

Florida Board of Governors

Request to Offer a New Degree Program

Florida State University
University Submitting Proposal

Fall 2009
Proposed Implementation Date

College of Education
Name of College or School

Sport and Recreation Management
Name of Department(s)

Sport Management
Academic Specialty or Field

Doctor of Philosophy in Sport
Management (CIP 31.0504)
Complete Name of Degree
(Include Proposed CIP Code)

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees	President	Date
Signature of Chair, Board of Trustees	Vice President for Academic Affairs	Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Student Enrollment (From Table 1)		Projected Program Costs (From Table 2)		
	HC	FTE	Total E&G Funding	Contract & Grants Funding	E&G Cost per FTE
Year 1	37	24.79	\$401,733		\$16,205
Year 2	38	25.46			
Year 3	38	25.46			
Year 4	40	26.80			
Year 5	42	28.14	\$457,394		\$16,254

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

In the 2007-2008 academic year the College of Education moved to establish a School of Teacher Education. The School emerged in part as an effort to draw together all units with a primary focus on elementary, middle school, and secondary education. All existing units in the College of Education with the primary focus of preparing educators for the various settings were to be combined in the School of Teacher Education. The Physical Education program was identified as a unit that would join the School of Teacher Education. The Sport Management program is currently a specialization in the Physical Education program. The doctoral training through the Sport Management specialization prepares individuals as researchers and teachers at the university level, and to fill a variety of administrative positions in the sport industry. Since the primary focus of the Sport Management specialization is different than the focus of the School of Teacher Education, the decision was made to separate Physical Education and Sport Management and to propose that Sport Management be identified as a separate degree program. While classified as a specialization of Physical Education, the Sport Management program has been operating for all intents and purposes as a separate degree program for over 10 years. The following proposal is presented in order to separate the two existing programs.

The degree program under consideration will be a **Doctor of Philosophy (Ph.D.) in SPORT MANAGEMENT**. In compliance with national standards set jointly by the North American Society for Sport Management (NASSM) and the National Association of Sport and Physical Education (NASPE), the program will have a core concentration that emphasizes research in core areas of sport management, as well as a substantial research methods and analysis component. The degree will consist of a minimum of 80 credit hours, including all examinations and the 24 dissertation hours.

The program is designed to prepare individuals for employment in Research 1 universities as researchers, teachers, and for administrative leadership positions in a variety of settings. Leadership positions may include private businesses, professional and college athletics, and administration in higher education, depending on the individual's previous training and work experience. Research is a major endeavor and concentrates on the understanding and interpretation of research literature as well as the ability to conduct both theoretical and applied studies. This program is designed for

individuals desiring to pursue careers in higher education as researchers and graduate faculty members. The program of study will have a strong emphasis in the theoretical knowledge base and research paradigms needed to conduct theoretical research, as well as the knowledge base required to supervise graduate student research. The research emphasis of students in this program will normally be directed toward the testing of theoretical administrative questions and models applied to the areas of sport management. This program affords the student an opportunity to take doctoral-level courses in the sport management core content areas, as well as gain valuable teaching experience prior to graduation. Doctoral students shadow mentor with graduate faculty members and have the opportunity to work first as teaching assistants and then to take on responsibility for teaching a lecture course at the undergraduate level. The initial college teaching experience is an important component which distinguishes the Sport Management doctoral program at Florida State University from many of its peers.

Program Components

Prerequisite Core - The prerequisite core classes are intended for those who have not had exposure to the sport industry previously through a sport management undergraduate or graduate degree. These may be waived for those with prior exposure.

Qualifying Exam - This examination is given during the first year of the doctoral program and is intended to serve as an initial barometer of the student's knowledge of the basic content areas in sport management. Successful completion of this exam is necessary for continuation in the program.

Statistics/research - A substantial portion of the program of study will consist of courses that focus on research methodology and statistical analysis techniques. Offered through various departments at Florida State University, these courses serve as the basis for preparing and completing the dissertation, as well as developing a sustainable research agenda.

Core Seminars - The doctoral seminars cover the core content areas for sport management based on the criteria developed jointly by the North American Society for Sport Management and the National Association of Sport and Physical Education. The doctoral seminars are designed to expose students to advanced and current research being conducted in relation to the sport industry. In depth analysis and discussion of research in the sport and broader management areas are designed to facilitate the student developing his or her critical analysis skills, his or her own theoretical frameworks, and

his or her own research agenda. Examinations in the seminars will prepare the student for the preliminary (candidacy) examination.

Preliminary Exam – A preliminary examination must be passed prior to being admitted into candidacy. Its content will be individualized for each student and will be determined by his or her committee. The format of the examination will be determined by the committee. The doctoral core seminars will serve as partial preparation for this examination. An oral defense of the examination may be required by the committee.

Prospectus - After passing the preliminary examination, each doctoral student is required to submit to the major professor, supervisory committee, and departmental chair a prospectus on a research project suitable for a doctoral dissertation.

Dissertation - The dissertation is the culmination of the program, affording a student the opportunity to demonstrate his or her mastery of the scholarly skills in which he or she has been trained. The document will provide a way for the results of the student's efforts to enter the stream of knowledge. A well-written, carefully crafted document, based on sound research, grounded in the theory and principles of the sport management discipline attests to the students' readiness to contribute to the future of our discipline.

B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which goals the program will directly support and which goals the program will indirectly support.

The State University System of Florida's strategic plan adopted by the Board of Governors includes four primary goals:

- Goal 1: Access to and production of degrees
- Goal 2: Meeting statewide professional and workforce needs
- Goal 3: Building world-class academic programs and research capacity
- Goal 4: Meeting community needs and fulfilling unique institutional responsibilities

In broad terms the Sport Management doctoral program is and would continue contributing directly to the goal of access to and production of degrees. As discussed below the doctoral program has sustained consistent enrollment in the program and continued to produce qualified doctoral graduates. With respect to professional and workforce needs, the Sport Management field has continued to grow with new faculty positions opening each year. In concert with the production of doctoral degrees the Sport Management program is and will continue to contribute to the goal of meeting professional and workforce needs. The Florida State University Sport Management doctoral program contributes to the goal of being a world-class program by being one of only five doctoral granting programs in the world that is distinguished for its program approval status established by the North American Society for Sport Management and the National Association of Sport and Physical Education. The other programs with approval status are the University of Texas, the University of New Mexico, the University of Massachusetts, and the United States Sports Academy.

As a member of the State University System of Florida, Florida State University has set as a primary goal to become recognized nationally and internationally for our teaching and research programs, including making significant progress towards the goal of being invited to become an AAU member institution. At the doctoral level one facet of working toward the university's goal is to promote excellence in graduate education and research. As noted the Florida State University Sport Management program is one of only five programs that meet the approval standards established by the field. The comprehensive curriculum, particularly the seminar series, is one means by which we are and will continue to promote excellence in graduate education and research. One illustration of the excellence in research is having three doctoral students in the last five years win the annual student research competition for the North American Society for Sport Management. Another indicator of excellence in research is having two faculty members, Drs. James and Mondello, both recognized as research fellows by the North American Society for Sport Management.

Following are additional details pertaining to strategic goals outlined by the Board of Governors and how the Sport Management doctoral program has and would continue contributing to achieving the goals.

