

Status: PENDING

PROGRAM REQUEST
Sport Industry - BS

Last Updated: Wheaton, Joe Edward
12/05/2010

| | |
|--|--|
| Fiscal Unit/Academic Org | Schl of Phys Act & Educ Serv - D1270 |
| Administering College/Academic Group | Education & Human Ecology |
| Co-administering College/Academic Group | |
| Semester Conversion Designation | Re-envisioned with significant changes to program goals and/or curricular requirements (e.g., degree/major name changes, changes in program goals, changes in core requirements, structural changes to tracks/options/courses) |
| Current Program/Plan Name | Sport and Leisure Studies |
| Proposed Program/Plan Name | Sport Industry - BS |
| Program/Plan Code Abbreviation | SPTLESR-BS |
| Current Degree Title | Bachelor of Science in Education |

Credit Hour Explanation

| Program credit hour requirements | | A) Number of credit hours in current program (Quarter credit hours) | B) Calculated result for 2/3rds of current (Semester credit hours) | C) Number of credit hours required for proposed program (Semester credit hours) | D) Change in credit hours |
|---|---------|---|--|---|---------------------------|
| Total minimum credit hours required for completion of program | | 181 | 120.7 | 120 | 0.7 |
| Required credit hours offered by the unit | Minimum | 76 | 50.7 | 39 | 11.7 |
| | Maximum | | | | |
| Required credit hours offered outside of the unit | Minimum | 0 | 0.0 | 12 | 12.0 |
| | Maximum | | | | |
| Required prerequisite credit hours not included above | Minimum | | | | |
| | Maximum | | | | |

Explain any change in credit hours if the difference is more than 4 semester credit hours between the values listed in columns B and C for any row in the above table

Required credit hours offered by the unit – As we shifted from a strand to an independent program area, we have eliminated 26 quarter hours of Core courses our students took as part of the Sport and Leisure Study Program. We have not added any additional hours to the major.

The elimination of these hours freed up hours for to take more credit hours outside of our program relevant to their academic and professional interest. The free elective credit hours remained fundamentally the same.

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

Program Learning Goals

- 1. To provide students with the practical content skills required for involvement at an entry level position in various components of the sport industry.....
-Students will be knowledgeable about issues related to programming, leadership, marketing, delivery systems and legal aspects as it relates to the sport industry.
- 2. To provide students, through internships, the practical work experiences needed for entry-level positions within the sport industry.
- 3. To provide students with the knowledge to understand the social, economic, and cultural context in which the sport industry is situated....
-and to have them explore the varied meanings individuals and social groups bring to and extrapolate from their engagement in sport....
- Students will be knowledgeable about college sport both past and present; be informed about issues relating to theories regarding the social values attached sport participation and administration;....
-comprehend how sporting practices have been contoured by class, race, gender, regionalism, and nationalism; and understand the ongoing and every changing intersections between sport and the mass media.
- 4. To provide student with the academic content and skills to enable them to do research on issues and themes pertaining to the sport industry;....
- such skills should enhance their opportunities to advance to the best graduate programs in either sport management or sport studies nationally.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? No

DIRECT MEASURES (means of assessment that measure performance directly, are authentic and minimize mitigating or intervening factors)

Classroom assignments

- Pre- and post-testing
- Other classroom assessment methods (e.g., writing assignments, oral presentations, oral exams)

Evaluation of a body of work produced by the student

- Practicum, internship or research evaluation of student work
- Portfolio evaluation of student work
- Senior thesis or major project
- Capstone course reports, papers, or presentations

INDIRECT MEASURES (means of assessment that are related to direct measures but are steps removed from those measures)

Surveys and Interviews

- Student evaluation of instruction
- Student interviews or focus groups

Additional types of indirect evidence

- Job or post-baccalaureate education placement

- Student or alumni honors/recognition achieved
- Curriculum or syllabus review

USE OF DATA (how the program uses or will use the evaluation data to make evidence-based improvements to the program periodically)

- Meet with students directly to discuss their performance
- Analyze and discuss trends with the unit's faculty
- Make improvements in curricular requirements (e.g., add, subtract courses)
- Make improvements in course content
- Make improvements in course delivery and learning activities within courses
- Periodically confirm that current curriculum and courses are facilitating student attainment of program goals

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? Yes

Minimum GPA of 2.5 after completion of 12 graded hours at Ohio State University

Attachments

- Sport Industry UG FINAL.docx
(Program Proposal. Owner: Martin, Lindsey Beth)
- PAES semester conversion letter of support - Spt Industry.docx: PAES Dir. Letter of Support
(Letter from Program-offering Unit. Owner: Wheaton, Joe Edward)
- Sport Industry UG Attachment.docx: Sport Industry UG Major
(Program Proposal. Owner: Wheaton, Joe Edward)
- Sport Industry Curriculum Map.docx: Curriculum Map
(Curricular Map(s). Owner: Wheaton, Joe Edward)

Comments

- New attachment created
 - Advising sheets clarified
 - Educ. connection added
 - Enrollment statement added
 - Resources clarified
 - Changes in program noted
 - Cover letter added. *(by Wheaton,Joe Edward on 12/05/2010 01:56 PM)*
- Attachment does not need to include any information acquired via the online form. Suggest that a second Word document is created that includes only the pieces that are not included in the online form.

