

Academic Affairs Committee

December 2017

RADFORD UNIVERSITY

Board of Visitors

**RADFORD UNIVERSITY BOARD OF VISITORS
ACADEMIC AFFAIRS COMMITTEE MEETING
11:30 A.M. **
DECEMBER 7, 2017
MARTIN HALL, THIRD FLOOR, BOARD ROOM
RADFORD, VA**

DRAFT

AGENDA

- **CALL TO ORDER** Dr. Susan Whealler Johnston, *Chair*
- **APPROVAL OF AGENDA** Dr. Susan Whealler Johnston, *Chair*
- **APPROVAL OF MINUTES** Dr. Susan Whealler Johnston, *Chair*
September 14, 2017
- **ACADEMIC AFFAIRS REPORT** Dr. Kenna Colley, *Interim Provost & Vice President for Academic Affairs*
 - Report from the Provost
 - *Emeritus*
- **REPORT FROM THE FACULTY SENATE PRESIDENT** Dr. Jake Fox, *President, Faculty Senate & Associate Professor, Department of Anthropological Sciences*
- **ACTION ITEMS** Dr. Susan Whealler Johnston, *Chair*
 - Recommendations for Approval of Resolutions of Proposals for submission to SCHEV
 - *Bachelor in Science (B.S.) in Sport Management*
 - *Bachelor in Science (B.S.) in Allied Health Sciences*
 - Recommendation of the Discontinuance of the Bachelor in Science (B.S.) in Athletic Training
- **OTHER BUSINESS** Dr. Kenna Colley, *Interim Provost & Vice President for Academic Affairs*
 - Academic Excellence and Research Strategic Planning Update
- **ADJOURNMENT** Dr. Susan Whealler Johnston, *Chair*

**** All start times for committees are approximate only. Committees meet sequentially in the order appearing. Meetings may begin either before or after the listed approximate start time as committee members are ready to proceed.**

Academic Affairs Committee

Dr. Susan Whealler Johnston, Chair

Dr. Javaid Siddiqi, Vice Chair

Ms. Krisha Chachra

Dr. Rachel D. Fowlkes

Dr. Jason “Jake” Fox, (non-voting, faculty advisory member)

Ms. Georgia Ann Snyder-Falkinham



**RADFORD UNIVERSITY BOARD OF VISITORS
ACADEMIC AFFAIRS COMMITTEE MEETING
10:00 A.M.
SEPTEMBER 14, 2017
MARTIN HALL, THIRD FLOOR, BOARD ROOM
RADFORD, VA**

DRAFT

MINUTES

COMMITTEE MEMBERS PRESENT

Dr. Susan Whealler Johnston, Chair
Dr. Rachel D. Fowlkes
Ms. Georgia Anne Snyder-Falkinham
Dr. Jason “Jake” Fox, Faculty Representative (non-voting advisory member)

COMMITTEE MEMBERS ABSENT

Ms. Krisha Chachra
Dr. Javaid Siddiqi, Vice Chair

OTHER BOARD MEMBERS PRESENT

Mr. Mark S. Lawrence, Rector
Mr. Randolph “Randy” J. Marcus, Vice Rector
Mr. Robert A. Archer
Dr. Jay A. Brown
Ms. Karyn K. Moran
Ms. Jessica Wollmann, Student Representative (non-voting advisory member)

OTHERS PRESENT

President Brian O. Hemphill, Ph.D.
Mr. Richard Alvarez, Vice President for Finance and Administration and Chief Financial Officer
Mr. Joe Carpenter, Vice President for University Relations and Chief Communications Officer
Ms. Lisa Ghidotti, Director of State Government Relations
Dr. Graham Glynn, Provost and Vice President for Academic Affairs
Mr. Danny M. Kemp, Vice President for Information Technology and Chief Information Officer
Ms. Margaret McManus, University Auditor
Ms. Ashley Schumaker, Chief of Staff, Office of the President
Ms. Mary Weeks, Secretary to the Board of Visitors/Senior Assistant to the President
Mr. Allen Wilson, Senior Assistant Attorney General, Commonwealth of Virginia
Radford University faculty and staff

CALL TO ORDER

Dr. Susan Whealler Johnston, Chair, formally called the meeting to order at 9:47 a.m. in the Board Room, Third Floor, Martin Hall on the campus of Radford University and noted that pursuant to the draft Agenda as published “All start times for committees are approximate only. Committee meetings may begin either before or after the listed approximate start time as committee members are ready to proceed.”

APPROVAL OF AGENDA

Dr. Johnston asked for a motion to approve the September 14, 2017 agenda. Ms. Georgia Anne Snyder-Falkinham so moved, Dr. Rachel D. Fowlkes seconded, and the agenda, as published, was unanimously approved.

APPROVAL OF MINUTES

Dr. Johnston asked for a motion to approve the minutes of the May 4, 2017 meeting of the Academic Affairs Committee, as published. Ms. Snyder-Falkinham so moved, Dr. Fowlkes seconded the motion, and the May 4, 2017 minutes were unanimously approved. A copy of the approved minutes can be found at <http://www.radford.edu/content/bov/home/meetings/minutes.html>

REPORT FROM THE PROVOST

President Brian O. Hemphill introduced Dr. Graham Glynn, who joined the Radford family on July 1, 2017. Dr. Glynn spoke about his background and emphasized that he hit the ground ‘listening’. He reported that he has met with nearly all department chairs and school directors, and noted the feedback of overwhelming pride in our faculty, students, and campus and tremendous optimism for the future. He continues to meet with his staff.

Dr. Glynn provided a brief overview of the Academic Excellence and Research Subgroup in the draft Radford University Strategic Plan. He also discussed academic affairs major projects for the FY2018 year including:

- Optimizing structure of Academic Affairs;
- Comprehensive review of Teaching and Research Faculty Handbook;
- Developing detailed operational plans for implementing the Academic Excellence and Research portions of the draft Radford University Strategic Plan;
- Signature programs in areas such as health sciences, health care and human services, information safety and security;
- More deliberate focus on research;
- Priorities in growth areas (generating additional revenue);
- International student support, especially in English as a second language (ESL) programing; and
- Leveraging Summer School growth and resources.

Dr. Glynn noted the name change for the Career Center to the Career and Talent Development Center, which begins FY2018 with new programming developing student skillsets starting in the freshman year. He closed with the update of two honorary degrees, which were awarded during the May 2017 Commencement ceremonies, to Coach Frank Beamer and Mr. George Harvey Sr.

Dr. Johnston thanked Dr. Glynn for his report.

