

**New Program Proposal
Master of Arts in Sports Leadership**

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1. Broad description and purpose of Program

•Ways in which the program contributes to the student experience

John Carroll University has been well-represented in professional, college, and high schools sports by alumni with distinguished careers in many areas of sport leadership, including coaches, athletic directors and other top sports administrative roles. The Department of Exercise Science and Sports Studies (ESSS) is proposing a new Master of Arts program in Sports Leadership (SL). The purpose of the program is to help graduates advance their careers in coaching, athletic administration, sport psychology, sports marketing, and other leadership roles in the specialized area of athletics.

John Carroll University has offered majors in exercise science and physical education since the mid-seventies, and its program offerings have evolved to meet student interest and professional trends. The Mike Cleary program in Sports Studies resulted from such transitions, beginning as an undergraduate major in AY 2014-2015. The growth trend for both programs is shown below in Table 1.

Table 1. Number of ESSS Majors by Program by Year

	2015	2016	2017	2018	2019	2020	2021
Exercise Science	24	66	82	92	93	103	125
Sports Studies		21	38	44	54	41	47

(Values provided by Todd Bruce, Office of Institutional Effectiveness and Assessment)

The proposed SL program is practitioner-focused, emphasizing core skills and knowledge designed to position professionals in the sports industry to be exceptional leaders and decision-makers in their profession. The degree foregrounds the knowledge domains that sports professionals draw on every day, including psychology, communications, marketing, finance, and ethics, and offers opportunities for hands-on experiences in the industry through project-based work, internships, and other practical experiences.



- Ways in which the program strengthens the academic mission of the University

With its suburban Cleveland location, John Carroll is ideally positioned to train leaders in the sports industry. Cleveland has an abundance of high school, collegiate, amateur, and professional sports teams that the ESSS department currently has existing relationships with (e.g Cleveland Indians, Lake County Captains, etc.)

According to Forbes.com, jobs across all sports-related industries are up 12.6% since 2010, more than double the growth in the national job market. These jobs also have a much higher salary average of \$78,455, compared to the national average of \$57,947 (CareerBuilder.com).

The SL program is aligned with the University's strategic plan to increase graduate programs across campus and will increase visibility to prospective students, undergraduate and graduate students. The SL curriculum will be responsive in nature, intersecting health, wellness, and leadership with the pervasive influence of sports within our society and across the world.

The SL masters program will likely attract early-to-mid career professionals who are in or desire decision-making positions of leadership. Potential students may include athletic administrators, coaches, or other individuals in marketing, communications, event planning, or otherwise employed through a fitness, wellness, or other nonprofit sports organization.

- Prevalence of comparable programs at similar institutions (nationwide and/or regional competing institutions)

Below is a list of potential competitors in the marketplace. Similar to other Master's degree programs, most average 30-36 credit hours; most programs deliver the program fully online.

1. Miami University (OH) - Kinesiology and Health MS with Sports Leadership Concentration; ~30 hours
<https://bulletin.miamioh.edu/graduate-fields-study/kinesiology-health/>
2. North Central College (IL) - MA in Sports Leadership; 36 hours, all online
<https://www.northcentralcollege.edu/program/master-sports-leadership>
3. Concordia University (IL) - Sports Leadership; 11 x 8 weeks classes = 33 hours; all online; \$460/credit hour; Partner program with "Sports Management Worldwide" corp that delivers content
<http://smww.cuchicago.edu/ma-sports-leadership/>
4. Johnson and Wales University (RI) - MS in Sports Leadership 30 hours, all online
<https://online.jwu.edu/blog/sport-leadership-a-closer-look>
5. Endicott College (MA) - MS Sports Leadership; 39 hours, all online, 12-18 months; COSMA accred
**also has 5th year program, 10 months accelerated
<https://www.endicott.edu/academics/schools/sport-science/graduate-programs/sport-leadership-program>
6. Northeastern University (MA) - Sports Leadership, 12-18 months; all online; COSMA accred; "Northeastern University's Center for the Study of Sport in Society"
Concentrations: Professional sports administration; Collegiate athletics administration; Analytics; eSports
<https://www.northeastern.edu/graduate/program/master-of-sports-leadership-online-268/>
Also have online certificates (6-12 months) in Professional sports administration; Collegiate athletics administration
7. Ohio University - Sports Administration; 36 hours; 21 months, hybrid, one class per seven weeks with one week break in between; The PMSA program offers six (6) residency opportunities during the program where we combine in-person classwork on Special Topics (ex. eSports, Sports Gambling/Betting, Diversity & Inclusion). Students are required to earn five residency credit hours (SASM 6900) with alternative options for students unable to attend residencies in person. However, attendance at all residencies is highly encouraged. Attendance at four of the six is required.

