TO: Members of the Academic and Research Advancement Committee of the Board of Visitors

Carlton F. Bennett, Chair
David Bernd, Vice Chair
Ronald C. Ripley (ex-officio)
John F. Biagas (ex-officio)
Richard T. Cheng
Michael J. Henry
Mary Maniscalco-Theberge
Frank Reidy
Lisa B. Smith
Judith O. Swystun
Andres Sousa-Posa *(Faculty Representative)*

FROM: Chandra de Silva
Interim Provost

DATE: November 23, 2015

The purpose of this memorandum is to provide you with background information for our meeting on Thursday, December 3, 2015. The committee will meet from 9:00-10:30 a.m. in the River Rooms in Webb Center.

I. Approval of Minutes of the September 24, 2015 Meeting

The minutes of the September 24, 2015 meeting will be presented for approval as previously distributed.

II. Closed Session

The members of the Academic and Research Advancement Committee will receive information related to the items to be discussed in closed session.

III. Reconvene in Open Session and Vote on Resolutions

IV. Consent Agenda

Included in the consent agenda materials are resolutions recommending six faculty appointments, 21 administrative appointments and 10 emeritus appointments.

V. Regular Agenda

The regular agenda includes proposed revisions to the policy on Emeritus/Emerita Appointments, a proposal for a Bachelor of Science in Sport Management, a proposal for a Master of Science in Sport Management, and a proposal for a Master of Science in Park, Recreation and Tourism Studies.

VI. Information Items

Information items include the report from the Provost and the report from the Vice President for Research. The report from the Provost will include information on the Faculty Exit Survey presented by Dale Miller, Provost's Fellow for Faculty Development.

VII. Topics of Interest to Board of Visitors Members

Committee members will have an opportunity to discuss topics of interest.

C: John R. Broderick
Donna Meeks

OLD DOMINION UNIVERSITY
BOARD OF VISITORS
ACADEMIC AND RESEARCH ADVANCEMENT COMMITTEE
THURSDAY, DECEMBER 3 2015
AGENDA

9:00-10:30 a.m. – River Rooms, Webb Center

I. APPROVAL OF THE MINUTES OF SEPTEMBER 24, 2015

II. CLOSED SESSION

III. RECONVENE IN OPEN SESSION AND VOTE ON RESOLUTIONS

IV. CONSENT AGENDA

A. Faculty Appointments (p. 4-5)
B. Administrative Appointments (p. 6-10)
C. Emeritus/Emerita Appointments (p. 11-16)

V. REGULAR AGENDA

A. Proposed Revisions to the Policy on Emeritus/Emerita Appointments (p. 17-21)
B. Proposal for a Bachelor of Science in Sport Management (p. 22 and Appendix I)
C. Proposal for a Master of Science in Sport Management (p. 23 and Appendix II)
D. Proposal for Master of Science in Park, Recreation and Tourism Studies (p. 24 and Appendix III)

VI. INFORMATION ITEMS

A. Report from the Provost
    1. Faculty Exit Survey
B. Report from the Office of Research

VII. TOPICS OF INTEREST TO BOARD OF VISITORS MEMBERS

December 3, 2015

FACULTY APPOINTMENTS

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the following faculty appointments.

Name and Rank	Salary	Effective Date	Term
Dr. Robert J. Cramer Associate Professor of Community and Environmental Health	$89,000	12/25/15	10 mos

Dr. Cramer received a Ph.D. in Clinical Psychology and an M.A. in Psychology from the University of Alabama and a B.A. in Psychology from Loyola University Maryland. Since 2010, he has been an Assistant Professor of Clinical Psychology in the Department of Psychology at Sam Houston State University.

Dr. Victoria Hill
Research Associate Professor,
Ocean, Earth and Atmospheric Sciences

Dr. Hill received a Ph.D. from Southampton Solent University, UK and a B.S. in Marine Biology and Oceanography form the University of North Wales. She is currently in a Self-Supporting Research Professional position in the Old Dominion University Research Foundation and is affiliated with the Department of Ocean, Earth and Atmospheric Sciences. The designation of Research Associate Professor was conferred on Dr. Hill on October 6, 2015. (There is no salary support from the University since she is expected to generate her own funds.)

Mr. Basim Matrood Lecturer of STEM Education and Professional Studies	$23,500	12/25/15	5 mos

Mr. Matrood received an M.S. in Engineering, Civil and Environmental Engineering from Old Dominion University, a Bachelor of Engineering Sciences in Mechanical Engineering from Basrah University in Iraq, and is enrolled in a Ph.D. program in Engineering, Mechanical Engineering at Old Dominion University. He is currently an Adjunct Instructor in the Engineering Technology Department at Old Dominion and a part-time Instructor at ITT Technical Institute in Richmond.

Ms. Meredith Leigh Parker Lecturer of Teaching and Learning	$44,000	11/10/15	10 mos

Ms. Parker received a Master of Science in Education in Library Science and a Bachelor of Science in Business Administration from Old Dominion University. She is currently an Adjunct Instructor in the Department of Teaching and Learning at Old Dominion University.

Mr. Mohamed M. Rahoui Lecturer of Economics	$26,000	12/25/15	5 mos

Mr. Rahoui received an M.A. and a B.S. in Economics and is expected to receive a Ph.D. in Finance from Old Dominion University. He is currently an Adjunct Faculty member in the Department of Economics and the Department of Finance at Old Dominion University.

Ms. Nuo Xu Instructor of Marketing Tenure Track	$125,000	7/25/16	10 mos

Ms. Xu received a Bachelor of Management from Fudan University, China and is expected to receive a Ph.D. in Marketing from Goizueta Business School, Emory University. She has been a Teaching Assistant in the Goizueta Business School, Emory University. (Rank will be Assistant Professor if all requirements for the Ph.D. degree are completed by August 1, 2016) (new position)

December 3, 2015

ADMINISTRATIVE FACULTY APPOINTMENTS

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the following administrative faculty appointments.

Name and Rank	Salary	Effective Date	Term
Sharon Mitsue Blythe Interim Director of ODU Online International and Instructor	$80,000	9/10/15	12 mos

Ms. Blythe received a Master of Arts in English Literature from Longwood University. She previously served as the Special Assistant to the Associate Vice President for Distance Learning at Old Dominion University.

Megan Brammer Associate Director of Admissions and Instructor	$57,200	9/25/15	12 mos

Ms. Brammer received a Master of Science in Education, Higher Education from Old Dominion University. Prior to joining Old Dominion University, she served as the Assistant Director of Admissions for Virginia Wesleyan College in Virginia Beach, VA.

Robert Claud Director of Online Programming for the College of Continuing Education and Professional Development and Instructor	$80,000	10/25/15	12 mos

Mr. Claud received a Master's degree in Secondary Education from Old Dominion University. Prior to joining Old Dominion University, he served as the Corporate Director of Online Divisions at Centura College in Virginia Beach, VA. (new position)

James Corrigan $89,760 9/10/15 12 mos
Assistant Women's Basketball Coach

Mr. Corrigan received a Bachelor of Arts in Management Science from Duke University. He has been employed with Old Dominion University for over 20 years and has served in several different capacities including Assistant Men's Basketball Coach, Associate Men's Basketball Coach and Interim Head Men's Basketball Coach.

Debra Duffy $60,000 10/25/15 12 mos
Program Coordinator
and Assistant Professor
Dean's Office, College of Sciences

Ms. Duffy received a Master of Science in Geology from Old Dominion University. Prior to joining Old Dominion University, she served as a Science Department Chair for Cape Henry Collegiate School in Virginia Beach, VA. (new position)

Michael Fisher $56,100 11/10/15 12 mos
Director, Old Dominion Athletic Foundation
and Instructor

Mr. Fisher received a Master of Education in Sport Leadership from Virginia Commonwealth University. Prior to joining Old Dominion University, he served as the Director of the Athletics Fund for Tulane University.

Michael Jolly $28,000 9/10/15 12 mos
Assistant Swimming and Diving Coach
and Assistant Instructor

Mr. Jolly received a Bachelor of Science from East Carolina University. Prior to joining Old Dominion University, he served as the Assistant Swimming Coach for East Carolina University.

Ryan Jumper $38,000 11/10/15 12 mos
Coordinator of Membership Services,
Recreation and Wellness
and Instructor

Mr. Jumper received a Master of Science in Athletic Administration and Sports Management from Indiana University. Prior to joining Old Dominion University, he served as a junior accountant for Aramark Corporation in Nashville, TN.

Nakia Madry-Smith $70,000 11/10/15 12 mos
Director, Peninsula Higher Education Center
and Instructor

Ms. Madry-Smith received a Master of Business Administration from Old Dominion University. She previously served as Assistant Director, Cyber Career Center Supervisor and Liaison to the Distance Learning Sites in Career Development Services at Old Dominion University.

Jasmine Omorogbe $56,000 10/25/15 12 mos
Associate Director of Intercultural Initiatives
and Instructor
Student Engagement and Enrollment Services

Ms. Omorogbe received a Master of Education in Higher Education from Harvard University. Prior to joining Old Dominion University, she served as the Assistant Director for Student Affairs at North Carolina State University.

Trina Patterson $85,000 9/10/15 12 mos
Assistant Women's Basketball Coach
and Academic Progress Coordinator
and Instructor

Ms. Patterson received a Master of Arts in Human Resource Management from National University. Prior to joining Old Dominion University, she was an Assistant Coach at Stanford University and Head Women's Basketball Coach at the College of William and Mary, Albany and Maryland Eastern Shore.

Shantya Plater $60,600 8/25/15 12 mos
Institutional Effectiveness and Accreditation Analyst
and Instructor

Ms. Plater received a Master of Arts in Urban Affairs from Norfolk State University. Prior to joining Old Dominion University, she served as an Assessment Coordinator for Elizabeth City State University.

Wirawan Purwanto $80,000 10/10/15 12 mos
High Performance Computing Computational Scientist
and Assistant Professor
Information Technology Services

Dr. Purwanto received a Ph.D. in Physics from the College of William and Mary. Prior to joining Old Dominion University, he served as a Research Scientist for the College of William and Mary.

Isaiah Ruhl Interim Director of the College of Sciences Major Instrumentation Cluster Center and Instructor	$50,000	11/10/15	12 mos

Mr. Ruhl received a Master of Science in Analytical Chemistry from Ohio State University. Prior to joining Old Dominion University, he served as a Graduate Assistant for the Environmental Molecular Science Institute in Columbus, OH.

Christopher Shelton Client Coordinator, Business Gateway CEI and Instructor	$65,000	10/10/15	12 mos

Mr. Shelton received an M.B.A., Entrepreneurship from the University of Louisville. Prior to joining Old Dominion University, he was the Co-founder and Chief Financial Officer for Entrepreneurial Experience. (new position)

Callie Lane Boyer Smith Residence Hall Director and Instructor	$32,000	9/10/15	12 mos

Ms. Smith received a Master of Education in Higher Education Administration from Auburn University. Prior to joining Old Dominion University, she served as a Graduate Assistant at Auburn University.

Coulson Thomas Associate Director for Operations, Recreation and Wellness and Instructor	$60,000	9/10/15	12 mos

Mr. Thomas received a Master of Education in Physical Education from Texas State University at San Marcos. Prior to joining Old Dominion University, he served as the Senior Assistant Director of Campus Recreation at the University of California at Davis.

Lenora Thorbjornsen Student Success/Academic Advisor and Instructor	$40,000	9/25/15	12 mos

Ms. Thorbjornsen received a Master of Science in Education in Counseling from Old Dominion University. She was previously employed as a part-time Advisor and Success Coach in the Division of Student Engagement and Enrollment Services at Old Dominion University. Prior to being employed with the University, Ms. Thorbjornsen served as an Advisor with Tidewater Community College.

Aaron Turner Admissions Counselor and Assistant Instructor	$35,000	9/10/15	12 mos

Mr. Turner received a Bachelor of Science in Occupational and Technical Studies, Training Specialist from Old Dominion University. Prior to joining Old Dominion University, he owned his own marketing consulting firm in Chesapeake, VA.

G. Mark Walsh Assistant Director of Records Management and IT Policy and Instructor	$85,000	11/2/15	12 mos

Mr. Walsh received a Master of Arts in History from the University of Windsor. Prior to joining Old Dominion University, he served as the Corporate Records Manager for Norfolk Southern Corporation.

Maurice Williams Academic Coordinator/Counselor, Upward Bound and Instructor	$43,000	10/29/15	12 mos

Mr. Williams received a Master of Arts in Urban Education with a concentration in School Counseling from Norfolk State University. Prior to joining Old Dominion University, he served as a professional counselor/caseworker for TALK Family in Norfolk, VA.

December 3, 2015

EMERITUS/EMERITA APPOINTMENTS

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the granting of the title of emeritus/emerita to the following faculty members. A summary of their accomplishments is included.

Name and Rank	Effective Date
Eileen P. Abrahamsen Associate Professor Emerita of Communication Disorders and Special Education	June 1, 2016
Barbara R. Bartkus University Professor Emerita and Associate Professor Emerita of Management	June 1, 2016
Faye E. Coleman Associate Professor Emerita of Medical Diagnostic and Translational Sciences	June 1, 2016
Elaine M. Justice University Professor Emerita and Associate Professor Emerita of Psychology	June 1, 2016
Lorraine M. Lees University Professor Emerita and Professor Emerita of History	January 1, 2016
George Maihafer Associate Professor Emeritus of Physical Therapy and Athletic Training	June 1, 2016
M. Lee Manning Eminent Scholar Emeritus and Professor Emeritus of Teaching and Learning	June 1, 2016
Jack E. Robinson Associate Professor Emeritus of Educational Foundations and Leadership	June 1, 2016

Sophie K. Thompson — June 1, 2016
Associate Professor Emerita of Medical Diagnostic and Translational Sciences

Don Zeigler — July 1, 2016
Professor Emeritus of Political Science and Geography

EILEEN ABRAHAMSEN

Eileen Abrahamsen received a B.A. from Elmira College in 1968, an M.S. from the State University of New York at Albany in 1972, and an Ed.D. from Teachers College, Columbia University in 1980. All of her professional credentials prepared her for degrees in Speech-Language Pathology. Early in her career she received the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association (ASHA).

Abrahamsen joined Old Dominion University as an Assistant Professor of Speech-Language Pathology in 1979 and achieved the rank of Associate Professor in 1985. She served as undergraduate advisor for the Speech-Language Pathology & Audiology program. Her great interest in world-wide travel led her to apply for and receive two Fulbright Scholar Awards, one in Malta (1995-1996) and one in Slovakia (2003).

During her 36 years at Old Dominion University, Abrahamsen endeavored to prepare students to become well-trained speech-language pathologists. Her research interests centered on children with language learning difficulties. She served as Master's research advisor to many students who presented their work at professional meetings. She maintained her professional certification, receiving the ASHA Award for Continuing Education on four occasions, and became Hanen Certified to provide specialized training to families of children with communication disorders.

BARBARA R. BARTKUS

Barbara R. Bartkus received a B.S. in Public Administration from Hawaii Pacific University in 1987, an M.B.A. (concentration in Finance) from Hawaii Pacific University in 1989, and a Ph.D. in Management from Texas A&M University in College Station, Texas in 1997.

Bartkus joined Old Dominion as an Assistant Professor of Management in 1997 and achieved the rank of Associate Professor of Management in 2003. Her research in corporate social responsibility has appeared in national and international journals and has been presented at international conferences.

During her 19 years at Old Dominion University, Bartkus has been recognized as an outstanding teacher. Her dedication to teaching has earned her several teaching awards, including the designation of University Professor (2004), the Alan Rufus Tonelson Distinguished Faculty Award, and the Most Inspirational Faculty Award (2013).

FAYE E. COLEMAN

Faye E. Coleman received a B.S. in Biology from Hampton Institute (University) in 1962 and an M.S. in Medical Technology from St. John's University in 1973. She joined Old Dominion as an Assistant Professor of Biological Sciences in 1978, achieved the rank of Associate Professor of Biological Sciences in 1984 and is currently Associate Professor of Medical Diagnostic and Translational Sciences. Coleman served as Graduate Program Director of Medical Laboratory Sciences from 1980-93 and has served as Program Director of the Undergraduate Program in Medical Technology in the College of Health Sciences since 1993.

During her 38 years at Old Dominion University, Coleman was inspirational to scores of students who have become highly competent and successful medical laboratory professionals. She has served for many years as advisor for the Medical Laboratory Science Students Association. Throughout her career, her primary interest has been the development of educational strategies and techniques.

Coleman's teaching and accomplishments have been recognized by students and colleagues alike. She has been recognized five times as the "most inspiring faculty" by the top student in the College of Health Sciences. Her teaching and research have been recognized by Old Dominion University (University Finalist for the SCHEV Outstanding Faculty Award), the American Society for Medical Technologists (Ruth Heinemann Memorial Award), the Virginia Society for Clinical Laboratory Science (Educator of the Year), and the College of Health Sciences (Gene Hirschfeld Faculty Excellence Award and Research Award-Best Faculty Poster).

ELAINE MARIE JUSTICE

Elaine Justice received a B.S. in Psychology from Northern Kentucky University in 1974, an M.A. in Psychology from Marshall University in 1975, and a Ph.D. in Developmental Psychology from the University of Cincinnati in 1980.

Justice joined Old Dominion as an Instructor of Psychology in 1979 and achieved the ranks of Assistant Professor of Psychology in 1980 and Associate Professor of Psychology in 1985. She served as Graduate Program Director of the Department's Master's degree program from 1985 to 1994, Assistant Chair in 2004 and from 2009 to 2013, Chair of the Department of Psychology from 1994 to 2000, and Interim Dean of the College of Sciences from May to July of 2000.

During her 37 years at Old Dominion University, Justice inspired a generation of students to become psychologists. She was also a mentor to many doctoral and master's students and supervised their research projects. Throughout her career, Justice served many roles at the department, college, and University level, including as a member of the ODU Institutional Review Board and the Faculty Senate. She was actively engaged in the preparation of graduate students for teaching, and received multiple grants from 2007 to 2011 to establish a Preparing Future Faculty program at ODU. While at ODU, she served as chair or member for more than 70 graduate student thesis or dissertation committees.

LORRAINE M. LEES

Lorraine M. Lees received a B.A. in History from Holy Family College in 1968, an M.A. in American Foreign Relations from the University of Wisconsin-Milwaukee in 1970, and a Ph.D. in United States Diplomatic History from The Pennsylvania State University in 1976.

Lees joined Old Dominion University as an Assistant Professor of History in 1979 and achieved the rank of Professor of History in 2007. She was awarded the distinction of University Professor in 1999. And she won the Robert L. Stern Award for Excellence in Teaching in the College of Arts and Letters in 1996.

During her 36 years at Old Dominion University, Lees challenged and inspired a host of students to become better writers, more informed citizens, and budding historians. She was a demanding yet supportive professor whose course offerings included: The Cold War in History, The Immigrant in American History, American Civilization in a World Setting, Techniques of Research, American Foreign Relations and World Order, and others of equal significance. Equally adept in undergraduate and M.A. courses, Lees leaves a most enduring legacy.

GEORGE MAIHAFER

George Maihafer received a B.S. in Physical Therapy from the State University of New York Health Center in 1973, an M.S.Ed. in Physical Therapy from the University of Kentucky in 1977, and a Ph.D. in Urban Services from Old Dominion University in 1992.

Maihafer joined Old Dominion as an Assistant Professor of Physical Therapy in 1982 and achieved the rank of Associate Professor in 1988. Throughout his tenure at Old Dominion University he served as the Director of Clinical Education, Graduate Program Director, and Chair of the School of Physical Therapy. Additionally, he served as the Director of the Health Services Research Doctoral Program for the College of Health Sciences.