REPORT FROM THE FACULTY SENATE PRESIDENT

Dr. Jason Fox, Faculty Representative to the Board of Visitors, provided a brief introduction on his background. He reported his goals for FY2018 are:

- Continue to facilitate communication, cooperation, collaboration between faculty and others including the President, Provost, Deans and other administrative units (e.g., Sponsored Programs, Student Affairs, Staff Senate, AP Senate, etc.);
- Continue and improve efforts in due diligence of Faculty Senate; and
- Work with Provost Glynn on the comprehensive review of the Teaching and Research Faculty handbook.

Dr. Fox continued his report acknowledging the improved relationship between faculty and the administration, and expressed appreciation that members of the Board of Visitors recognize the special relationships faculty have with students. He continued with initiatives and focus of the Faculty Senate:

- Budgeting and resource issues;
- Improvements in work environment, including workload issues;
- Internal Governance review;
- A review of Core curriculum offerings in alignment with new SCHEV guidelines; and
- Continuity and transition of retiring faculty.

Dr. Johnston welcomed Dr. Fox to the Committee and thanked him for his commitment during the upcoming year.

OTHER

Dr. Johnston opened the discussion for two course proposals with a reminder that last year, the Board agreed on a two-step process for proposals (introduction and discussion of program at the first meeting, followed by decision of respective program at the second meeting). The two proposals presented and discussed were the Bachelor of Science in Sport Management and Bachelor of Science in Allied Health Sciences both of which come from the Department of Health and Human Performance in the College of Education and Human Development. A copy of the proposals are hereby attached as ***Attachment A*** and ***Attachment B*** respectively and made a part thereof.

Dr. Kenna Colley, Dean of the College, introduced Dr. Augusta Barfield, Chair of the Department of Health and Human Performance. Each provided background, content and reasoning for the respective programs. Discussion centered on the realistic ability in providing experiential training in both areas and the future growth projections in these fields.

ADJOURNMENT

With no further business to come before the Committee, Dr. Johnston requested a motion to adjourn. Ms. Synder-Falkinham so moved, and Dr. Fowlkes seconded. The meeting adjourned at 10:55 a.m.

Respectfully submitted,

Vickie Stewart Taylor
Executive Assistant to the Provost

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Program Proposal Cover Sheet

<p>1. Institution Radford University</p>	<p>2. Academic Program (Check one): New program proposal <u> x </u> Spin-off proposal <u> </u> Certificate document <u> </u></p>
<p>3. Name/title of proposed program Sport Management</p>	<p>4. CIP code: 31.0504</p>
<p>5. Degree/certificate designation Bachelor of Science (B.S.)</p>	<p>6. Term and year of initiation: Fall, 2018</p>
<p>7a. For a proposed spin-off, title and degree designation of existing degree program</p> <p>7b. CIP code (existing program)</p>	
<p>8. Term and year of first graduates: Spring, 2022</p>	<p>9. Date approved by Board of Visitors</p>
<p>10. For community colleges: date approved by local board date approved by State Board for Community Colleges</p>	
<p>11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)</p>	
<p>12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices). Departments(s) or division of <u> Health and Human Performance </u> School(s) or college(s) of <u> Education and Human Development </u> Campus(es) or off-campus site(s) <u> Main Campus </u> Mode(s) of delivery: face-to-face <u> x </u> distance (51% or more web-based) <u> </u> hybrid (both face-to-face and distance) <u> </u></p>	
<p>13. Name, title, telephone number, and e-mail address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding this program proposal. Dr. George Santopietro, Assistant Provost; 540-831-5465; gsantopi@radford.edu.</p>	

Dr. J.P. Barfield, Associate Professor; 540-831-6858; abarfield@radford.edu

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Description of the Proposed Program

Program Background

Radford University requests approval to initiate a Bachelor of Science degree program in Sport Management to be implemented in the fall 2018 semester. The proposed program will be administered by the Department of Health and Human Performance in the College of Education and Human Development.

The purpose of the proposed program is to educate students about the theoretical and applied aspects of management as they apply to the sport industry. Students will be exposed to coursework in sport marketing, management, accounting, ethics, business law, sport finance, social and cultural aspects of sport, facility/event management, and fundraising. The degree program also integrates an internship experience to integrate classroom and real-world experience. Upon completion of the program, students will be able to work in a variety of settings including educational institutions, professional sport teams, nonprofit organizations, corporate fitness and wellness units, government agencies, sport governing bodies, and youth sport organizations.

The proposed program responds to the demand for trained sport managers. Currently, the sport industry is vibrant and growing, ranking among the largest industries in the United States. According to Plunkett Research, the total value of the United States sport industry is almost \$500 billion annually.¹ Because of the size of the sport market, there are a wide variety of career opportunities in the industry which employs 4.65 million people accounting for a household income of \$127 billion annually.²

Before the turn of the twenty-first century, the majority of sport management positions were delimited to athletic director positions at high schools and colleges. Because of the job growth mentioned previously, the skill set required for entry-level positions in the field has dramatically expanded. The academic content standards needed to prepare for these diverse job opportunities are guided by the North American Society of Sport Management (NASSM; See Appendix A). In 2008, NASSM and the National Association for Sport and Physical Education (NASPE) jointly established the independent body known as the Commission on Sport Management Accreditation (COSMA) to guide curricula and provide accreditation for college and university programs. Sport Management, as an academic discipline, is well defined by COSMA and warrants a change to Radford's program classification (i.e., Sport Administration concentration).

The curriculum is designed to meet program standards set by COSMA and to prepare students for entry level positions within the sport industry or graduate programs in sport management. This program change will coincide with the deletion of the existing Sport Administration concentration in the Exercise, Sport, and Health Education major (CIP Code 13.1314). Graduates of the program are expected to be competitive for entry level jobs within the sport industry including event management, licensing operations, concession operations, marketing, personnel

¹ <https://www.plunkettresearch.com/statistics/sports-industry/>

² <https://www.plunkettresearch.com/statistics/sports-industry/>

management, and public relations. Additionally, this program will prepare students for graduate degree programs in both business and sport. Fortunately, many Radford University students are showing success in both professional and academic endeavors under the current curriculum. In addition to local sports organizations, recent Radford University graduates have found employment within the sports industry regionally, nationally, and internationally at places such as Start 2 Finish (Charlotte, NC), High Performance Athletic Training Center (West Chester, PA), Allied Integrating Marketing (Washington, DC), Dubai Sports Council (Dubai, UAE), Brad Keselowski Racing (Charlotte, NC), and Ashley Plantation (Daleville, VA). A new Bachelor of Science degree in Sport Management will ensure that Radford University graduates will have the educational and experiential knowledge necessary to pursue sport opportunities in the Commonwealth and the nation.