●Relationship between proposed program and existing programs:

The department of Exercise Science and Sports Studies currently offers two distinct undergraduate majors that attract students with differing academic interests. The Exercise Science major is grounded in scientific foundations of human anatomy and physiology and expands to a specific, applied, scientific response to exercise. This includes both the acute and

chronic response to exercise as well as the appropriate application of exercise testing and prescription to general, special, or athletic populations. The Sports Studies major is grounded in a business and communication foundation as a general theme and expanded upon as these topics relate to sport and the sports industry specifically.

Undergraduate students in both programs will be attracted to the currently proposed masters in SL program as a continuation of their John Carroll education. In addition to the undergraduate major in the ESSS department, existing JCU students from across campus, including Boler and Leadership (minor) students, may be attracted to the SL graduate program. The SL graduate program is sufficiently unique that it is unlikely to draw students from or be a perceived conflict with existing CAS graduate programs. Students interested in the SL program may also be interested in the MBA program and vice versa. However, students interested in pursuing positions in the world of sport will benefit greatly from an Athletic Leadership Masters versus a MBA. A MBA lacks sport context and has gaps in knowledge needed for those in these roles, as well as coursework that is not as applicable to their careers.

2. Program Curriculum

Program Requirements & Program Learning Goals

Program Requirements:

- Bachelor's degree from accredited institution
- GPA of 3.0 or higher
- Two letters of recommendation
- Current Resume
- Official transcripts from all institutions of higher education
- Professional Goals Statement

Students in the program likely will be (but not required or limited to) coaches, athletic trainers, strength and conditioning coaches, athletic administrators, and student-athlete academic service providers.

Program Learning Goals:

Learning Goal (LG) 1: Develop into effective leaders through grounded principles of leadership with application to sport and the sports industry.

Learning Goal (LG) 2: Demonstrate an understanding of professional, legal and ethical principles in pursuit of truth, accuracy, and fairness for an individual or organization.

Learning Goal (LG) 3: Demonstrate an understanding and ability to develop and implement policy regulations and operational strategies.

Learning Goal (LG) 4: Develop written and verbal communication skills with knowledge of current events and issues in the world of the sports industry.

Learning Goal (LG) 5: Understand the concept of diversity and inclusion and its impact on sports in socially responsible decision making.

- Course descriptions, including prerequisites and sequencing of courses

There will not be pre-requisite courses. Other than the internship/capstone (which will be completed in the last semester), courses can be taken in any sequence. This format allows for multiple entry points into the program. Adult learners often have a shorter application life cycle (2-6 months versus multiple years for undergraduates) and having multiple entry points will be appealing to them and a helpful marketing point.

- Description of how the requirements contribute to the program learning goals; this may be demonstrated using a curricular map.

	LG1	LG2	LG3	LG4	LG5
Sociological and Cultural Effects of Sport		X		X	X
Leadership and Organizational Theory	X	X	X	X	X
Critical Readings in Research		X		X	
Psychological Aspect of Sport	X			X	X
Diversity and Inclusion in Sport	X	X		X	X
Legal and Ethical Aspects of Sport		X	X	X	
Management of Sport Organizations	X	X	X		X
Sports Promotion, Marketing, and Public Relations			X	X	X
Sports Finance			X		X
Internship/Capstone	X	X	X		X

•List of courses to be developed, including a timetable for this development (see timetable below)

1. Leadership and Organizational Theory
2. Critical Readings in Research
3. Psychological Aspects of Sport
4. Management of Sport Organizations
5. Sociological and Cultural Effects of Sport
6. Diversity and Inclusion in Sport
7. Legal and Ethical Aspects of Sport
8. Sport Promotion, Marketing, and Public Relations
9. Sports Finance
10. Internship/Capstone

=30 total credit hours

Required Courses

Each summer there will be a Sports Symposium. The Symposium will be held on JCU's campus with guest speakers and social events. This will get otherwise only online students on campus to meet other students and faculty, and hopefully feel more connected to John Carroll.