During his 34 years at Old Dominion University, Maihafer inspired a generation of students to become successful physical therapists. He was actively involved in many committees at the University level, but is known for his work as the University IRB Chair. Throughout his career, Maihafer was actively engaged within the State of Virginia by serving as the President of the Virginia chapter of the American Physical Therapy Association and the President of the Virginia Board of Physical Therapy. In recognition of his accomplishments, the Federation of State Boards of Physical Therapy awarded him the Outstanding Service Award, the highest honor given to a physical therapist.

M. LEE MANNING

M. Lee Manning received a B.S. and M.Ed. from Clemson University and a Ph.D. in Elementary Education from the University of South Carolina in 1978. He taught language arts in grades 5, 6, and 7 for five years in the South Carolina public school education system.

After teaching at Arkansas State University and Columbia College of South Carolina, Manning joined the Old Dominion University faculty as an Assistant Professor of Educational Curriculum and Instruction in 1992. He taught language arts and middle school courses. He was promoted to Full Professor in 1996 and Eminent Scholar in 2001. His teaching, research, and publications have focused on improving middle school education, mainly educational experiences for 10-14 year old learners. He was active in the Association for Childhood Education International as well as the National Middle School Association. While serving at Old Dominion University, he served as a consultant for the Department of Defense and worked to improve middle and secondary schools.

During his career, Manning published approximately 200 journal articles and over 40 books, focusing mainly on multicultural education and middle school education. He made 30 national presentations. He was instrumental in the effort to provide multicultural educational experiences based upon 10-14 year olds' psychosocial and cognitive development.

JACK ROBINSON

Jack Robinson joined the faculty at Old Dominion University as an Assistant Professor of Education in 1974 and was promoted to Associate Professor in 1981. He earned a B.S. degree in Psychology with a minor in Sociology from Drake University in 1969 and a Master's degree and Ph.D. from the University of Iowa in Educational Psychology with minors in Statistics and Measurement in 1973 and 1974.

While at Old Dominion University Robinson served as Assistant Chair of the University Senate for two years and Assistant Chair and Chair of the College of Education Faculty Governance for two years and three years respectively. He also served as the chair of a local parochial school board for three years and assistant chair of a state-level parochial school board for two years.

During his tenure at the University, Robinson has been a Principle Investigator on four different grants totaling over $250,000 and a Co-PI on five additional grants totaling over $750,000 in funding. Most of these grants have been with K-12 educational agencies focusing on addressing the needs of urban learners and high need students. In addition he has served as an evaluation consultant on 13 different grants totaling over $4 million that were funded at the state or federal level. Robinson has published several articles in refereed journals as well as given numerous presentations at major educational conferences. His service to the University and community also includes being a member of the College of Education Professional Development School initiative for five years, serving as chair or member on over 50 doctoral dissertation committees, two of which received state level recognition as outstanding dissertations, and giving several presentations for the Center for Learning Technologies.

SOPHIE K. THOMPSON

Sophie K. Thompson received a Certificate in Cytotechnology from the Medical University of South Carolina in 1968, a B.S. degree in Cytotechnology in 1976 and a Master's in Health Sciences in 1984.

Thompson joined Old Dominion University in 1998 as an Assistant Professor and Director of the Cytotechnology Program and achieved the rank of Associate Professor of Medical Laboratory and Radiation Sciences in 2005. She instituted the Histotechnology program and served as Program Director from 2007-2011. She also served as Chair of the School of Medical Laboratory and Radiation Sciences from 2005-2010.

During Thompson's 17 years at Old Dominion University, she inspired a generation of students to become successful cytotechnologists. Throughout her career, she was actively engaged in research in the areas of cytology ergonomics, HPV, asbestos, and other types of cancer. Thompson is a past President of five cytology organizations including the American Society of Cytotechnologists. In recognition of her accomplishments, she was nominated for the Outstanding Cytotechnologist Award for the American Society of Cytopathology.

DONALD J. ZEIGLER

Donald J. Zeigler received a B.S. from Shippensburg University of Pennsylvania in 1972, an M.A. from the University of Rhode Island in 1976, and a Ph.D. from Michigan State University in 1980. All were in geography.

Zeigler joined Old Dominion University as Assistant Professor of Geography in 1980 and achieved the rank of Professor in 1992 while he was serving as Chair of the Department of Political Science and Geography. In 2008, he relocated to the Virginia Beach Campus of ODU, where he became a lead faculty member and an advisor for the interdisciplinary studies degree in elementary education.

During his 36-year career at Old Dominion University, Zeigler taught well over two dozen different courses, including Political Geography, Cities of the World, and the Middle East. Shortly after his arrival, he initiated the ODU chapter of Gamma Theta Upsilon, the international honor society in geography; he later served as the national President of that organization. He was also President of the National Council for Geographic Education (1997). In 2006, he was honored with a SCHEV Award for excellence in teaching and with the Grosvenor Award for achievement in geography education by the Association of American Geographers. He also served as Chief Reader for College Board's Advanced Placement Human Geography course. Zeigler has authored or co-authored over 60 articles, books, and book chapters, and presented over 130 papers at professional conferences.

December 3, 2015

APPROVAL OF PROPOSED REVISIONS TO THE POLICY ON EMERITUS/EMERITA APPOINTMENTS

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the proposed revisions to the policy on Emeritus/Emerita Appointments effective January 1, 2016.

Rationale: The proposed revisions would provide a mechanism to award emeritus/emerita status to retirees who are not tenured faculty, including non-tenure track faculty, librarians, and administrators. The award of emeritus/emerita to those who are not tenured faculty would recognize these individuals for their contributions to the University. These individuals will continue to represent Old Dominion University in the community after their retirement. Many non-tenure track faculty such as Senior Lecturers have served the University for many years and have made significant contributions to the University's teaching mission. Librarians are similar to faculty and are represented on the Faculty Senate; the work they perform is critical to the University's functioning and mission. Administrative officers who have given exemplary service to the University are also deserving of recognition upon their retirement. Several updates to reflect current practice have also been made.

NUMBER: 1441

TITLE: Emeritus/Emerita Appointments

APPROVED: September 28, 1972; Revised August 30, 1990; Revised April 12, 2002; Revised April 7, 2006; Revised June 13, 2008; Revised April 8, 2010

I. Emeritus/Emerita Appointments for Tenured Faculty

A. The title "emeritus/emerita" shall be granted only by the Board of Visitors. The title of emeritus/emerita is granted in recognition of dedicated and meritorious service at Old Dominion University and entitles its holders to commensurate rights and privileges.

B. Eligibility for the titles of professor emeritus/emerita and associate professor emeritus/emerita shall be limited to full-time tenured faculty upon their retirement.

C. Administrative officers who hold faculty rank and tenure, except for the president, may be named "emeritus/emerita" upon retirement. The Board of Visitors may in its discretion award the title of "president emeritus/emerita" to a former president upon his or her retirement from the university or departure from the position. The president emeritus/emerita may, with the approval of the Board of Visitors, continue to serve the university after retirement or departure from the position. Responsibilities of the president emeritus/emerita may include teaching and consulting as well as activities that carry forward the name and reputation of the university.

D. To be eligible for a faculty ~~n~~ emeritus/emerita appointment, a faculty member shall be recommended by his or her chair and approved by the dean, provost and vice president for academic affairs, and president, or the process may begin with the recommendation of the provost and vice president for academic affairs.

E. Should a qualifying faculty member die before actual retirement, his or her chair may recommend him or her for posthumous emeritus/emerita recognition.

F. Each person receiving the title of emeritus/emerita with faculty status will receive appropriate recognition from the university.

G. Emeritus/emerita appointments for faculty carry the following lifetime privileges. ~~, an updated list of which will be sent annually by the Office of Academic Affairs to every emeritus/emerita faculty member.~~

1. Use of the library as a faculty member.

2. Attendance at faculty meetings (nonvoting), at receptions and at academic processions, including commencement.

3. ~~The same tuition rates for spouses and dependent children enrolled in the university as are provided for active faculty.~~

3. Listing in all university publications on the same basis as active faculty.

4. Receipt of all university informational bulletins that are circulated to active faculty.

5. Attendance at lectures, concerts, athletic events, banquets, etc., and use of university facilities, including parking lots, on the same basis as active faculty.

6. Office and laboratory space, or library study space, as available and on a temporary basis, but priority will be given to active faculty, staff, and students when space is limited.

7. Use of the university's email account.

II. Emeritus/Emerita Appointments for Non-Tenured Faculty, Librarians and Administrators

A. The title of emeritus/emerita may also be conferred on retired non-tenured faculty, administrative officers, and librarians with continued appointment of at least 10 years who have given exemplary service to the university and who are specifically recommended by the president and approved by the Board of Visitors.

B. To be eligible for this category of emeritus/emerita appointment, a non-tenured faculty member, administrator or librarian shall be recommended by his or her supervisor and approved by the dean and/or vice president, the provost, and the president or the process may begin with the recommendation of the relevant vice president.

C. Should a qualifying employee die before actual retirement, his or her supervisor may recommend him or her for posthumous emeritus/emerita recognition.

D. Each non-tenured faculty member, administrator or librarian receiving the title of emeritus/emerita will receive appropriate recognition from the university.

E. Emeritus/emerita appointments in this category carry the following lifetime privileges.

1. Use of the library as a university employee.

2. Receipt of all university informational bulletins that are circulated to active employees.

3. Attendance at lectures, concerts, athletic events, banquets, etc. and use of university facilities, including parking lots, on the same basis as active employees.

4. Use of the university's email account.

NUMBER: 1441

TITLE: Emeritus/Emerita Appointments

APPROVED: September 28, 1972; Revised August 30, 1990; Revised April 12, 2002; Revised April 7, 2006; Revised June 13, 2008; Revised April 8, 2010

I. Emeritus/Emerita Appointments for Tenured Faculty

A. The title "emeritus/emerita" shall be granted only by the Board of Visitors. The title of emeritus/emerita is granted in recognition of dedicated and meritorious service at Old Dominion University and entitles its holders to commensurate rights and privileges.

B. Eligibility for the titles of professor emeritus/emerita and associate professor emeritus/emerita shall be limited to full-time tenured faculty upon their retirement.

C. Administrative officers who hold faculty rank and tenure, except for the president, may be named "emeritus/emerita" upon retirement. The Board of Visitors may in its discretion award the title of "president emeritus/emerita" to a former president upon his or her retirement from the university or departure from the position. The president emeritus/emerita may, with the approval of the Board of Visitors, continue to serve the university after retirement or departure from the position. Responsibilities of the president emeritus/emerita may include teaching and consulting as well as activities that carry forward the name and reputation of the university.

D. To be eligible for a faculty emeritus/emerita appointment, a faculty member shall be recommended by his or her chair and approved by the dean, provost and vice president for academic affairs, and president, or the process may begin with the recommendation of the provost and vice president for academic affairs.

E. Should a qualifying faculty member die before actual retirement, his or her chair may recommend him or her for posthumous emeritus/emerita recognition.

F. Each person receiving the title of emeritus/emerita with faculty status will receive appropriate recognition from the university.

G. Emeritus/emerita appointments for faculty carry the following lifetime privileges.

1. Use of the library as a faculty member.

2. Attendance at faculty meetings (nonvoting), at receptions and at academic processions, including commencement.

3. Listing in all university publications on the same basis as active faculty.

4. Receipt of all university informational bulletins that are circulated to active faculty.

5. Attendance at lectures, concerts, athletic events, banquets, etc., and use of university facilities, including parking lots, on the same basis as active faculty.

6. Office and laboratory space, or library study space, as available and on a temporary basis, but priority will be given to active faculty, staff, and students when space is limited.

7. Use of the university's email account.

II. Emeritus/Emerita Appointments for Non-Tenured Faculty, Librarians and Administrators

A. The title of emeritus/emerita may also be conferred on retired non-tenured faculty, administrative officers, and librarians with continued appointment of at least 10 years who have given exemplary service to the university and who are specifically recommended by the president and approved by the Board of Visitors.

B. To be eligible for this category of emeritus/emerita appointment, a non-tenured faculty member, administrator or librarian shall be recommended by his or her supervisor and approved by the dean and/or vice president, the provost, and the president or the process may begin with the recommendation of the relevant vice president.

C. Should a qualifying employee die before actual retirement, his or her supervisor may recommend him or her for posthumous emeritus/emerita recognition.

D. Each non-tenured faculty member, administrator or librarian receiving the title of emeritus/emerita will receive appropriate recognition from the university.

E. Emeritus/emerita appointments in this category carry the following lifetime privileges.

1. Use of the library as a university employee.

2. Receipt of all university informational bulletins that are circulated to active employees.

3. Attendance at lectures, concerts, athletic events, banquets, etc. and use of university facilities, including parking lots, on the same basis as active employees.

4. Use of the university's email account.

December 3, 2015

APPROVAL OF A NEW BACHELOR OF SCIENCE PROGRAM IN SPORT MANAGEMENT

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the proposal for a new Bachelor of Science program in Sport Management to be effective with the fall 2016 semester.

Rationale: Old Dominion University seeks approval to initiate a Bachelor of Science in Sport Management in fall 2016. The purpose of the program is to prepare students for entry-level management positions within sport-oriented organizations. Careers in sport promotion, sport marketing, health and fitness center management, sport event management, sport facility/arena management, and other sport-related businesses are targeted.

Courses in sport management have been offered for years under the Bachelor of Science degree with a major in physical education and a concentration in sport management. The physical education major is focused on pedagogy and therefore is not aligned with sport management. The proposed program would enable the University to offer a stand-alone major in sport management at the undergraduate level, which is the appropriate credential for those interested in the field. Graduates will be prepared to work in a wide variety of sport industry organizations.

The complete degree proposal can be found in Appendix I.

December 3, 2015

APPROVAL OF A NEW MASTER OF SCIENCE PROGRAM IN SPORT MANAGEMENT

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the proposal for a new Master of Science program in Sport Management to be effective with the fall 2016 semester.

Rationale: Old Dominion University seeks approval to initiate a Master of Science in sport management in fall 2016. The purpose of the program is to prepare students for the opportunities and challenges associated with careers in the sport industry by providing them with theoretical and practical knowledge that will enable them to be successful leaders within sport-oriented organizations. Specifically, business aspects of sport and recreation are addressed, including leadership, management, marketing, and finance of these areas.

Courses in sport management have been offered for years under the Master of Science in Education degree with a major in physical education and a concentration in sport management. The physical education major is focused on pedagogy and therefore is not aligned with sport management. The proposed program would enable the University to offer a stand-alone graduate program in sport management, which is the appropriate credential for those interested in the field. Graduates will be prepared to work in a wide variety of sport industry organizations.

The complete degree proposal can be found in Appendix II.

December 3, 2015

APPROVAL OF A NEW MASTER OF SCIENCE PROGRAM IN PARK, RECREATION AND TOURISM MANAGEMENT

RESOLVED that, upon the recommendation of the Academic and Research Advancement Committee, the Board of Visitors approves the proposal for a new Master of Science program in Park, Recreation and Tourism Management to be effective with the fall 2016 semester.

Rationale: Old Dominion University seeks approval to initiate a Master of Science in Park, Recreation and Tourism studies in fall 2016. The mission of the program is to provide professional preparation for students and practitioners interested in pursuing or continuing a career in recreation or tourism-related fields. The program combines social science and management concepts and theories with applied problem-solving techniques specific to parks, recreation and tourism.

Master's-level courses in Park, Recreation and Tourism Studies were offered from 2004-2010 as an emphasis within the Master of Science in Education degree in Physical Education. The new degree program will be a stand-alone program at the graduate level focused on park, recreation and tourism management and leadership rather than on the pedagogy that is taught in a variety of education curricula. The department currently offers a Bachelor of Science degree program in Park, Recreation and Tourism Studies.

The complete degree proposal can be found in Appendix III.

Appendix I

PROPOSAL FOR THE
BACHELOR OF SCIENCE IN SPORT MANAGEMENT

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DESCRIPTION OF THE PROPOSED PROGRAM

Program Background

Old Dominion University (ODU) seeks approval to initiate a Bachelor of Science (B.S.) in Sport Management to begin fall 2016 in Norfolk, Virginia.

The purpose of the B.S. in Sport Management is to prepare students for entry-level management positions within sport-oriented organizations. Careers in sport promotion, sport marketing, health and fitness center management, sport event management, sport facility/arena management, and other sport-related businesses are targeted. This will be achieved via a curriculum that is consistent with current principles and practices of academic and sport marketplace standards.

This program evolved from its origins in physical education, both at Old Dominion University and across the country. The relationship between sport management and physical education is common, particularly with sport management's professional roots in organizations such as the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD). In fact, it was at the 1986 AAHPERD convention that curricular concerns for sport management education programs were initially addressed, leading to the creation of a task force to develop the initial guidelines for professional competencies for sport management education.[1]

Although the first sport management programs were established on the graduate level, colleges and universities are increasingly offering undergraduate degrees in sport management as the industry continues to prosper and requires managers uniquely trained for the sport industry.[2] In their infancy, sport management programs were in response to Brooklyn Dodgers president Walter O'Malley's 1957 letter to physical educator James Mason inquiring as to where one could be trained to manage in the unique environment of athletics.[3] As the discipline of sport management grew as an academic field in the 1980s, the Sport Management Arts and Science Society (SMARTS) was established in part to discuss curricula that would produce quality sport industry managers. That group was the foundation for the scholarly organization now known as the North American Society for Sport Management (NASSM).[4]

The first official curriculum in sport management at Old Dominion followed the curriculum standards prescribed through the National Association for Sport and Physical Education-North American Society for Sport Management (NASPE-NASSM) Joint Task Force on Sport Management Curriculum and Accreditation. These standards called for courses in sport marketing, sport law, sport administration and leadership, sport finance, sport communication, and sport sociology.[5]

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[1] http://www.cosmaweb.org/history.html

[2] Crosset, T.W., & Hums, M.A. (2012). History of Sport Management. In L.P. Masteralexis, C.A. Barr, & M.A. Hums (Eds.), *Principles and practice of sport management* (4th ed.) (pp. 3-25). Sudbury, MA: Jones & Bartlett.

[3] Parks, J.B., & Quarterman, J. (2003). Sport management: An overview. In J.B. Parks & J. Quarterman (Eds.), Contemporary sport management (2nd ed.) (pp. 5-22). Champaign, IL: Human Kinetics.

[4] Crosset & Hums (2012)

[5] Parkhouse, B.L., & Pitts, B.G. (2001). Definition, evolution, and curriculum. In B.L. Parkhouse (Ed.), The management of sport: Its foundation and application (3rd ed.) (pp. 2-14). New York: McGraw-Hill.

Old Dominion has offered courses in sport management for a number of years, under the umbrella of physical education. The latter is focused on pedagogy, and therefore is not aligned with the field of sport management. A stand-alone program in sport management is now the appropriate credential for those interested in the field.

Mission

The mission of the institution says: "Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation and the world through rigorous academic programs, strategic partnerships, and active civic engagement."

The B.S. in Sport Management will align with this mission by providing a rigorous academic program that prepares graduates for management positions in the areas of both participatory and spectator sport that rely heavily on collaborative partnerships with public and private organizations. As one of the pillars of the sport management program, students will be actively engaged in the community by promoting quality of life through participating in sport and recreation activities that are individually enriching and socially beneficial. Graduates will be prepared to work in a wide variety of sport industry organizations, such as professional sports, college athletics, event and facility operations, corporate sport management and marketing firms, non-profit sport organizations, health and fitness industries, military Morale, Welfare, Recreation (MWR) programs, golf and tennis clubs, and youth sports.