Mission

Radford University serves the Commonwealth of Virginia and the nation through a wide range of academic, cultural, human service, and research programs. First and foremost, the university emphasizes teaching and learning and the process of learning in its commitment to the development of mature, responsible, well-educated citizens. RU develops students' creative and critical thinking skills, teaches students to analyze problems and implement solutions, helps students discover their leadership styles, and fosters their growth as leaders. Toward these ends, the university is student-focused and promotes a sense of caring and of meaningful interaction among all members of the University community. Research is viewed as a vital corollary to the teaching and learning transaction as it sustains and enhances the ability to teach effectively. Radford University believes in the dynamics of change and has a strong commitment to continuous review, evaluation, and improvement in the curriculum and all aspects of the University, so as to meet the changing needs of society.

The Sport Management program meets the mission of the university because it provides opportunities for students to develop critical thinking skills, analyze problems and implement solutions. These skills are necessary for sport managers and are consistent with COSMA's accreditation content standards. The program develops these skills through a series of interdisciplinary courses (e.g., finance, accounting, marketing, business law).

Accreditation (if applicable)

Radford University will seek accreditation through the Commission on Sport Management Accreditation.³ The scope of this accreditation agency can be found online.⁴ The Department of Health and Human Performance will seek accreditation for the program in the 2019-2020 academic year.

Admission Criteria

Admission to Radford University requires the following:

- An official transcript of high school work completed, and
- An official Scholastic Assessment Test I (SAT I) or American College Testing Program (ACT) score report.
 - No minimum score is required.

³ <http://www.cosmaweb.org>

⁴ <http://www.cosmaweb.org/scope-of-accreditation.html>

- Applicants with a 3.20 GPA (on a 4.00 scale) may elect to be considered for admission without submitting their Scholastic Assessment Test I (SAT I) or American College Testing Program (ACT).

Radford University takes a holistic approach to reviewing applications and views all materials that an applicant submits in an effort to get to know the prospective student as well as possible. Every application is reviewed by members of the Admissions committee in an effort to select potential Radford University students who are likely to find academic success at Radford and who are likely to be positive contributors to the community. To this end, the Office of Undergraduate Admissions reviews:

- Academic transcripts,
- The strengths of an applicant's high school curriculum,
- Standardized testing,
- Letters of recommendation, and
- All other materials submitted.

The Sport Management program requires no additional application. Transfer credit is accepted for Radford University and there is no limit to the number of hours that a student may transfer. However, half of the required major courses, and at least 45 hours total, must be taken at Radford University for the Sport Management degree.

Target Population

No specific groups will be targeted for the proposed degree program.

Curriculum

The proposed Bachelor of Science in Sport Management is 120 credit hours. The program enables students to pursue entry-level positions in the sport management field or pursue graduate study. The program does not require a thesis.

The curriculum was guided by COSMA accreditation standards. These standards mandate courses to address four major content areas for entry-level sport managers. The proposed curriculum address each of these areas, including: 1) foundations of sport (e.g., Introduction to Sport Management, Sociological Aspects of Sport), 2) foundations of sport management (e.g., Business Law, Sport Administration), 3) functions of sport management (Sport Finance, Entrepreneurship and Innovation), and 4) the sport management environment (e.g., Legal Issues in Sport Management, Sport Ethics). Coursework in these four areas enable graduates to pursue entry-level sport manager positions in a variety of settings.

Additionally, the curriculum offers experiential learning opportunities through professional fieldwork courses. Students learn how to identify and secure positions during a pre-internship course and then complete ≥ 240 hours of professional fieldwork during the final program year. This experiential learning experience enables students to apply course-based knowledge, skills and abilities in real-world settings under the direction of a site supervisor and program faculty.

Bachelor of Science in Sport Management Requirements
General Education Requirements 43-44 Credit Hours

Major Core Requirements: 39-45 Credit Hours

ESHE 212	Introduction to Sport Management	(3)
ESHE 341	Legal Issues in Sport Management	(3)
ESHE 345	Sports Ethics	(3)
ESHE 350	Sport and Exercise Psychology	(3)
ESHE 360	Marketing and Promotion of ESHE	(3)
ESHE 370	Sociocultural Aspects of Sport	(3)
ESHE 375	Event and Facility Management	(3)
ESHE 415	Sport Administration	(3)
ACTG 211	Fundamentals of Financial Acct.	(3)
MKTG 340	Principles of Marketing	(3)
ENGL 306	Professional Writing	(3)
ESHE 463	Professional Fieldwork in ESHE	(6-12)

Concentration Courses

Sport management is a broad field but can be stratified into two primary professional tracks: sport administration (managing professional sport organizations) and professional coaching. To structure the academic degree program to meet these needs, students choose either a concentration in Sport Administration or Coaching Management to complement the major core and complete the degree program.

A primary area of concentration is sport administration, a program designed to prepare professionals to administer collegiate and professional athletic departments. A second area of interest for sport management students is professional coaching. Because the job requirements are distinct from sport administrators, the academic preparation is also different. To this end, Radford University will offer a concentration in Coaching Management to prepare students to work in coaching careers at the college and professional level.

Sport Administration: 15 Credit Hours

ESHE 358	Technology for ESHE	(3)
ESHE 461	Organization and Administration of ESHE	(3)
MGNT 250	Entrepreneurship and Innovation	(3)
MGNT 323	Human Resource Management	(3)
MGNT 361	Managing Professional Communications and Negotiation	(3)
MGNT 421	Leadership and Motivation	(3)
MKTG 341	Advertising Strategy	(3)
MKTG 344	Sales Management	(3)
MKTG 350	Consumer Behavior	(3)
MKTG 360	Professional Selling	(3)
MKTG 440	Supply Chain Management	(3)
ACTG 212	Fundamentals of Managerial Accounting	(3)
BLAW 203	Legal Environment of Business	(3)
BLAW 304	Business Law I	(3)
BLAW 305	Business Law II	(3)
BLAW 306	Entertainment Law	(3)
FINC 251	Personal Finance I	(3)

FINC 331	Introduction to Business Finance	(3)
FINC 332	Intermediate Business Finance	(3)
ECON 205	Principles of Macroeconomics	(3)
ECON 313	Public Planning	(3)
COMS 104	Basic News Writing	(3)
COMS 114	Public Speaking	(3)
COMS 146	Media Performance	(3)
COMS 173	Introduction to Advertising	(3)
COMS 204	News Reporting	(3)
COMS 225	Introduction to Public Relations	(3)
COMS 235	Writing for Public Relations	(3)
COMS 236	Print Production	(3)
COMS 240	Teamwork & Communication	(3)
COMS 250	Interpersonal Communication	(3)

Coaching Management: 15 Credit Hours

ESHE 201	Introduction to Athletic Injuries	(3)
ESHE 305	Principles & Practice of Strength & Cond.	(3)
ESHE 358	Technology for ESHE	(3)
ESHE 388	Coaching the Athlete	(3)
ESHE 390	Kinesiology	(3)
ESHE 395	Motor Behavior	(3)
BIOL 310	Human Structure & Function I	(4)
BLAW 203	Legal Environment of Business	(3)
BLAW 306	Entertainment Law	(3)
COMS 104	Basic News Writing	(3)
FINC 251	Personal Finance	(3)
FIINC 331	Introduction to Business Finance	(3)

Free Electives: 11-17 Credit Hours

11-17 Free elective courses, including the program(s) from which students may select courses

Total: 120 Credit Hours

Appendix B provides a Sample Plan of Study for fulltime and part-time students. See Appendix C for Course Descriptions.