1. Access to and production of degrees.

Over the past five years the Sport Management doctoral program as a specialization of the Physical Education degree has had an average enrollment of 28 students per year. Enrollment in Fall 2008 was 37, and as noted in Table 1-B as a separate degree program we anticipate stable enrollment with a modest increase over five years. Stable enrollment is based on the current faculty numbers. Two associate professors recently left the Sport Management program; with adequate funding and support a separate Sport Management doctoral degree would likely see an increase in enrollment and subsequent graduation numbers due to the enhanced marketability of the program. As a stand-alone degree there is an opportunity to promote the sport management program at all levels, particularly the doctoral program. Within the State University System Florida State would be the only university offering a stand-alone sport management doctoral program meeting the program approval standards established by the North American Society for Sport Management and the National Association of Sport and Physical Education. Around the country, the Florida State sport management program would be one of five specific degree programs offering a doctoral degree meeting the program approval standards. The other programs with approval status are the University of Texas, the University of New Mexico, the University of Massachusetts, and the United States Sports Academy.

2. Meeting statewide professional and workforce needs

As part of the State University System Strategies the Board of Governors have identified the goal of meeting statewide professional and workforce needs. One of the critical needs noted is education. There is a particular need for well trained sport management faculty in the state of Florida. All colleges and universities in Florida offer, and many are seeking to expand, course offerings pertaining to sport management, particularly undergraduate and master's coursework. In Fall 2008 in Florida there were job announcements posted for faculty positions at the University of Miami (2 positions), Florida State University (2 positions), the University of Florida, and the University of North Florida. Around the country a conservative estimate of available sport management faculty positions for 2008 is thirty (30). The number of students graduating with doctoral degrees in sport management in 2008 were not sufficient to meet the demand in the state of Florida much less around the United States.

With approval of a separate Sport Management degree program, Florida State University and the University of Florida would be the only two universities in the state of Florida providing training for individuals to conduct research and teach pertaining to sport management at the college and university level. With the appropriate faculty support, promotional activity, adequate funding, and necessary resources we would be able to increase our production of doctoral degrees in support of the statewide professional and workforce needs.

3. Building world-class academic programs and research capacity

The Sport Management doctoral program has and would continue contributing to the goal of building world-class academic programs. The doctoral program at Florida State University is one of five programs in the United States meeting the program approval guidelines established by the North American Society for Sport Management and the National Association of Sport and Physical Education. The other programs with approval status are the University of Texas, the University of New Mexico, the University of Massachusetts, and the United States Sports Academy. The tenured sport management faculty members are publishing at a high rate, averaging 3-5 publications per year in top rated journals within the field. Two faculty members, Drs. James and Mondello, are recognized research fellows in the North American Society for Sport Management. Three of the last five doctoral student research award recipients for the North American Society for Sport Management have come from Florida State University. Program approval would further solidify the strength of the sport management doctoral program. With adequate funding to fill the open faculty positions, the Sport Management faculty members would also be positioned to contribute to the goal of building research capacity. The faculty members are currently concentrating on maintaining the high level of doctoral instruction with a smaller group of faculty. Being able to hire for the unfilled positions would provide the faculty members more opportunities to pursue funding in support of research activity.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

- A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

There has been tremendous growth in the sport industry in recent years. In the broader context of society, the sport industry represents one of the largest economic sectors within the United States. As a result of the size and scope of this industry, there are numerous employment opportunities available to individuals who have the desired educational background and training. From this as well as the general attraction of sport, there are many universities that offer programs in sport management (Hallworth, 1999; Weese, 2002), and it is thought to be one of the fastest growing programs of study in American universities (Chelladurai, 2001; Parkhouse & Pitts, 2001).

An issue in the field for the past decade has been the lack of preparatory programs for sport management faculty (Mondello et al., 2001; Weese, 2002). As Weese (2002) noted in his address to the Annual Conference of the North American Society for Sport Management, "...it is clear that sport management Ph.D. production does not meet the current or anticipated demand for professors given the demographic realities of the Echo Boom Cohort" (p.10). Currently, over 225 programs in sport management exist nationwide; however only 18 institutions prepare faculty through offering Ph.D. programs (Florida State University, the University of Florida, the University of Louisville, the University of Texas, Texas A&M University, the University of Michigan, the University of Illinois, The Ohio State University, the University of Tennessee, the University of Massachusetts, Indiana University, the University of Connecticut, the University of Georgia, the University of Maryland, the University of Minnesota, the University of New Mexico, the University of Northern Colorado, and the United States Sports Academy). Many of these 18 programs are relatively new and are not producing graduates in significant numbers. Of the 18, only five (Florida State University, the University of Texas, the University of New Mexico, the University of Massachusetts, and the United States Sports Academy) have completed the program approval process established by the North American Society for Sport Management and the National Association of Sport and Physical Education. The approval process verifies that a program provides training and instruction across the core competency areas identified by the two associations. Within the sport management field there is a need for comprehensive training. The sport management program at Florida State University is the only program that provides doctoral seminars covering all the core competency areas.

The current job market provides one indicator of the demand for individuals with a doctoral degree in sport management. In Fall 2008 there were no fewer than 6 sport management positions available at various colleges or universities in the state of Florida. Those seeking new faculty members included Florida State University, the University of Florida, the University of North Florida, and the University of Miami. Around the nation a conservative estimate of the number of prospective sport management faculty positions posted in Fall 2008 was 30. There is clearly a need for individuals with a doctoral degree in sport management.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

During the past decade in which sport management has been a specialization of the Physical Education doctoral degree, applications and enrollment have been robust. Over the past five years applications to the doctoral program have averaged 20 per year with an average of 8 new students enrolling in the program each year (admitting in the fall semester only). One example of the caliber of the doctoral students is the receipt of fellowship support. In Fall 2007 the College of Education awarded four Dean's Merit Fellowships; two of the merit fellowships were awarded to Sport Management doctoral students. Another indicator of interest in the program is the international appeal of sport management. Among the current sport management students, 40% are international students. There are comparable sport management associations around the world (European Association of Sport Management, Asian Association of Sport Management, and the Sport Management Association of Australia and New Zealand). Only five universities globally currently meet the program approval standards in relation to the sport management core competencies. Florida State University is one of those five. The strong percentage of international students is additional evidence that there is current and will be continued interest in the doctoral program. Even with a low supply of current and prospective faculty members, colleges and universities continue to try and add new or expand existing sport management programs. This indicates there is and will continue to be interest in the program. Also as noted, the record of past applications and enrollment provide strong evidence that students will enroll in the program.

- C. If similar programs (either private or public) exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of any communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). Provide data that support the need for an additional program.**

A sport management doctoral degree is available from the following Florida school:

- University of Florida Gainesville

Since the proposed Doctor of Philosophy degree in Sport Management has existed as a specialization within Physical Education for over a decade, there would be minimal differential impact (either positive or negative) upon the other program in the State.

- D. Use Table 1 (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

The figures reported in Table 1-B reflect current enrollment (Year 1) in the sport management major as a specialization of Physical Education. The figures for Years 2-5 reflect projected enrollment. The number enrolled reflects doctoral students at different stages; a traditional track involves students enrolling for three years. There are some students that prolong their studies beyond three years due to various reasons. It is important to note that the current departmental policy is to provide funding for students for three years.