The timetable is flexible, as students can enter at any time. Below is an **example** of how a student would get through the program in two years (taking 6 credits per semester/summer). The courses are currently semester long courses; however, many adult focused programs are 7 week courses. This format is an option moving forward, but to streamline planning, initially the courses will be semester long.

Fall I:

MSL 500 Ethical Leadership - 3 credits

Explores major leadership theories and models, and practical application of theories; examines methods used by successful coaches in different sports throughout history.

MSL 501 Psychological Aspects of Sport- 3 credits

Sport Psychology is the scientific study of how individuals behave in sport and exercise, and the practical application of that knowledge to performance enhancement strategies. Students in this course will investigate human behavior patterns in sports and exercise settings.

Spring I:

MSL 502 Diversity, Equality, and Inclusion in Sport- 3 credits

This course provides students with an analysis and understanding of the various ways that people within sport organizations can differ, and how differences based on this diversity impact life and work experiences and outcomes. The course looks at issues of the marginalized, with an emphasis placed on racial, ethnic, and gender issues.

MSL 503 Management of Sport Organizations- 3 credits

This class will discuss a variety of topics relevant to the operation of sport facilities and the management and organization of athletic teams and sporting events.

Summer- Sports Symposium (On JCU campus with guest speakers)

Summer I:

MSL 504 Sports Promotion, Marketing, and Public Relations- 3 credits

The primary aim of this course is to familiarize students with media relations, creating and writing athletic publications, and using social media and other marketing techniques to promote athletic programs.

MSL 505 Critical Readings in Research- 3 credits

Students will learn to examine sources critically and actively, leading them to create their own ideas, theories, and understanding of a topic(s) that is critical to the world of sport. In this course, students will develop a lengthy Literature Review on a relevant topic of their choice.

Fall II:

MSL 506 Sociological and Cultural Effects of Sport- 3 credits

This course includes the analysis of sport as a social and cultural institution and the interrelations between sport and social institutions. Students explore the sociocultural aspects of sport and analyze current issues associated with sport, including race, gender, class inequality, aggression and violence, as well as political and economic concerns.

MSL 507 Sports Finance-3 credits

This course focuses on the role of sponsorship and fundraising in sport. Students are exposed to sport-specific fundraising challenges and goals for events, facilities, and organizations in the sports industry.

Spring II:

MSL 508 Legal and Ethical Aspects- 3 credits

Ethics in sport requires four key virtues: fairness, integrity, responsibility, and respect. This class discusses those virtues while investigating the legal relationships among athletes, teams, leagues, governing bodies, sports facilities, licensees, broadcasters, and fans, as threaded together through contract, antitrust, labor, intellectual property, constitutional, and tort law.

MSL 509 Capstone - 3 credits

Students have the option to choose between an internship, a cumulative project, or a thesis. Students will discuss this choice with faculty based on their career goals.

- Mechanism for approving new courses for the program

The department will routinely evaluate the curriculum in conjunction with (industry related) guidance from the program Advisory Board. In addition, faculty will complete the Quality Matters (QM) certification.

- Evidence that there are sufficient faculty who are willing and able (both in terms of expertise, and in terms of teaching load) to teach the courses in the program, or indication that new faculty hires will be required.

The ESSS department currently consists of 6 full time faculty members: 3 Associate professors; 1 assistant professor; 1 visiting professor; and 1 staff. Currently, there is only one fully dedicated faculty for the sports studies while the remaining faculty are primarily serving students in the exercise science program.

With only one faculty member in Sport Studies, at least one additional tenure track faculty member is essential for the long-term success of this program. Until such a time, the SL program curriculum will utilize existing professional networks and local partnerships to teach in adjunct positions offering students a current prospective in given expertises. This structure follows the model used by the Nonprofit Administration master's program.