Based on ODU's location, the sport management program is positioned to take advantage of myriad opportunities to connect students with the sport industry. In addition to regular collaborations with the ODU athletics department, the program has a rich history of associations with local organizations such as ODU Sports Properties, Global Spectrum, J&A Racing, the United States Collegiate Athletic Association, Hampton Roads Sports Commission, Visit Norfolk, Norfolk Tides, Norfolk Admirals, Peninsula Pilots, and the Mid-Eastern Athletic Conference, among others. These partnerships have been instrumental in expanding professional networks for Old Dominion students through cooperating on campus- and community-based projects, class presentations, mentoring, and internship opportunities, as well as hiring ODU graduates to join their organizations.

Students have also applied their knowledge outside the region, securing internships and jobs with such well-known sport organizations as the Amateur Athletic Union, DC United, ESPN, Charlotte Motor Speedway, Jacksonville Jaguars, National Collegiate Athletic Association, Major League Baseball, IMG Sports Academies, NASCAR, Kansas City Chiefs, Disney/ESPN Wide World of Sports, Philadelphia 76ers, Michigan State Athletics, New Jersey Devils, Fox Sports Network, Boston Red Sox, military Morale, Welfare, Recreation (MWR) programs, among others.

Accreditation

The Commission on Sport Management Accreditation (COSMA) serves as the accrediting body for Sport Management higher education programs. It 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 graduate levels through specialized accreditation."[6] The Commission is an outgrowth of the National Association for Sport and Physical Education-North American Society for Sport Management (NASPE-NASSM) Joint Committee that oversaw the development of curricular guidelines for sport management starting in 1989. In 1993 the Sport Management Program Review Council (SPMPRC) was formed as an independent entity that would review sport management programs on behalf of the Committee. As part of its continuing evolution, COSMA was proposed in 2007 and then launched in 2008 to provide an organization that would officially recognize undergraduate and graduate programs meeting characteristics of excellence in sport management education.[7] As of August 2015, there are 21 COSMA-accredited institutions and a total of 43 accredited sport management programs.[8] In order to be considered for accreditation, institutions must submit a comprehensive Self-Study document and host a site visit as a final evaluation of the programs.

The undergraduate and graduate programs at ODU were approved by the Sport Management Program Review Council (SMPRC) in 2001 under the National Association for Sport and Physical Education-North American Society for Sport Management (NASPE-NASSM) standards, but prior to the renewal date in 2009 the SMPRC was dissolved and replaced by COSMA. ODU is interested in pursuing COSMA accreditation but is currently unable to do so within the sport management program's existing structure. As specified in a letter from the COSMA Board of Commissioners (see Appendix A), in its present form the ODU sport management program does not fall under the scope of a degree program in a sport management field[9] due to its existing concentration status under physical education. However, once this is rectified, the ODU sport management program would be eligible for COSMA accreditation. This is especially true given sport management's independent budget, curriculum, faculty, reputation, and focus at Old Dominion University.

Program Delivery

Courses in the proposed BS in Sport Management are taught in traditional face-to-face formats. Occasional courses (such as Special Topics study abroad opportunities) will utilize a hybrid instructional format that will blend online instruction with meetings on-campus and abroad.

[6] http://www.cosmaweb.org/about-cosma.html
[7] http://www.cosmaweb.org/history.html
[8] http://www.cosmaweb.org/uploads/2/4/9/4/24949946/july_2015_newsletter_v4_i2.pdf
[9] Commission on Sport Management Accreditation. (2013, June). *Accreditation Process Manual*. Scope of Accreditation, page 5.

Appendix I

Admission Criteria

The requirements for a B.S. in Sport Management include:

- A completed online application using the following link: http://www.odu.edu/admission/undergraduate
- A high school diploma or GED for traditional freshman students
- Official copies of transcripts from all regionally-accredited post-secondary institutions attended, with a GPA of 2.0 or better
- Reference letters, essay and other supporting documentation is also permitted.

Target Population

The B.S. in Sport Management targets individuals who are interested in securing entry-level management positions in the sport industry. The program attracts students who are interested in studying the business of sport and the important role that sport plays in society. Graduates of the Sport Management program will be qualified to pursue occupations in amateur, professional, municipal, and corporate sport settings. Within these settings, Sport Management graduates may pursue career opportunities in college athletic administration, professional sport marketing and promotions, sport facility management, sport event management, recreational sports management and supervision, health club and fitness management, amateur sport organization administration, and many others. This will make it a desirable degree for many potential students in southeastern Virginia and beyond.

Curriculum

Adhering to the principles set forth by the Commission on Sport Management Accreditation (COSMA), the B.S. in Sport Management has a curriculum that is relevant, current, and acceptable in the eyes of professionals in the field. To meet the requirements of the B.S. in Sport Management, students must complete a minimum of 120 credit hours, of which 61 credit hours are core requirements for a degree in sport management. Included in the 61 hours required for a B.S. in Sport Management are 15 hours from the business school — ACCT 201, ACCT 202, ECON 202S, MKTG 311, and MGMT 325. Students must also choose a minor (Management or Marketing recommended) and/or additional electives to meet the minimum of 120 credits required for the degree.

Lower Division General Education (38-44 credit hours)

Written Communication Skills *	6 credits
Oral Communication	3
Mathematical Skills **	3
MATH 102M - College Algebra or MATH 103M - College Algebra with Supplemental Instruction or MATH 162M - Precalculus I	
Language and Culture	0-6
Information Literacy and Research	3
Human Creativity	3

Interpreting the Past	3
Literature	3
Philosophy and Ethics ***	
The Nature of Science	8
Human Behavior	3
ECON 200S - Basic Economics	
or ECON 201S - Principles of Microeconomics	
Impact of Technology	3

* Grade of C or better required in both courses
** Grade of C- or better
*** Satisfied with SMGT 450W in the major

Sport Management Core Requirements (46 credit hours)

SMGT 214	Introduction to Sport Management	3 credits
SMGT 305	Sport Administrative Theory	3
SMGT 315	Sport Media and Public Relations	3
SMGT 331	Fiscal Planning and Mgmt in Sport & Rec	3
SMGT 414	Sport Marketing	3
SMGT 421	Legal Aspects in Rec & Sport Mgmt	3
SMGT 450W	Ethics and Morality in Sport*	3
SMGT 452	Sport Facility Management	3
SMGT 453	Event Management and Sport Sponsorship	3
SMGT 455	Sport in Contemporary Society	3
SMGT 456	Sport Psychology	3
SMGT 366	Internship Seminar	1
SMGT 368	Internship	12

* Grade of C or better

Additional Required Courses (15 credit hours)

ACCT 201	Principles of Financial Accounting	3 credits
ACCT 202	Principles of Managerial Accounting	3
ECON 202S	Principles of Microeconomics	3
MKTG 311	Marketing Principles and Problems	3
MGMT 325	Contemporary Organizations & Mgmt	3

Upper Division General Education

A minor in Management or Marketing is recommended, but students may select another minor with approval from their advisor. Students must follow the requirements for the selected minor option as outlined in the ODU undergraduate catalog. The credits achieved in the minor or through additional upper level electives will be needed to meet the minimum 120 credits required for the degree.

Time to Degree

Students who matriculate on schedule (average 15 hours per semester) will graduate in eight semesters (4 years). However, enterprising students enrolled in more than 15 hours per semester and/or taking advantage of available summer courses that are regularly offered to sport management majors may complete graduation requirements sooner.

Student Retention and Continuation Plan

Advising of undergraduate sport management students is done by the Undergraduate Program Coordinator (UPC). Advising/scheduling workshops will be held several times throughout each semester in order to provide students with information necessary to register for courses for the following term. Additionally, the UPC will be available during regularly-scheduled office hours to meet with individual students concerning scheduling, internships, career options, etc. He or she may also schedule meetings with students who are underperforming in the program in order to formulate a place of action for improvement.

During scheduling workshops and during individual advising meetings, the UPC will reiterate the continuance requirements for the program, including an overall GPA of 2.0, demonstrated writing proficiencies, satisfaction of all Sport Management core requirements, and internship. If a student is struggling to achieve a 2.0, the advisor will work with the student to put a plan of action in place to improve academic performance. This may include such things as recommending a tutor, recommending a change of study habits, additional resources for a difficult topic, or referral to the University's Student Success Center.

If a student's GPA falls below 2.0, that student will be placed on academic probation. At that time the student will meet with the UPC. An additional sport management program faculty member will also attend the meeting with the student. At that meeting the participating faculty will make sure that the student understands that in order to graduate, the student must achieve a minimum grade point average of 2.0, in addition to all course requirements. When necessary, an underachieving student will be asked to present a plan of action to ensure success in subsequent courses.

Faculty

Existing faculty members, who combine for over 60 years of sport management teaching experience, are dedicated to the proposed program. The faculty includes three associate professors, one assistant professor, and one lecturer, all of whom hold terminal degrees. The tenure-track faculty members have established records as productive researchers with over 100 peer-reviewed publications among the four of them. Brief CVs of the sport management faculty can be found in Appendix D.

The full-time faculty members have a range of expertise, resulting in meaningful course coverage that allows students to learn from faculty members who are knowledgeable and engaged in topics relevant to the courses they are teaching. For instance, Dr. Case brings a wealth of experience to the course in Legal Aspects given his expertise in sport law. Dr. Lyons'

expertise in student-athlete welfare and social issues makes her an excellent instructor for the course in Sport Ethics. Students will also benefit from real-world experience that Dr. Reams brings to the program, with a research specialization in sport consumer behavior and having served in a leadership position for the Sport Marketing Research Institute. Dr. Ridinger is particularly suited for instruction related to Sponsorship and Event Planning given her research related to mass participant running events. As a preeminent ticket pricing scholar with teaching expertise in finance and economics, Dr. Shapiro is well equipped to teach the course in Fiscal Planning and Management.

Program Administration

The program will be housed in the Department of Human Movement Sciences (HMS). A full-time Sport Management faculty member will serve as the Undergraduate Program Coordinator (UPC). The UPC will teaching in the program, advise students, serve on committees, and provide administrative oversight for the B.S. in Sport Management. The UPC will also ensure program compliance with University policies and procedures. An administrative assistant, housed in the Department of Human Movement Sciences, will support the program.

The full-time Sport Management degree program faculty will continue their current practice of meeting monthly throughout the academic year and as needed during the summer months. The UPC may call additional faculty meetings as needed.

Student Assessment

Students will engage in ongoing formative assessments such as quizzes, exams, projects and presentations as they complete the respective components of the academic program. The expectation is that as a result of completion of the academic program, students will achieve the following learning outcomes:

1. Demonstrate written, oral and technological communication skills important in sport industries in order to express ideas, foster understanding, and effectively interact with others.
2. Recognize problems, gather information, and draw logical conclusions to issues faced by professionals in the sport industry.
3. Acquire and apply knowledge in specific core content areas that are the foundation of the sport management discipline.
4. Promote quality of life in a community by participating in sport-related activities that are individually enriching and socially beneficial.
5. Recognize the importance of working with diverse populations and identify ethical obligations of sport managers.

Data related to the student learning outcomes will be collected on an annual basis and reported on the University's assessment database – WEAVE. Evidence of student achievement of learning objectives will be assessed during the program through practical and written exams,

assignments, research projects and presentations. Each course will have objectives that need to be met in order for the student to successfully pass that course.

In order to assure that students are learning the major objectives of the program, we will assess student learning in several ways including annual evaluation of all courses, tracking students' academic progress each semester, reviewing faculty evaluations conducted by the student and through peer evaluation.

The sport management faculty will do the following activities each year as part of the efforts to assess learning:

- Analyze **student learning** in coursework by evaluating representative student papers, oral presentations, and assignments;

- **Subject matter and pedagogy** will be examined for necessary changes that contribute to successful student learning;

- Analyze **internship portfolios** to assess how well students have mastered the learning outcomes of the program and incorporated them into practice settings.

Below is a map of the five Student Learning Outcomes (SLOs) for the program, as well as the method of assessment associated with each. Each SLO is addressed multiple times during the curriculum because acquiring the knowledge, skills and values for mastery of the objectives is a process rather than a one-time event. For example, a student may engage in an activity, such as critically analyzing hypothetical scenarios, three different semesters and each time his or her understanding and skill will be further developed. At completion of the curriculum each student will have had the opportunity to demonstrate mastery of each SLO.

Appendix I

Map of Bachelor of Science in Sport Management Program Competencies

Student Learning Outcomes	**Courses & Co-Curricular Activities that Develop Competency** Course Number & Title Assessment (rubric used for grading)
1. **Communication and Collaboration:** Demonstrate written, oral, and technological communication skills important in sport industries to express ideas, foster understanding, and effectively interact with others.	Measures: **SMGT 368 - Internship** Assessment: 80% of students will meet the standards of the internship portfolio rubric **SMGT 315 – Sport Media and Public Relations** Assessment: 80% of students will meet the standards of the sport media project
2. **Critical Thinking:** Recognize problems, gather information, and draw logical conclusions to issues faced by professionals in the sport industry.	Measures: **SMGT 452 – Sport Facility Management** Assessment: 80% of students will meet the standard for the facility site selection assignment **SMGT 414 – Sport Marketing** Assessment: 80% of students will meet the standards of the marketing plan project
3. **Content Knowledge:** Acquire and apply knowledge in specific core content areas that are the foundation of the sport management discipline.	Measures: **SMGT 305 – Sport Administrative Theory** Assessment: 80% of students meet the standard of the sport organization analysis assignment **SMGT 331 – Fiscal Planning and Management** Assessment: 80% of students will meet the standards of the financial planning paper

Appendix I

Student Learning Outcomes	**Courses & Co-Curricular Activities that Develop Competency** Course Number & Title Assessment (rubric used for grading)
4. **Civic Engagement and Social Responsibility:** Promote quality of life in a community by participating in sport-related activities that are individually enriching and socially beneficial.	Measures: **SMGT 453 – Event Management and Sport Sponsorship** Assessment: 80% of students will meet the standard for the special event project. **SMGT 421 – Legal Aspects in Recreation and Sport Management** Assessment: 80% of students will meet the standards for the risk management assignment
5. **Cultural & Ethical Awareness:** Recognize the importance of working with diverse populations and identify ethical obligations of sport managers.	Measures: **SMGT 450W - Ethics and Morality in Sport** Assessment: 80% of students will meet the standard for the issues and dilemmas writing assignments **SMGT 455 – Sport in Contemporary Society** Assessment: 80% of students will meet the standards for the group presentation on social issues in sport

Workplace Competencies

The curriculum for the B.S. in Sport Management follows the Common Professional Component (CPC) topical areas set forth by COSMA. These topics have been identified as key content areas within the sport management field, and are therefore required to be adequately covered within the content of undergraduate sport management degree programs:

A) Social, psychological and international foundations of sport
B) Management
    1) Sport management principles
    2) Sport leadership
    3) Sport operations management/event & venue management
    4) Sport governance
C) Ethics in sport management
D) Sport Marketing and Communication
E) Finance/Accounting/Economics
    1) Principles of sport finance
    2) Accounting
    3) Economics of sport
F) Legal aspects of sport
G) Integrative Experience (such as a capstone experience or internship)

Through various assessments within these CPC topical areas, students will display competencies found to be important for entry-level sport managers, such as communication skills, risk recognition, problem solving skills, computer savvy, and event programming.[10] [11] More specifically, students successfully completing the BS in Sport Management will have:

- Proficient written and oral communication skills
- Proficient experience with computer technologies
- Experience working independently and collaboratively
- Ability to collect information to make logical decisions
- Demonstrated competencies in budgeting, risk assessment, facility management, ethical decision making, public relations, and marketing
- Experience in assisting with sport-related civic engagement activities
- Experience in working with diverse populations

Program Assessment

The program will be assessed by the Department of Human Movement Sciences, the Darden College of Education, and Old Dominion University. The department review will be completed annually in the fall of each year, and will consist of:

- Analyzing data from the University's assessment tool, WEAVE (Write-Establish-Assess-View-Effect [change]) report

[10] Case, R., & Branch, D. (2003). A study to examine the job competencies of sport facility managers. *International Sports Journal, 7*(2), 25-38.
[11] Barcelona, B. (2004). Examining the importance of recreation sport management competencies based on management level, agency type, and organizational size. *Recreational Sports Journal, 28*(1), 45-63.

- Analyzing retention and attrition rates in order to maximize the positive influences and ameliorate the negative ones that affect program completion

- Analyzing the results of the Old Dominion University internship site evaluations to identify potential areas for improvement within the curriculum

- Analyzing graduate job placement to assess if the program is preparing students with the knowledge, skills and abilities for jobs in the sport management field and evaluate the program's ability to meet market demands (following initial graduates' completion)

Results of these assessments will be used to evaluate the quality of the program, to stimulate program development, and to assess the role of the program in fulfilling ODU's institutional mission. The sport management program review may (a) result in strategic decisions about the program, (b) identify areas of potential improvement, (c) make resource recommendations, (d) articulate considerations for expansion or consolidation, and/or (e) consider other aspects of programmatic quality with respect to policies and practices relative to:

- Student recruitment, admissions, advising, and retention;
- Enrollment projections;
- Course descriptions and implementation;
- Curriculum changes and development;
- Faculty development and research activities;
- Facilities;
- Internal and external funding; and
- Description of strengths and weaknesses with attention to points of action for the future.

Information from the annual program assessment will be made available to the Dean and Associate Dean in the Darden College of Education and the Vice Provost for Undergraduate Programs.

Lecturers and Assistant Professors are also required to submit annual teaching portfolios that are reviewed by the tenured faculty. Tenured faculty members are required to submit teaching portfolios once every five years. The review of the teaching portfolios includes assessments of teaching responsibilities, teaching philosophy, teaching goals, evaluative and remedial steps, curricular revisions, course syllabi, and course evaluation data.

Benchmarks of Success

Benchmarks of success for this undergraduate program will include professional placement of graduates and graduate satisfaction with the program:

- 80% of the students will have earned jobs or continued onto graduate school within the sport management field within one year of program completion;
- 80% of students will be satisfied with the program as determined by the University's Student Satisfaction Survey;

Methods of benchmark-related data collection will include surveys, interviews, and consultations with interested parties. If the Bachelor of Science in Sport Management program has not met one or more of the benchmarks of success, the Department Chair will meet with program faculty and determine what course of action is required to make sure that the inadequacy is addressed. The plan of action will be submitted to the Associate Dean for approval, suggestions, and any allocation of resources necessary for success.

Expansion of Existing Programs

The B.S. in Sport Management represents an expansion of an existing concentration in the Bachelor of Science in Education—Physical Education. That concentration will be discontinued at the launch of the new program.

Relationship to Existing Degree Programs

The proposed B.S. in Sport Management is not related to any other degree program at Old Dominion University.

Collaborative or Standalone Program

This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

JUSTIFICATION FOR THE PROPOSED PROGRAM

Response to Current Needs (Specific Demand)

While sport management has historically been connected to physical education, the discipline has evolved to be more concerned with non-pedagogical areas. As suggested by Floyd Jones, Brooks, and Mak (2008), "universities are expanding the scope of physical education programs from a teaching-based model to more 'holistic' subdisciplinary programs including exercise physiology, sport and exercise psychology, and sport management" (p. 78).[12] This continuing evolution has shifted sport management education toward a more business-oriented program, with focus now being on areas such as event management and spectator sport.[13]

[12] Floyd Jones, D., Brooks, D.D., & Mak, J.Y. (2008). Examining sport management programs in the United States. *Sport Management Review, 11*, 77-91.
[13] Floyd Jones, D., Brooks, D.D., & Mak, J.Y. (2008). Examining sport management programs in the United States. *Sport Management Review, 11*, 77-91.

Furthermore, while the first sport management courses focused on the management of physical education and recreation programs, programs have recognized the need to broaden their scope beyond those education-based settings to include areas such as amateur and professional sport.[14] Therefore, despite its reliance on physical education as a nascent program, sport management at Old Dominion University has outgrown the umbrella of physical education, and should exist as an autonomous degree.[15]

The global sports industry is estimated to be upwards of $1.4 trillion in 2015, while the industry in the United States alone is estimated to be just shy of $500 billion.[16] Accompanying this economic growth of the sport industry are increased employment opportunities in spectator sport, participant sport, sport tourism, sporting goods and apparel, college athletic departments, and various other sport-related enterprises.[17][18] With a growing number of sport career opportunities, there is a need to produce competent managers and employees to organize the daily operations of various programs, including marketers, business officers, sales staffs, and facility managers among a host of others.