Time to Degree Completion

The current degree program is designed to take first-year, full-time students four years to complete. The program is also designed to take full-time transfer students with an associate's degree two years to complete. For part-time students starting with an associate's degree, it is expected that the program can be completed in four years.

Student Retention and Continuation Plan

Student progress will be monitored through individual advising sessions each semester. First-year students are advised through the College of Education and Human Development's advising

office so that students receive mentoring and feedback on curriculum guidelines and dual-enrollment credit from professional advisors. Starting the second year, students meet with a degree-specific faculty advisor each semester to plan an individual curriculum path. Additionally, the department offers a student mentoring program for students with difficulty with the academic transition to Radford University. Advisors are also advised of student progress each semester through an online advising platform (i.e., Starfish).

Radford University instructors also have the ability to notify advisors of student progress throughout the semester and advisors can arrange tutoring for all Sport Management courses through the Learning Assistance Resource Center (LARC). Also, an Introduction to Sport Management course is part of the program, allowing faculty to address retention and matriculation early in the degree program.

Faculty

The Department of Health and Human Performance consists of 17 full-time faculty lines with 2 faculty lines allocated to Sport Management. Both faculty members teach major core courses and 2 courses within the Sport Administration concentration. Collectively, these faculty have published multiple articles on Sport Management topics in peer reviewed sport management journals and delivered local, regional, national and international presentations at sport management and related conferences. Additionally, sport management faculty have supported student research and presentations at national and international undergraduate research conferences. At this time, there are no plans to seek additional full-time faculty lines.

Four faculty in the Department of Health and Human Performance support the program by teaching courses in the Sport Administration and Coaching Management concentrations (see Appendix D). Support for the program is also provided by academic units outside the College of Education and Human Development. Specifically, three major core classes are taught by the Departments of Accounting, Finance and Business Law (fundamentals of accounting), Marketing (Principles of Marketing), and English (Professional Writing). These departments, as well as the Departments of Management and Communication, lead courses that support both Sport Management concentrations. In total, there are 18 faculty from the College of Business and 9 faculty from the College of Humanities and Behavioral Sciences that support the proposed degree program. A brief description of faculty credentials is provided in Appendix D.

Adjuncts

Adjunct instructors are used to teach one core class (ESHE 375) and two Sport Administration concentration courses (ESHE 358, 461). These adjuncts are current professionals in the field and experts in their subject matter (i.e., technology and event management, respectively). Students have evaluated both adjuncts highly in the past and the Department of Health & Human Performance plans to continue their role in the proposed major.

Program Administration

The proposed Bachelor of Science in Sport Management will have a program administrator. The administrator will be responsible for teaching in the program, reviewing progress/matriculation at the end of each semester, documenting post-graduate outcomes, organizing recruitment

initiatives (new and transfer students), and advising in the program. A full-time, tenure-track Sport Management faculty member will serve as administrator of the program.

The administrative assistant in the Department of Health and Human Performance will provide support for the proposed program. The assistant will be responsible for administering faculty travel proposals and reimbursement, ordering equipment and supplies, and maintaining personnel records.

Student Assessment

Every student who completes a Bachelor of Science degree in Sport Management will have mastered a set of skills that are needed for entry-level positions and graduate study in sport management.

Students will be assessed via written exams, written papers, portfolios, debate evaluations, and project presentations. In addition, students are evaluated by internship supervisors to assess performance of entry-level skills, knowledge and behaviors. This culminating experience enables students to put coursework into real-world performance settings and receive direct feedback from employers and supervising faculty.

The learning outcomes for the Bachelor of Science in Sport Management are specific to undergraduate knowledge, skills, and abilities identified by COSMA. Faculty have worked with staff members in the Office of Academic Assessment to develop learning outcomes and appropriate measures which are consistent with COSMA standards (Appendix E). These learning outcomes are assessed annually in compliance with the Office of Assessment.

Learning Outcomes

Sport Management students will be able to:

- Communicate in the written form,
- Communicate orally,
- Apply critical thinking and decision making as it applies to the sport setting, and
- Demonstrate managerial competencies in a sport related activity.

Curriculum Map

Learning Outcome	Course	Assessments
Sport Management students will be able to communicate in the written form.	ESHE 212	Students will complete a jobs portfolio assignment in ESHE 212. Part of a grading rubric will be used to evaluate writing skills.
Sport Management students will be able to communicate orally.	ESHE 415	Students will debate current issues in sport administration and their ability to use data to argue and communicate a point will be analyzed with a rubric.
Sport Management students	ESHE 212	In ESHE 212, students will

will demonstrate the ability to apply critical thinking and decision making as it applies to the sport setting.	ESHE 415	work in groups to solve a critical thinking problem designed at a CLRA workshop. In ESHE 415, students will have to solve a budgetary issue and other typical athletic department issues in a role-playing assignment.
Sport Management students will demonstrate managerial competencies in a sport related activity.	ESHE 463	Students will be evaluated by internship supervisors with a grading rubric to determine managerial competencies

Employment Skills/Workplace Competencies

Graduates of the Sport Management program will be able to:

- Design and implement promotional and advertising materials,
- Minimize organizational liability by implementing risk management procedures,
- Analyze and recommend policies for the ethical behavior for sport organizations,
- Develop community, public and media relationships,
- Design policies and procedures for diversity in the workplace,
- Conduct applied research for the sport organization,
- Plan, manage, and implement sporting events,
- Apply appropriate leadership theories in the workplace, and
- Write professional content for the sport organization.

Specific to the Sport Administration concentration, graduates will be able to:

- Plan budgets,
- Project financial gains/losses,
- Account for all income and expenditures,
- Identify revenue streams,
- Provide oversight of organizational employees, and
- Ensure individual program policies and procedures are consistent with regulations.

Specific to the Coaching Management concentration, graduates will be able to:

- Develop annual scheduling,
- Assist with logistical operations,
- Coordinate travel arrangements,
- Recruit prospective athletes,
- Lead position-specific drills and practices, and
- Oversee tape exchange.