Each tenured faculty member anticipates sponsoring one to two new doctoral students each fall semester. Faculty members in the tenure track process are expected to begin sponsoring their own students by year three. With the current faculty (2 tenured, 2 tenure track) we expect to enroll between four and six doctoral students each fall. In previous years with three tenured and two tenure track faculty members we were enrolling a minimum of eight doctoral students each fall. In the last year two senior sport management faculty members left Florida State University. When funding is available to fill those positions we expect to increase the doctoral student enrollment. The figures for Year 1 in Table 1-B reflect current enrollment; the number of new doctoral students enrolled in Fall 2008 was five. Total enrollment is expected to remain at this level till the tenure track faculty are able to sponsor additional students, and/or the open faculty positions are

filled. The progression by Years 4 and 5 reflect our expectation of growth in the program.

In terms of the distribution of students, 30% are expected to come from Florida; an additional 30% will come from out-of-state and another 40% will be international students. The percentages indicate that the highest percentage of students will come from out-of-state (70% combined). The strong reputation of the sport management program, and the reputation of the faculty members, enables us to select from applicants literally around the world. This is reflected in the number of international students enrolled and projected to enroll in the program. The lower number of students graduating from other Florida schools (public and non-public) is a reflection of the applied nature of most master's level programs. There has also been little emphasis in past years on recruiting doctoral students from within the university. Only on rare occasions have we admitted our own masters students to the doctoral program. Additionally, based on past trends, students are not expected to transfer to this program from other disciplines within the University. Consequently, recruitment efforts have focused on students coming from out-of-state. Thinking about the future, however, particularly in light of the economic difficulties, it is reasonable to expect that individuals working in Florida may choose to return to school for a career change. As such, we do have an opportunity to attract other in-state residents to the doctoral program.

It is important to comment on what may be perceived as high doctoral enrollment, particularly in Year 1. The numbers for Year 1 are based on actual not projected enrollment since the sport management major has been operating for over a decade. The loss of two senior faculty members has created a short term challenge for us. As funds become available and we are able to fill those two lines, we will be able to properly mentor the anticipated number of doctoral students. The growth in number of students enrolled from Year 1 to Year 5 may seem small when just looking at the numbers, but considering the sport management major has been operating for over a decade and our current faculty numbers are low, the figures represent the current situation and an optimistic view of growth in the near future. Again, anticipated growth is influenced by faculty size and resources; there has been consistent interest in the program since it began.

**TABLE 1-B
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Doctoral Degree Program)**

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	1	0.67	1	0.67	1	0.67	2	1.34	2	1.34
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	3	2.01	3	2.01	3	2.01	3	2.01	3	2.01
Individuals who graduated from preceding degree programs at other Florida public universities	3	2.01	3	2.01	3	2.01	3	2.01	4	2.68
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0
Additional in-state residents***	0	0	1	0.67	1	0.67	2	1.34	2	1.34
Additional out-of-state residents***	15	10.05	15	10.05	15	10.05	15	10.05	16	10.72
Additional foreign residents***	15	10.05	15	10.05	15	10.05	15	10.05	15	10.05
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	37	24.79	38	25.46	38	25.46	40	26.80	42	28.14

* List projected yearly cumulative ENROLLMENTS instead of admissions

** If numbers appear in this category, they should go DOWN in later years.

*** Do not include individuals counted in any PRIOR category in a given COLUMN.

- E. **Indicate what steps will be taken to achieve a diverse student body in this program, and identify any minority groups that will be favorably or unfavorably impacted. The university's Equal Opportunity Officer should read this section and then sign and date in the area below.**

The figures reported below illustrate the gender and racial breakdown of the doctoral students enrolled in the Sport Management program. The ratio of male to female students is approximately 70%-30%. In terms of racial diversity, approximately 49% of the students currently enrolled are from minority populations.

	Students	
Male	26	
Female	11	
Total	37	

	Students	Percentage
Caucasian	19	51
African-American	3	8
Asian or Pacific Islander	14	38
Native American	0	0
Latina/o	1	3
Not reported	0	0
Total	37	100

With respect to residency, the figures below illustrate that approximately 70% of the doctoral students currently enrolled are from outside the state of Florida.

	Students	Percentage
International	15	40
Resident Alien	0	0
Florida	11	30
Out-of-state	11	30
Common market	0	0
Total	37	100

The faculty and staff in the sport management major are committed to enhancing diversity by recruiting, admitting and mentoring students from traditionally underserved populations. We do not foresee any negative impact on our ability to attract and serve a diverse student body by the change from a specialization in Physical Education to a degree-granting program. Being able to promote a sport management program, not a specialization in Physical Education will actually enable us to emphasize the field of study not just a specialization.

Steps supporting diversity will include continued recruitment of students with diverse backgrounds, particularly females. Once matriculated, students will receive advisement and educational support to promote student retention and program success. The faculty will be encouraged to apply for federal funding to support initiatives that promote a diverse student population, with special effort given to promote gender diversity.

Equal Opportunity Officer

Date

III. Budget

- A. Use Table 2 to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)

Sport management has operated as a specialization of Physical Education for over a decade. During that time sport management has been administered at the department level as if it were a degree program. It is important to note that the figures presented in Tables 2 and 3 represent the proportional disbursement of departmental funds that has been utilized since the development of the sport management specialization. The E&G budget for the Department of Sport Management, Recreation Management, and Physical Education is divided proportionately among the three academic units according to productivity (Sport Management, Recreation Management, and Physical Education). The figures in Table 2 represent the dispersion of funds for the percentage of time invested by the tenured and tenure-track faculty members, and the department's support staff, in the administration of the sport management masters program. Additionally, department resources are dispersed to fund assistantships for doctoral students. The figures in Table 3 illustrate the dispersion of funds for the current fiscal year (2008-2009).

Each tenure track faculty member has a percentage of time assigned to the doctoral program. The faculty salary and benefits figure represents the costs associated with the percentage appointment each tenured and tenure-track faculty has with the doctoral program. The USPS salaries and benefits figure in Table 2 represent the money spent on administrative support through the departmental office to manage the sport management doctoral program. The funding for assistantships and fellowships are based on doctoral students teaching in the Lifetime Activities Programs, or teaching sections of the undergraduate sport management courses.

We anticipate filling one of the two tenure track faculty lines currently open by Year 5. Accordingly, there is an increase in Year 5 of faculty salaries and benefits to accommodate the percentage of responsibilities a new sport management faculty member would have in the proposed doctoral program.