Although the number of sport management programs is of concern to some academicians,[19] ODU is a well-established program with a successful track record of graduate placement. Old Dominion is simply looking to provide its students with an even greater advantage in the job market by granting degrees that more accurately reflect their academic training in the field of sport management. Additionally, an autonomous sport management program will allow ODU to seek COSMA accreditation, which will further enhance its reputation and provide quality assurances to hiring professionals that ODU graduates have demonstrated skills and abilities needed to be effective in the industry.

Employment Demand

The North American Industrial Classification System (NAICS) is a system by which businesses are classified for the purpose of collecting, analyzing, and publishing statistical economic data based on production.[20] Despite its significant economic standing, the NAICS does not recognize sport as its own industry, and therefore sport-related activities are placed into other major sectors

[14] Danylchuk, K.E., & Boucher, R. (2003). The future of sport management as an academic discipline. *International Journal of Sport Management, 4*, 281-300.
[15] Sawyer, T.H. (1993). Sport management: Where should it be housed? Journal of Physical Education, Recreation, and Dance, 64(9), 4-5.
[16] https://www.plunkettresearch.com/statistics/sports-industry/
[17] Pitts, B.G., & Stotlar, D.K. (2002). *Fundamentals of Sport Marketing* (2nd ed). Morgantown, WV: Fitness Information Technology.
[18] Taks, M. (2007). The sport industry and related university degree programs: A study on employability. Conference abstracts. Annual Conference of the North American Society for Sport Management. Fort Lauderdale, FL, 30 May - 2 June 2007, 288-299.
[19] Floyd Jones, D., Brooks, D.D., & Mak, J.Y. (2008). Examining sport management programs in the United States. *Sport Management Review, 11*, 77-91.
[20] https://www.sba.gov/content/north-american-industry-classification-system-codes-and-small-business-size-standards

such as construction, retail, education, and arts, entertainment, and recreation.[21] For instance, although NAICS has a segment titled Spectator Sports (711200) within the Performing Arts, Spectator Sports, and Related Industries subsector,[22] it does not capture the breadth of the sport management industry because it does not include areas such as amateur sport participation, sporting goods manufacturing, and sporting goods sales.

According to the two-sector model of the sport industry, the sport-producing sector consists of segments such as professional, amateur, and scholastic-based teams, fitness clubs, independent athletes, and other event and service producers. Meanwhile, the sport supporting sector consists of six segments that support production or sell products for sporting activities (administration; manufacturers, wholesalers, and retailers; facilities; media; marketing, public relations, event management, and other sports management firms; and both state and local sport councils and authorities).[23]

Although the Bureau of Labor Statistics' *Occupational Outlook Handbook* (OOH) contains a grouping titled Entertainment and Sports,[24] it fails to adequately identify the various sport industry careers that exist throughout the United States. In this way, it is similar to issues with the NAICS, as significant components of the sport management industry are categorized under other groupings such as Business and Financial, Community and Social Service, Management, Media and Communication, or Sales. However, employment growth projections in specific areas related to Sport Management by the year 2022 identified by the BLS include:

- Agents and Business Managers of Artists, Performers, and Athletes (10%)
- Coaches and Scouts (15%)
- Meeting, Convention, and Event Planners (33%)
- Public Relations and Fundraising Managers (13%)
- Recreation Workers (14%)
- Umpires, Referees, and other Sports Officials (8%)[25]

Despite the disparate organization of the "sport industry" in traditional economic (NAICS) and occupational (BLS) indexes, a look into the Virginia Employment Commission can provide insight into the demand for jobs related to sport management within the Commonwealth. For instance, the Performing Arts, Spectator Sports, and Related Industries subsector, which includes spectator sports, fitness facilities, event management, facility management, professional and semiprofessional sport teams, sport agents, and sport managers is expected to have a 24.3% growth in Virginia by 2022. Additionally, the educational services subsector, which includes sports camps, is expected to grow by 15%, while the clothing stores subsector (including athletic

[21] Eschenfelder, M.J., & Li, M. (2007). *Economics of Sport* (2nd ed.). Morgantown, WV: Fitness Information Technology.
[22] http://www.bls.gov/oes/current/naics4_711200.htm
[23] Eschenfelder, M.J., & Li, M. (2007). *Economics of Sport* (2nd ed.). Morgantown, WV: Fitness Information Technology.
[24] http://www.bls.gov/ooh/entertainment-and-sports/home.htm
[25] http://data.bls.gov/projections/occupationProj

footwear and apparel) and durable goods subsector (including sporting goods and supplies) are expected to grow by 7.9% and 7.6%, respectively.[26]

Given the abundance of sport industry opportunities in Hampton Roads, graduates of the sport management program will be competitive for jobs posted within the region. Sport management bachelor's degree graduates have successfully landed careers with local organizations such as the ODU Athletic Department, United States Collegiate Athletic Association (USCAA) in Newport News, the Hampton Roads Sports Commission, the Norfolk Tides, the Norfolk Admirals, Global Spectrum, the military Morale, Welfare and Recreation (MWR) programs, and the Virginia Beach Field House, among others. Still others have went on to pursue graduate degrees.

Finally, letters of support (available in Appendix E) demonstrate an interest among employers within the State of Virginia in hiring individuals with a Bachelor of Science in Sport Management.

Student Demand

Student demand for the current B.S., Physical Education with a concentration in Sport Management has been quite popular for a number of years. In fact, after reaching an undergraduate headcount of 330 students during the 2010-11 academic year, the faculty implemented more stringent program requirements in an effort to keep enrollment at a more manageable level. As a result, the program is now healthier and more sustainable with reduced faculty-to-student ratios, advising loads, and internship supervisions, which allows faculty members to better serve students at all levels of the Sport Management program. Since those measures were taken to increase program rigor and stabilize headcounts, undergraduate enrollment has averaged 267 per year for the past four years.

Surveys are currently being developed to collect data from students and sport industry professionals to gauge demand for the program.

[26] Virginia Labor Market Information - www.virginialmi.com

Appendix I

SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Year 1		Year 2		Year 3		Year 4 **Target Year (2-year institutions)**			Year 5 **Target Year (4-year institutions)**		
2016-2017		2017-2018		2018-2019		2019-2020			2020-2021		
HDCT	FTE	HDCT	FTE	HDCT	FTE	HDCT	FTE	GRAD	HDCT	FTE	GRAD
70	61	72	62	72	62	75	64		76	65	45

Assumptions

Retention:
Part-time students: 30% / Full-time students: 70%
Expected time to graduation: 8 semesters FT and 12 semesters PT
Full-time students credit hours per semester: 15
Part-time students credit hours per semester: 6
Full-time students graduate in 4 years
Part-time students graduate in 6 years

Duplication

According to SCHEV CIP code 31.0504, there currently exists 13 bachelor-level sport and fitness administration degree programs within the state. Of those, however, only one — James Madison University — is a public institution. Additionally, only one institution — private Hampton University — is within 200 miles of the Old Dominion University campus in Norfolk. Furthermore, ODU's current sport management concentration subsumed under the B.S. in Physical Education has proven viable over the past 20 years with steady growth, substantial community engagement throughout Southeastern Virginia, and successful job placement for graduates. Therefore, as the only public institution offering such a program in the state's most populous region, the proposed B.S. in Sport Management at ODU will help to fill an educational program void.

The major requirements for the B.S. in Sport and Recreation Management at James Madison University differ substantially from the requirements at ODU. For instance, the program at JMU combines the subjects of sociology and psychology into one course, in addition to offering a single course in facilities and events. At ODU, however, each of these subject areas are covered separately, allowing the students to be immersed in more meaningful instruction in each area individually in four separate classes, rather than grouping them together in only two classes as is the case at JMU. Also, the curriculum at JMU requires two separate courses in Ethics & Law, whereas the program at ODU covers these two subject areas in individual courses. In addition,

the program at ODU includes a fiscal management course that includes crucial competencies needed for sport managers in all settings, whereas the JMU curriculum includes no such class.

These differentiations suggest that although degree programs may be related in name, the curricular content of each can be quite different. In addition to being the only public institution with a sport management program within 200 miles, the curriculum at ODU makes for a program that is unique within the state.

Projected Resource Needs

The Department of Human Movement Sciences has sufficient resources to launch and sustain the proposed program. Specifically, faculty members who have expertise in sport management have been teaching both graduate and undergraduate courses for a number of years. This program successfully presents an undergraduate degree that provides robust information to students who wish to obtain a credential focused on logistics within the sport industry. It will not compromise existing programs; in fact, it is designed to align with the employment market in this field.

Full-time Faculty

Five existing full-time faculty who are either tenured, on a tenure track, or on a lecture line will teach in the B.S. in Sport Management. Only one of these faculty member's teaching load comprises courses that are only designated for the proposed program. All other full time faculty members teach in this program and in the Master of Science in Sport Management.

No additional faculty members are required to launch and sustain the program.

Part-Time Faculty

The teaching loads for the five full-time faculty members are spread evenly across both undergraduate and graduate levels; thus, the number of part-time FTE for this program is 2.5. The average salary for these faculty is $65,000 plus benefits; a total of $162,500 in salary and an additional $60,288 for benefits is allocated for these faculty members.

No additional faculty members are required to launch and sustain the program.

Adjunct Faculty

Two adjunct faculty per semester are required to launch and sustain the program.

Graduate assistants

No new graduate assistant resources are required for the proposed program. Undergraduate sport management courses may be taught by Graduate Teaching Assistants who are enrolled in the Ph.D., in Human Movement Sciences with an emphasis in Sport and Recreation Management. Remuneration for these GTA positions include waivers for tuition, as well as a $15,000 per academic year stipend. Such funds are previously existing budget items.

Classified Positions
There is currently one full-time classified position within the Department of Human Movement Sciences who will assist with program needs. Twenty percent of the salary for this position is allocated to the B.S. in Sport Management.

No additional personnel are required to launch and sustain the program.

Targeted financial aid
The program will have no financial aid available.

Library
No new library resources are required for the proposed program. The University Libraries will be able to fully support the BS in Sport Management program. Print and micro journal collections are available for a variety of journals in the field, including the Journal of Sport Management, Sport Marketing Quarterly, Sport Management Review, International Journal of Sport Communication, International Journal of Sport Finance, International Journal of Sport Management, International Journal of Sport Management and Marketing, Journal of Intercollegiate Sport, Journal of Legal Aspects of Sport, Journal of Sport Behavior, and many others. With the SPORTDiscus database and access to Interlibrary Loan, finding and obtaining sport-related articles is quick and easy. The library provides the Department of Human Movement Sciences with a budget of approximately $3,400 each year to purchase new resources.

Telecommunications
No new telecommunication resources are required to launch and sustain the proposed program.

Space
No additional space is necessary to launch and sustain the proposed program.

Equipment (including computers)
No new equipment is necessary to launch and sustain the proposed program.

Other resources (specify)
No additional resources are required to launch and sustain the proposed program.

PROJECTED RESOURCE NEEDS FOR PROPOSED PROGRAM

Part A: Answer the following questions about general budget information.

- Has the institution submitted or will it submit an addendum budget request to cover one-time costs? Yes____ No__x__

- Has the institution submitted or will it submit an addendum budget request to cover operating costs? Yes____ No__x__

- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes____ No__x__

- Will each type of space for the proposed program be within projected guidelines? Yes__x__ No_____

- Will a capital outlay request in support of this program be forthcoming? Yes_____ No__x__

Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain this program.

__Yes _____
Signature of Chief Academic Officer

_x_ No _____
Signature of Chief Academic Officer

Appendix II

PROPOSAL FOR

THE MASTER OF SCIENCE IN SPORT MANAGEMENT

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DESCRIPTION OF THE PROPOSED PROGRAM

Program Background

Old Dominion University (ODU) seeks approval to initiate a Master of Science (M.S.) in Sport Management to begin fall 2016 in Norfolk, Virginia.

The purpose of the M.S. in Sport Management is to prepare students for the opportunities and challenges associated with careers in the sport industry by providing them with theoretical and practical knowledge that will enable them to be successful leaders. This will be achieved with a curriculum that is consistent with current principles and practices of academic and sport marketplace standards. Specifically, business aspects of sport and recreation are addressed and include—but are not limited to—leadership, management, marketing, and finance of these areas.

This program evolved from its origins in physical education, both at Old Dominion University and across the country. The relationship between sport management and physical education is common, particularly with sport management's professional roots in organizations such as the American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD). In fact, it was at the 1986 AAHPERD convention that curricular concerns for sport management education programs were initially addressed, leading to the creation of a task force to develop the initial guidelines for professional competencies for sport management education.[1]

The first graduate program in sport management was established at Ohio University (OU) in 1966, while the second program was started at the University of Massachusetts-Amherst in 1971.[2] These programs were in response to Brooklyn Dodgers president Walter O'Malley's 1957 letter to physical educator James Mason inquiring as to where one could be trained to manage in the unique environment of athletics.[3] As the discipline of sport management grew as an academic field in the 1980s, the Sport Management Arts and Science Society (SMARTS) was established in part to discuss curricula that would produce quality sport industry managers. That group was the foundation for the scholarly organization now known as the North American Society for Sport Management (NASSM).[4]

The first official curriculum in sport management at Old Dominion followed the curriculum standards prescribed through the National Association for Sport and Physical Education-North American Society for Sport Management (NASPE-NASSM) Joint Task Force on Sport Management Curriculum and Accreditation. These standards called for courses in sport marketing, sport law, sport administration and leadership, sport finance, sport communication, and sport sociology.[5]

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[1] http://www.cosmaweb.org/history.html

[2] Crosset, T.W., & Hums, M.A. (2012). History of Sport Management. In L.P. Masteralexis, C.A. Barr, & M.A. Hums (Eds.), *Principles and practice of sport management* (4th ed.) (pp. 3-25). Sudbury, MA: Jones & Bartlett.

[3] Parks, J.B., & Quarterman, J. (2003). Sport management: An overview. In J.B. Parks & J. Quarterman (Eds.), Contemporary sport management (2nd ed.) (pp. 5-22). Champaign, IL: Human Kinetics.

[4] Crosset & Hums (2012)

[5] Parkhouse, B.L., & Pitts, B.G. (2001). Definition, evolution, and curriculum. In B.L. Parkhouse (Ed.), The management of sport: Its foundation and application (3rd ed.) (pp. 2-14). New York: McGraw-Hill.

Old Dominion has offered courses in sport management for a number of years, under the umbrella of physical education. The latter is focused on pedagogy, and therefore is not aligned with the field of sport management. A stand-alone program in sport management is now the appropriate credential for those interested in the field.

Mission

The mission of the institution says: "Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation and the world through rigorous academic programs, strategic partnerships, and active civic engagement."

The M.S. in Sport Management will align with this mission by providing a rigorous academic program that prepares graduates for leadership positions in the areas of both participatory and spectator sport that rely heavily on collaborative partnerships with public and private organizations. As one of the pillars of the sport management program, students will be actively engaged in the community by promoting quality of life through planning and implementing sport and recreation activities that are individually enriching and socially beneficial. Graduates will be prepared to work in a wide variety of sport industry organizations, such as professional sports, college athletics, event and facility operations, corporate sport management and marketing firms, non-profit sport organizations, health and fitness industries, military Morale, Welfare, Recreation (MWR) programs, golf and tennis clubs, and youth sports.

Based on ODU's location, the sport management program is positioned to take advantage of myriad opportunities to connect students with the sport industry. In addition to regular collaborations with the ODU athletics department, the program has a rich history of associations with local organizations such as ODU Sports Properties, Global Spectrum, J&A Racing, the United States Collegiate Athletic Association, Hampton Roads Sports Commission, Visit Norfolk, Norfolk Tides, Norfolk Admirals, Peninsula Pilots, and the Mid-Eastern Athletic Conference, among others. These partnerships have been instrumental in expanding professional networks for Old Dominion students through cooperating on campus- and community-based projects, class presentations, mentoring, and internship opportunities, as well as hiring ODU graduates to join their organizations.

Students have also applied their knowledge outside the region, securing internships and jobs with such well-known sport organizations as the Amateur Athletic Union, DC United, ESPN, Charlotte Motor Speedway, Jacksonville Jaguars, National Collegiate Athletic Association, Major League Baseball, IMG Sports Academies, NASCAR, Kansas City Chiefs, Disney/ESPN Wide World of Sports, Philadelphia 76ers, Michigan State Athletics, New Jersey Devils, Fox Sports Network, Boston Red Sox, military Morale, Welfare, Recreation (MWR) programs, among others.

Accreditation

The Commission on Sport Management Accreditation (COSMA) serves as the accrediting body for Sport Management higher education programs. It 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 graduate levels through specialized accreditation."[6] The Commission is an outgrowth of the National Association for Sport and Physical Education-North American Society for Sport Management (NASPE-NASSM) Joint Committee that oversaw the development of curricular guidelines for sport management starting in 1989. In 1993 the Sport Management Program Review Council (SPMPRC) was formed as an independent entity that would review sport management programs on behalf of the Committee. As part of its continuing evolution, COSMA was proposed in 2007 and then launched in 2008 to provide an organization that would officially recognize undergraduate and graduate programs meeting characteristics of excellence in sport management education.[7] As of August 2015, there are 21 COSMA-accredited institutions and a total of 43 accredited sport management programs.[8] In order to be considered for accreditation, institutions must submit a comprehensive Self-Study document and host a site visit as a final evaluation of the programs.

The undergraduate and graduate programs at ODU were approved by the Sport Management Program Review Council (SMPRC) in 2001 under the National Association for Sport and Physical Education-North American Society for Sport Management (NASPE-NASSM) standards, but prior to the renewal date in 2009 the SMPRC was dissolved and replaced by COSMA. ODU is interested in pursuing COSMA accreditation but is currently unable to do so within the sport management program's existing structure. As specified in a letter from the COSMA Board of Commissioners (see Appendix A), in its present form the ODU sport management program does not fall under the scope of a degree program in a sport management field[9] due to its existing concentration status under physical education. However, once this is rectified, the ODU sport management program would be eligible for COSMA accreditation. This is especially true given sport management's independent budget, curriculum, faculty, reputation, and focus at Old Dominion University.

Program Delivery

Courses in the proposed MS in Sport Management are taught in traditional face-to-face formats as well as in web-based formats that utilize a learning management platform such as Blackboard. Students in Hampton Roads may enroll in both delivery formats; those outside Hampton Roads may complete the degree by enrolling in web-based formats.

Old Dominion University has a robust distance learning program that supports faculty in web-based course development and delivery. Students enrolled at a distance are also provided support—through orientations, advising, faculty outreach, and general university assistance—for successful completion of degree program. All necessary resources are available to contribute to student and faculty success in this degree program.

[6] http://www.cosmaweb.org/about-cosma.html
[7] http://www.cosmaweb.org/history.html
[8] http://www.cosmaweb.org/uploads/2/4/9/4/24949946/july_2015_newsletter_v4_i2.pdf
[9] Commission on Sport Management Accreditation. (2013, June). *Accreditation Process Manual*. Scope of Accreditation, page 5.