Program Assessment

The Department of Health and Human Performance will assess and evaluate the proposed program after the initial year. The department will conduct and report annual assessments of

student learning outcomes beginning in 2018 in accordance with the Office of Assessment's university-wide reporting requirements. To meet the Office of Assessment's requirements, a five-year review of the programs mission, goals, learning outcomes, and student success will also be conducted to make changes to program goals and student learning outcomes where necessary. The Sport Management program, with help from the Office of Assessment, will use institutional data, senior and alumni surveys, and learning outcomes assessments to complete the annual program assessment report that will describe how goals and learning outcomes have been achieved. The Sport Management program is scheduled to submit its first program review in 2019.

Benchmarks of Success

The benchmarks of success of this program include:

1. 60% of graduates will find employment within the field within 1 year of graduation.
2. 20% of graduates will be accepted into graduate school within 1 year of graduation.
3. 85% of students will report satisfaction with the degree program at the conclusion of the senior year.

If the employment benchmark is not met, the program director will meet with RU's Career Services unit to determine effective strategies. Additionally, the program director will survey local employers regarding the disconnect between student training and job entrance. The program director will also contact graduate program coordinators if the graduate school benchmark is not met. Finally, rather than a specific benchmark, Sport Management faculty will examine the qualitative results of student satisfaction to make changes to the program.

Expansion of Existing Programs

The proposed Bachelor of Science in Sport Management is an expansion of an existing program, namely the Sport Administration concentration within the Exercise, Sport, and Health Education major of the Department of Health and Human Performance. The current concentration was started to expand opportunities for physical education teacher licensure students who wanted to pursue other options upon graduation. The accreditation program standards in the field have changed dramatically over the past two decades and have resulted in the need to update the currently approved curricula to remain current with the field and to comply with accreditation standards.

Approval of the proposed program will result in elimination of the Sport Administration concentration from the ESHE major. In short, students interested in entry-level positions in sport management are unlikely to understand that a major in Exercise, Sport, and Health Education is a viable curriculum choice. The proposal seeks a stand-alone major so that prospective students can effectively identify a structured, meaningful undergraduate degree in Sport Management that leads to entry-level positions and graduate study in the field. No additional faculty will be needed for this change as no additional courses are projected.

Relationship to Existing Radford University Degree Programs

The proposed Bachelor of Science in Sport Management is not similar or related to any existing degree program at Radford University. The degree program can be implemented without compromising or negatively affecting any existing degree program in the Department of Health and Human Performance, College of Education and Human Development or Radford University.

Compromising Existing Programs

No degree programs will be compromised or closed as a result of the initiation and operation of the proposed degree program.

Collaboration or Standalone

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

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

Defining Sport and Sport Management

The sport industry is vibrant and growing, ranking among the largest industries in the United States. According to Plunkett Research, the total value of the United States sport industry is approximately \$500 billion annually.⁵ The sport industry consists of three primary segments, namely sport performance (e.g., amateur and professional sport, fitness and sport firms), sport production (e.g., equipment, apparel), and sport promotion (e.g., media, merchandising). There are three primary drivers that continue to increase the size of the sport market through one, if not multiple, of the aforementioned segments. That is, technology, globalization, and increased participation rates are all driving the sport market and therefore the demand for effectively trained sport managers.

Technology is increasing the audience for sport, thereby expanding the sport promotion and production segments in the industry. For example, social media is changing how consumers access sport, expanding the sport promotion segment into uncharted waters. The technology of equipment is also expanding quickly as football helmet design has become one of the major sport innovations in the past twenty years.⁶ It is clear that technology is increasing the size of the sport industry, requiring a greater knowledge base among future sport managers.

Globalization is also affecting the sport industry. Sport is big business and it occurs on a global stage.⁷ A global audience has a direct impact on the sport promotion segment but also affects how equipment and sporting goods (sport production) are manufactured outside the United States.⁸ The expanse of sport internationally is creating more competition, larger fan bases, and ultimately more sport consumers.

Finally, increased participation rates in sport (performance segment) has been, and will continue to be, a major driver of the sport industry. Increased participation has been due to additional

⁵ <https://www.plunkettresearch.com/statistics/sports-industry/>

⁶ Read, D. (2013). The tools to play *Athletic Management*, 25, 64-68.

⁷ de Haan D, S. Internationalization of the sport management curriculum: Academic and student reflections. *Journal of Studies in International Education* [serial online]. February 1, 2012;16(1):24-39.

⁸ Thibault, L., (2009). Globalization of sport: An inconvenient truth. *Journal of Sport Management*, 23, 1-20.

engagement in both leisure activity and non-traditional sports (e.g., extreme and action sports). Molitor⁹ correctly predicted that the “Leisure Time Era” would start in 2015 when “free time” dominated total individual lifetime activity. The aging “baby-boomer” population has driven this shift toward lifetime activity as more people than ever are leaving the workforce and seeking more leisure time pursuits.¹⁰ The increase in leisure consumerism has been accompanied by dramatic participation increases in non-traditional sports such as extreme sports.¹¹ Extreme sports, or action sports (e.g., X-Games, CrossFit), are non-traditional sport options with unique participation, marketing, and management requirements. As such, leisure and extreme sport participation have created a sport setting that is unfamiliar to traditional sport managers. Greater participation in sport is dramatically increasing industry size, creating a demand for more sport managers with training in all segments of sport, not simply administration of traditional high school and college team sports.

The Role of Undergraduate Sport Management Education

Sport management is the program name given to university-level academic programs that prepare students for entry-level positions in sport.¹² Before this century, the majority of sport management positions were delimited to athletic director positions at high schools, colleges or professional sport teams (i.e., general managers). Because globalization, technology, and increased participation has expanded all segments of the sport industry, the skill set required for entry-level positions in the field has dramatically expanded. The academic standards needed for these diverse job opportunities are guided by the North American Society of Sport Management (NASSM).¹³ In 2008, NASSM and the National Association for Sport and Physical Education (NASPE) jointly established an independent body known as the Commission on Sport Management Accreditation (COSMA) to guide curricula and provide accreditation for college and university programs. Radford University has offered academic preparation for future sport managers since 2012 but must update its program to meet the unfolding industry being shaped by globalization, technology, and increased non-traditional participation.¹⁴ The proposed degree program in Sport Management reflects the department’s response to the curriculum standards of COSMA and the needs of students seeking to become entry-level sport management professionals.

Seven colleges and universities in Virginia have undergraduate degrees in, or related to, sport management but only Liberty University has an accredited undergraduate degree in Sport Management as recognized by COSMA.¹⁵ Radford University will seek to become the first public Virginia university with COSMA accreditation once the current proposal is approved.