Until an additional full-time faculty member is added, adjunct faculty have been identified and the first year of courses are covered. The following have verbally agreed to teach in the program:

- **Management of Sport Organizations-** Michelle Morgan (Athletic Director-John Carroll)
- **Diversity and Inclusion in Sport-**Katie Hine (Athletic Director- John Carroll)
- **Sociological and Cultural Effects of Sport-**Sean Chaplin (Sociology- John Carroll)
- **Sport Promotion, Marketing, and Public Relations-** Armand Buzzelli (Ph.D.- Director, Campus Recreation- Robert Morris University)
- **Critical Readings in Research -**Mary Hansen (Ph.D. Coach, Professor, and Sports Researcher)
- **Psychological Aspects of Sport-** Brett Nichols (Ph.D.- Adjunct Professor- John Carroll University)
- **Leadership and Organizational Theory-** Brooke Turner (Sports Studies)

3. Organization and Administration of Program

The SL program will be housed in the Department of Exercise Science and Sports Studies. Administrative responsibilities of the program will be directed by the ESSS department chair, similar to existing undergraduate programs.

The undergraduate sports studies program has an esteemed advisory board whose expertise will be fundamental in the graduate SL program. The existing Sports Studies advisory board consists of:

1. **Owen Cleary '92**, Chair, General Manager, Wakefield Equipment
2. **Mike Buddie**, Director of Athletics, The United States Military Academy (West Point)
3. **David Gilbert**, President and CEO, Greater Cleveland Sports Commission
4. **Dino Lucarelli**, Director of Alumni Relations (retired), Cleveland Browns
5. **Oliver Luck**, CEO and Commissioner of Xtreme Football League (XFL)
6. **Sean O'Toole**, Director of Athletics, Gilmour Academy
7. **Lee Reed**, Director of Athletics, Georgetown University
8. **Gene Smith**, Senior Vice President and Wolfe Endowed Director of Athletics, The Ohio State University
9. **Bob Vecchione**, Executive Director, National Association of Collegiate Directors of Athletics (NACDA)

4. Implementation Timetable

ESSS faculty have been working closely with the CAS Dean's Office and Graduate School Office to design and plan this new degree program. Following CAP review and approval by the faculty during AY21-22, the program would be ready to launch in Fall 2022. Optimally, program approval would happen no later than early Spring Semester 2022, providing 7-8 months to actively recruit via digital and traditional marketing, as well as via admissions communication plans. This timetable would also enable ESSS faculty to internally market the program to current JCU seniors in targeted majors. From an operations perspective, ESSS faculty will have all Bulletin language prepared for the new cycle, allowing time for the Registrar's Office to develop program codes and degree audits. This timeframe will also enable the Financial Aid Office to develop billing codes for students in the program.

5. Assessment

Achievement of program learning objectives will be assessed by the capstone experience, performance based assessments in each class, exit interviews, and feedback from the advisory board.

- Students will meet with an advisor after completion of the capstone for a complete evaluation. The evaluation will be assessed with a blend of the reflection paper required for the capstone and feedback from the internship supervisor.
- Each class will have a performance based assignment(s) to measure the course's effectiveness in meeting the learning outcomes of the course, program, and university.
- Students will meet with a department representative before graduation for an exit interview. This interview will allow the department to gain an understanding of student satisfaction.

- The Mike Cleary Sports Studies Program already has a distinguished advisory board and relies on the board's expertise and feedback. This feedback will also impact and influence the new Master of Arts program in Sports Leadership (SL).

6. Anticipated budget

This Budget worksheet was provided by Provost Herbert. The part-time faculty line was left out for year 1, but based off the numbers provided for year 2 it will be \$16,000 for four adjunct faculty positions in the fall and spring semesters.