Admissions Criteria

Applicants for the graduate sport management program may submit credentials to Old Dominion University for consideration. The criteria for acceptance include:

- A completed online application via www.odu.edu/admission/graduate
- A baccalaureate degree from a regionally-accredited institution or an equivalent degree from a foreign institution.
- 2.8 cumulative GPA or higher (on a 4.0 scale)
- 3.0 GPA or higher in the undergraduate major*
- GRE score of 291 or higher (verbal and quantitative sections) or a score of 400 or higher on either the GMAT or MAT*
- Three letters of recommendation (from former faculty or employers)
- Current copy of resume
- Transcripts from all prior postsecondary institutions
- Test of English as a Foreign Language (TOEFL) score of 550 on the paper-based test (or 79-80 on the iBT) for non-native English speakers

*Students who have a low GPA or a low GRE score may be considered for admission to provisional status.

Students with previously completed work at a regionally-accredited institution may submit a request for a maximum of 12 credit hours to be transferred. Such transfer hours would go through the Graduate Program Coordinator for approval, and if approved, added to the transcript. Transfer courses may be accepted for research course requirements or electives. Core courses cannot be substituted with transfer courses.

Admission as a graduate student at ODU does not imply acceptance into the M.S. in Sport Management. A program admissions committee will consist of all faculty members from sport management. The admissions committee will meet once per semester to consider applications, but could be called together more often if needed. Acceptance into the M.S. in Sport Management program will be determined by the committee.

Target Population

The M.S. in Sport Management targets individuals who are interested in securing leadership positions in the sport industry. The program attracts students who are interested in studying the business of sport and the important role that sport plays in society. Offered in two delivery formats, the on-campus face-to-face delivery option will be attractive to those living and/or working in the Hampton Roads region, while the online delivery option attracts students from across the Commonwealth, country, and world who recognize the opportunities that a graduate degree could potentially provide them in pursuit of their goal of becoming a sport organization administrator.

The program will appeal to those with undergraduate degrees in areas such as business, communication, economics, journalism, marketing, physical education, political science, psychology, or public relations, to name a few.

Curriculum

Adhering to the principles set forth by the Commission on Sport Management Accreditation (COSMA), the M.S. in Sport Management has a curriculum that is relevant, current, and acceptable in the eyes of professionals in the field. To meet the requirements of the M.S. in Sport Management, students must complete 36 credit hours.

Four required courses focus on areas in which the faculty believe are most salient for each sport management graduate to be competent in, no matter the specific area of sport one is working — fiscal planning and management, marketing, legal aspects, and management and leadership. Two research courses are also required, including one in statistics and the other in research methods.

Four additional courses must be selected from the sport management elective offerings, and may include courses related to ethics, facility management, event planning, social issues, and youth development.

Finally, students must choose from one of three capstone options — a 6-hour thesis, a 400-hour internship, or a 3-hour project and an additional elective course. Both the internship and project tracks require successful completion of a comprehensive examination covering the four required sport management courses.

The specific courses in this curriculum are as follows:

Sport Management Core Courses (12 credit hours required)

SMGT 738* Fiscal Planning and Management in Sport (3 credits)
SMGT 746* Sport Marketing (3 credits)
SMGT 760* Legal Aspects of Sport and Recreation (3 credits)
SMGT 775* Management and Leadership in Sport (3 credits)

Research Core (6 credit hours required)

FOUN 611 Introduction to Research Methods in Education (3 credits)
or FOUN 612 Applied Research Methods in Education (3 credits)
FOUN 722 Introduction to Applied Statistics and Data Analysis (3 credits)

Sport Management Elective Courses (Choose 12 credit hours, in consultation with advisor)

SMGT 750* Ethics in Sport Management (3 credits)
SMGT 752* Facility Management for Sport and Recreation (3 credits)
SMGT 753* Sponsorship and Event Planning (3 credits)
SMGT 755* Social Issues in Sport (3 credits)
PRTS 780* Youth Development in Sport and Recreation (3 credits)

Capstone Experience (6 credit hours required – Choose one of three tracks)

Thesis Track:
SMGT 698* Thesis (3 credits)
SMGT 699* Thesis (3 credits)

Internship Track:
SMGT 668* Field Experience in Sport Management (6 credit hours)

Project Track:
SMGT 636* Research Problems in Human Movement Sciences (3 credit)
Elective (3 credits)

*New Course

Time to Degree

Students enrolled full-time in the proposed MS in Sport Management will graduate in four semesters. Assuming an initial enrollment during a fall semester, full-time students will take 9 hours in the first fall, 9 hours in the first spring, 9 hours in the second fall, and 9 hours in the second spring to have a degree conferral date of May.

Assuming a part-time course load of 6 credit hours per semester, students enrolled part-time in the proposed MS in Sport Management may graduate in three full academic years. Assuming an initial enrollment during a fall semester, the part-time student will take 6 hours in the first fall, 6 hours in the first spring, 6 hours in the second fall, 6 hours in the second spring, 6 hours in the third fall, and 6 capstone hours (thesis, internship, or project and additional elective) in the third spring to have a degree conferral date of May. Part-time students who take advantage of summer course offerings may be able to complete the program sooner.

Part-time students will vary in time to degree depending on how many courses an individual takes per semester. Sample plans of study for both full-time and part-time students are available in Appendix B. Descriptions of each course offering are available in Appendix C.

Student Retention and Continuation Plan

All on-campus Master of Science in Sport Management students will be encouraged to attend an orientation session at the beginning of each fall semester to meet program faculty and fellow students, review the general policies and procedures for continuance, discuss program requirements and ask questions. Similar information will be provided to on-line students in the form of documents and an online or telephone meeting with his or her advisor. Each student will also meet with his or her faculty advisor prior to registering for classes each semester.

At the time of the semester meeting, the student and advisor will review the student's academic performance. The advisor will reiterate the continuance requirements for the program, including an overall GPA of 3.0, demonstrated writing proficiencies, satisfaction of all course

competencies, and capstone. If a student is struggling to achieve a 3.0, the advisor will work with the student to put a plan of action in place to improve academic performance. This may include such communication as recommending a tutor, recommending a change of study habits, additional resources for a difficult topic, or referral to the University's Student Success Center.

If a student's GPA falls below 3.0, that student will be placed on academic probation. At that time the student will meet with both his or her advisor and the Graduate Program Director. If the Program Director is the student's advisor, an additional sport management program faculty member will attend the meeting with the student. At that meeting the participating faculty will make sure that the student understands that if the grade point average is not raised to 3.0 or above at the conclusion of the next 12 credit hours, the student will be dismissed from the program. The student will be asked to present a plan of action to ensure success in subsequent courses.

Faculty

Existing faculty members, who have over 60 years of sport management teaching experience, are dedicated to the proposed program. The faculty includes three associate professors, one assistant professor, and one lecturer, all of whom hold terminal degrees. The tenure-track faculty members have established records as productive researchers with over 100 peer-reviewed publications among the four of them. Brief CVs of the sport management faculty can be found in Appendix D.

The tenure-track faculty members have a range of expertise, resulting in meaningful course coverage that allows students to learn from faculty members who are knowledgeable and engaged in topics relevant to the courses they are teaching. For instance, Dr. Case brings a wealth of experience to the course in Legal Aspects given his expertise in sport law. Students will also benefit from real-world experience that Dr. Reams brings to the program, with a research specialization in sport consumer behavior and having served in a leadership position for the Sport Marketing Research Institute. Dr. Ridinger is particularly suited for instruction related to Sponsorship and Event Planning given her research related to mass participant running events. As a preeminent ticket pricing scholar with teaching expertise in finance and economics, Dr. Shapiro is well equipped to teach the graduate course in Fiscal Planning and Management.

Program Administration

The program will be housed in the Department of Human Movement Sciences (HMS). A full-time faculty member from HMS will serve as Graduate Program Director (GPD), and will direct the coordination of four graduate programs, and their respective coordinators. With the sport management graduate program, there is a Graduate Program Coordinator (GPC). The GPC will teach in the program, advise students, serve on committees, and provide administrative oversight for the M.S. in Sport Management. The GPC will also ensure program compliance with University policies and procedures. An administrative assistant, housed in the Department of Human Movement Sciences, will support the program.

The full-time sport management degree program faculty will continue their current practice of meeting monthly throughout the academic year and as needed during the summer months. The Graduate Program Coordinator may call additional faculty meetings as needed, such as to review prospective student applications.

Student Assessment

Students will engage in ongoing formative assessments such as quizzes, exams, projects and presentations as they complete the respective components of the academic program. For those students choosing one of the non-thesis options, the sport management program will culminate in a summative assessment of student learning in comprehensive examinations. For those students choosing to pursue a thesis as their capstone experience, the submission of the resulting study will serve as the culminating experience. The expectation is that as a result of completion of the academic program, students will achieve the following learning outcomes:

1. Demonstrate and apply written, oral and technological communication skills important in sport industries in order to express ideas, foster understanding, and effectively interact with others.
2. Identify and explain problems, gather and interpret pertinent information, assess credibility, and apply logical analysis in decision making related to sport industries.
3. Acquire and demonstrate theoretical and practical knowledge in specific core content areas that are the foundation of the sport management discipline.
4. Promote quality of life in a community by planning and implementing sport-related activities that are individually enriching and socially beneficial.
5. Explain the importance of working with diverse populations, analyze ethical obligations of sport managers, and apply the fundamentals of responsible conduct of research.

Data related to the student learning outcomes will be collected on an annual basis and reported on the University's assessment database – WEAVE. Evidence of student achievement of learning objectives will be assessed during the program through practical and written exams, assignments, research projects and presentations. Each course will have objectives that need to be met in order for the student to successfully pass that course.

In order to assure that students are learning the major objectives of the program, we will assess student learning in several ways including annual evaluation of all courses, tracking students' academic progress each semester, reviewing faculty evaluations conducted by the student and through peer evaluation.

The sport management faculty will do the following activities each year as part of the efforts to assess learning:

- Analyze **student learning** in coursework by evaluating representative student research papers, case study papers, oral presentations, and assignments;

- **Subject matter and pedagogy** will be examined for necessary changes that contribute to successful student learning;

- Analyze **oral and written examinations** of student research experiences to assess how well they have mastered the learning outcomes of the program;

- Analyze **exit assessment interviews** with the Graduate Program Director. The exit interviews will focus on core curricular content and the results will be used to revise course requirements and offerings as needed.

Below is a map of the five Student Learning Outcomes (SLOs) for the program, as well as the method of assessment associated with each. Each SLO is addressed multiple times during the curriculum because acquiring the knowledge, skills and values for mastery of the objectives is a process rather than a one-time event. For example, a student may engage in an activity such as critically analyzing a research publication during three different semesters, and each time his or her understanding and skill will be further developed. At completion of the curriculum each student will have had the opportunity to demonstrate mastery of each student learning outcome.

Appendix II

Map of Master of Science in Sport Management Program Competencies

Student Learning Outcomes	**Courses & Co-Curricular Activities that Develop Competency** Course Number & Title Assessment (rubric used for grading)
1. **Communication and Collaboration:** Demonstrate and apply written, oral, and technological communication skills important in sport industries in order to express ideas, foster understanding, and effectively interact with others.	Measures: **Capstone – Thesis, Internship, or Research Problem** Assessment: 90% will meet the standards of the capstone project **SMGT 760 - Legal Aspects of Sport and Recreation** Assessment: 80% will meet the standards of the sport law research paper and presentation
2. **Critical Thinking:** Identify and explain problems, gather and interpret pertinent information, assess credibility, and apply logical analysis in decision making related to sport industries.	Measures: **SMGT 738 - Fiscal Planning and Management in Sport and Recreation** Assessment: 80% of students will meet the standards of the budget assignment **SMGT 775 - Management and Leadership in Sport** Assessment: 80% of students will meet the standards of the research paper
3. **Content Knowledge:** Acquire and demonstrate theoretical and practical knowledge in specific core content areas that are the foundation of the sport management discipline.	Measures: **Comprehensive Exams** Assessment: 90% of students will meet the standards of the comp exams

Appendix II

Student Learning Outcomes	**Courses & Co-Curricular Activities that Develop Competency** Course Number & Title Assessment (rubric used for grading)
	SMGT 746 - Sport Marketing Assessment: 80% of students will meet the standards of the marketing plan project
4. **Civic Engagement and Social Responsibility:** Promote quality of life in a community by planning and implementing sport-related activities that are individually enriching and socially beneficial.	Measures: **SMGT 753 - Sponsorship and Event Planning** Assessment: 80% of students will meet the standards for the event planning project **SMGT 746 - Sport Marketing** Assessment: 80% of students will meet the standards of the marketing plan project
5. **Cultural & Ethical Awareness:** Explain the importance of working with diverse populations, analyze ethical obligations of sport managers, and apply the fundamentals of responsible conduct of research.	Measures: **SMGT 750 - Ethics in Sport Management** Assessment: 80% of students will meet the standards for the article critique assignments **SMGT 760 - Legal Aspects of Sport and Recreation** Assessment: 80% will meet the standards of the sport law research paper and presentation

Workplace Competencies

The curriculum for the MS in Sport Management at Old Dominion University will prepare graduates to be upper-level managers in various sport-related industries. As suggested by Stephen Hardy, graduate-level sport management programs should be more business oriented with advanced curriculum offerings that go beyond teaching entry-level competencies.[10] Through the required core courses in ODU's MS in Sport Management, these areas of focus reflect the business-oriented preparation that has been recognized as critical components for quality sport management graduate programs.[11] Additional electives offered within ODU's program such as social issues, ethics, and event management have also been described by graduate students and alumni as beneficial elements of sport management curricula.[12]

Students successfully completing the MS in Sport Management will have:

- Ability to work both independently and collaboratively to solve problems in the area of sport
- Ability to analyze and apply information to make logical decisions in the field of sport management
- Demonstrated managerial competencies in the areas of fiscal planning, marketing, law, administration, and leadership as related to sport fields
- Experience in planning and implementing sport-related civic engagement activities
- Ability to effectively lead diverse populations in achieving organizational goals in a sport management setting

Program Assessment

The program will be assessed by the Department of Human Movement Sciences, the Darden College of Education, and Old Dominion University. The department review will be completed annually in the fall of each year, and will consist of:

- Analyzing data from the University's assessment tool, WEAVE (Write-Establish-Assess-View-Effect [change]) report

- Analyzing retention and attrition rates in order to maximize the positive influences and ameliorate the negative ones that affect program completion

- Analyzing the results of the Old Dominion University Graduate Student Satisfaction Survey for areas where additional student support is needed

- Analyzing graduate job placement to assess if the program is preparing students with the knowledge, skills and abilities for jobs in the sport management field and evaluate the program's ability to meet market demands (following initial graduates' completion)

[10] Hardy, S. (1987). Graduate curriculums in sport management: The need for a business orientation. *Quest, 39*(2), 207-216.
[11] Popp, N., Weight, E.A., Dwyer, B., Morse, A.L., Baker, A. (2015). Assessing student satisfaction within sport management master's degree programs. *Sport Management Education Journal, 9*, 25-38.
[12] Popp et al. (2015).

Results of these assessments will be used to evaluate the quality of the program, to stimulate program development, and to assess the role of the program in fulfilling Old Dominion University's institutional mission. The sport management program review may (a) result in strategic decisions about the program, (b) identify areas of potential improvement, (c) make resource recommendations, (d) articulate considerations for expansion or consolidation, and/or (e) consider other aspects of programmatic quality with respect to policies and practices relative to:

- Student recruitment, admissions, advising, and retention;
- Enrollment projections;
- Course descriptions and implementation;
- Curriculum changes and development;
- Faculty development and research activities;
- Facilities;
- Internal and external funding; and
- Description of strengths and weaknesses with attention to points of action for the future.

Information from the annual program assessment will be made available to the Dean and Associate Dean in the Darden College of Education and the Vice Provost for Graduate Programs.

Lecturers and Assistant Professors are also required to submit annual teaching portfolios that are reviewed by the tenured faculty. Tenured faculty members are required to submit teaching portfolios once every five years. The review of the teaching portfolios includes assessments of teaching responsibilities, teaching philosophy, teaching goals, evaluative and remedial steps, curricular revisions, course syllabi, and course evaluation data.

At ODU, graduate programs are required to undergo periodic external review either as independent external reviews (for non-accredited programs) or as a part of accreditation reviews. The last external review for the Master of Science in Education—Physical Education—concentration in sport management was conducted in Spring 2013. The next program review will occur as part of the COSMA accreditation process and will thereafter continue at intervals prescribed by COSMA in a "Reaffirmation of Accreditation," which is a minimum of 7 year periods.[13]

Benchmarks of Success

Benchmarks of success for this master's program will include enrollment goals and professional placement of graduates. Success will be determined by the way the program affects academic and career goals as well as the future job prospects and mobility of its students:

- Approximately 24 new students will be admitted into the program annually;
- 90% of the students who begin the program will successfully complete the program;

[13] Commission on Sport Management Accreditation. (2013, June). *Accreditation Process Manual*. Reaffirmation of Accreditation, pages 16-17.

- 80% of the students will have earned jobs within the sport management field within one year of program completion;
- 90% of students will be satisfied with the program as determined by the University's Graduate Student Satisfaction Survey;

Methods of benchmark-related data collection will include surveys, interviews, and consultations with interested parties. If the Master of Science in Sport Management program has not met one or more of the benchmarks of success, the Graduate Program Director will meet with program faculty and determine what course of action is required to make sure that the inadequacy is addressed. The plan of action will be submitted to the Department Chair and Associate Dean for approval, suggestions, and any allocation of resources necessary for success.

Expansion of Existing Programs

The M.S. in Sport Management represents an expansion of an existing concentration in the Master of Science in Education—Physical Education. That concentration will be discontinued at the launch of the new program.

Relationship to Existing Degree Programs

The proposed M.S. in Sport Management has no relationship with other master's programs at the University.

Collaborative or Standalone Program

This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

JUSTIFICATION FOR THE PROPOSED PROGRAM

Response to Current Needs (Specific Demand)

While sport management has historically been connected to physical education, the discipline has evolved to be more concerned with non-pedagogical areas. As suggested by Floyd Jones, Brooks, and Mak (2008), "universities are expanding the scope of physical education programs from a teaching-based model to more 'holistic' sub-disciplinary programs including exercise physiology, sport and exercise psychology, and sport management" (p. 78).[14] This continuing evolution has shifted sport management education toward a more business-oriented program, with focus now being on areas such as event management and spectator sport.[15]

[14] Floyd Jones, D., Brooks, D.D., & Mak, J.Y. (2008). Examining sport management programs in the United States. *Sport Management Review, 11*, 77-91.
[15] Floyd Jones, D., Brooks, D.D., & Mak, J.Y. (2008). Examining sport management programs in the United States. *Sport Management Review, 11*, 77-91.

Furthermore, while the first sport management courses focused on the management of physical education and recreation programs, programs have recognized the need to broaden their scope beyond those education-based settings to include areas such as amateur and professional sport.[16] In fact, the graduate sport management program at the University of South Florida was the brainchild of senior administrators from the NHL's Tampa Bay Lightning in an effort to improve their organization.[17] Therefore, despite its reliance on physical education as a nascent program, sport management at Old Dominion University has outgrown the umbrella of physical education, and should exist as an autonomous degree.[18]

The global sports industry is estimated to be upwards of $1.4 trillion in 2015, while the industry in the United States alone is estimated to be just shy of $500 billion.[19] Accompanying this economic growth of the sport industry are increased employment opportunities in spectator sport, participant sport, sport tourism, sporting goods and apparel, college athletic departments, and various other sport-related enterprises.[2021] With a growing number of sport career opportunities, there is a need to produce competent managers and employees to organize the daily operations of various programs, including marketers, business officers, sales staffs, and facility managers among a host of others. Those interested in pursuing a career in the sport industry recognize the importance of an advanced degree when it comes to finding a job.[22]

Although the number of sport management programs is of concern to some academicians,[23] ODU is a well-established program with a successful track record of graduate placement. Old Dominion is simply looking to provide its students with an even greater advantage in the job market by granting degrees that more accurately reflect their academic training in the field of sport management. Additionally, an autonomous sport management program will allow ODU to seek COSMA accreditation, which will further enhance its reputation and provide quality assurances to hiring professionals that ODU graduates have demonstrated skills and abilities needed to be effective in the industry.