⁹ Molitor, G. T. T. (1999). The next 1,000 years: The "big five" engines of economic growth. *The Futurist*, 33(10), 13-18.

¹⁰ Patterson, I., & Pegg, S. (2009). Marketing the leisure experience to baby boomers and older tourists. *Journal of Hospitality Marketing & Management*, 18(2-3), 254-272.

¹¹ Ko, Y. J., Park, H., & Claussen, C. L. (2008). Action sports participation: consumer motivation. *International Journal of Sports Marketing & Sponsorship*, 9(2), 111-125.

¹² Pedersen, P., & Thibault, L. (2014). *Contemporary sport management* (5th Ed.). Champaign, IL: Human Kinetics.

¹³ <https://www.nassm.com>

¹⁴ <http://www.cosmaweb.org/scope-of-accreditation.html>

¹⁵ https://www.nassm.com/Programs/AcademicPrograms/United_States

Employment Demand

Because globalization, technology, and increased participation are expanding the sport industry, the demand for graduates of sport management programs is high as documented by federal and Commonwealth employment projections. Evidence is included from 3 sources: 1) Bureau of Labor Statistics, 2) Virginia Labor Market Information, and 3) job advertisements.

Specific to federal employment projections, the Bureau of Labor Statistics Occupational Handbook projects employment demand for the next decade to be as high or higher than average for sport managers. Demand for entertainment and sport managers is expected to increase by 6% over the next decade.¹⁶ Specific to sport, job growth will grow faster than average for some areas of the field through 2024 due to increased profits from the industry.¹⁷

National Employment Demand via Bureau of Labor Statistics

Career Field	Median Salary	Projected 10-year Job Growth	Evaluation
Sport Performance	\$45,000	6 ¹⁸	As Fast as Average
Sport Production	Varies	Varies ¹⁹	Varies
Sport Promotion	\$125,000	9% ²⁰	Faster than Average

According to the North American Industry Classification System²¹, there are over 300 different position types in the sport field. Specific to Commonwealth employment projections, the demand for sport managers is consistent with national trends, with all fields projected to have more job openings than candidates. The table below documents a few job opportunities for sport managers.

Commonwealth Employment Demand via Virginia Labor Market Information

Career Field	Salary Range	Current Commonwealth Openings	Supply/Demand
Coaches and Scouts	\$20,000-50,000	237	.14 candidates/job opening ²²
Recreation Workers	\$17,000-32000	159	.24 candidates/job opening ²³
Marketing Managers	\$94,000-187,000	299	.86 candidates/job opening ²⁴

¹⁶ <https://www.bls.gov/ooh/entertainment-and-sports/athletes-and-sports-competitors.htm>

¹⁷ https://www.bls.gov/emp/ep_table_102.htm

¹⁸ <https://www.bls.gov/ooh/entertainment-and-sports/athletes-and-sports-competitors.htm>

¹⁹ https://www.bls.gov/oes/current/naics4_424300.htm#11-0000

²⁰ <https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm>

²¹ <https://www.census.gov/cgi-bin/sssd/naics/naicsrch?input=sport&search=2017+NAICS+Search&search=2017>

²² <https://data.virginialmi.com/vosnet/lmi/occ/occsmary.aspx?>

²³

<https://data.virginialmi.com/vosnet/lmi/occ/occsmary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws04rlzVCr0GZG+s4y45T9mnPCDFWVSlG0vD+0W4tTq7S7ZbX8f93dOVLy8+sxjLAoF+C6K+NMKjXLxWZM608dkXe3S>

²⁴

<https://data.virginialmi.com/vosnet/lmi/occ/occsmary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws04rlzVCr0GZG+s4y45T9mnPCDFWVSlG0vD+0W4tTq7S7ZbYY78kRf92R+Uh01izROMpBddmxUDaTgvJTY4fxP80n3>

Graduates of the Sport Management program will be qualified for a variety of entry-level positions in the Commonwealth and beyond. Entry-level positions in the Commonwealth include staff positions for multiple major and minor league professional teams, historic stock car racing tracks, multiple colleges and university athletic departments, recreation centers, intramural/club sport programs, travel youth and adult sports teams, and fitness-related venues. Graduates also have the ability to be employed in youth sport through organizations such as after school sports programs, community organizations such as city parks and recreation, YMCA, Boys Club/Girls Club, and travel sports teams. Event managers are needed to work at traditional facilities and in stand-alone businesses. Private sport companies include additional management opportunities at facilities such as golf courses, aquatic centers, ski resorts, racquet clubs, and fitness facilities. Finally, there is a need for workers in the sport production (retail business) segment.

Additionally, Radford serves employers primarily in central and southwest Virginia. Based on a Virginia-specific search, there are multiple listings for sport managers in:

- Professional Sport: 36 job postings including the Richmond Kickers, Washington Redskins, Salem Red Sox, Norfolk Admirals, Ted Convocation Center, Potomac Nationals, Richmond International Raceway, Martinsville Speedway, Richmond Flying Squirrels and Lynchburg Hillcats,
- Sport Hospitality and Entertainment: 9 job postings with positions including Affinity Marketing Coordinator, Convention and Tourism Marketing and Public Relations Coordinator, Sales and Marketing Team, Independent Sports Marketing Sales Rep, and Sales Representative, and
- College Sport: 137 job postings.

See Appendix F for job announcements.

Student Demand

Evidence of student demand is documented from two sources: 1) student survey, and 2) enrollment data.

Student Survey

In the spring of 2017, several classes were surveyed (Appendix G) to assess student interest in a B.S. degree in Sport Management. The data from students ($N = 104$) participating in the survey revealed several consistent patterns. Students overwhelmingly were in favor of establishing a B.S. degree in Sport Management ($100/104 = 96\%$). Student attitudes towards a degree in Sport Management were overwhelmingly positive or very positive ($99/104=95\%$). Almost all believed that a Sport Management major would be beneficial for the development of sport within the community ($102/104=98\%$). Respondents were predominately male (72%) but there was a good distribution between Freshmen (21%), Sophomores (37%), Juniors (27%), and Seniors (15%). See Appendix H for a complete description of survey responses.

Enrollment Data

Enrollment in ESHE Sports Administration, Department of Health & Human Performance

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	% Change
Sport Administration	98	100	112	117	+19%

Enrollment ²⁵					
HHP Enrollment	865	852	775	699	-19%
Degrees conferred in Sport Administration	* ₂₆	*	16	32	
Sport Administration Minors	21	24	18	21	0%

²⁵ <https://ir.radford.edu/electronic-fact-book/>

²⁶ *data unavailable

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Table 1. Projected Enrollment

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2017-2018		2018-2019		2019-2020		2020-2021			2021-2022		
HDCT 139	FTES 139	HDCT 165	FTES 165	HDCT 196	FTES 196	HDCT	FTES	GRAD	HDCT 233	FTES 233	GRAD 63

*These estimates are based on student growth in the Sport Administration program over the past five years (19% increase).