**TABLE 2
PROJECTED COSTS AND FUNDING SOURCES (Doctoral Degree Program)**

Instruction & Research Costs (non-cumulative)	Year 1						Year 5				
	Funding Source					Subtotal E&G and C&G	Funding Source				Subtotal E&G and C&G
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)		Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	
Faculty Salaries and Benefits	186,623	0	0	0	0	\$186,623	234,114	0	0	0	\$234,114
A & P Salaries and Benefits	0	0	0	0	0	\$0	0	0	0	0	\$0
USPS Salaries and Benefits	36,610	0	0	0	0	\$36,610	38,089	0	0	0	\$38,089
Other Personnel Services	0	0	0	0	0	\$0	0	0	0	0	\$0
Assistantships & Fellowships	178,500	0	0	0	0	\$178,500	185,191	0	0	0	\$185,191
Library	0	0	0	0	0	\$0	0	0	0	0	\$0
Expenses	0	0	0	0	0	\$0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	\$0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	\$0	0	0	0	0	\$0
Total Costs	\$401,733	\$0	\$0	\$0	\$0	\$401,733	\$457,394	\$0	\$0	\$0	\$457,394

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

**Calculated Cost per Student
FTE**

Faculty and Staff Summary

Total Positions (person-years)	Year 1	Year 5
Faculty	1.54	1.92
A & P	0	0
USPS	1.25	1.25

	Year 1	Year 5
Total E&G Funding	\$401,733	\$457,394
Annual Student FTE	24.79	28.14
E&G Cost per FTE	\$16,205	\$16,254

- B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

The sport management major currently exists and operates in a functionally independent way from its 'parent' housing of Physical Education. The department has operated and will continue to operate with a philosophy of proportionate funding. There is no expectation of potential negative impact on other programs with regards to resource allocation. Since the sport management major has been operating previously, there is no need for a reallocation of resources; resources are in place for the program. There is no negative impact expected for the undergraduate program with respect to achieving program approval status.

A notable impact on the undergraduate program not related to the program approval process is the loss of faculty members. The sport management faculty members teach courses at all three levels; when a faculty member leaves, adjunct or visiting instructors are used to teach courses. Adjunct or visiting professors are utilized while the process of searching for and employing a new faculty member is taking place. As open tenure-track lines are filled in the future, a positive impact will be expanding the topics of research, having more faculty members involved in mentoring doctoral students, and being able to teach additional courses in the bachelor's and master's programs. It is important to recognize that sport management specialization is currently operating with all three levels and as such no new resources will be requested.

The Physical Education program, which is to be moved to the School of Teacher Education, with other NCATE and DOE-approved teacher education programs, will receive support for tuition fee waivers and for faculty from the new affiliation with the School of Teacher Education. The Physical Education program is more aligned with the philosophies, teaching, research, and service emphases of the other programs in the School of Teacher Education than those of Sport Management. Degree approval for the Sport Management program will not adversely impact the resource allocation for existing programs.

C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

The sport management major currently operates in a functionally independent way from its 'parent' housing of Physical Education. There has been no negative impact on other programs and there is no expectation for potential negative impact on other programs moving forward. Since the program has been operating for several years, there is no expectation for an increase in general education, common prerequisite, or other elective courses. Any demand for access to various courses or for new courses has been met as the existing area of specialization has established itself. We anticipate incremental growth in the program that is currently established, but the increase in student numbers will be based on the faculty and staff's ability to serve and work with the students.

A positive impact for students and related programs has been adding to enrollment totals. We have established cooperative relationships with faculty in the College of Business, College of Communication, and other departments in the College of Education. Through these relationships doctoral students in the Sport Management program have the opportunity to enroll in courses to enhance their knowledge of a core discipline (for example, marketing and management in the College of Business), to further develop their research skills by completing advanced statistical courses offered in the College of Education, and to develop cognate areas of study through courses such as marketing communication strategies. Of particular note has been the success of Sport Management doctoral students in completing doctoral seminars in other programs such as marketing, management, and marketing communications.

Another positive impact for students would be having a degree that accurately reflects the field of study. Graduates from the program have increasingly expressed the desire for their degrees to accurately represent their course of study, practical training, and expertise. Students completing the sport management program currently graduate with a physical education degree. This necessitates that their vitas reflect their degree, physical education. Having a sport management degree will enable students to communicate to prospective employers the degree and related training they have received.

D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

The faculty members operating the sport management major have been able to cultivate important relationships from the perspectives of providing student experiences and program support. These take various forms (e.g., graduate assistantships, internship/volunteer partnerships, class/conference speakers, etc.) and will continue to be cultivated for future opportunities for program support.

These organizations include the following (not comprehensive):

- Institutional: FSU Athletics
FSU Campus Recreation
FSU Boosters

- Governmental: Tallahassee Parks and Recreation
Florida Sports Foundation
Tallahassee Sports Council

- Local business: YMCA
GameTime Management
Titus Sports

- Florida based: PGA Tour
United States Golf Association
NASCAR
Disney Wide World of Sports
Tampa Bay Lightning / Rays / Buccaneers
Jacksonville Jaguars
Orange, Gator, and Outback Bowls
Super Bowl Organizing Committee
United States Tennis Association
Major League Baseball (Spring Training)

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Table 1, Table 2, and the supporting narrative for “Need and Demand” to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

Implementing a Doctor of Philosophy program in sport management will benefit the University by contributing to the graduate degree production goal of the institution, while simultaneously providing valuable human resources to the University entities that employ the students as graduate assistants (e.g., Lifetime Activities Program, Athletics), staff, interns, and volunteers (e.g., Athletics, Athletic Training, Campus Recreation). Producing well-trained scholars for the growing demand in institutions of higher learning benefits both FSU and the sport management field. As a distinct degree program we will be recognized for providing mentoring in research activity and training in the field’s core competencies. Approval of a distinct degree program will strengthen the reputation of Florida State University as having one of the premier sport management programs in North America. We will continue to be a primary source of new assistant professors capable of working in both research- and teaching-oriented sport management programs.

V. Access and Articulation – Bachelor’s Degrees Only

- A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a request to the BOG for an exception along with notification of the program’s approval. (See criteria in BOG Regulation 6C-8.014)**

N/A

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see Common Prerequisite Manual <http://www.facts.org>). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”**

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. **NOTE:** Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

N/A

- C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. **NOTE:** The policy and criteria for Limited Access are identified in BOG Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.**

N/A

- D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual <http://www.facts.org>). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.**

N/A

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

As a member of the State University System of Florida, Florida State University has set as a primary goal to become recognized nationally and internationally for our teaching and research programs, including making significant progress towards the goal of being invited to become an AAU member institution. With respect to the latter goal, President Wetherell inaugurated the Pathways of Excellence Initiative in September 2005. The Pathways Initiative consists of a series of goals for the University including scholarly productivity, graduate program and faculty recognition and breadth and number of Ph.D. graduates.

An important goal of the Sport Management program at Florida State University is to be an international leader in the education and development of students, particularly doctoral students. This goal is consistent with and contributes to the institutional mission. The Florida State University Sport Management program is one of only five programs that meet the approval status established by the North American Society for Sport Management and the National Association of Sport and Physical Education. The other programs with approval status are the University of Texas, the University of New Mexico, the University of Massachusetts, and the United States Sports Academy. The comprehensive curriculum, particularly the seminar series, is one means by which we are and will continue to promote excellence in graduate education and research. One illustration of the excellence in research is having three doctoral students in the last five years win the annual student research competition for the North American Society for Sport Management. Another indicator of excellence in research is having two faculty members, Drs. James and Mondello, both recognized as research fellows by the North American Society for Sport Management.

The mission statement of the University, which reads in part that it sees continued "...concentration on its strong liberal arts base and on quality in its teaching, research, and public service" (p.7). Through its willingness to offer approved/accredited courses with relatively small teacher/student ratios, its highly productive faculty scholarship, and increasing connection to the community, the Sport Management program contributes to meeting the letter and spirit of the University mission.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

Florida State University has a world-class faculty and strives to add additional faculty in order to further enhance its ability to increase graduate teaching capability and research/scholarship efforts. The Doctor of Philosophy in Sport Management is in line with the university's research and graduate education mission. The program contributes to the focus on the production of graduate degrees at Florida State University.