Curriculum Map- if very few of the courses cover the goals at the beginning level, will it be difficult for them to transition into the courses that start at the intermediate and advanced levels?

Quarter and semester advising sheets are unclear. For the semester advising sheet, how many credits of the electives are required? What are the GEC's?

This represents a new major for the BSEd degree, but there is nothing I can find in the courses that connects with education

How will enrollments be affected?

How will faculty and staff resources need to be adjusted to make the creation of this new major fiscally feasible?

What are the specific ways that this program differs from previous program?

Undergrad programs missing director cover letter. *(by Zircher,Andrew Paul on 11/03/2010 02:11 PM)*

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|---|---------------------|------------------------|
| Submitted | Adelman,Melvin Leonard | 09/24/2010 02:53 PM | Submitted for Approval |
| Revision Requested | Wheaton,Joe Edward | 09/27/2010 10:07 AM | Unit Approval |
| Submitted | Wheaton,Joe Edward | 09/27/2010 10:19 AM | Submitted for Approval |
| Approved | Wheaton,Joe Edward | 09/27/2010 11:23 AM | Unit Approval |
| Revision Requested | Zircher,Andrew Paul | 11/03/2010 02:11 PM | College Approval |
| Submitted | Wheaton,Joe Edward | 12/05/2010 01:56 PM | Submitted for Approval |
| Approved | Wheaton,Joe Edward | 12/05/2010 02:25 PM | Unit Approval |
| Pending Approval | Lang,Sarah Naomi Achterberg,Cheryl L Blount,Jackie Marie Zircher,Andrew Paul | 12/05/2010 02:25 PM | College Approval |

Andy:

Here is our response to Kay’s message re: Sport industry. Let’s hope this works.

Joe

>> **Sport Industry BS – Ed**

·>> Please note while goals do not need to be corrected for proposal submission, the subcommittee noted there are inappropriate wording for them.

1. PROGRAM GOALS AND COMPETENCIES:

1. Demonstrate about issues related to programming, leadership, marketing, delivery systems and legal aspects as it relates to the sport industry.
2. To provide students, through internships, the practical work experiences needed for entry-level positions within the sport industry.
3. To provide students with the knowledge to understand the social, economic, and cultural context in which the sport industry is situated and to have them explore the varied meanings individuals and social groups bring to and extrapolate from their engagement in sport. Students will be knowledgeable about college sport both past and present; be informed about issued relating to theories regarding the social values attached sport participation and administration; comprehend how sporting practices have been contoured by class, race, gender, regionalism, and nationalism; and understand the ongoing and every changing intersections between sport and the mass media.
4. To provide student with the academic content and skills to enable them to do research on issues and themes pertaining to the sport industry; such skills should enhance their opportunities to advance to the best graduate programs in either sport management or sport studies nationally.

·>>> Part of the Interim director’s letter is missing.
They seem to have an old version. The correct version is attached

·>>> In item 6: - what unit or department offers these courses? Please add to the table.

LIST OF SPORT INDUSTRY SEMESTER COURSES (these course are the CORE and ELECTIVE courses of the program)

| Semester Course | Sem Credit hours | Quarter Course | Qtr Credit Hours |
|---|------------------|--|------------------|
| EDU PAES 3208- The Sprt Indstry | 3 | New Course | |
| EDU PAES 2189.21- Fld Exp: Intro Exp in Schl System | 3 | EDU PAES 289.03- Fld Exper: Sprt & Leis Stds | 2-3 |
| EDU PAES 4245- Ldrshp &Pgrming in Sprts Indstry | 3 | EDU PAES 245- Sprt & Rec Ldrshp | 3 |
| EDU PAES 4509- Sprt Mrkting & Prmtn | 3 | EDU PAES 509- Sprt Leis Service Delivery & Promotion | 3 |
| EDU PAES 4607- Lgl Aspcts of Sprt | 3 | EDU PAES 607- Lgl Aspcts of Sprt & Phys Act | 4 |
| EDU PAES 4615- Sprt & Social Values | 3 | EDU PAES 615 | 3 |
| EDU PAES 5626- Sprt & Pop Cltre | 3 | EDU PAES 626.01- Sprt & Pop Cult Overview | 3 |
| EDU PAES 4411- College Sprt | 3 | EDU PAES 411 | 3 |

| | | | |
|---|---|--|------|
| EDU PAES 4998.21- Research: Sprt Indstry | 3 | EDU PAES 693 | 1-15 |
| EDU PAES 1137- Sprt for the Spectator | 2 | EDU PAES 137 | 3 |
| EDU PAES 2260- Spt in Contemp Amer | 3 | EDU PAES 260 | 3 |
| EDU PAES 2262- Cching the Yng Athlete | 3 | EDU PAES 262 | 3 |
| EDU PAES 4191.21- Intrnshp: Sprt Indstry | 6 | EDU PAES 489.05- Adv Fld Exper: Interschl Coaching | 6-8 |
| EDU PAES 5614- Sprt & Sexuality | 3 | EDU PAES 614- Sexuality & Sport | 5 |
| EDU PAES 5610- Wmn's Sprt Hstry | 3 | EDU PAES 610 | 4 |
| EDU PAES 5611- Premodern Sprt | 3 | EDU PAES 611- Hist of Phys Ed and Sprts from Ancient Times | 3 |
| EDU PAES 5890.21- Cultural Theories of Sprt | 3 | EDU PAES 690 | 3 |
| EDU PAES 5194.21- Grp Stds in Sprt Indstry | 3 | EDU PAES 694 | 1-15 |

·>> Please explain PAES SFHP?