Assumptions:

Retention percentage: 65%

Full-time students average credit hours per semester: 15

Full-time students graduate in 4 years

Duplication

Radford University is located in Southwest Virginia and intends to offer a major in **Sport Management** (CIP Code 31.0504: Sport and Fitness Administration/Management). According to SCHEV's degree inventory (http://research.schev.edu/degreeinventory/inventory_3.asp), only 4 other public institutions in Virginia offer the same program of study, namely George Mason (graduate program only), James Madison University (undergraduate and graduate), Virginia Commonwealth University (graduate program only), and Virginia State University (graduate program only). Radford is proposing the second public undergraduate program in the state and the only public undergraduate program offered in Southwest Virginia. The proposed program is the only degree opportunity to meet student and employer demand in Southwest Virginia. This program will fill a critical void. The ability to recruit, advise, matriculate, and graduate students through a degree program benefits future students, statewide industry, and higher education.

Enrollments and Degrees Awarded at Comparable Programs in the Commonwealth

James Madison University offers the Bachelor of Science in Sport and Recreation Management, the only comparable undergraduate program to the proposed curriculum. There are a number of similarities between the James Madison program and the one proposed by Radford University. Several core classes are similar as both programs require legal issues in sport management, sport ethics, sport psychology, marketing and promotions, sociocultural aspects of sport, event and facility management, and accounting. Additionally, both programs offer an experiential learning

experience at the conclusion of the program, namely a practicum/internship experience. Finally, both programs offer a series of business classes to complement the core curriculum.

However, Radford University's proposed program is distinct from the James Madison University degree program in several significant ways. While the curriculums have a lot in common the degree at James Madison University focuses on hospitality and recreation management and is broad-based. The proposed curriculum at Radford University is targeted to the emerging sport management professional and was designed with the standards set forth by COSMA. The curriculum allows for greater flexibility for students who will be choosing different areas of concentration within the sport management field. For example, for the student who aspires to pursue sport communication, the proposed curriculum allows students to select a variety of courses within the sport administration concentration to help better prepare them for success. Students can take up to 15 hours of communication classes. This is not the case with the curriculum at James Madison University. Additionally, Radford University students can pursue business law classes for careers in compliance, sport agency representation, or other legal areas. For students wanting to enter a marketing field or management field the sport management student can take a variety classes in marketing and management areas. This distinction is important because the sport industry is quite diverse and requires a variety of skill set for success in entry level positions. Additionally, the coaching management concentration allows students to take a coaching management class and related coursework designed to aid the aspiring coach. The James Madison program does not offer a true academic preparation into the coaching field.

Projected Resource Needs for the Proposed Program

Resource Needs

Radford University and the Department of Health and Human Performance have the resources needed to initiate and operate the proposed degree program.

The course sequence is already in operation and the program does not have a need for many additional resources. The Department currently administers the Sport Administration concentration through 2 full-time faculty lines with advising support from 1 additional full-time faculty member who teaches within the program. The primary future needs of the program are minimal as few equipment/supplies are needed to maintain the program.

Full-time Faculty. Additional full-time faculty lines are not needed at this point (the current Sport Administration concentration faculty will lead the new program). If growth of the program continues, additional adjunct or full-time faculty may be needed.

Part-time Faculty. Part-time faculty are not currently needed nor are expected to be needed over the next five years.

Adjunct Faculty. Because the optional concentration courses are taught by full-time faculty from varied departments across campus, additional adjunct faculty are not expected to be required within the next five years. Current full-time faculty are able to accommodate the student demand for core classes at this point and additional sections (and therefore adjunct faculty) are not needed at this time.

Graduate Assistants. Graduate assistants are not needed to support the program.

Classified Positions. The program faculty and administrative assistant (Department of Health & Human Performance) will handle the administrative components of the degree. No additional classified positions are needed.

Targeted Financial Aid. There is no targeted financial aid planned at this point.

Equipment. There is no need for additional equipment at this time.

Library. The department has a sufficient library budget that supports the current students. No additional library needs are expected.

Telecommunications. The department has a sufficient telecommunications budget that supports the current faculty. No additional phone/video needs are expected.

Space. The department has sufficient space that supports the current students. No additional space requests are expected.

Resources Needs: Part A – D

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

- Has or will the institution submit an addendum budget request to cover one-time costs? Yes _____ No X
- Has or will the institution submit an addendum budget request to cover operating costs? Yes _____ No X
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes _____ No X
- Will each type of space for the proposed program be within projected guidelines? Yes X No _____
- Will a capital outlay request in support of this program be forthcoming? Yes _____ No X

Part B: Fill in the number of FTE positions needed for the program

	Program Initiation Year 2018 – 2019		Target Enrollment Year 2023 – 2024	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time FTE*	0.00	0.00	0.00	0.00
Part-time FTE **	0.00	0.00	0.00	0.00
Adjunct faculty	0.00	0.00	0.00	0.00
Graduate assistants (HDCT)	0.00	0.00	0.00	0.00
Classified positions	0.00	0.00	0.00	0.00
TOTAL	0.00	0.00	0.00	0.00

* Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.

*** Added **after** initiation year and up through target enrollment year.

Part C: Estimated resources to initiate and operate the program

	Program Initiation Year 2018 – 2019		Expected by target enrollment 2023- 2024	
Full-time faculty	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Part-time faculty (faculty FTE split with other units)	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Adjunct faculty	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Graduate assistants	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Classified Positions	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0

Total personnel cost				
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Total personnel cost	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0
Telecommunication costs	\$0	\$0	\$0	\$0
Other costs	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0

Part D: Certification Statement(s)

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

_____ Yes _____
Signature of Chief Academic Officer

_____ No _____
Signature of Chief Academic Officer

If “no,” please complete items 1, 2, and 3 below.