The Sport Management program has enjoyed excellent relationships with several units on campus. This program has and will continue to complement other areas within the University. Faculty members from other departments and colleges around the university have collaborated on research with sport management faculty, have had students take sport management courses, and have shared committee assignments, among other related activities. For example, we have enjoyed an excellent working relationship with faculty members in the Department of Management and the Department of Marketing. Past and current doctoral students participate in doctoral seminars in the College of Business to strengthen their knowledge base in core disciplines (e.g., marketing and management). Faculty members from the College of Business have served and are serving on dissertation committees in the Sport Management program. A similar relationship with the College of Communication exists. Doctoral students in the Sport Management program have participated in seminars and had faculty members serve on dissertation committees. The Sport Management faculty has also collaborated on research projects with faculty from the College of Business and Communications. For example, in the past two years Dr. James completed a project with Dr. Jerome Cronin in the Department of Marketing, and two projects with Dr. Steven McClung in the College of Communication.

Programs within the institution that have synergies with Sport Management include:

- Management
- Marketing
- Educational Psychology and Learning Systems
- Nutrition, Food, & Exercise Sciences
- Recreation and Leisure Services Administration
- Higher Education
- Department of Communication

The doctoral program in sport management also contributes to the quality of the undergraduate program by offering doctoral students the opportunity to teach undergraduate classes. The doctoral students are able to integrate their research into the undergraduate program which offers opportunities for undergraduate students to participate in research.

- C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**

The sport management major has existed as a specialization of Physical Education for over a decade. Consequently, much of the planning process to develop this program took place as part of initiating the specialization. The College of Education has begun a School of Teacher Education which will include the Physical Education program. The Sport Management program has operated as a stand-alone program for all intents and purposes since its inception, and is a better fit with the Recreation Management program than as part of the School of Teacher Education. It makes sense and the timing is appropriate to request that Sport Management be separated from Physical Education and recognized as a stand-alone program. As such, the decision was made to apply for program approval.

The preparation of this implementation proposal has been a collective effort of the existing sport management faculty, with the assistance of the requisite offices on campus. Implementation would occur in the first semester following completion of the approval process. Exhibit 1 provides a narrative of the steps taken to implement the doctoral program in sport management.

Exhibit 1: EVENTS LEADING TO PROPOSAL & IMPLEMENTATION

Date	Participants	Planning Activity
April 2008	C. Beeler, A. Kent, J. James	Discussion of program approval process.
May 2008	A. Kent, J. Buchanan	Discussion of paperwork and information needed for program approval.
May 2008	A. Kent, M. Mondello, J. James, C. Reynaud, A. Rudd, B. Gordon	Collection of information needed for program approval.
June 2008	A. Kent, M. Mondello, J. James, C. Reynaud, A. Rudd, B. Gordon	Initial draft of paperwork for the program approval process prepared.
July 2008	A. Kent, M. Mondello, J. James, C. Reynaud, A. Rudd, B. Gordon	Review of paperwork for program approval.
July 2008	C. Beeler	Review by department chair of program approval paperwork.
July 2008	C. Beeler, J. James	Submission of proposal to explore program approval to graduate college.
July 2008	GPC	Review and approval of proposal to explore program approval.
August 2008	A. Kent, M. Mondello, J. James, C. Reynaud, A. Rudd, B. Gordon, M. Brimecombe	Preparation of program approval paperwork for implementation.
September 2008	J. James, M. Whittaker, S. Wood, B. Minchetti, L. Lang, M. Hanline, G. Lampropoulos	Review and approval of paperwork for implementation by the COE Curriculum Committee.
September 2008	J. Buchanan	Review of program approval paperwork for implementation. Recommendations for revisions to the paperwork.
October, November and December 2008	C. Beeler, M. Mondello, J. James, C. Reynaud, B. Gordon	Revision of program approval paperwork for implementation.
December 2008	C. Beeler	Review of program approval paperwork for implementation.
January 2009	J. Buchanan	Review of program approval paperwork for implementation.

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

As noted previously and highlighted in Section VIII (F) of this document, in 2002 the sport management major received “approved program status” from the Sport Management Program Review Council (SMPRC), a joint unit of the North American Society for Sport Management and the National Association for Sport and Physical Education (NASPE).

During the departmental Quality Enhancement Review (2003), four main challenges were identified, three of which were relevant to the sport management program:

a. Faculty capacity

The concern with faculty capacity refers to the retention and search challenges in the sport management field. Due to an imbalance in the supply/demand of faculty in sport management, plus the increasing salaries in the field, remaining competitive was seen to be difficult. This concern has been borne out; since 2003, the sport management program has lost several faculty members. On the plus side the Dean of the College of Education has provided counter-offers to retain key faculty members. Additionally, the program has been successful in hiring new graduates into faculty positions. An important goal moving forward is to retain faculty as they are promoted to senior rank and achieve tenure, and to provide an environment in which junior faculty are successful in the promotion and tenure process. The current faculty members are working to maintain a strong program and a working environment that people desire to remain a part of into the future.

b. Facilities

Teaching and meeting space was identified as a concern. This situation has been somewhat ameliorated by moving the administrative office of the Department to the first floor of Tully gym, and by the renovation of basement space into useable classrooms. The continuing concern of the general age and condition of Tully Gym remains.

c. Technology

A concern was noted regarding the technology needs of faculty both in their offices and in the Tully classrooms. Since 2003, significant investment has been made to upgrade technology. A concern moving forward is that with budget cuts in place the faculty members will not receive technology upgrades. Technology concerns will need to be addressed.

VIII. Curriculum

- A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.**

In addition to the institutional and department level learning outcome objectives, among the expected learning outcomes for the Doctor of Philosophy in sport management would be the following:

- Engage in original, independent and critical thinking
- Be able to develop theoretical concepts.
- Demonstrate a knowledge of recent advances within the field and in related areas.
- Communicate an understanding of relevant research methodologies and techniques and their appropriate application within the sport management field.
- Critically analyze research results.
- Demonstrate awareness of issues relating to the rights of other researchers and of research subjects (e.g., confidentiality, attribution, copyright, ethics, malpractice, etc.).
- Construct coherent arguments and articulate ideas clearly to a range of audiences, formally and informally through a variety of techniques, and successfully defend research outcomes at seminars and defenses.
- Develop, evaluate, and provide leadership for the sport management field.
- Complete interdisciplinary study of core content areas such as marketing, finance, management, economics, and law.
- Work collaboratively with colleagues and industry professionals to meet the needs of the field and the sport industry.

B. Describe the admission standards and graduation requirements for the program.

Minimum Admissions Requirements

- All applicants for the doctoral degree program must obtain a minimum score of 1000 on the Graduate Record Examination (GRE) with a minimum of 400 on both the quantitative and verbal components.
- A minimum grade point average of 3.0 on upper division course work.
- A Masters degree in sport management or a related field.
- A faculty sponsor from the current sport management faculty at Florida State University.

Applicants must also provide the following:

- Three letters of recommendation addressing capabilities for doctoral study.
- A letter of intent which describes an individual's research interests and work experience as it relates to sport administration, short and long term goals, career aspirations, and why a person has chosen to apply to Florida State University.
- Official transcript(s) from all previously attended colleges and/or universities.
- A current resume.