SFHP is Student Fitness and Health Program. These are the physical education courses which range from archery to volleyball.

·>> Credit hours: Core courses listed, then in advising sheet, there are electives.
Please see the revised advising sheet for clarification.

·>> Rather than listing year 1, year 2, etc., it would be easier to follow if there was a 4-year plan with each semester listing a typical set of courses to be taken by each student, especially to calculate the credit hours per semester, etc. This is most relevant for the GE courses so that one can suggest that all will fit in 4 years of study.
Attached.

·>> Why does the current advising sheet state semesters? CAA page 14
This is an error. Change to Quarters.

·>> In item 13, the transition plan does not have any details if bridge classes might be needed or might be offered. Are all of the classes independent under quarters so that semester equivalents will not have prerequisite effects? This needs clarification. It would assist us to see a plan of 2 quarters + 2 semesters plan for students and a proposed semester plan for students.
Students who begin in the quarter in the old Sport and Leisure Studies Major (either in the Autumn of 2010 or 2011) will not be delayed in graduating. A number of courses in the quarter system have been re-envisioned for the new semester system program, and only one new course has been proposed for the new programs (PAES 3208, Sport Industry). The content within the courses that have been eliminated in the quarter system program have been woven into the semester system courses. Thus, students will be able to complete the new semester undergraduate Sport Industry major within a four-year period. Students are individually advised on a regular basis by professional staff advisors in the School of PAES Office of Student and Alumni Services (OSAS). This will continue under the new semester system program.

A sample of a transition plan is provided in the file "Sprt Ind 4 Yr Pln and 2 Yr Transition Plan.



Office of Academic Affairs
172 Arps Hall, 1945 N. High Street
614 688-4571

Date: January 9, 2011

To: Randy Smith, Vice Provost for Academic Programs
Elliot Slotnick, Associate Dean, Graduate School

From: Jackie Blount, Associate Dean, EHE Academic Affairs

RE: Semester Conversion Package for School of Physical Activity & Educational Services

I am pleased to present the complete package of semester conversion materials for the School of Physical Activity & Educational Services. In what follows, I will outline unique college and school contexts that have shaped this package. I will include tables summarizing constituent programs/courses and describe any other pertinent considerations. Finally, you will find Dean's level approval.

College Contexts

The College of Education and Human Ecology was formed in 2006 by merging two colleges (Human Ecology and Education). Curriculum across the new college, however, has remained relatively unchanged. Given this situation, we view the semester conversion process as a fresh opportunity to deepen the merger by building curricular collaborations among our units. We also wish to rethink our pre-existing programs and find ways to make them stronger, more coherent, and streamlined.

To these ends, we have asked faculty in our units to purge their curricula of little-used or less-than-relevant courses. We have challenged faculty to reach across unit lines to forge curricular collaborations by creating new degrees, interdisciplinary specializations, or co-taught courses. We are re-instituting a number of undergraduate teacher preparation programs (B.S.Ed.), each of which draws from courses in units around our college as well as across the university. We have encouraged five of our six units to address findings of the [2008 OSU Doctoral Program Assessment and Plan](#) by strengthening their Ph.D. programs and making them more coherent. They have responded by: 1) defining their Ph.D. programs in alignment with their units -- rather than with their pre-merger college (i.e., Ph.D. in Consumer Science rather than Ph.D. in Human Ecology); and 2) creating true cores for their Ph.D. programs if they did not previously exist. Additionally, an Ed.D. degree in Educational Leadership is being proposed to address the need of school administrators to pursue advanced degrees geared for practitioners. With approval of the Ed.D. and also with recent B.O.R. approval of our other practitioner-oriented programs, an Ed.S. (Education Specialist) program in School Psychology and another in Teaching and Learning, fewer graduate students in the college will pursue Ph.D.s by default than in the past.

We believe that, taken together, these changes will greatly strengthen our programs and clarify our new college identity.

School Notes

Physical Activity & Educational Services (PAES) is one of five units in the college to change its Ph.D. program to align with school boundaries rather than those of its previous college. PAES faculty have proposed that the degree name change from “Ph.D. in Education” to “Ph.D. in Physical Activity & Educational Services.” The “Education” designation no longer makes sense because the college of that name does not exist. Also, Ph.D. degrees from other units with the “Education” designation have very little in common with each other as there is no common core. However, with the proposed Ph.D. in Physical Activity & Educational Services, a new two-course common core will provide enhanced cohesiveness to the degree program that will span eight separate specializations.

