitably involves reflection on culture, economics, education, gender, race, class, media, and politics, this program is well-suited to the College of Arts and Sciences. By integrating coursework from across (at least) eight disciplines, the program asks our students to master a range of skills and to test these through challenging and meaningful internships.

This field is attractive to future students; in fact, current students have inquired into the creation of such a program. In speaking with alumni, I have become aware of a rich network of connections which can assist our students in experiential learning and in jobs after graduation.

I enthusiastically recommend its acceptance.

Proposal to Form a Faculty Council Committee on Revenue and Spending

Preamble to Part A

A committee on Revenue and Spending may be the needed conduit for faculty and administration to engage on matters that affect the university's short-term and long-term financial health. When people feel that their opinions matter, they have a greater stake in decision-making. When the outcomes of these decisions impact their lives in the JCU community directly, they are more likely to engage and make their concerns and solutions known. Because of this, we support the formation of a Faculty Council Committee on Revenue and Spending as outlined below, for your consideration.

This new committee may help alleviate faculty apathy evidenced in low participation in faculty governance as indicated by recent calls for nominations to faculty and university committees that remain unanswered. One reason for disengaged faculty may be their repeated experience of lack of inclusiveness in important university decision-making processes or ineffectual faculty input and/or lack of transparency on the part of the administration.

Rationale and Mission for establishing a Faculty Council Committee on Revenue and Spending

We need to encourage and promote faculty involvement in long-term (multi-year) financial planning at the university. We also need to provide opportunities for consultations between faculty and administration on short-term ideas and initiatives on revenue and expenditures. We need a process that will provide strategic faculty input into development and decision-making processes. Establishing a committee on revenue and spending will promote greater transparency from the administration regarding revenue and expenditures.

Committee on Revenue and Spending

1. Composition:
 - a. ~~Five divisional representatives~~
 - b. **Three** ~~Two~~ at-large members
 - c. Committee chair from the Faculty Council
2. Duties
 - a. Promote greater faculty input and involvement in policy and/or decision making on revenue and spending by

- i. Communicating with the administration on strategic decisions regarding revenue and expenditures; and
 - ii. Communicating with the Executive Director of Academic Finance.
- b. Serve as a place for stakeholders of the university to present ideas and concerns on revenue generation and/or allocation of resources in any university unit of operation.
- c. Obtain access to necessary information from relevant units in the university that may be required to investigate/study short-term and/or long-term revenue and spending objectives.
- d. Appoint ad hoc committees to investigate and report on issues of expenditure and revenues as it deems appropriate in fulfilling its short-term and long-term objectives.
- e. Investigate, report, and recommend policy on revenue and expenditures to the Faculty Council for action.
- f. Submit annual report of its activities to the Faculty.

Five years after the formation of this committee, Faculty Council will evaluate the efficacy of and faculty interest in the committee, and determine whether the committee should be modified.

*This proposal was amended at the April 9, 2014 Faculty Council meeting. Amended language added is in **bold underline**. Additional language was added by M.A. Nichols, FC Secretary, to convert the report into a proposal. This is given as underlined text.*

Rationale and Mission for the Faculty Council Committee on Revenue and Spending

We need to encourage and promote faculty involvement in long-term (multi-year) financial planning at the university. We also need to provide opportunities for consultations between faculty and administration on short-term ideas and initiatives on revenue and expenditures. We need a process that will provide strategic faculty input into development and decision-making processes. Establishing a committee on revenue and spending will promote greater transparency from the administration regarding revenue and expenditures.

Committee on Revenue and Spending

1. Composition:
 - a. Three at-large members
 - b. Committee chair from the Faculty Council
2. Duties
 - a. Promote greater faculty input and involvement in policy and/or decision making on revenue and spending by
 - i. Communicating with the administration on strategic decisions regarding revenue and expenditures; and
 - ii. Communicating with the Executive Director of Academic Finance.
 - b. Serve as a place for stakeholders of the university to present ideas and concerns on revenue generation and/or allocation of resources in any university unit of operation.
 - c. Obtain access to necessary information from relevant units in the university that may be required to investigate/study short-term and/or long-term revenue and spending objectives.
 - d. Appoint ad hoc committees to investigate and report on issues of expenditure and revenues as it deems appropriate in fulfilling its short-term and long-term objectives.
 - e. Investigate, report, and recommend policy on revenue and expenditures to the Faculty Council for action.
 - f. Submit annual report of its activities to the Faculty.

Five years after the formation of this committee, Faculty Council will evaluate the efficacy of and faculty interest in the committee, and determine whether the committee should be modified.

This committee was established on April 9, 2014 by a vote of 15 (for), 0 (against), 4 (abstain) of Faculty Council.