The above criteria are the minimum requirements for consideration for admission. Admissions decisions are made on a competitive basis and meeting the minimum requirements is not a guarantee of admission.

During the time frame of 2002-2007, students admitted for doctoral study in the sport management major had an average GRE score of 1120; average verbal score was 489, average quantitative score was 627. The average undergraduate GPA during the time period was 3.49, and the average masters GPA was 3.79.

The graduation requirements for the program include:

1. Successful completion of 80 semester hours of post-baccalaureate, graduate course work. This coursework includes successful completion of all core courses, and all required and elective courses.
2. Cumulative GPA in the program of 3.0 or higher.
3. Completion of a dissertation.
4. The Doctor of Philosophy degree in sport management must be completed within five (5) calendar years from the time of formal matriculation into candidacy.

Graduation requirements are consistent with the FSU graduate bulletin, in that each student must remain in good standing and must complete their degree within the time frame indicated by University policy.

- C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

The curriculum for the Doctor of Philosophy degree in sport management will consist of 80 credit hours. Twenty-one (21) hours will be required core courses (see item D., next), 6 will be specialization courses, 9 will be elective courses, 12 will be statistics courses, 8 will be research tool courses, and 24 will be dissertation credits hours.

- D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

Prerequisites

SPM 5102	Research Methods in Sport Management
SPM 5308	Sport Marketing
SPM 5508	Fiscal Management in Sport
SPM 5726	Issues in Sport Law
SPM 5947	Practicum in Sport Management
SPM 6008	Foundations in Sport Administration

Doctoral Core (21 hours)

SPM 6007	Seminar in Leadership and Org. Behavior
SPM 6006	Seminar in Organizational Theory
SPM 6206	Ethics in Sports
SPM 6309	Seminar in Sport Marketing
SPM 6700	SM Research Seminar I
SPM #####	SM Research Seminar II
SPM #####	Seminar in Sport Finance

Area of Specialization (6 hours)

Suggested areas of specialization include Finance, Marketing, Organizational Behavior and Theory, and General Administration. Students should specialize in their chosen area of research interest. The choice of specialization and the courses taken in this area must be approved by an advisor, and should be from outside of the Sport Management, Recreation Management, and Physical Education Department.

Statistics (12 hours)

Courses approved by the advisory committee.

Research Tools (8 hours)

Courses approved by the advisory committee.

Electives (9 hours)

SPM 5027	Diversity in Sport
SPM 5106	Facility Management in Sport
SPM 5156	Athletic Administration
SPM 5206	Sport sponsorship/sales
SPM 5405	Sport and media
SPM #####	Fundraising for Sport Organizations

Dissertation (24 hours)

DOCTORAL COURSE SCHEDULING GUIDELINES

First Year (Fall & Spring)	- Priority 1	Take prerequisites if needed
	- Priority 2	Take Research Tool and Statistics courses
	- Priority 3	Qualifying Examination
	- Priority 4	Take Electives and specialization courses
First Year (Summer)	- Priority 1	Take Research Tool and Statistics courses
	- Priority 2	Take Electives and specialization courses
Second Year (Fall & Spring)	- Priority 1	Take Doctoral Core courses
	- Priority 2	Take Research Tool and Statistics courses
	- Priority 3	Take Electives and specialization courses
Second Year (Summer)	- Priority 1	Take Doctoral Core courses (if necessary)
	- Priority 2	Any remaining course work
	- Priority 3	Preliminary examination
Third Year	- Priority 1	Preliminary Examination (if not taken in previous summer)
	- Priority 2	Dissertation Hours

E. Provide a one- or two-sentence description of each required or elective course.

Prerequisites

- SPM 5102 Research Methods in Sport Management
Methods and techniques used in research in sport management including library materials, writing techniques, and journal reviews.
- SPM 5308 Sport Marketing
Topics and issues involve in the marketing of sporting products with a special emphasis on the unique nature of the spectator sport product, and the use of sport as a platform for marketing other products.
- SPM 5508 Fiscal Management in Sport
Course covers principles and factors involved in the fiscal management of athletic/sports programs. Addresses purchasing, budgeting, risk management, operational procedures, and auditing guidelines.
- SPM 5726 Issues in Sport Law
The course examines legal principles and their application to sport setting, particularly the nature of contract law pertaining to coaching, and the impact of tort law relative to facility and risk management.
- SPM 5947 Practicum in Sport Management
Provides students the opportunity for practical experience in various areas of sport management. An open forum is established so as to provide an insight into various related topics. May be repeated to a maximum of nine (9) semester hours when topics change.
- SPM 6008 Foundations in Sport Administration
The course examines the role and impact of the sport industry and help students identify activities and opportunities in sport management, as well as orient new graduate students to the academic and professional field.

Doctoral Core

- SPM 6007 Seminar in Leadership and Org. Behavior
The seminar focuses on leadership styles and theories of organizational behavior in the sport setting and prepares students to teach and research in these areas.

Doctoral Core (cont.)

- SPM 6006 Seminar in Organizational Theory
The seminar focuses on organizational theory in sport administration settings and prepares students to teach and research in the area of human resources and organizational theory of sport.
- SPM 6206 Ethics in Sports
The course is designed to examine major moral/ethical issues within sport. Students have the opportunity to engage in critical thinking regarding ethical issues in sport and to make ethical decisions based on moral reasoning.
- SPM 6309 Seminar in Sport Marketing
The seminar is designed to familiarize participants with sport marketing research. The majority of topics covered will focus on understanding social and psychological aspects of sport consumers, with special emphasis given to better understanding theories pertaining to sport fandom.
- SPM 6700 SM Research Seminar I
The course provides an advanced study of methods and techniques used in sport management research including the use of library materials and techniques for writing.
- SPM ##### SM Research Seminar II
Through the course students review articles in sport management journals and review the use of advanced statistical tools in sport management research. The focus is on understanding what tools are most appropriate for particular types of research questions.
Note: The course has been approved; we are awaiting assignment of a course number.
- SPM ##### Seminar in Sport Finance
The course assists doctoral students in understanding the contemporary trends in finance and sport finance research. In addition, major financial frameworks related to and outside of sport are researched and discussed.
Note: The course has been approved; we are awaiting assignment of a course number.

Elective Sport Management Courses

SPM 5027	Diversity in Sport The course examines the role and impact that ethnicity, racism, gender, and other diversity topics have had in the world of sport; it also seeks to develop an understanding and appreciation for diversity in sport. Students are introduced to the realities of bias and prejudice that exist and perpetuate within sport.
SPM 5106	Facility Management in Sport The course provides a comprehensive study of the design, planning, funding, construction and maintenance of sport/multi-purpose facilities.
SPM 5156	Athletic Administration The course provides instruction pertaining to administrative problems particular to intercollegiate athletic departments and the National Collegiate Athletic Association (NCAA).
SPM 5206	Sport sponsorship/sales The course emphasizes the role of sponsorship and sales in driving the multi-billion dollar sport industry.
SPM 5405	Sport and media The course examines the unique role and impact of the media on the sport industry, and the synergistic relationship between media and the managed sport industry.
SPM #####	Fundraising for Sport Organizations The course provides a study of fundraising needs and techniques relevant to the managed sport industry. <i>Note: The course has been approved; we are awaiting assignment of a course number.</i>

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and identify if any industry advisory council exists to provide input for curriculum development and student assessment.**

N/A

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

The Commission on Sport Management Accreditation (COSMA) is a new entity that is a joint endeavor of the North American Society for Sport Management (NASSM) and the National Association for Sport and Physical Education (NASPE). These two governing organizations previously oversaw the Sport Management Program Review Council (SMPRC), which functioned as a program approval board. The FSU sport management program is approved by SMPRC, and it would be expected that the program/University would seek accreditation through COSMA when the organization is fully operational.