Summary Tables

| Program | Extent of Change | Notes | Approval by EHE Curr. Committee | Approval by EHE College Council |
|--|------------------|---|---------------------------------|---------------------------------|
| Ph.D. in Physical Activity and Educational Services | New | Name changed to align with unit name. True common core added. | Dec. 9, '10 | Jan. 7, '11 |
| M.A. Education | Converted | Straight conversion. | Dec. 9, '10 | Jan. 7, '11 |
| B.S.Ed. in Sport Industry | Re-envisioned | Program updated to align more closely with those offered by peer institutions. | Dec. 9, '10 | Jan. 7, '11 |
| B.S.Ed. in Technical Education and Training | Converted | All specializations are converting. Previously the FCS Ed specialization was its own major, but has been brought into TET to combine resources and streamline | Dec. 9, '10 | Jan. 7, '11 |
| B.S.Ed. in Special Education | Converted | Straight conversion. | Dec. 9, '10 | Jan. 7, '11 |
| B.S.Ed. in Physical Education, Sport, and Physical Activity | Re-envisioned | Mostly straight conversion, but program broken into two strands to better suit students' needs (licensure and non-licensure). | Dec. 9, '10 | Jan. 7, '11 |
| Minor in Coaching Education | Converted | Straight conversion. | Dec. 9, '10 | Jan. 7, '11 |
| Minor in Family and Consumer Sciences Education | Converted | Straight conversion. | Dec. 9, '10 | Jan. 7, '11 |

| Program | Extent of Change | Notes | Approval by EHE Curr. Committee | Approval by EHE College Council |
|--|------------------|---|---------------------------------|---------------------------------|
| Licensure - School Nurse (non-degree) | Converted | Straight conversion. | Nov. 30, '10 | Dec. 3, '10 |
| Endorsement - Pre K Special Needs (non-degree) | Converted | Allows educators who already possess licenses to add service area (endorsement area). | Dec. 9, '10 | Jan. 7, '11 |

| Courses | Number | Extent of Change | Approval by EHE Curr. Committee | Approval by EHE College Council |
|-------------------------------------|------------|------------------|---------------------------------|---------------------------------|
| New graduate courses | 13 | New | Nov. 30 & Dec. 9, '10 | Dec. 3, '10 & Jan. 7, '11 |
| New undergraduate courses | 12 | New | Nov. 30 & Dec. 9, '10 | Dec. 3, '10 & Jan. 7, '11 |
| Total new Courses | 25 | | | |
| Re-envisioned graduate courses | 92 | Re-envisioned | Nov. 30 & Dec. 9, '10 | Dec. 3, '10 & Jan. 7, '11 |
| Re-envisioned undergraduate courses | 227 | Re-envisioned | Nov. 30 & Dec. 9, '10 | Dec. 3, '10 & Jan. 7, '11 |
| Total re-envisioned courses | 319 | | | |
| Graduate courses | 55 | Converted | Nov. 30 & Dec. 9, '10 | Dec. 3, '10 & Jan. 7, '11 |
| Undergraduate courses | 73 | Converted | Nov. 30 & Dec. 9, '10 | Dec. 3, '10 & Jan. 7, '11 |
| Total converted courses | 128 | | | |
| Total number of all courses | 472 | | | |

College Approval

I have carefully reviewed all semester conversion materials for the School of Physical Activity & Educational Services, having done so conjointly with the EHE Curriculum Committee. I also have discussed these materials with Dean Achterberg. This memo signifies Dean's level approval of the entire semester conversion package for the School of Physical Activity & Educational Services.



PAES Administration

School of Physical Activity & Educational Services
College of Education and Human Ecology
PAES Building, First Floor
305 West 17th Avenue
Columbus, OH 43210-1224

Director: 614-247-6411
FAX: 614-688-4613
<http://ehe.osu.edu/paes/>

October 8, 2010

Office of Academic Affairs
203 Bricker Hall
190 North Oval Mall
Columbus, OH 43210-1358

Dear Office of Academic Affairs:

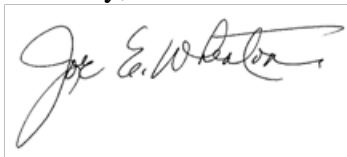
This letter is in support of the conversion of the courses and program of PAES *Sport Industry* program from quarters to semesters. The review process began in Winter Quarter of 2010 with all programs in PAES identifying the goals and objectives for the semester curriculums. Programs looked at their current goals and objectives and also examined the goals and objectives of peer institutions, accrediting and licensure agencies, and professional organizations related to the discipline. From this study, the programs constructed their program templates. After the goals were identified, the program coordinators convened meetings of their faculties to examine how the existing curriculums needed to be changed to meet the goals and objectives. In these meetings, faculty largely re-envisioned or converted their existing courses to the semester curriculum. In a few cases, completely new courses were added to bring continuity to the new structure. After this process was completed, the coordinators filled in the templates and forwarded them for approval. At this next stage, every program was examined for academic rigor and consistency of the goals to the program and school mission, and every course was scrutinized for its relationship to the program goals. Courses were also examined for consistency and accuracy of title, numbering, audience, and subsidy level before submission for review by the college.

The faculty from the Sport and Leisure Studies/Humanities program who specialize in sport management and sport humanities decided to re-envision the focus of their undergraduate program to more closely align with changes in the field and to enhance the employability of the program's graduates. Consequently, the faculty revised and renamed their existing major to *Sport Industry*. They developed one new course (proposed number PAES 3208) to serve as the orientation and introduction to the new major. The proposed changes are consistent with university programs that offer the same degree on a semester schedule. These changes will enable students to acquire more in-depth knowledge and skills to be better prepared for their future careers.

I recommend approval of the *Sport Industry* major.

If you have any questions or need more information, please contact me. I am at your service.