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[16] Danylchuk, K.E., & Boucher, R. (2003). The future of sport management as an academic discipline. *International Journal of Sport Management, 4*, 281-300.
[17] Sutton, B. (2014, March 10). Generalizations are offensive to marketing programs, students. *Sports Business Journal*. Retrieved from http://www.sportsbusinessdaily.com/Journal/Issues/2014/03/10/Opinion/Sutton-Impact.aspx
[18] Sawyer, T.H. (1993). Sport management: Where should it be housed? Journal of Physical Education, Recreation, and Dance, 64(9), 4-5.
[19] https://www.plunkettresearch.com/statistics/sports-industry/
[20] Pitts, B.G., & Stotlar, D.K. (2002). *Fundamentals of Sport Marketing* (2nd ed). Morgantown, WV: Fitness Information Technology.
[21] Taks, M. (2007). The sport industry and related university degree programs: A study on employability. Conference abstracts. Annual Conference of the North American Society for Sport Management. Fort Lauderdale, FL, 30 May - 2 June 2007, 288-299.
[22] Popp, N., Weight, E.A., Dwyer, B., Morse, A.L., & Baker, A. (2015). Assessing student satisfaction within sport management master's degree programs. *Sport Management Education Journal, 9*(1), 24-38.
[23] Floyd Jones, D., Brooks, D.D., & Mak, J.Y. (2008). Examining sport management programs in the United States. *Sport Management Review, 11*, 77-91.

Employment Demand

The North American Industrial Classification System (NAICS) is a system by which businesses are classified for the purpose of collecting, analyzing, and publishing statistical economic data based on production.[24] Despite its significant economic standing, the NAICS does not recognize sport as its own industry, and therefore sport-related activities are placed into other major sectors such as construction, retail, education, and arts, entertainment, and recreation.[25] For instance, although NAICS has a segment titled Spectator Sports (711200) within the Performing Arts, Spectator Sports, and Related Industries subsector,[26] it does not capture the breadth of the sport management industry because it does not include areas such as amateur sport participation, sporting goods manufacturing, and sporting goods sales.

According to the two-sector model of the sport industry, the sport-producing sector consists of segments such as professional, amateur, and scholastic-based teams, fitness clubs, independent athletes, and other event and service producers. Meanwhile, the sport supporting sector consists of six segments that support production or sell products for sporting activities (administration; manufacturers, wholesalers, and retailers; facilities; media; marketing, public relations, event management, and other sports management firms; and both state and local sport councils and authorities).[27]

Although the Bureau of Labor Statistics' *Occupational Outlook Handbook* (OOH) contains a grouping titled Entertainment and Sports,[28] it fails to adequately identify the various sport industry careers that exist throughout the United States. In this way, it is similar to issues with the NAICS, as significant components of the sport management industry are categorized under other groupings such as Business and Financial, Community and Social Service, Management, Media and Communication, or Sales. However, employment growth projections in specific areas related to Sport Management by the year 2022 identified by the BLS include:

- Agents and Business Managers of Artists, Performers, and Athletes (10%)
- Coaches and Scouts (15%)
- Meeting, Convention, and Event Planners (33%)
- Public Relations and Fundraising Managers (13%)
- Recreation Workers (14%)
- Umpires, Referees, and other Sports Officials (8%)[29]

Despite the disparate organization of the "sport industry" in traditional economic (NAICS) and occupational (BLS) indexes, a look into the Virginia Employment Commission can provide insight into the demand for jobs related to sport management. For instance, the Performing Arts,

[24] https://www.sba.gov/content/north-american-industry-classification-system-codes-and-small-business-size-standards
[25] Eschenfelder, M.J., & Li, M. (2007). *Economics of Sport* (2nd ed.). Morgantown, WV: Fitness Information Technology.
[26] http://www.bls.gov/oes/current/naics4_711200.htm
[27] Eschenfelder, M.J., & Li, M. (2007). *Economics of Sport* (2nd ed.). Morgantown, WV: Fitness Information Technology.
[28] http://www.bls.gov/ooh/entertainment-and-sports/home.htm
[29] http://data.bls.gov/projections/occupationProj

Spectator Sports, and Related Industries subsector, which includes spectator sports, fitness facilities, event management, facility management, professional and semiprofessional sport teams, sport agents, and sport managers is expected to have a 24.3% growth in the Commonwealth by 2022. Additionally, the educational services subsector, which includes sports camps is expected to grow by 15%, while the clothing stores subsector (including athletic footwear and apparel) and durable goods subsector (including sporting goods and supplies) are expected to grow by 7.9% and 7.6%, respectively.[30]

Given the abundance of sport industry opportunities in Hampton Roads, graduates of the sport management program will be competitive for jobs posted within the region. Sport management master's degree graduates have successfully landed careers with local organizations such as the ODU Athletic Department, United States Collegiate Athletic Association (USCAA) in Newport News, the Hampton Roads Sports Commission, the Norfolk Tides, the Norfolk Admirals, Global Spectrum, the military Morale, Welfare and Recreation (MWR) programs, and the Virginia Beach Field House, among others.

Finally, letters of support (available in Appendix E) demonstrate an interest among employers within the State of Virginia in hiring individuals with a Master of Science in Sport Management.

Student Demand

Recruitment for the Master of Science in Sport Management will not be limited to students with undergraduate majors specific to sport. For instance, students interested in pursuing a graduate degree in sport management may have a baccalaureate degree in education, communication, exercise science, tourism, business, political science, or marketing to name a few.

The current Master of Science in Education—Physical Education—with a concentration in sport management has consistently attracted more than 30 applicants per year, with headcounts dipping below 40 only once since 2009-10. Over the last three years, the department has averaged 47 applicants, 32 admitted individuals and 25 enrolled students in this program. The faculty anticipate that this number will grow between the launch of this program and the target year, particularly with the new degree designation.

Surveys are underway to collect data related to demand among prospective students for this program.

[30] Virginia Labor Market Information - www.virginialmi.com

Appendix II

SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Year 1		Year 2		Year 3		Year 4 **Target Year (2-year institutions)**			Year 5 **Target Year (4-year institutions)**		
2016-2017		2017-2018		2018-2019		2019-2020			2020-2021		
HDCT	FTE	HDCT	FTE	HDCT	FTE	HDCT	FTE	GRAD	HDCT	FTE	GRAD
27	20	30	24	35	30	37	32		40	35	20

Assumptions

Retention:
Part-time students: 50% / Full-time students: 50%
Full-time students credit hours per semester: 9
Part-time students credit hours per semester: 6
Full-time students graduate in 2 years
Part-time students graduate in 3 years

Duplication

Within the CIP code 31.0504, there currently exists several master's degrees in sport and fitness administration in Virginia. Specifically, M.S. degrees are offered at American Public University System, George Mason University, Hampton University, Liberty University, and Virginia State University, while Virginia Commonwealth University offers a Master of Education. Despite the existence of similar programs such as these throughout the state, ODU's current sport management concentration subsumed under the M.S. in Education—Physical Education has proven viable over the past 20 years with steady growth, substantial community engagement throughout Southeastern Virginia, and successful job placement for graduates.

What makes the M.S. in Sport Management at ODU different from existing programs in the state is its business-oriented approach to the discipline with core requirements in fiscal planning, marketing, legal aspects, and management and leadership, as well as two required research courses. Additionally, the program at ODU provides students with the flexibility to select courses that will help them meet their career objectives, including 12 credit hours of electives and three different capstone options.

Some direct comparisons may help to distinguish the ODU program from other M.S. programs related to sport management in the Commonwealth. The program at George Mason University requires 15 hours of "core courses," with six hours that are common for all students. The remaining nine hours are chosen from 11 different courses. At ODU, the core curriculum is

standardized for all students to ensure that each graduate has demonstrated a strong foundation in fiscal planning, marketing, legal aspects, and management & leadership. Additionally, George Mason places an emphasis on historical and socio-cultural foundations and social-psychological perspectives, where the program at ODU follows a more business-oriented approach as suggested by scholars.[31][32] This philosophical differentiation in programming is further demonstrated by ODU's core requirements of marketing and fiscal management, whereas comparable classes at GMU are elective courses.

The closest public institution to ODU offering an advanced degree in Sport Management is VCU in Richmond. However, their program differs significantly as it requires on-campus students to be exclusively committed to the program by requiring students to take 15 credit hours per semester. Thus, students may not gain concurrent, valuable practical experience as employees, graduate assistants, or volunteers for sport organizations. Furthermore, the online program at VCU requires students to take at least one on-campus course. Although VCU does offer a Sport Leadership M.Ed./M.B.A. dual-degree program in conjunction with the school of business, it requires 60 hours of course work over two years (including two summers) and acceptance into that program is restricted to those students who have an undergraduate degree in business.

Lastly, the program at Virginia State University is rooted in physical education, with students being required to take courses such as readings in physical education and sport assessment. Additionally, the program at VSU does not have a course in fiscal planning, which faculty at ODU believe to be a foundational concept for any future sport manager, and have thus required it as part of the proposed core. Furthermore, the program at ODU offers more breadth in its sport-management specific coursework compared to VSU. For example, while VSU combines facility and event management into one course, the program at ODU offers a course in facility management and sponsorship and a second course in event planning in order to provide students with greater depth into the two related, but uniquely different areas of sport management.

These differentiations suggest that although degree programs may be closely related in name, the content and/or methods of each can be quite different. The curriculum at ODU makes for a program that is unique within the state.

Projected Resource Needs

The Department of Human Movement Sciences has sufficient resources to launch and sustain the proposed program. Existing resources for this program—under the Master of Science in Education—Physical Education—are available for this stand-alone program. Specifically, faculty members who have expertise in sport management have been teaching both graduate and undergraduate courses for a number of years. This program successfully presents a graduate degree that provides key elements of sport management to students who wish to obtain a credential focused on logistics within the sport industry. It will not compromise existing programs; in fact, it is designed to align with the employment market in this field.

[31] Hardy, S. (1987). Graduate curriculums in sport management: The need for a business orientation. *Quest, 39*(2), 207-216.

[32] Popp, N., Weight, E.A., Dwyer, B., Morse, A.L., Baker, A. (2015). Assessing student satisfaction within sport management master's degree programs. *Sport Management Education Journal, 9*, 25-38.

Full-time Faculty
Five existing full-time faculty who are either tenured, on a tenure track, or on a lecture line will teach in the M.S. in Sport Management. None of these faculty member's teaching load comprises courses that are only designated for the proposed program. Therefore no full time faculty members teach strictly in this program.

No additional faculty members are required to launch and sustain the program.

Part-Time Faculty
The teaching loads for the five full-time faculty members are spread evenly across both undergraduate and graduate levels; thus, the number of part-time FTE at the outset of this program is 2.5. The average salary for these faculty is $65,000 plus benefits; a total of $130,000 in salary and an additional $48,230 for benefits is allocated for these faculty members.

No additional faculty members are required to launch and sustain the program.

Adjunct Faculty
No adjunct faculty are required to launch the program; it is anticipated that .5 adjunct faculty will be added by the target year.

Graduate assistants
No graduate assistants are required to launch and sustain the program.

Classified Positions
There is currently one full-time classified position within the Department of Human Movement Sciences who will assist with program needs. Twenty percent of the salary for this position is allocated to the MS in Sport Management.

No additional personnel are required to launch and sustain the program.

Targeted financial aid
The program will have no financial aid available.

Library
No new library resources are required for the proposed program. The University Libraries will be able to fully support the MS in Sport Management program. Print and micro journal collections are available for a variety of journals in the field, including the Journal of Sport Management, Sport Marketing Quarterly, Sport Management Review, International Journal of Sport Communication, International Journal of Sport Finance, International Journal of Sport Management, International Journal of Sport Management and Marketing, Journal of Intercollegiate Sport, Journal of Legal Aspects of Sport, Journal of Sport Behavior, and many others. With the SPORTDiscus database and access to Interlibrary Loan, finding and obtaining sport-related articles is quick and easy. The library provides the Department of Human Movement Sciences with a budget of approximately $3,400 each year to purchase new resources.

Telecommunications
No new telecommunication resources are required to launch and sustain the proposed program.

Space
No additional space is necessary to launch and sustain the proposed program.

Equipment (including computers)
No new equipment is necessary to launch and sustain the proposed program.

Other resources (specify)
No additional resources are required to launch and sustain the proposed program.

PROJECTED RESOURCE NEEDS FOR PROPOSED PROGRAM

Part A: Answer the following questions about general budget information.

- Has the institution submitted or will it submit an addendum budget request to cover one-time costs? Yes____ No__x__
- Has the institution submitted or will it submit an addendum budget request to cover operating costs? Yes____ No__x__
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes____ No__x__
- Will each type of space for the proposed program be within projected guidelines? Yes__x__ No_____
- Will a capital outlay request in support of this program be forthcoming? Yes_____ No__x__

Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain this program.

__Yes _____
Signature of Chief Academic Officer

_x_ No _____
Signature of Chief Academic Officer

PROPOSAL FOR
THE MASTER OF SCIENCE IN PARK, RECREATION AND TOURISM STUDIES

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DESCRIPTION OF THE PROPOSED PROGRAM

Program Background

Old Dominion University (ODU) seeks approval for the Master of Science in Park, Recreation and Tourism Studies to begin fall of 2016 in Norfolk, Virginia.

The mission of the M.S. in Park, Recreation and Tourism Studies (PRTS) will be to provide professional preparation for students and practitioners interested in pursuing or continuing a career in recreation or tourism-related services. This graduate program will encourage students toward leadership opportunities in direct service, supervision and administration, while covering the social science of recreation and tourism. The PRTS program will foster a learning environment of quality instruction and applied research that stimulates the pursuit of knowledge and truth through opportunity and scholarship.

Master's level PRTS courses were previously taught—from 2004 to 2010—as an emphasis within the Master of Science in Education—Physical Education. This new program will be designed to focus on park, recreation and tourism management and leadership, rather than on the pedagogy that is taught in a variety of education curricula.

Recreation adds to one's quality of life[1] by providing the realization of benefits during one's leisure time[2], and one of Hampton Roads' and Virginia's major sources of employment and business is recreation and tourism. The M.S. in Park, Recreation and Tourism Studies targets both of these areas. The name of the program is consistent with current practices in the industry where smaller municipalities have merged park districts with convention and visitors bureaus in order to maximize tourism revenues and economies of scale at the local levels.

Further, many national parks are tourism destinations in their own right. The proposed program is designed to prepare students and practitioners for advanced study in the concepts, theories, research, management, and administration of park, recreation and tourism services. Course work (30 credit hours) is designed to prepare the students for the "bigger picture" which is often required of middle and top management in the recreation and tourism industry, including positions in public agencies, nonprofit organizations, and private businesses. The program combines social science and management concepts and theories with applied problem-solving techniques specific to parks, recreation and tourism.

[1] Orsega-Smith,E., & Payne, L. (2010). Relations between leisure, health, and wellness. In L. Payne, B. Ainsworth and G. Godbey's *Leisure, Health, and Wellness: Making the Connections* (pp. 21-30). State College, PA: Venture Publishing.

[2] Driver, B.L. (2008). Why outcomes-focused management is needed. In B.L. Driver's *Managing to Optimize the Beneficial Outcomes of Recreation* (pp. 1-18). State College, PA: Venture Publishing.

Mission

The mission of the institution says: "Old Dominion University, located in the City of Norfolk in the metropolitan Hampton Roads region of coastal Virginia, is a dynamic public research institution that serves its students and enriches the Commonwealth of Virginia, the nation and the world through rigorous academic programs, strategic partnerships, and active civic engagement."

The M.S. in Park, Recreation and Tourism Studies will align with this mission by providing a rigorous academic program that will prepare graduates for careers in the management, supervision, and administration of parks, recreation, and tourism resources. Students will be actively engaged in the local community, promoting quality of life through planning, managing and administering recreation and tourism activities that are individually enriching and socially beneficial.

Unique to Old Dominion University is its location in Southeastern Virginia, where the park, recreation and tourism studies program is positioned to take advantage of a myriad of opportunities to connect students with the recreation and tourism industry. In addition to regular collaborations with the university's on-campus Student Recreation Center, and its Outdoor Adventure Program, the faculty have a rich history of associations with local organizations such as Marriott, Sheraton, Hilton Garden Inn, Virginia Beach Resorts, Visit Norfolk, Virginia Beach Convention Center, Norfolk Festevents, YMCA, Norfolk Parks, Recreation and Open Spaces, First Landing State Park, the National Recreation and Park Association, Military Morale Welfare and Recreation (MWR) units, Virginia State Parks and many more.

These partnerships have been instrumental in expanding professional networks for park, recreation and tourism students through cooperating on campus- and community-based projects, speaking to classes, mentoring, accessing internship sites, and hiring Old Dominion graduates to join their organizations.

This region has the largest concentration of festivals in the state, with 14 of the top 20 festivals in Virginia found in Hampton Roads[3], and is in close proximity to over 10 municipal park agencies, 7 major visitors' bureaus, and a well-known resort destination in Virginia Beach. This location makes ODU an ideal location to enhance knowledge, expertise and scholarly work through exploring such topics as recreation and the military, tourism perceptions and motivations, youth development through recreation, surf tourism, and urban park management.

The M.S. in Park, Recreation and Tourism Studies will provide an excellent resource that can enrich efforts to address the needs of the surrounding municipal park districts and convention centers that serve the Hampton Roads communities and beyond.

[3] *Top 20 Events and Festivals in Virginia USA*. Retrieved October 24, 2015 from http://www.topeventsusa.com/state-events-virginia.html

Admissions Criteria

Applicants for the M.S. in Park, Recreation and Tourism Studies are required to submit credentials to Old Dominion University for consideration. The criteria for acceptance include:

- A completed online application via www.odu.edu/admission/graduate
- A baccalaureate degree from a regionally-accredited institution or an equivalent degree from a foreign institution
- An overall 2.8 (on a 4.0 scale) or higher cumulative GPA in the undergraduate degree
- A GPA of 3.0 or higher in the undergraduate major courses
- A combined GRE score of 291 or higher (verbal and quantitative sections) or a score of 400 or higher on either the GMAT or MAT*
- Three letters of recommendation (from former faculty or employers)
- An essay describing the applicant's educational and career goals
- Current copy of resume
- A Test of English as a Foreign Language (TOEFL) score of 550 on the paper-based test (or 79-80 on the iBT) for non-native English speakers

* Students who have either a low GPA or a low GRE score may be considered for admission on provisional status.

Admission as a graduate student at ODU does not imply acceptance into the M.S. in Park, Recreation and Tourism Studies. A program admissions committee will consist of the Graduate Program Coordinator and at least two other faculty members from PRTS. The admissions committee will meet in the Spring semester to consider applications for Fall admission, but could be called together more often if needed. Acceptance into the M.S. in Park, Recreation and Tourism Studies will be determined by the admissions committee.

Students with previously completed graduate coursework at a regionally-accredited institution may submit a request for a maximum of 12 credit hours to be transferred. Such transfer hours would go through the admission committee for approval, and if approved, added to the transcript. Transfer courses may be accepted for research course requirements or electives. Core courses cannot be substituted with transfer courses.

Target Population

The M.S. in Park, Recreation and Tourism Studies targets individuals interested in advancing their knowledge and skills in order to secure leadership positions in the field of recreation. The degree is targeted at those who recognize the opportunities that a graduate degree could potentially provide them in the pursuit of their goal of becoming a recreation/tourism administrator. Additionally, students interested in pursuing a Ph.D. in order to become research scientists or university professors would be targeted for program.

Students with a background (academic and/or professional) in park, recreation and tourism are strong candidates for the M.S. in Park, Recreation and Tourism Studies.