Revenue Assumptions	Year 1		Year 2		Year 3		Year 4		Year 5	
	Number	\$	Number	\$	Number	\$	Number	\$	Number	\$
Number of Students			8		18		25		29	
Average credit hours per Student			27		27		27		27	
Calculation: Total Credit Hours	0		216		486		675		783	
Program Tuition per Credit Hour			797		797		797		797	
Calculation: Tuition Revenue		\$ -		\$ 172,152		\$ 387,342		\$ 537,975		\$ 624,051
Financial Aid assumption - 10%	-10%	\$ -	-10%	\$ (17,215)	-10%	\$ (38,734)	-10%	\$ (53,798)	-10%	\$ (62,405)
Net Tuition Revenue		\$ -		\$ 154,937		\$ 348,608		\$ 484,177		\$ 561,646
Cumulative		\$ -		\$ 154,937		\$ 503,545		\$ 987,722		\$ 1,549,368
Expense Assumptions	Number	\$	Number	\$	Number	\$	Number	\$	Number	\$
People Expense:										
New Full-time Faculty			1	\$ 80,000	1	\$ 80,000	2	\$ 160,000	2	\$ 160,000
Part-Time Faculty		\$ -	3	\$ 12,000	6	\$ 24,000	10	\$ 40,000	10	\$ 40,000
Program Director - Stipend or		\$ 6,000		\$ 6,000		\$ 6,000				
Program Director - Staff Salary										
Staff							1	\$ 40,000	1	\$ 40,000
Fringe Benefits calculation		\$ 480		\$ 28,480		\$ 28,480		\$ 70,000		\$ 70,000
Total Compensation Expense		\$ 6,480		\$ 126,480		\$ 138,480		\$ 310,000		\$ 310,000
Operating Expense:										
Instructional or Lab Supplies				\$ 10,000		\$ 12,000		\$ 15,000		\$ 15,000
Travel & Conference Fees		\$ 2,500		\$ 4,000		\$ 5,000		\$ 6,000		\$ 6,000
Small capital equipment		\$ 5,000		\$ 5,000				\$ 5,000		
Accreditation										
Marketing		\$ 10,000		\$ 10,000		\$ 5,000		\$ 5,000		\$ 5,000
Library				\$ 3,000		\$ 500		\$ 500		\$ 500
Other										
Total Operating Expense		\$ 17,500		\$ 32,000		\$ 22,500		\$ 31,500		\$ 26,500
Total Expense		\$ 23,980		\$ 158,480		\$ 160,980		\$ 341,500		\$ 336,500
Cumulative		\$ 23,980		\$ 182,460		\$ 343,440		\$ 684,940		\$ 1,021,440
Net Program Contribution Margin		\$ (23,980)		\$ (3,543)		\$ 187,628		\$ 142,677		\$ 225,146
Cumulative		\$ (23,980)		\$ (27,523)		\$ 160,105		\$ 302,782		\$ 527,928

7. Letters of Support

- University Committee on Resource Allocation (UCRA) Lori Strimkovsky
- Executive Director for Academic Finance
- Enrollment Division - Rebecca
- Appropriate academic dean(s) Bonnie
- Chairs of departments impacted by the program
- Assistant Provost for Institutional Effectiveness and Assessment - Todd Bruce

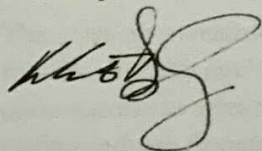
22 September 2021

Dr. Chrystal Bruce
Chair, Committee on Academic Policies
John Carroll University

Dear Chrystal:

I am writing in strong support of the proposed Master's in Sports Leadership, as developed by the Faculty in Exercise Science and Sports Studies. The faculty have worked closely with the CAS Dean's Office and the Graduate School on the development and vetting of this program. In particular, input was sought from the Sports Studies Advisory Committee regarding the graduate program's potential market and its curriculum. Based on growth in JCU's Exercise Science and Sports Studies majors, we see a strong pool of internal applicants for this program, as well as opportunities to recruit internally from Communication and Boler College of Business majors. Additionally, the ESSS faculty have strong ties in the community, supporting further recruitment. Lastly, JCU's strong position in the administration and coaching of professional, collegiate, and high school sports provides a strong foundation for adjunct faculty and influencers of potential applicants. Overall, this program would fill a unique niche in the graduate space at JCU and in the region. For these reasons, I provide my strong endorsement for the proposed certificate program and Master's program.