Sincerely,

A handwritten signature in black ink, enclosed in a thin black rectangular border. The signature is written in a cursive style and appears to read "Joe E. Wheaton".

Joe E. Wheaton, Ph.D.
Interim Director
School of Physical Activity and Educational Services

Sport Industry Program's Quarter to Semester Conversion

1. **NAME OF PROGRAM:** Sport Industry
2. **DEGREE TITLE:** Bachelor of Science in Education
3. **UNIT:** School of Physical Activity and Educational Services
4. **TYPE OF DEGREE:** Undergraduate
5. **Rationale for Proposed Program Changes and Description of How the Changes will Benefit Students and Enhance Program Quality (Include date of last program revision):**

The creation of an independent program entitled the Sports Industry is an expression of what the former Sport Leisure Studies and Humanities (SLSH) faculty have long viewed as the limitations of being a strand within the larger Sport and Leisure Studies program. With this new major, specific needs of the sport industry field can be more directly addressed, students can focus on courses directly related to sport industry, and faculty and staff resources can be allocated more effectively, all while enrollments are maintained or even increased.

This major is proposed as a BSEd because it includes education related topics such as ethical issues in scholastics and intercollegiate athletics (e.g., 4615, Sport and Social Values), sport injury and how it affects student athletes (e.g., 5626, Sport and Popular Culture), and school sport coaching (e.g., 2262, Coaching the Young Athlete). Overall, the majority of topics in the curriculum examine sport within school and collegiate settings (e.g., Title IX, sport injuries, issues of fairness and drug abuse), thus giving this major its educational relevance.

History of the SLS Program and Why the New Major Was Needed

The precursor of today's SLSH was Sport and Leisure Studies (SLS), a program created nearly two decades ago, at a time when the physical education/teacher education program (PETE) did not have its own undergraduate degree program. Almost from its inception, this arrangement placed those interested in the areas of what may be broadly called "sport, leisure or recreation management" at odds with every other institution nationally with a similar programs of study because those students neither took teacher education classes, nor exercise science classes. The differences became even more distinct about five years ago when the SLSH strand changed its name from "Coaching and Management" to its current one of "Sport Leadership/Sport Humanities" to address the desire to incorporate a broader vision within the program. This new vision provided students with a richer understanding of the social, cultural, economic, educational, and legal conditions in which sport is situated and how these influences affect the development of the sport industry, and the multiple meanings individuals and groups extrapolate from their engagement in sport.

The new Sport Leadership/Sport Humanities orientation coincided with a tremendous growth in the number of students in the strand; our enrollments rose during these five years by nearly forty percent.

The advent of semesters affords the opportunity to conceptualize the program in exciting new ways. The new Sport Industry program differs from the previous strand by...

- (1) Aligning our program of study with our benchmark institutions;

(2) Providing students with the content knowledge that will prepare them for entry level positions in the sport industry by teaching them the cultural and economic basis of the sport industry;

(3) Allowing students to compliment their work in Sport Industry with a concentration of classes in another area of study;

(4) Consolidating courses and redesigning the curriculum to make better use of faculty and staff resources, without adversely affecting enrollments.

Enrollments and Resources

Enrollments will either not be affected or increase because of the close linkages of the program's goals to the needs of our society, which will be easily recognized by future students. Students will be drawn to the program by this relevance to society's needs; thereby maintaining or enhancing our current enrollments. Finally, through the realignment and consolidation of the courses and the increased time available to either more thoroughly cover existing topics or include additional topics, faculty and staff time will be better allocated.

6. LIST OF SPORT INDUSTRY SEMESTER COURSES (these course are the CORE courses of the program)

| Course | Credit hours |
|--|--------------|
| 2189 Field Experiences in the Sport Industry | 3 |
| 2260 Sport in Contemporary | 3 |
| 2262 Coaching the Young Athlete | 3 |
| 3208 The Sport Industry | 3 |
| 4191 Internship in the Sports Industry | 6 |
| 4194.21 Group Studies | 3 |
| 4245 Leadership and Programming in the Sport Industry | 3 |
| 4411 College Sport | 3 |
| 4509 Sport Marketing and Promotion | 3 |
| 4607 Legal Issues in Sport | 3 |
| 4615 Sport and Social Values | 3 |
| 4900 Researching the Sport Industry | 3 |
| 5610 Women's Sport History | 3 |
| 5611 Management of Sport Delivery Systems Pre-modern Sport | 3 |
| 5614 Sport and Sexuality | 3 |
| 5626 Sport and Popular Culture | 3 |
| 5690 Cultural Theories of Sport | 3 |