Curriculum

Five of seven required courses in the proposed Master of Science in Park, Recreation and Tourism Studies focus on areas that the faculty believe are most important for each park, recreation and tourism graduate to be competent in. The selection of courses was developed to allow for some personalization of the degree, as course selection will vary depending on whether the graduate is in a private or public agency. Two research courses are required of all students, including one in applied statistics and the other in research methods.

Lastly, students must choose from one of two capstone options — a 6-credit hour thesis or a 3-credit hour research project and an additional elective course. The thesis option requires a successful defense of the thesis prospectus. The non-thesis (research project) option also requires successful completion of a comprehensive examination covering the five required PRTS core courses.

The specific courses in the curriculum are as follows.

Park, Recreation & Tourism Studies Core: 15 credit hours required

PRTS 720 Advanced Leisure Theories and their Applications (3 credits) **NEW**
PRTS 740 Recreation Management for Administrators (3 credits) **NEW**
PRTS 750 Contemporary Issues in PRTS (3 credits) **NEW**
PRTS 770 Grant Writing for Parks and Recreation (3 credits) **NEW**
PRTS 790 Tourist Behavior and Consumption (3 credits) **NEW**

Research Core: 6 credit hours required

FOUN 612 Applied Research Methods (3 credits)
FOUN 722 Introduction to Applied Statistics and Data Analysis (3 credits)

Capstone Experience: (9 credit hours required – Choose 1 of 2 Tracks)

Thesis Track:

PRTS 698 Thesis (3 credits)
PRTS 699 Thesis (3 credits)
Elective (3 credits)

Research Project Track:

PRTS 636† Research Project (3 credits)
Electives (6 credits)

†Denotes an additional requirement of comprehensive exam based on core course requirements

Electives:

PRTS 730 Park Management for Professionals (3 credits) **NEW**
PRTS 760 Advanced Sustainable Tourism Management (3 credits) **NEW**
PRTS 780 Youth Development in Recreation (3 credits) **NEW**
SMGT 738 Fiscal Planning and Management in Sport (3 credits)
SMGT 752 Facility Management for Sport and Recreation (3 credits)
SMGT 753 Sponsorship and Event Planning (3 credits)

SMGT 760 Legal Aspects of Sport and Recreation (3 credits)
PADM 671 Public Budgeting and Financial Management (3 credits)
PADM 711 Urban Services Administration (3 credits)
PADM 714 Public-Private Partnerships (3 credits)
PADM 715 Management of Nonprofit Organizations (3 credits)
PADM 745 Managing Development and Change in Organizations (3 credits)

Thesis option requirements

Students completing the thesis option must prepare and present a thesis that is acceptable to the thesis director and committee, the graduate program director, and the appropriate academic dean. The thesis document must represent in content and methods the skills, disciplines and knowledge required for graduate study, including competence in written language. Candidates are required to defend the thesis in an oral examination, and the written document is required for the written examination. A student who fails any portion of the thesis (written or oral) may repeat it once.

Non-Thesis option requirements

Students completing this non-thesis option will be required to complete an intensive hands-on experience involving research for a recreation/tourism organization, or work in an apprenticeship research capacity with a faculty mentor on an ongoing research project over the course of a semester. The research project is to be agreed upon by the student and faculty mentor prior to registering for the research project option.

Students pursuing the non-thesis option are required to complete written and oral competency examinations. These examinations will assess the student's ability to coherently relate information taken from the core and research courses in a critical and scholarly manner. The student must pass both the written and oral components of the competencies; however, in the event that the student fails to meet these requirements, he or she will be able to retake the portion(s) of the examination in the semester following the initial attempt. Students may retake the examination one time.

Time to Degree

Students enrolled full-time in the M.S. in PRTS will graduate in four traditional semesters. Assuming an initial enrollment during a fall semester, the on-campus student will take 9 hours in the first fall, 9 hours in the first spring, and depending on thesis, non-thesis, or research project, 6-9 hours in the second fall, and 3-6 hours in the second spring, to have a degree conferral date in the second spring.

Part-time students will vary in time to degree depending on how many courses an individual takes per semester. Sample plans of study for full and part-time students are available in Appendix A.

Student Retention and Continuation Plan

New students will receive an orientation during the week immediately preceding the first semester of the program. Students will receive ongoing advisement from the program coordinator each semester and—for those who plan to write a thesis—from their thesis director. Continuation within the program is contingent upon maintaining a 3.0 average across all academic coursework.

Should a student fall below the 3.0 GPA after 12 credits, the student will be placed on academic probation and will receive additional advising about successful practices in coursework. Students on probation must attain a 3.0 cumulative GPA within the subsequent 12 credits in order to remain eligible for the program. If the student does not attain this GPA, then the student will be suspended from the program. Reinstatement may be considered under extenuating circumstances, provided an academic plan of action is developed with the program coordinator and approved by the department's graduate program director and chair.

Faculty

Park, recreation and tourism studies classes have been offered at Old Dominion University for over three decades, and there are existing faculty available to dedicate themselves to the graduate program instruction. The group includes one full professor, one senior lecturer, and two assistant professors. Brief CVs of the faculty can be found in Appendix C. All tenure and tenure-track faculty hold terminal degrees.

The full professor and two assistant professors have established records as productive researchers and content experts with over 80 peer-reviewed publications among them. For instance, Dr. Gómez has been at ODU for 15 years and has a national reputation and expertise in theoretical model building, statistics, and empirical testing of models and concepts related to recreation benefits, race/ethnicity and recreation, and municipal parks. Dr. Hill brings a specialization in youth development and outdoor recreation management, having served in leadership positions for the National Recreation and Park Association and the Association of Outdoor Recreation Educators. Finally, Dr. Usher has a research background in surf tourism as well as real-world experience in sustainable tourism practices and community-based tourism.

Program Administration

The program will be housed in the Department of Human Movement Sciences (HMS). A full-time faculty member from the department will serve as Graduate Program Coordinator (GPC) who will teach in the program, serve on committees, and provide administrative oversight for the M.S. in Park, Recreation and Tourism Studies. The GPC will also ensure program compliance with University policies and procedures. An administrative assistant, housed in the Department of Human Movement Sciences, will support the program.

The full-time park, recreation and tourism studies program faculty will continue their current practice of meeting monthly throughout the academic year and as needed during the summer months. The Graduate Program Coordinator may call additional faculty meetings as needed, to review prospective student applications, discuss marketing of the program, and analyze curriculum, internship opportunities and research areas for students.

Student Assessment

Students will engage in ongoing formative assessments such as quizzes, exams, projects and presentations as they complete the respective components of the academic program. For those students choosing the non-thesis option, the PRTS program will culminate in a summative assessment of student learning in comprehensive examinations. For those students choosing to pursue a thesis as their capstone experience, the submission of the resulting study will serve as the culminating experience. The expectation is that as a result of completion of the academic program, students will achieve the following learning outcomes:

1. **Communication of Foundational Knowledge**: An in-depth knowledge of the conceptual foundations of recreation, parks, and tourism and the ability to communicate and apply that knowledge;
2. **Social and Environmental Justice Awareness**: An ability to critically assess social equity and environmental justice issues related to natural resources, tourism resources, programs, facilities, and communities.
3. **Administrative and Leadership Knowledge**: A foundation in advanced principles and procedures of management and ethical leadership (e.g., administration, marketing, human resources, risk management, finance and budgeting) for the delivery of recreation, parks, and tourism services; and
4. **Research and Evaluation Skills**: The ability to apply advanced principles towards conducting research and evaluation in recreation, parks, and tourism services.

Data related to the student learning outcomes will be collected on an annual basis and reported on the University's assessment database – WEAVE. Evidence of student achievement of learning objectives will be assessed during the program through practical and written exams, assignments, research projects and presentations. Each course will have objectives that need to be met in order for the student to successfully pass that course.

In order to assure that students are learning the major objectives of the program, we will assess student learning in several ways including annual evaluation of all courses, tracking students' academic progress each semester, reviewing faculty evaluations conducted by the student and through peer evaluation.

The PRTS faculty will do the following activities each year as part of the efforts to assess learning:

- Analyze **student learning** in coursework by evaluating representative student research papers, case study papers, oral presentations, and assignments;

- Analyze **course evaluations** to assess faculty performance from the point of view of graduate students as it relates to the delivery of quality instruction in the classroom. Subject matter and pedagogy will be examined for necessary changes that contribute to successful student learning;

- Analyze **oral and written examinations** of student research experiences to assess how well they have mastered the learning outcomes of the program;

- Analyze **exit assessment interviews** with the graduate program coordinator. The exit interviews will focus on core curricular content and the results will be used to revise course requirements and offerings as needed.

Appendix III

Curriculum Map for the Master of Science in Park, Recreation and Tourism Studies

Student Learning Outcomes	**Courses & Co-Curricular Activities that Develop Competency** Course Number & Title Assessment (rubric used for grading)
1. **Communication of Foundational Knowledge**: The ability to demonstrate, communicate and apply in-depth knowledge of the conceptual foundations of recreation, parks, and tourism.	Measures: **PRTS 636 – Research Project in PRTS** Assessment: 90% will meet the standards of the written thesis and oral defense **PRTS 698/699 – Thesis in PRTS** Assessment: 90% will meet the standards of the written thesis and oral defense **PRTS 770 – Grant Writing for Parks and Recreation** Assessment: 80% of students will earn at least 80% on the Grant Writing Assignment
2. **Social and Environmental Justice Assessment**: The ability to critically assess social equity and environmental justice issues related to natural resources, tourism resources, programs, facilities, and communities.	Measures: **HMS 750 – Contemporary Issues in PRTS** Assessment: 80% of students will earn at least 80% on the Contemporary Issues Research Paper **PRTS 760 – Advanced Sustainable Tourism Management** Assessment: 80% of students will average at least 80% on the Sustainable Tourism Product Presentation **PRTS 780 – Youth Development in Recreation** Assessment: 80% of students will average at least 80% on the Youth Program Plan

3. **Administrative and Leadership Knowledge**: The ability to formulate, plan, and organize recreation, parks, and tourism services through the foundations in advanced principles and procedures of management and ethical leadership (e.g., administration, marketing, human resources, risk management, finance and budgeting).	Measures: **PRTS 730 – Park Management for Professionals** Assessment: 80% of students will average at least 80% on the Principles of Park Management Plan **PRTS 740 – Recreation Management for Administrators** Assessment: 80% of students will average at least 80% on the Finance Assignment **PRTS 740 – Recreation Management for Administrators** Assessment: 80% of students will average at least 80% on the Risk Management Plan
4. **Research and Evaluation Skills**: The ability to apply advanced principles towards conducting research and evaluation in recreation, parks, and tourism services.	Measures: **PRTS 720 – Advanced Leisure Theories and their Applications** Assessment: 80% of students will average at least 80% on the Critical Theory Paper **PRTS 730 – Park Management for Professionals** Assessment: 80% of students will average at least 80% on the Outdoor Recreation Evaluation Assignment **FOUN 790 – Tourist Behavior and Consumption** Assessment: 80% of students will average at least 80% on the final course grade

Workplace Competencies and Employment Skills

Graduates of the proposed program will have expertise in the foundations, concepts and theories related to parks, recreation and tourism studies in order to better inform policies and organizational assessment. In particular, the focus is on macro-level aspects related to the field. Graduates will be exposed to sociological and psychological aspects of recreation, motivational theories, "best practices" in park management, and user behavior analysis. They will have a broad understanding of the history, philosophy and psychology that go into recreation delivery systems and recreation management, and they will have specific knowledge and skills related to a range of decision-making for upper level management positions. Graduates of the proposed program at ODU will be in demand by employers because of their leadership skills and advanced knowledge in PRTS, including the ability:

- To demonstrate knowledge of business and administrative principles by sitting for and passing the Certified Park and Recreation Professional (CPRP) or Certified Park and Recreation Executive (CPRE) examination;
- To prepare and assess financial and business documents (budgetary skills, fundraising, effectively manage contracts and projects);
- To assess, evaluate and manage human resources (understanding personnel law, ability to recruit, hire and train staff, understand and maintain labor relations, treat people fairly and with respect; understand organizational dynamics);
- To communicate effectively (possess effective public speaking skills, written and verbal communication skills, listening skills, be an effective facilitator);
- To formulate marketing plans (knowledge of marketing basics, publicity, tourist behavior, and effective use of media);
- To lead in an efficient and proficient manner (well-developed leadership skills, knowledge of leadership principles, ability to lead, motivate, recognize/reward employee achievement, follow organizational protocols, encourage creativity and innovation; be able to effectively delegate; effective interpersonal skills);
- To examine community relations and formulate solutions (possess an understanding of customer service practices, ability to establish positive public relations, have an understanding of the community and its cultural dynamics, open-mindedness);
- To plan, evaluate, and oversee agency programs (ability to set goals and objectives, operate according to agency mission, establish priorities, plan/evaluate programs and services, create vision and be current with professional trends); and
- To value professionalism (ethical decision-making, be involved in professional organizations, be committed to the profession; network within and outside of the profession).

Program Assessment

The program will be assessed by the Department of Human Movement Sciences, the Darden College of Education, and Old Dominion University. The department review will be completed annually in the fall of each year starting with the second year students are admitted, 2017, and will consist of:

- Analyzing retention and attrition rates in order to maximize the positive influences and ameliorate the negative ones that affect program completion;
- Analyzing the results of the Old Dominion University Graduate Student Satisfaction Survey for areas where additional student support is needed;
- Analyzing graduate job placement to assess if the program is preparing students with the knowledge, skills and abilities for jobs in the field and evaluate the program's ability to meet market demands; and
- Analyzing the dissemination of graduate student related works (theses, abstracts, case-studies, research manuscripts).

Results from these assessments will be used to evaluate the quality of the program, to stimulate program development, and to assess the role of the program in fulfilling ODU's institutional mission. The program review may result in strategic decisions about the program, may identify areas of potential improvement, may make resource recommendations, may articulate considerations for expansion or consolidation, and may consider other aspects of programmatic quality with respect to policies and practices relative to:

- Student recruitment, admissions, advising, and retention;
- Enrollment projections including consideration of the context of the SCHEV 5-year benchmark and other on-going enrollment targets;
- Course descriptions and implementation;
- Curriculum changes and development;
- Faculty development and research activities;
- Facilities;
- Internal and external funding; and
- Description of strengths and weaknesses with attention to points of action for the future.

The results of the annual review will be incorporated into the College's annual review. The dean and associate dean will read the program review each year to ensure that progress is being made. The College annual review of the program will be sent to the Vice Provost for Academic Affairs for review each year.

At Old Dominion University, graduate programs are required to undergo periodic external review either as independent external reviews (for non-accredited programs) or as a part of accreditation reviews.

The Dean and Associate Dean in the Darden College of Education will read the program review each year to ensure that benchmarks are met and excellence is maintained. The department's annual evaluation of the program will be sent each year to the Vice Provost Academic Affairs for review.

Lecturers and Assistant Professors are also required to submit annual teaching portfolios that are reviewed by the tenured faculty. Tenured faculty members are required to submit teaching portfolios once every five years. The review of the teaching portfolios includes assessments of teaching responsibilities, teaching philosophy, teaching goals, evaluative and remedial steps, curricular revisions, course syllabi, and course evaluation data.

Benchmarks of Success

Benchmarks of success for this master's program will include enrollment goals and professional placement of graduates. Success will be determined by the way the program affects academic and career goals as well as the future job prospects and mobility of its students:

- 4-6 new students will be admitted in the inaugural year;
- 10-15 new students will be admitted annually by year 5;
- 50% of the graduating thesis students will submit a manuscript in conjunction with their research mentor or advisor for peer review;
- 90% of non-thesis students completing the program will pass the comprehensive examinations;
- 80% of the students who begin the program will successfully complete the program;
- 80% of the students will have earned jobs within the park, recreation or tourism industry or entered doctoral programs within six months of program completion; and
- 80% of students who complete the program will be satisfied with the program as determined by the University's Graduate Student Satisfaction Survey.

Faculty and administrators will conduct an evaluation of the success of the program in meeting these benchmarks. Methods of benchmark related data collection will include surveys, interviews, and consultations with interested parties. If program benchmarks are not achieved, the program faculty will examine its admissions policies, curriculum, instructional methods, clinical placements, advising practices, and course and clinical evaluations to determine where changes need to be made.

Expansion of an Existing Program

This program does not represent the expansion of an existing program at the university.

Relationship to Existing Degree Programs

The proposed program is not related to another master's program at the university.

Collaboration or Standalone

This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

JUSTIFICATION FOR THE PROPOSED PROGRAM

Response to Current Needs
(Specific Demand)

According the United Nation's World Tourism Organization (UNWTO), the global tourism industry is estimated to be upwards of $1.5 trillion in 2014, while the industry in the United States alone is estimated to be $177 billion.[4] The UNWTO also reported that 1 in 11 jobs in the world is related to tourism, representing 9% of international Gross Domestic Product.

Parks & Recreation magazine is the official publication of the National Recreation and Park Association. In *Parks & Recreation*, the National Recreation and Park Association (NRPA) reported in its *NRPA Trendwatch 2014* that "training and skills development for midcareer professionals will be vital to bridge succession gaps created by the exodus of the largest cohort of professionals presently employed in the field: baby boomers quickly departing their positions due to retirement."[5] As such, there is a need to train professionals who can be prepared to take on administrative positions and create policy in an informed manner, as reflective in the mastery of research methods and management competencies. According to Bartram (2014), a master's degree is a fundamental "gold standard for hiring managers."[6]

Those interested in pursuing career advancement in the recreation and tourism industry recognize the importance of an advanced degree when it comes to finding a job in positions of authority. For example, Chase and Masberg (2008, p. 75) noted the following from the U.S. Labor Department:

> A bachelor's degree and experience are preferred for most recreation supervisor jobs and required for higher-level administrative jobs. However, an increasing number of recreation workers who aspire to administrative positions obtain master's degrees in parks and recreation or related disciplines … Also, many persons in other disciplines, including social work, forestry, and resource management, pursue graduate degrees in recreation.[7]

Chase and Masberg (2008) interviewed 98 recreation professionals in supervisory and above positions, most of whom were directors, managers or supervisors. Over 60% of these recreation professionals felt that a master's degree should be a prerequisite for certain positions, specifically for director or assistant director and upper management. In 2012, McLean and Hurd echoed this sentiment by noting that "authorities agree that master's degree work should involve advanced

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[4] UN World Tourism Organization. *Tourism Highlights 2015 Edition*. Retrieved September 23, 2015 from http://www.e-unwto.org/doi/pdf/10.18111/9789284416899

[5] *NRPA Trendwatch 2014*. Retrieved September 23, 2015 from http://www.parksandrecreation.org/2014/January/NRPA-Trendwatch-2014/

[6] Bartram (2014, July 1). Learning curve. Parks & Recreation [serial online]. Retrieved October 25, 2015from http://www.parksandrecreation.org/2014/July/Learning-Curve/

[7] Chase D, Masberg B. (2008). Partnering for skill development: Park and recreation agencies and university programs. *Managing Leisure* [serial online], *13*(2), 74-91. Available from: SPORTDiscus with Full Text, Ipswich, MA. Accessed September 20, 2015.

study in recreation and park administration … the assumption is that individuals on this level are preparing for supervisory or managerial positions or, in some cases, roles as researchers or chief executive officers" (p. 367).[8]

Hayword (2013) reported that "recreation and the military go hand in hand," and noted that many military personnel "are pursuing degrees in parks and recreation and then looking at military recreation as a career" (para. 2).[9] Many of the officers would already have undergraduate degrees, and graduate studies in recreation would present them with an opportunity to pursue a career in military recreation, and have continued connection to the military community as a civilian. Given ODU's proximity to the largest naval base in the world, and Marine and Army installations in the area, this trend is one the PRTS program would be particularly suited for, especially given Dr. Gómez' ties to the military (former Army sergeant), and awareness of Morale, Welfare, and Recreation (MWR) operations.