Sincerely,



Rebecca E. Drenovsky
Dean of Graduate Studies
Professor of Biology

Office of the Dean
College of Arts and Sciences
1 John Carroll Boulevard
University Heights, Ohio 44118-4581
www.jcu.edu

To: Chrystal Bruce, Chair, Committee on Academic Programs

From: Bonnie Gunzenhauser, Dean, CAS

Date: October 11, 2021

Re: Sports Leadership MA program

I write this memo in support of the proposed Sports Leadership MA program brought forward by Professors Brooke Turner and Greg Farnell. This program leverages many core John Carroll strengths - our successful undergraduate program in Sports Studies, our NFL pipeline, our location in a key sports market - and it contributes to our strategic development by enhancing the university's roster of graduate program offerings.

The program requires 30 total credit hours. We anticipate the audience to be working professionals, so the program will be delivered year-round, online, initially in semester-long modules, though ultimately perhaps in 7-week modules (often a format of choice for adult learners). Students will connect with faculty members, the university, and each other at an annual Sports Symposium to be held on campus each summer. We will enlist the program's remarkable industry advisory board to help shape the programming for the Symposium, and the goal will be for this annual event to enhance our recruiting and our fundraising efforts for the program, in addition to strengthening community for current students.

The start-up investments are minimal. In the program's initial phase, Professor Turner will be the full-time faculty anchor for the program, and we will plan to leverage JCU's location, reputation, and connections to attract industry experts to serve as adjunct faculty. As this program grows and our undergraduate Sports Studies program continues to thrive, we will need to add a faculty line here - but I expect this program to be one that will always rely on a higher-than-average percentage of adjunct faculty, because their industry expertise and connections will be a recruiting draw for students.

I commend Professors Turner and Farnell for their work in designing this program, and join them in asking CAP and Faculty Council for their support.



LAURI J. STRIMKOVSKY
VICE PRESIDENT FOR FINANCE AND ADMINISTRATION

October 26, 2021

Chrystal Bruce, PhD
Professor of Chemistry
Chair, Committee on Academic Policy

Dear Dr. Bruce:

The University Committee on Resource Allocation (UCRA) has reviewed the proposal for a Masters in Sports Leadership.

Based on the budget information, and projected enrollment, the UCRA committee supports a recommendation to move this program forward to the Committee on Academic Policies (CAP) for approval.

Please let me know if CAP has any questions.

Sincerely,

Lauri Strimkovsky
Vice President for Finance and Administration

September 27, 2021

Dr. Mark Waner,
Chair, Faculty Council

Dr. Chrystal Bruce,
Chair, Committee on Academic Policies
John Carroll University

Dear Dr. Waner and Dr. Bruce:

I am writing to indicate my support for the proposed Master of Arts in Sports Leadership. I encourage the members of the Committee on Academic Policies to recommend that the proposed new program be approved by the faculty and made part of the curriculum.

I have been asked to provide information regarding the relationship of new program to the overall curriculum, the viability of its assessment plan, and the availability of resources to support assessment of the program.

The proposed master's degree is congruent with our existing academic structure, being comparable in size and structure to other graduate programs. The flexible start and curriculum and the possibility of short sources places it firmly in step with other JCU graduate programs. The learning goals and course of study show a strong alignment with many of our institutional academic learning goals. I note here emphases on leadership, ethical frameworks, communications, and deep understanding of content.

This proposal provides a solid framework for a viable assessment plan. It describes program-level goals that are specific, measurable, easily aligned with the institutional academic learning goals, and focused on student learning. The proposal also indicates direct and indirect measures of student learning that are closely matched to the goals. Data obtained from these measures should enable the program faculty and advisory board to make curricular changes at appropriate intervals to best ensure student learning.

Assessment of student learning is a routine part of faculty work and every academic program at John Carroll University already is involved in assessment. This program will be no different. As with all departments and interdisciplinary programs, a designated faculty member in the program

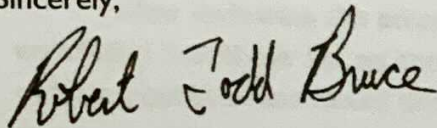
will need to agree to serve as assessment coordinator, coordinating program assessment with my office. *There is nothing in this proposal to suggest that assessment of this program will require additional resources beyond those already provided by the institution in general or my office, in particular.*

If the program is approved, I look forward to the opportunity to work with the ESSS faculty to further develop a formal assessment plan, curriculum map, and assessment instruments and procedures.