PROPOSED ADVISING SHEET

| Course # | Title | Credit hours | Year | Semester |
|------------------------------|--|--------------|------|----------------------|
| Required Core Courses | | | | |
| PAES 2189 | Field Experiences in the Sport Industry | 3 | 1 | Fall, Spring |
| PAES 3208 | Sport Industry | 3 | 2 | Fall, Spring |
| PAES 4245 | Leadership and Programming in the Sport Industry | 3 | 2 | Fall, Spring |
| PAES 4509 | Sport Marketing and Promotion | 3 | 3 | Fall, Spring |
| PAES 4607 | Legal Aspects of Sport | 3 | 3 | Fall, Spring |
| PAES 4615 | Sport & Social Values | 3 | 3 | Fall, Spring |
| PAES 5626 | Sport & Popular Culture | 3 | 4 | Fall, Spring |
| PAES 4411 | College Sport | 3 | 3 | Fall, Spring |
| PAES 4900 | Researching the Sport Industry | 3 | 4 | Fall, Spring |
| Elective Courses | | | | |
| PAES SFHP | Sport for the Spectator | 3 | 1 | Fall, Spring |
| PAES 2260 | Sport in Contemporary America | 3 | 2 | Fall Spring |
| PAES 2262 | Coaching the Young Athlete | 3 | 2 | Fall, Spring |
| PAES 4191 | Internship in the Sport Industry | 3 | 3 | Fall, Spring, Summer |
| PAES 5614 | Sport and Sexuality | 3 | 3 | Spring |
| PAES 5610 | Women's Sport History | 3 | 3 | Every other Spring |

| | | | | |
|------------------------------------|-------------------------------|---|---|----------------------|
| PAES 5611 | Sport in the Pre-modern World | 3 | 3 | Every third Fall |
| PAES 5690 | Cultural Theories of Sport | 3 | 3 | Every third Fall |
| PAES 4194.21 | Group Studies | 3 | 3 | Fall, Spring, Summer |
| General Education courses | | | | |
| Course 1 Writing level 1: Eng 101 | | | | |
| Course 2 Writing level 2: Elective | | | | |
| Course 3 Literature | | | | |
| Course 4 Arts | | | | |
| Course 5 Math | | | | |
| Course 6 Data Analysis: Stats | | | | |
| Course 7 Biological Sci | | | | |
| Course 8 Physical Sci | | | | |
| Course 9 Historical PAES 2210 | | | | |
| Course 10 Social Sci: Soc x101 | | | | |
| Course 11 Social Sci: HDFS 360 | | | | |
| Course 12 Culture: PAES 2211 | | | | |
| Course 13 Open: CS CFFS x243 | | | | |
| Course 14 Open: Econ x101 | | | | |

7. CURRENT ADVISING SHEET

| Course # | Title | Credits | Year | Quarter |
|------------------------------|---|---------|------|------------------------|
| Required Core Courses | | | | |
| PAES 208 | Orientation to Sport & Leisure Studies | 3 | 1 | Autumn, Winter, Spring |
| PAES 245 | Sport & Recreation Leadership | 3 | 2 | Autumn, Winter, Spring |
| PAES 289.03 | Field Experience in Sport and Leisure Studies | 3 | 1 | Autumn, Winter, Spring |
| PAES 411 | College Sport | 3 | 3 | Autumn, Winter, Spring |
| PAES 509 | Sport & Leisure Service Delivery & Promotion | 3 | 2 | Autumn, Winter, Spring |
| PAES 531 | Social Issues in Sport | 5 | 4 | Autumn, Winter, Spring |
| PAES 545 | Programming in Sport & Recreation | 3 | 3 | Autumn, Winter, Spring |

| | | | | |
|--|--|-----|---|--------------------------------|
| PAES 607 | Legal Aspects of Sport & Physical Activity | 4 | 3 | Autumn, Winter, Spring |
| PAES 615 | Sport & Social Values | 3 | 3 | Autumn, Winter, Spring |
| PAES 626.01 | Sport & Popular Culture – General | 3 | 3 | Autumn, Winter Spring |
| PAES 626.02 | Sport & Popular Culture- Race and Gender | 3 | 3 | Autumn, Winter, Spring |
| Elective Courses (9 semester hours of electives are required) | | | | |
| PAES 137 | Sports for the Spectator | 3 | 1 | Autumn, Winter, Spring |
| PAES 260 | Sport in Contemporary America | 3 | 2 | Autumn, Winter, Spring |
| PAES 262 | Coaching the Young Athlete | 3 | 3 | Autumn, Winter, Spring |
| PAES 589.03 | Internship: Sport & Leisure Studies | 6-8 | 3 | Autumn, Winter, Spring, Summer |
| PAES 610 | Women’s Sport History | 4 | 3 | Every other Winter |
| PAES 611 | Hist. of PE & Sport from Ancient Times to 19 th Century | 3 | 3 | Every Three Years, Autumn |
| PAES 614 | Sport and Sexuality | 5 | 3 | Winter |
| PAES 626.03 | Sports & Popular Culture | 3 | 3 | Spring every third year |
| PAES 630 | Problems in Intramural Sports | 2 | 3 | Autumn, |
| PAES 643 | Coaching Effectiveness | 4 | 3 | Spring |
| PAES 657 | Sport & Disability | 6-8 | 3 | Autumn, Winter, Spring, Summer |
| PAES 690 | Cultural Theories of Sport | 3 | 3 | Spring every other year |
| PAES 694 | Group Studies | 3 | 3 | Autumn, Winter, Spring |

BACHELOR OF SCIENCE IN EDUCATION, SPORT INDUSTRY

2012-2013

PROPOSED SEMESTER PROGRAM SHEET

Effective for NFQF and New Transfer students admitted to the College of Education and Human Ecology SU 12 - SP
13