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

The Commission on Sport Management Accreditation (COSMA) is a new entity that is a joint endeavor of the North American Society for Sport Management (NASSM) and the National Association for Sport and Physical Education (NASPE). These two governing organizations previously oversaw the Sport Management Program Review Council (SMPRC), which functioned as a program approval board. The board approved programs at all three levels, bachelor's, master's, and doctoral. When it is fully operational, the Commission on Sport Management Accreditation (COSMA) will provide accreditation for all three programs once it is fully operational. The sport management programs at Florida State University, all three levels, currently have approved status through the Sport Management Program Review Council (SMPRC).

- I. **Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.**

As is standard in the field, and as has been standard for the program, “traditional delivery on main campus” would be the method of choice. . The integration of selected online courses in selected specializations (e.g., the recently approved Coaching Certificate program) would be likely as the program continues to evolve. No specialized services or greater than normal financial support is expected. Based upon Florida State University’s unique location, the fact that existing programs are in place at peer institutions in the state, and that the sport management program has been operating as a single entity for over a decade, a collaborative program is not being considered with the request for approval of this degree program. Distance education modalities may be explored based on the growth of the field and an emerging need for this type of delivery format.

A special feature of the Sport Management program is the Global Sport Management offering. We have and will continue to participate in Florida State University’s International Programs. The Global Sport Management program provides undergraduate and graduate students a study abroad experience. Two courses at the undergraduate and two courses at the graduate level are offered each summer through the International Programs’ London facilities. The courses cover topics such as international sport marketing and business, governance, socio-cultural issues, and facility and event management. The Global Sport Management courses include classroom experiences, visits to the offices of sport industry professionals in Great Britain and France, and exclusive field trips. The offering provides a unique experience for students choosing to participate and is another feature which distinguishes the Sport Management program at Florida State University from our peers.

IX. Faculty Participation

- A. Use Table 4 to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

The sport management faculty involved in the doctoral specialization in sport management currently includes 2 tenured and 2 tenure earning members. As illustrated in Table 4, the faculty members have varied percentages of effort with the proposed sport management doctoral program. Two associate professors left Florida State University after the Spring 2008 semester. The dean of the College of Education has confirmed that as funds are available, the two faculty lines may be filled. We are planning for one of the two lines to be filled during the five year projection.

**TABLE 4
ANTICIPATED FACULTY PARTICIPATION (Doctoral Degree Program)**

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Specialty	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Jeffrey D. James, Ph.D. Sport Management	Associate	Tenured	Current	9	0.75	0.59	0.44	9	0.75	0.59	0.44
A	Michael Mondello, Ph.D. Sport Management	Associate	Tenured	Current	9	0.75	0.48	0.36	9	0.75	0.48	0.36
A	Andy Rudd, Ph.D Sport Management	Assistant	Tenure earning	Current	9	0.75	0.48	0.36	9	0.75	0.48	0.36
A	Yu Kyoum Kim, Ph.D Sport Management	Assistant	Tenure earning	Current	9	0.75	0.50	0.38	9	0.75	0.50	0.38
B	New Hire, Degree Sport Management	Assistant	Tenure earning	Fall 2011	0	0.00	0.00	0.00	9	0.75	0.50	0.38
B	New Hire, Degree Sport Management	Assistant	Tenure earning	Unknown	0	0.00	0.00	0.00	0	0.00	0.00	0.00
Total Person-Years (PY)								1.54				1.92

Faculty Code		Source of Funding	PY Workload by Budget Classification	
			Year 1	Year 5
A	Existing faculty on a regular line	Current Education & General Revenue	1.54	1.54
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.00	0.38
C	New faculty to be hired on a new line	New Education & General Revenue	0.00	0.00
D	Existing faculty hired on contracts/grants	Contracts/Grants	0.00	0.00
E	New faculty to be hired on contracts/grants	Contracts/Grants	0.00	0.00
Overall Totals for			Year 1 1.54	Year 5 1.92

- B. Use Table 2 to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

Tables 2 and 3 (included earlier in this proposal) illustrate that the funding resources for the Doctor of Philosophy degree in Sport Management will be allocations from the department’s E&G resources. The sport management major has been operating as a degree program for all intents and purposes for over a decade. The department’s funding resources will continue to be provided as they have been through the department’s proportional distribution scheme based on productivity. Faculty resources are sufficient to fund the teaching, advising and coordination of the undergraduate sport management program. As noted in another portion of this proposal, we do expect to fill one of the two vacant tenure-earning faculty positions in sport management in the next five years. The funding for assistantships and fellowships administered through the department will continue to come from resources generated by the Lifetime Activities Program, and from doctoral students teaching sections of the undergraduate sport management courses.

- C. Provide the number of master's theses and/or doctoral dissertations directed, and the number and type of professional publications for each existing faculty member (do not include information for visiting or adjunct faculty).**

EXHIBIT 2: THESES, DISSERTATIONS, & PUBLICATIONS

Faculty Name	Theses	Dissertations	Professional Publications
Tenured			
Jeffrey James	4	12	32 journal articles, 1 book, 12 reports, 4 proceedings
Michael Mondello	0	4	35 journal articles, 3 book chapters
Tenure earning			
Andy Rudd	0	3	6 articles
Yu Kyoum Kim	0	0	2 articles

- D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.**

The current faculty members in the sport management program have been very productive in research, teaching, and service activities. In terms of research productivity, as noted in Exhibit 2 (p. 33) Dr. James has published 32 peer-reviewed journal articles (19 as a faculty member at Florida State University), successfully mentored four master's theses to completion, and chaired 12 doctoral dissertation committees to completion. Two of Dr. James' students have won the North American Society for Sport Management student research competition, the most recent win taking place in 2008. Dr. James has also published one edited book, and 12 technical reports based on research activity. Dr. Mondello has published 35 peer-reviewed journal articles as a member of the Florida State University and successfully directed four doctoral dissertation committees to completion. Dr. Mondello has also published three invited book chapters. Drs. James and Mondello have also been recognized as Research Fellows in the North American Society for Sport Management. Dr. Rudd has published 6 articles in peer-reviewed journals, and is on track for tenure and promotion; Dr. Rudd is in his fourth year as an assistant professor at Florida State University. While he has not yet mentored a doctoral dissertation committee to completion, Dr. Rudd is currently chairing two dissertation committees and serves as a member on several other dissertation committees. Dr. Kim is a first year assistant professor; he has not yet taken on any supervisory role for theses or dissertations, but will do so beginning in his third year. Dr. Kim has published 2 articles in peer-reviewed journals. Faculty research activity has occurred without significant external funding although all tenure track faculty continue to seek funding opportunities.