This program may require approval from both the state of Ohio and from our regional accreditor, the Higher Learning Commission. The state requires institutional approval prior to its decision, and HLC requires both institutional and state approval. If the program is approved, I will work with Dr. Farnell and the Dean's office to ensure that both approval processes are completed in a timely fashion.

I fully support the approval of this new program. Please contact me at x1600 or rbruce@jcu.edu if there is anything else that I can provide to inform your deliberations.

Sincerely,

A handwritten signature in black ink that reads "Robert Todd Bruce". The signature is written in a cursive style with a large initial "R" and "B".

Robert Todd Bruce

Assistant Provost for Institutional Effectiveness and Assessment



To: Dr. Mark Waner, Chair of Faculty Council
From: Michelle M. Reynard, Registrar
Date: September 24, 2021
Re: Review of Master of Arts in Sports Leadership

Dear Dr. Waner,

After reviewing the proposal for the Master of Arts in Sports Leadership, I have concluded that there are no special needs for scheduling, billing, formalizing a degree audit or other exceptions that would prevent the major from being implemented.

I am also satisfied that if approved, the major's specifications and new courses will be communicated to the Office of the Registrar in a timely manner for implementation in Banner and the Bulletin.

Sincerely,

A handwritten signature in cursive script that reads "Michelle M. Reynard".

Michelle M. Reynard
Registrar
mreynard@jcu.edu

November 30, 2021

Dear Drs. Bruce and Waner:

I am writing this letter of support as a supplement to the new program proposal for a Masters in Sports Leadership within the department of Exercise Science and Sports Studies. Specifically, this letter is in regards to Dr. Brooke Turner's teaching responsibilities within the new program.

Dr. Turner is currently teaching 9 credit hours per semester in the undergraduate Sports Studies program. Upon the start of the program, Dr. Turner is planning on only teaching one course during the summer term so her teaching load will not be effected during the normal school year. Dr. Turner has identified and confirmed many industry leaders that have agreed to teach as adjunct for the first year of the program and beyond. From conversations with Dean Gunzenhauser, the possibility also exists for Dr. Turner to receive an additional stipend for the administrative responsibilities related to the new program beyond her normal teaching load (paid from the Mike Cleary Sports Studies Endowment). In addition to the growing adjunct pool, several current fulltime JCU faculty members may be used for teaching within the program. Also, with the anticipated growth of this new program, a new faculty member in the area of sports leadership is essential to alleviate some teaching and administrative responsibilities from Dr. Turner.

Sincerely,

Gregory S. Farnell, Ph.D
Associate Professor, Chair
Department of Exercise Science & Sports Studies
gfarnell@jcu.edu
216-397-1681

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College of Arts and Sciences
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University Heights, Ohio 44118-4581
www.jcu.edu

To: Chrystal Bruce, Chair, Committee on Academic Programs

From: Bonnie Gunzenhauser, Dean, CAS

Date: November 30, 2021

Re: Sports Leadership MA program follow-up

I write this memo in response to questions raised by CAP about the proposed Sports Leadership MA program brought forward by Professors Brooke Turner and Greg Farnell.

My understanding is that CAP has concerns about staffing for the undergraduate degree in Sports Studies and this proposed new graduate program in Sports Leadership. We will manage the staffing situation in several ways. First, we do have full-time faculty in addition to Brooke Turner who contribute to Sports Studies in an ongoing contractual way: Sean Chaplin (SC) teaches two courses annually for the program, and Jake Beiting (ESSS) teaches courses that serve Sports Studies students in addition to Exercise Science Students. Second, this program is designed to leverage practitioners in the industry to a greater degree than other new programs at JCU. The program will work with HR to develop a strong pool of appropriate adjuncts on which to draw, and we will work with the provost's office to ensure that our adjunct compensation model for these practitioner faculty is equitable internally and externally. With a robust Sports Studies advisory board and several commitments already in hand from industry experts, we are confident in our ability to attract appropriate practitioner-experts to teach in the program. Finally, as is the case with most new graduate programs JCU is launching, we will be able to track costs and revenues in a direct way, and to make the case for an additional full-time faculty member in Sports Studies once we reach an appropriate threshold.

Once again, I commend Professors Turner and Farnell for their work in designing this program, and join them in asking CAP and Faculty Council for their support.