Name _____
Advisor _____

| COURSE & NUMBER | HRS | GR | SM/YR | COURSE & NUMBER (51) | HRS | GR |
|--|-----|----|-------|---|-----|----|
| UNIVERSITY REQUIREMENTS (46-50 semester) | | | | MAJOR REQUIREMENTS (27) | | |
| Writing (6) | | | | EDU PAES 3208- The Sprt Indstry | 3 | |
| ENGLISH 1110.01 or 1110.02 or 1110.03 | 3 | | | EDU PAES 2189.21- Fld Exp: Intro Exp in Schl System | 3 | |
| Second Writing | 3 | | | EDU PAES 4245- Ldrshp &Prgrming in Sprts Indstry | 3 | |
| | | | | EDU PAES 4509- Sprt Mrkting & Prmtn | 3 | |
| Literature | 3 | | | EDU PAES 4607- Lgl Aspects of Sprt | 3 | |
| | | | | EDU PAES 4615- Sprt & Social Values | 3 | |
| Arts | 3 | | | EDU PAES 5626- Sprt & Pop Cltre | 3 | |
| | | | | EDU PAES 4411- College Sprt | 3 | |
| Math (3-7) | | | | EDU PAES 4998.21- Research: Sprt Indstry | 3 | |
| Math Placement 2 or higher, MATH 1148 or Equiv | 0-4 | | | | | |
| Next Math course past placement, MATH 1131, or other course from university approved Math & Logical Analysis list | 3 | | | COMPLETE AT LEAST 12 SEMESTER CREDITS FROM THE FOLLOWING CHOICES (12) | | |
| Data Analysis (3) | | | | EDU PAES 1137- Sprt for the Spectator | 2 | |
| STAT 1350 or 1430 or 1450 | 3 | | | EDU PAES 2260- Spt in Contemp Amer | 3 | |
| | | | | EDU PAES 2262- Cching the Yng Athlete | 3 | |
| Science (10) | | | | EDU PAES 4191.21- Intrnshp: Sprt Indstry | 6 | |
| Take two or three science courses totaling at least 10 credits from University approved GE list. At least one course must have a lab. At least one course must be a Biological Science and one must be a Physical Science. | | | | EDU PAES 5614- Sprt & Sexuality | 3 | |
| | | | | EDU PAES 5610- Wmn's Sprt Hstry | 3 | |
| | | | | EDU PAES 5611- Premodern Sprt | 3 | |
| | | | | EDU PAES 5890.01- Cultural Theories of Sprt | 3 | |
| Historical Study- EDU PAES 2210 | 3 | | | EDU PAES 5194.21- Grp Stds in Sprt Indstry | 3 | |
| | | | | | | |
| Social Science (6) | | | | FOCUSED CONCENTRATION OF COURSES OUTSIDE OF MAJOR- 12 SEMESTER CREDITS (12) | | |
| PSYCH 1101- (possibly recommended) | 3 | | | Complete a minor in General Business, other minor as approved by advisor, or select a concentration of courses in consultation with advisor | 12 | |
| ECON 2001.01- (possibly recommended) | 3 | | | | | |
| | | | | | | |
| Culture & Ideas or Historical Study- EDU PAES 2211 | 3 | | | | | |
| | | | | | | |
| Open Options (6) | | | | | | |
| HDFS 2200- (possibly recommended) | 3 | | | | | |
| CONSCI 2910- (possibly recommended) | 3 | | | | | |
| | | | | | | |

| | | | | | |
|--------------------------|--|--|--|----------------------------|-----|
| EHE 1100 (1) | | | | | |
| ELECTIVES (18-22) | | | | CREDIT HRS REQUIRED | 120 |

Revised xx/xx

¹BS students must take one Biological Science with lab and one Physical Science with lab

Students must complete one Social Diversity in the US course, which is met by taking PSYCH 1101

Students must complete two Global Issues courses, which are typically met by selecting Literature, Art, Cultures & Ideas, or Historical Study courses that meet this requirement.

TRANSITION POLICY

- 13. Include a policy statement from the chair of the department / unit that assures those students who began their degree under quarters that the transition to semesters will not delay their graduation nor disrupt progress toward a degree. This may include a description of how individual transition advising plans will be developed and possible use of bridge courses. It should address students in the program and students taking service courses offered by the department / unit.**

Since there is only a few minor alterations in the core program (two classes were folded into one and one new class was added), we expect the transition to semester will not create severe difficulties for students in making progress towards graduation. Where such difficulties arise, the Program Coordinator in conjunction with the Student Service Advisors will create a mechanism whereby students will be able with relative ease to substitute appropriate and relatively similar classes for core required ones.