Enrollment in the bachelors, masters, and doctoral programs has been strong as evidenced by numbers examined over the past five years. Over the past five years, applications to the doctoral program have averaged 33 per year (admitting in the Fall semester only), admitting an average of 13, with an average of 8 new students attending the program each year. Over the same five year period, applications to the masters program averaged 125 per year (admitting in the Fall semester only). From the pool of students accepted to the program, an average of 84 per year has elected to enroll. In the same time period, applications to the bachelors program have averaged 115 per year. An average of 80 students per year has elected to enroll in the program following notification of their admission. Each tenure track faculty member teaches two courses in the fall and spring semesters. Each faculty member teaches across all three levels.

In terms of service, Drs. James, Mondello, Rudd and Reynaud (Associate Instructor) have all been active on committees at the department, college and university level (see Exhibit 3). Additional evidence of the faculty service activities is noted in Exhibit 3 which follows.

EXHIBIT 3: EVIDENCE OF FACULTY AWARDS AND SERVICE

Doctoral courses offered	Average of 6 course sections per academic year
Awards bestowed to SM students	FSU teaching (GA) awards (Gau, Walker) NASSM research award (Todd, Han, Yoshida)
Awards bestowed to SM faculty	NASSM research fellowships (James, Kent, Mondello) Provost teaching excellence recognition (Rudd 3, Kent 1)
Service to Institution by SM faculty	James (2003-2007) – 1 external dissertation committee, Faculty Senate, COE faculty council, COE curriculum committee, COE promotion and tenure committee. Mondello (2003-2007) - 4 external dissertation committees, Athletic Committee, Budget committee of the Athletic committee, COE CORE committee, Faculty Senate, FSU strategic planning committee. Rudd (2005-2007) – 1 external dissertation committee Reynaud (2003-2007) – Campus Recreation Board of Directors, COE student opportunities committee, Athletics search committee James (2003-2007) – NASSM section head reviewer for sport marketing, Editorial Board member (2), Ad-hoc Journal reviewer (5 journals), SMA Vice-President of Academic Affairs.
Service to Profession by SM faculty	Mondello (2003-2007) - NASSM section head reviewer for finance and economics, Editorial board member, Ad-hoc Journal reviewer (8 different journals).

<p>Service to Profession by SM faculty</p>	<p>Rudd (2005-2007) – Ad-hoc Journal reviewer (2), Editorial Board member (1)</p> <p>Reynaud (2003-2007) – American Volleyball Coaches Association Board of Directors, NACWAA</p>
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X. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.

Students enrolled in the Ph.D. program in Sport Management have access to all library resources owned or licensed by the University. The Florida State University Libraries is a member of the Association of Research Libraries (ARL) and ranks among the top academic research libraries in the United States. The Libraries' holdings for 2006-2007 include 3,442,420 volumes, 107,249 current periodicals and serials subscriptions, 451,737 e-books, 350+ databases, and 9,106,394 microform files. Through the Interlibrary Loan program and membership in the Center for Research Libraries, the Libraries are able to provide students with access to information resources in libraries around the world.

Specifically for the field of sport management, the Libraries provide access to many of the major databases and journals in the field. Many of these resources are available electronically and are accessible from the Libraries web site from any location. Fourteen online databases — SportDiscus; Business Source Premier; ABI/Inform; Web of Science; Hospitality & Tourism Complete; Leisure, Recreation & Tourism Abstracts; Physical Education Index; PsycInfo; Sociological Abstracts; Lexis Nexis; ERIC; Academic Search Premier; Expanded Academic ASAP; and OmniFile-- provide indexing and abstracting of journal articles on the varied aspects of sport management. Additionally, some of these databases provide full text of journal articles. Articles from many U.S. newspapers and some foreign papers relevant to sport management research are also available electronically through Access World News, ProQuest National Newspapers, and LexisNexis. Major journals in the field available through the University Libraries include the following:

- Coach and Athletic Director (print & online)
- Culture, Sport, Society (online)
- European Sport Management Quarterly (online)
- International Journal of Sport and Exercise Psychology (online)
- International Journal of Sport Finance (print)
- International Journal of Sport Psychology (print)
- International Journal of Sports Marketing and Sponsorship (online)
- International Review for the Sociology of Sport (online)
- Journal of Applied Sport Psychology (print & online)
- Journal of Hospitality, Leisure, Sport and Tourism Education (online)
- Journal of Leisure Research (print & online)
- Journal of Park and Recreation Administration (online)
- Journal of Physical Education, Recreation and Dance (print & online)

Journal of Sport & Exercise Psychology (print & online)
Journal of Sport and Social Issues (online)
Journal of Sport Behavior (print & online)
Journal of Sport History (print)
Journal of Sport Management (print & online)
Journal of Sport Tourism (online)
Journal of Sports Economics (online)
Leisure Studies (online)
Managing Leisure (online)
Recreational Sports Journal (print & online)
Research Quarterly for Exercise and Sport (print & online)
Scholastic Coach and Athletic Director (online)
Sociology of Sport Journal (print& online)
Sport History Review (online)
Sport in Society (online)
The Sport Journal (online)
Sport Management Review (online)
Sport Marketing Quarterly (online)
Sport Psychologist (print & online)
Sporting Goods Business (online)
Sports Coach (print)
Sports Illustrated (online)
Sports Marketing Research Handbook (online)

Dissertation Abstracts/Digital Dissertations provides access to dissertations completed at American universities, the most recent of which are available online. The Libraries maintain a collection of scholarly books published in the sport management field, as well as in related fields. More than 500 books relate specifically to the management, administration, marketing, public relations, economics, finance, and planning of sports. Many other volumes on related business, sociological, psychological, historical, and technical topics are also available. Access to books, as well as to government documents and microform, in the FSU Libraries' collection is available through the Libraries' online catalog.

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

Existing library resources are adequate to support the sport management program. The addition of the Sports Business Research Network database would be a valuable resource for students in the graduate programs. There is an annual cost of \$695 for this database. Subscriptions to the following journals would also be beneficial to sport management students: International Journal of Sport Communication, Journal of Sport Finance, European Sport Management Quarterly, Journal of Sponsorship, International Journal of Sport Management and Marketing, International Journal of Sport Marketing and Sponsorship.

Library Director

Date

- C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.**

Currently, the program uses 7 faculty office spaces in Tully Gym, shares use of the Department's administrative space in Tully, and mostly uses 6 classrooms in Tully for instruction – with some overflow classes using the Classroom Facility (HCB) or other available space on campus. Also utilized is the Tully conference room for meetings and a laboratory space in the basement of Tully.

- D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2. Do not include costs for new construction because that information should be provided in response to X (J) below.**

The program has sufficient space currently and will not need new space allocated to it with exception of perhaps one additional faculty office space.

- E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.**

The program has no need for specialized equipment.

- F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2.**

The program has no need for specialized equipment.

- G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2.**

The program has no need for additional specialized resources.

- H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2.**

Students enrolled in the sport management doctoral program have received graduate assistantships from the department. Students have also competed for University-wide and College-wide awards. The assistantships are associated with teaching in either the Lifetime Activities Program, or teaching undergraduate sport management lecture classes (e.g., sport marketing, sport finance, sport history, etc.). The costs for the department assistantships are noted in Table 2.

- I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

N/A

- J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

There is no need for any new capital expenditure for instructional or research space.