In an article specifically focused on graduate education in the field, Baker, Bradley, Chalkidou and Hawkins (2013) – all graduate students in recreation programs noted reasons for continuing the pursuit for graduate instruction. When asked to explain how their graduate education would impact their professional career, Baker responded:

"I think many people believe that graduating from a graduate school will magically make them a professional. Not so. I have found it is not the school work that transitions you from a student to a professional. It is all the other work not on my plan of study that has developed me into a professional, such as research projects, presentations, and working with state and local associations."[10]

Employment Demand

State and National Metrics

Although the Bureau of Labor Statistics' (BLS) *Occupational Outlook Handbook* (OOH) contains a grouping titled Recreation Workers,[11] it fails to adequately identify the various recreation and tourism industry careers that exist throughout the United States. In this way, significant components of the Park, Recreation and Tourism industry are categorized under other groupings such as Business and Financial, Community and Social Service, Management, Media and Communication, or Sales. However, national employment growth projections in specific areas related to Park, Recreation or Tourism by the year 2022 identified by the BLS include:

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[8] Mclean, D.D., & Hurd, A.R. (2012). *Kraus' Recreation and Leadership in Modern Society* (9th ed.). Sudbury, MA: Jones & Bartlett Learning.

[9] Hayword, P. (2013, June 1). Red, white and blue by degrees. *Parks & Recreation* [serial online]. Retrieved from http://www.parksandrecreation.org/2013/June/Red-White-Blue-by-Degrees/ (visited October 25, 2015).

[10] Baker, J., Bradley, M., Chalkidou, T., & Hawkins, P. (2013, March 1). To what degree. *Parks & Recreation* [serial online]. Retrieved from http://www.parksandrecreation.org/2012/March/To-What-Degree/ (visited October 25, 2015).

[11] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Recreation Workers, Retrieved on October 25, 2015 from http://www.bls.gov/ooh/personal-care-and-service/recreation-workers.htm

- Human Resource Managers (13%)
- Market Research Analysts (32%)
- Meeting, Convention, and Event Planners (33%)
- Public Relations and Fundraising Managers (13%)
- Public Relations Specialists (13%)
- Recreation Workers (14%)[12]

The OOH indicates that supervisory positions for recreation workers "may require at least a master's degree in parks and recreation, business administration, or public administration." More specific to Virginia, the state's Labor Market Information (LMI) gathers information from the U.S. Department of Labor's Bureau of Labor Statistics and the Virginia Employment Commission. These data were searched for occupations related to Parks, Recreation and Tourism with the following projections provided for Virginia[13]:

The table below shows the long term employment projections for Multiple Occupations in Virginia for the 2012-2022 projection period.

Click a column title to sort.

Occupation	Occupation Code	2012 Estimated Employment	2022 Projected Employment	Total 2012-2022 Employment Change	Annual Avg. Percent Change	Total Percent Change	Action
Human Resources Managers	113121	2,946	3,405	459	1.46%	15.58%	Profile
Market Research Analysts and Marketing Specialists	131161	14,346	19,893	5,547	3.32%	38.67%	Profile
Meeting, Convention, and Event Planners	131121	4,204	6,058	1,854	3.72%	44.10%	Profile
Public Relations and Fundraising Managers	112031	1,552	1,795	243	1.47%	15.66%	Profile
Public Relations Specialists	273031	7,463	8,848	1,385	1.72%	18.56%	Profile
Recreation Workers	399032	12,626	14,830	2,204	1.62%	17.46%	Profile

Source: Virginia Employment Commission, Industry and Occupational Projections

As noted above, employment projections are in the double-digits for all occupations that prospective students in the M.S. in PRTS would be pursuing both in Virginia and across the U.S.

Given the abundance of park, recreation and tourism opportunities in Hampton Roads and Virginia, graduates of the PRTS program will be competitive for jobs posted within the region. PRTS master's degree graduates have the opportunity to successfully land careers with local organizations such as the ODU Recreation Department, convention and visitors bureaus in Hampton Roads and Virginia, park and recreation districts in Hampton Roads and throughout Virginia, the Morale, Welfare and Recreation (MWR) military programs, the Virginia Arts Festival, Norfolk Festevents, and the Virginia Tourism Corporation, among others.

[12] Bureau of Labor Statistics, U.S. Department of Labor. Employment Projections. Retrieved on October 25, 2015 from http://data.bls.gov/projections/occupationProj

[13] Virginia Labor Market Information. *Occupational Projections (Long-term) for Multiple Occupations in Virginia in 2012-2022*. Retrieved on October 25, 2015 from https://data.virginialmi.com/vosnet/Default.aspx (click on Occupation Data link)

Employer Feedback

A survey was sent out on October 21, 2015 to prospective employers in the field, which included directors and managers of park, recreation or tourism agencies/organizations. Faculty requested that the National Recreation and Park Association provide links to Certified Park and Recreation Executives (top executives in parks and recreation); these individuals were subsequently surveyed about hiring prospective graduates from the proposed program.

Employer Survey – A total of 38 potential employers throughout the country responded, with 10 of the 38 (26%) respondents residing in Virginia. When employers were asked the likelihood of hiring a student who graduated with the M.S. in PRTS from ODU, based on the curriculum provided, the vast majority (97%) would be likely to hire a graduate of the program (19 very likely, 18 somewhat likely, 1 somewhat unlikely).

When asked if the M.S. in PRTS curriculum addresses needed skills that are difficult to find in an applicant pool, of those employers who responded, 92% said "yes." In assessing the qualitative data, employers noted that the curriculum "appears to be well rounded …" "grant writing would be very valuable …" "our organization has a need for graduate students as well as professional with a background in the courses outlined for this program …" and "We are always looking for educated skilled individuals (for the most par) you'd be providing students with some great tools to step into the work force." It should be noted that comments were made regarding more exposure to administrative principles, human resources, finance, and public sector issues.

Letters of Support – Unlike the survey, employers who wrote letters of support were given descriptions of the courses in the proposed M.S. in PRTS curriculum, and they were asked to opine on the ability of the curriculum to meet future needs of professionals in the field. Three (3) letters were gathered from two Commonwealth employers – Norfolk Convention and Visitors Bureau's (NCVB) VisitNorfolk and Virginia Tourism Corporation (VTC) – and one national association – National Recreation and Park Association (NRPA). All three were extremely positive and supportive of the proposed M.S. related to the professional preparation of employees in the field.

In the letter from the NCVB, Mr. DiFilippo noted: "I believe the curriculum addresses both the traditional skill sets necessary for the future leaders in the travel industry and addresses skills needed to manage and direct ancillary entities such as non-profits and private initiatives." In the letter from the VTC, Ms. McClenny wrote: "The caliber of this new program would not only provide a unique opportunity to the students of Old Dominion University, but it would also provide great benefit to the Commonwealth of Virginia."

Lastly, the NRPA represents a 50,000 member organization of professional in parks and recreation. NRPA awards the Certified Park and Recreation Professional and Certified Park (CPRP) and Recreation Executive (CPRE) designations. As the Director of Professional Development and Member Relations for NRPA, Mr. Hamp is well positioned to provide feedback on the M.S. in PRTS course offerings and how he feels members would benefit from the PRTS curriculum. Mr. Hamp stated: "The proposal program will fill a void in graduate level training that upper-level park and recreation professionals need to continue leading their communities in Health and Wellness, Conservation, and Social Equity …" and he was

"particularly excited to see PRTS 740 and PRTS 750 included in the curriculum, as they directly address this need and will assist student's development of the skills needed to be successful leaders in their communities."

Furthermore, NRPA is headquartered in Ashburn, Virginia. As a result, Mr. Hamp made the following observation: "I believe a program of this caliber will help lead the field of parks and recreation to new heights and provide a sought-after degree program not currently available in the Commonwealth of Virginia." In all three instances, these leaders in the field, found the M.S. in PRTS curriculum as being relevant, answering the needs of the industry and professionals, and presenting unique learning opportunities not currently found in other nationally recognized programs.

Student Demand

Survey Results

ODU conducted two surveys to determine general interest in the concept of a M.S in Park, Recreation and Tourism Studies, and to explore general student interest. A survey was deployed October 21, 2015 to current students in the PRTS undergraduate curriculum and another to alumni of the PRTS undergraduate curriculum, who have graduated within the last two years. In each survey the list of courses for the PRTS core, research core, and electives were provided. A total of 44 (24 current students, 20 alumni) responded to both surveys. The tool and subsequent results are presented in Appendix F of this document. Summary results of each group and letters of support are provided below.

Current Students – Twenty-four (24) current students responded to this preliminary survey, representing 18 tourism management students (75%), and 6 park and recreation management students (25%). When students were asked if they would consider enrolling in the M.S. in PRTS, based on the listing of courses, the vast majority (79%) would likely enroll (11 very likely, 8 somewhat likely, 5 not at all likely). Among those who would consider enrolling in the program, 9 were interested in full-time study and 9 preferred part-time study, while 6 were not sure. When asked about thesis or non-thesis research project tracks, 2 preferred the thesis track, 18 preferred the research project track, and 3 were not sure.

Current students were then asked to respond to the extent to which they felt the M.S. in PRTS program met their needs in terms of (a) expectation of course offerings, (b) professional preparation to be competitive in the field, and (c) advancement in their career (measured on a scale from 1=SD to 5=SA). Most (21 of 24 respondents) strongly agreed (38%) or agreed (50%) that the proposed courses in the M.S. met their expectations. With respect to the ability of the M.S. in PRTS to provide professional preparation and make them competitive, 11 (50%) strongly agreed and 12 agreed (46%), with the remaining respondent being neutral. Lastly, when asked if the M.S. in PRTS would help with career advancement, 13 (54%) strongly agreed, 10 (42%) agreed, and 1 (4%) disagreed.

Alumni – Twenty (20) alumni responded to this preliminary survey, and 14 (70%) were in a practitioner role, while 6 (30%) were in a supervisor/director role. When alumni were asked if

they would consider enrolling in the M.S. in PRTS, based on the listing of courses, the vast majority (80%) would likely enroll (8 very likely, 8 somewhat likely, 2 not likely, 2 not at all likely). Among those who would consider enrolling in the program, 4 were interested in full-time study and 12 preferred part-time study, while 2 were not sure. When asked about thesis or non-thesis research project tracks, 2 preferred the thesis track, 13 preferred the research project track, and 3 were not sure.

Alumni were then asked to respond to the extent to which they felt the M.S. in PRTS program met their needs in terms of (a) expectation of course offerings, (b) professional preparation to be competitive in the field, and (c) advancement in their career (measured on a scale from 1=SD to 5=SA). Nearly all (19 of 20 respondents) strongly agreed (55%) or agreed (40%) that the proposed courses in the M.S. met their expectations. With respect to the ability of the M.S. in PRTS to provide professional preparation and make them competitive, 11 (55%) strongly agreed and 7 agreed (35%), with the remaining two being either neutral, or disagreeing. Lastly, when asked if the M.S. in PRTS would help with career advancement, 9 (45%) strongly agreed, 8 (40%) agreed, and 3 (15%) were neutral.

Letters of Support – Two (2) letters were gathered from Commonwealth institutions who have undergraduate programs in park, recreation or tourism – Virginia Wesleyan and Radford University. Both letters were extremely supportive of the proposed M.S. as an outlet for their undergraduate students. In the letter from Virginia Wesleyan, Dr. Kennedy noted: "I find the caliber of the program to be excellent …" and that "there is a very big need for the proposed program" because he is "exporting [his] graduate degree-seeking student to other states to continue their studies" … and that "having a 'local' option would be very valuable."

In the letter from Radford University, Dr. Udd noted: "I believe that the proposed program is very similar to quality master programs offered throughout the United States …" and that he "would strongly encourage the development of this Master's program as graduate-level options in Virginia are limited." In both instances, these full professors who are well-respected in the field, and their institutions recommend the proposed program highly, and are willing to advocate for it and send their students to ODU for graduate instruction.

Based on these responses the proposal committee concluded that there was enough student interest to proceed with program planning. The interest expressed uncovered enough potential applicants to fill a cohort of 4 to 6 students per year.

Duplication

Old Dominion University is proposing this degree under the Parks, Recreation and Leisure Facilities Management, General CIP Code (31.0301). Currently, no other universities in Virginia offers a master's degree under this CIP code.

There are currently three other schools that offer a Master of Science in related, but slightly different, areas in the Commonwealth of Virginia. George Mason University (GMU) offers a Master of Science in Sport and Recreation Studies, with a concentration in Recreation

Administration (CIP Code 31.0504).[14] Similarly, James Madison University (JMU) offers a M.S. in Kinesiology, with a concentration Sport and Recreation Leadership (CIP Code 31.0504).[15] Unlike the proposed Master of Science in Parks, Recreation and Tourism Studies at ODU, GMU's and JMU's degrees focus primarily on sport administration, sport associations, youth sports programs, and coaching, rather than on parks, recreation, and tourism management. Looking at the foundations courses (available online), from both GMU and JMU, they tend to follow sport management approaches, rather than park and tourism management approaches. Thus, their targeted placements are for managers interested in athletics, campus recreation, and sports facilities, whereas our target is park administrators, municipal recreation managers, and festival planners. The course that come closest to anything in the proposed M.S. in PRTS curriculum at ODU is PRLS 531 (Natural Resources Planning) at GMU. This aside, there is absolutely no focus on "parks" in either of the two curricula.

Virginia Tech offers a Master of Science in Business Administration with a focus on Hospitality and Tourism Management (CIP Code 52.0201).[16] Unlike ODU's M.S. in PRTS, Virginia Tech's degree focuses primarily on hospitality and is heavily business oriented. The courses offered through the VT curriculum are mostly not comparable, for several reasons. First, the courses offer a business orientation, rather than a social science orientation. Second, the theoretical foundations course of their degree program is different and does not cover recreation theory foundations. Third, the program at VT does not focus on community or public aspects related to the tourism industry (except for one course – their current issues course) and they do not cover any courses related to parks and recreation at all. Lastly, the "hospitality" focus at VT is geared towards individuals in hotel and resort management, restaurant management, and hospitality franchise management. The only comparable course in the VT program is HTM 5614 (Current Issues). Similar to GMU and LSU, VT does not offer any course work related to parks, and VT offers no coursework related to recreation. Additionally, all three program areas are clustered in northern Virginia (VT program moved to

The recreation/leisure/park literature is vastly different than the hospitality literature or the sport management literature. The programs at GMU, JMU and VT are different than the proposed M.S. in Park, Recreation and Tourism Studies at ODU because, pedagogically, the instruction and approaches will come from very different literatures. Another important indicator of where the programs differ are the associations they promote and align themselves with, as noted by

[14] George Mason University. *M.S. in Sport and Recreation Studies, Concentration in Recreation Administration*. Retrieved October 25, 2015 from https://rht.gmu.edu/sport-recreation-studies/degree-options/master-concentration-in-recreation-administration

[15] James Madison University. *M.S. in Kinesiology, Sport and Recreation Leadership Concentration*. Retrieved October 25, 2015 from http://www.jmu.edu/gradcatalog/15/masters/srl.shtml

[16] Virginia Tech. M.S. in Hospitality and Tourism Management. *Course Offerings*. Retrieved October 25, 2015 from http://www.htm.pamplin.vt.edu/graduate/courseofferings.pdf

information provided online. For example, in VT's program, they are closely aligned with programs and research efforts from the Travel and Tourism Research Association (TTRA).[17]

According to the GMU's Foundations course, courses offered through their graduate program are "guided by the principles of the Commission of Sport Management Accreditation" (p. 2).[18] Information regarding association alignment was not found on JMU's website. The M.S. in PRTS at ODU would be closely aligned with the National Recreation and Park Association (NRPA). A unique feature to the degree is that there is a strong park and recreation management focus, and one course in particular (PRTS 740) is set up to specifically prepare practitioners/managers/directors for the Certified Park and Recreation Professional or Certified Park and Recreation Executive certification/designation. This would be the only program in the Commonwealth to do so, and will be a unique opportunity for future partnerships between NRPA and the Virginia Recreation & Park Society, as well as value-added for those pursuing a degree in PRTS at ODU.

SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Year 1		Year 2		Year 3		Year 4 **Target Year (2-year institutions)**			Year 5 **Target Year (4-year institutions)**		
2016-2017		2017-2018		2018-2019		2019-2020			2020-2021		
HDCT	FTE	HDCT	FTE	HDCT	FTE	HDCT	FTE	GRAD	HDCT	FTE	GRAD
8	6	12	9	20	14	24	17		28	20	20

Assumptions:

1. Retention percentage: 80%
2. Part-time students: 60%
3. Full-time students: 40%
4. Expected time to graduation for full-time: 2 years and part-time: 4 years
5. Number of credits hours per semester for full-time: 9; and for part-time: 6

[17] Virginia Tech. M.S. in Hospitality and Tourism Management. *MS Program Requirements*. Retrieved October 25, 2015 from http://www.htm.pamplin.vt.edu/graduate/msrequirements.html

[18] George Mason University. *SRST 606 Foundations of Sport and Recreation Studies Syllabus*. Retrieved October 25, 2015 from https://cehd.gmu.edu/assets/docs/syllabi/2015/syllabus_23283.pdf

PROJECTED RESOURCE NEEDS

Projected Resource Needs

Old Dominion University requires no additional resources to initiate a M.S. in Park, Recreation and Tourism Studies. The following categories of resources demonstrate the adequate support already in existence for this program.

Full-time Faculty

Three existing full-time faculty, who are either tenured or on a tenure track, will teach in the M.S. in Park, Recreation and Tourism Studies. None of these faculty member's teaching load comprises courses that are only designated for the proposed program. Therefore no full time faculty members teach strictly in this program.

No additional faculty members are required to launch and sustain the program.

Part-Time Faculty

The teaching loads for the three full-time faculty members are spread evenly across both undergraduate and graduate levels; thus, the number of part-time FTE for this program is 1.5. The average salary for these faculty is $70,000 plus benefits; a total of $210,000 in salary and an additional $77,900 for benefits is allocated for these faculty members.

No additional faculty members are required to launch and sustain the program.

Adjunct Faculty

No adjunct faculty members are required to initiate and sustain the proposed program.

Graduate Assistants

No graduate assistantships are being requested at this time.

Classified Positions

No additional classified position is requested to initiate and sustain the proposed program.

Targeted Financial Aid

This degree program does not offer financial aid.

Library

The Department of Human Movement Sciences is allocated $1500 for faculty book orders per fiscal year. The librarian assigned to the Darden College of Education also receives $1900 to order books for the department. Thus, the total amount for Human Movement Sciences library funding in a typical fiscal year is $3400. According to information obtained from the college librarian, Human Movement Sciences has base funding of $44,870.20 for its books, journals, databases, and other resources targeted at library support.

Telecommunications

No new telecommunication resources are needed to initiate and sustain the proposed program.

Space

No additional space is required to initiate and sustain the proposed program.

Equipment (including computers)

No new equipment resources are needed to initiate and sustain this proposed program.

Other Resources

No other resources are needed to initiate and sustain this proposed program.

PROJECTED RESOURCE NEEDS FOR PROPOSED PROGRAM

Part A: Answer the following questions about general budget information.

- Has the institution submitted or will it submit an addendum budget request to cover one-time costs? Yes_____ No__X__
- Has the institution submitted or will it submit an addendum budget request to cover operating costs? Yes_____ No__X__
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes_____ No__X__
- Will each type of space for the proposed program be within projected guidelines? Yes__X__ No_____
- Will a capital outlay request in support of this program be forthcoming? Yes_____ No__X__

Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain this program.

___Yes _____
Signature of Chief Academic Officer

_X_ No _____
Signature of Chief Academic Officer