Suggested Semester Four-Year Plan for Sport Industry Major

| | | | | |
|---------------------------|---|--|---------------------------|---|
| Autumn 1 st Yr | | | Spring 1 st Yr | |
| ENGLISH 1110.01 | 5 | | Elective | 3 |
| EHE 1100 | 1 | | EDU PAES 2211 | 3 |
| EDU PAES 2210 | 3 | | Math & Log Anlys | 3 |
| MATH 1148 | 4 | | PSYCH 1101 | 3 |
| Elective | 3 | | EDU PAES 2189.21 | 3 |
| | | | | |
| Hours: 16 | | | Hours: 15 | |
| | | | | |
| Autumn 2 nd Yr | | | Spring 2 nd Yr | |
| EDU PAES 3208 | 3 | | EDU PAES 4245 | 3 |
| Major Choice Crs | 3 | | EDU PAES 4411 | 3 |
| Second Writing | 3 | | Major Choice Crs | 3 |
| ECON 2001.01 | 3 | | Phys Science | 3 |
| Biol Science | 5 | | STAT 1350 | 3 |
| | | | | |
| Hours: 17 | | | Hours: 17 | |
| | | | | |
| Autumn 3 rd Yr | | | Spring 3 rd Yr | |
| EDU PAES 4509 | 3 | | EDU PAES 4607 | 3 |
| EDU PAES 5626 | 3 | | EDU PAES 4615 | 3 |
| Major Choice Crs | 3 | | Major Choice Crs | 3 |
| Concentration Crs | 3 | | Concentration Crs | 3 |
| Elective | 3 | | Elective | 3 |
| | | | | |
| Hours: 15 | | | Hours: 15 | |
| | | | | |
| Autumn 4 th Yr | | | Spring 4 th Yr | |
| EDU PAES 4998.21 | 3 | | Literature | 3 |
| Concentration Crs | 3 | | Concentration Crs | 3 |
| Art | 3 | | HDFS 2200 | 3 |
| Elective | 3 | | Elective | 3 |
| | | | CONSCI 2910 | 3 |
| | | | | |
| Hours: 12 | | | Hours: 15 | |

Possible Transition Plan 2 years on Quarters, 2 Years on Semesters: Sport Industry

| | | | | | | | |
|---------------------------|---|--|---------------------------|---|--|---------------------------|---|
| Autumn 1 st Yr | | | Winter 1 st Yr | | | Spring 1 st Yr | |
| ENGLISH 1110.01 | 5 | | Elective | 2 | | Elective | 5 |
| EHE 1100 | 1 | | EDU PAES 210 | 5 | | EDU PAES 211 | 5 |
| PSYCH 101 | 5 | | Math & Log Anlys | 5 | | STAT 135 | 5 |
| MATH 1148 | 5 | | EDU PAES 289.21 | 3 | | | |
| | | | | | | | |
| | | | | | | | |
| Hours: 16 | | | Hours: 15 | | | Hours: 15 | |
| | | | | | | | |
| Autumn 2 nd Yr | | | Winter 2 nd Yr | | | Spring 2 nd Yr | |
| Major Choice Crs | 5 | | EDU PAES 245 | 3 | | Elective | 3 |
| Second Writing | 5 | | Major Choice Crs | 3 | | Science Crs | 5 |
| Biol Science | 5 | | Phys Science | 5 | | EDU PAES 411 | 3 |
| | | | EDUPAES 509 | 3 | | ECON 200 | 5 |
| | | | | | | | |
| | | | | | | | |
| Hours: 15 | | | Hours: 14 | | | Hours: 16 | |
| | | | | | | | |
| Autumn 3 rd Yr | | | Spring 3 rd Yr | | | | |
| EDU PAES 3208 | 3 | | EDU PAES 4607 | 3 | | | |
| EDU PAES 5626 | 3 | | EDU PAES 4615 | 3 | | | |
| Major Choice Crs | 3 | | Major Choice Crs | 3 | | | |
| Concentration Crs | 3 | | Concentration Crs | 3 | | | |
| Elective | 3 | | Elective | 3 | | | |
| | | | | | | | |
| Hours: 15 | | | Hours: 15 | | | | |
| | | | | | | | |
| Autumn 4 th Yr | | | Spring 4 th Yr | | | | |
| EDU PAES 4998.21 | 3 | | Literature | 3 | | | |
| Concentration Crs | 3 | | Concentration Crs | 3 | | | |
| Art | 3 | | HDFS 2200 | 3 | | | |
| Elective | 3 | | Elective | 3 | | | |
| | | | CONSCI 2910 | 3 | | | |
| | | | | | | | |
| Hours: 12 | | | Hours: 15 | | | | |

1. Curriculum Map (B = Beginner; I = Intermediate; A = Advanced By Program Learning Goals)

| Required Courses Offered By Program | Goal 1 | Goal 2 | Goal 3 | Goal 4 |
|--|--------|--------|--------|--------|
| Required Core Courses | | | | |
| Introduction to Sport Industry 2189 | B | B | B | B |
| Sport Industry 3208 | B | | B | B |
| Leadership and Programming in the Sport Industry 4245 | A | | | A |
| Sport Marketing and Promotion 4509 | A | | | A |
| Legal Aspects of Sport 4607 | A | | A | A |
| Sport & Social Values 4615 | | | A | A |
| Sport & Popular Culture 5626 | | | A | A |
| College Sport 4411 | | | I | I |
| Researching the Sport Industry 4900 | A | | A | A |
| Elective Courses (9 Semester hrs of electives are required) | | | | |
| Sport for the Spectator SFHP | | | B | |
| Sport in Contemporary America 2260 | | | B | |
| Coaching the Young Athlete 2262 | I | | | I |
| Internship in the Sport Industry 4191 | | A | | |
| Sport and Sexuality 5614 | | | A | A |
| Women's Sport History 5610 | | | A | A |
| Sport in the Pre-modern World 5611 | | | A | A |
| Cultural Theories of Sport 5690 | | | A | A |
| Group Studies 4194.21 | I,B,A | I,B,A | I,B,A | I,B,A |