1. Estimated \$\$ and funding source to initiate and operate the program.

Funding Source	Program initiation year 2018-2019	Target enrollment year 2023-2024
Reallocation within the department <i>(Note below the impact this will have within the department.)</i>	\$0.00	\$0.00
Reallocation within the school or college <i>(Note below the impact this will have within the school or college.)</i>	\$0.00	\$0.00
Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i>	\$0.00	\$0.00
Other funding sources <i>(Specify and note if these are currently available or anticipated.)</i>	\$0.00	\$0.00

2. Statement of Impact/Other Funding Sources. A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.

Reallocation within the department

Reallocation within the school or college

Reallocation within the institution

Other funding sources

3. Secondary Certification.

If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

_____ Agree _____
Signature of Chief Academic Officer

_____ Disagree _____
Signature of Chief Academic Officer

Appendices

Appendix A – Abbreviated Curriculum Standards for COSMA Accreditation²⁷

Excellence in sport management education at the undergraduate level requires coverage of the key content areas of sport management – the Common Professional Component (CPC). The CPC topic areas, as outlined below, should be adequately covered within the content of undergraduate sport management programs. Evaluation of the “balance” within the sub-areas is based on the sport management academic unit’s mission to allow maximum flexibility. For clarification of each content area, see “Definitions” in this section.

A. Foundations of Sport: Historical, Sociological, and Psychological

B. Foundations of Sport Management

1. Management Concepts
2. Governance & Policy
3. International Sport

C. Functions of Sport Management

1. Sport Operations
2. Sport Marketing
3. Sport Communications
4. Sport Finance and Economics

D. Sport Management Environment

1. Legal aspects of sport management
2. Ethical aspects of sport management
3. Diversity issues in sport management
4. Technological advances in sport management

E. Integrative Experiences & Career Planning

1. Internship/Practical/Experiential Learning
2. Capstone Experience

²⁷ <http://www.cosmaweb.org/accreditation-manuals.html>

Appendix B – Sample Plan of Study

Sample Plan of Study for Full-Time Students

*Must be taken in designated semester. Courses in **Bold** are required in Core Curriculum.

Fall Semester		Spring Semester	
Freshman Year	Cr.	Freshman Year	Cr.
* Core 101	3	* Core 102	3
Humanities or VPA	3	MATH 137	3
Global Perspectives	3	HLTH 200	3
ECON 205 or 206	3	Humanities/VPA/Foreign Lang	3
BIOL 105	4	ESHE 212: Intro to Sport Management	3
	Total 16		Total 15
Sophomore Year		Sophomore Year	
*Core 201, POSC 201 or MKTG 201	3	* Core 202 or POSC 202	3
Humanities or VPA	3	ACTG 211: Fundamentals of Financial Acct	3
STAT 200	3	ESHE 350: Sport Psychology	3
PSYC 121	3	Concentration Course # 1	3
*ESHE 375: Event and Facility Mgmt.	3	Concentration Course # 2	3
	Total 15	<i>Talk to advisor about choosing a minor to complement your degree & interests.</i>	Total 15
Junior Year		Junior Year	
Elective	3-4	*ESHE 341: Legal Issues in Sport Management	3
MGNT 322: Organizational Behavioral	3	*ESHE 400: Financial Aspects of Sport	3
ENGL 306/307	3	ESHE 360: Marketing & Promotion in ESHE	3
MKTG 340: Principles of Marketing	3	Elective	3
Concentration Course # 3	3	Concentration Course # 4	3
	Total 15-16		Total 15

Senior Year		Senior Year	
*ESHE 345: Sport Ethics	3	Elective	3
Concentration Course # 5	3	Elective	3
*ESHE 370: Sociocultural Aspects of Sport	3	ESHE 463: Professional Fieldwork in ESHE	6
Elective	3-4		
ESHE 415: Sport Administration (must be taken semester prior to ESHE 463)*	3		
	Total 15-16		Total 12

TOTAL CREDIT HOURS

120

Appendix C – Course Descriptions

Description of Required Common Core Courses

ACTG 211: Fundamentals of Financial Accounting

A comprehensive introduction to the fundamental concepts and procedures in accounting for proprietorships, partnerships, and corporations. Emphasis is on the user perspective. ACTG 211 is a business core requirement.

BIOL 105: Biology for Health Science Majors

Intended for any student who is not a Biology major, but who needs to take microbiology or human anatomy courses for their majors.

ECON 205: Principles of Macroeconomics

An introduction to the concepts of scarcity and choice, supply and demand theory, national income accounting, money and banking, monetary and fiscal policy models, and how government deals with the problems of inflation, unemployment, and economic growth. This course has been approved for Core Curriculum credit in Social and Behavioral Sciences or U.S. Perspectives.

ECON 206: Principles of Microeconomics

Econ 206 concentrates on microeconomics: elasticity of demand and supply, consumer and producer behavior, market structure, labor market analysis, and general equilibrium.

ENGL 306: Professional Writing

Course introduces students to writing for their careers. Assignments may include instructions, a proposal, a resume, letters, memos, short reports, and computer graphics.

ENGL 307: Business Writing

The course prepares students to cope with the strategy and writing of a wide range of informative and persuasive business letters and reports.

ESHE 212: Introduction to Sport Management

Designed to provide students with an overview of the sport management/administration profession and the array of careers currently available in the sport industry. Studies the impact of social, historical, health and economic trends on the growth of sport in the United States and throughout the world. Special emphasis is placed on ethical and diversity issues as they relate to the sport management profession. Information related to the governance of sport organizations is studied.

ESHE 341: Legal Issues in Sport Management

Designed to introduce students to the legal doctrines, major statutes, standards and case law that establish legal responsibilities, rights, privileges and controls related to the field of exercise and sport sciences.

ESHE 345: Sport Ethics

Examination of the ethical principles related to sport-specific issues within the context of managing sport services.

ESHE 350: Sport and Exercise Psychology

Provides students with an overview of concepts and principles essential to understanding the behavioral aspects of sport and exercise. Emphasis is given to the conceptual frameworks and the applied aspects of performance enhancement, mental skills, exercise behavior and motivation, social factors, and psychology of injury. Applications are made to the athlete/participant, exercise leader and sport coach.

ESHE 360: Marketing of ESHE

Examines the entrepreneur's role with emphasis on marketing and promotion. Studies and applies methods employed to promote, market, select and administer all aspects of exercise, sport and health programs.

ESHE 370: Sociocultural Aspects of Sport

The purpose of this course is to introduce the student to sport specific sociocultural perspectives as they apply to the study of sport management. Topics may include race/ethnicity, gender and social class, and globalization as these apply to sport. Students will demonstrate the ability to assess the effect of sport in both American and global societies.

ESHE 375: Event and Facility management

Addresses the principles and procedures involved in sports facility and event management. Special emphasis will be given to sports event planning, production, and evaluation.

ESHE 400: Financial Aspects of Sport

Financial considerations important to sport; budgeting, fundraising, and economic impact of sport.

ESHE 415: Issues in Sport Management

Principles of organization and administration in a variety of sport related settings. Issues concerning facilities, equipment, philosophy, budget, scheduling, public relations, staffing, diversity, and management style are discussed.

ESHE 463: Fieldwork in ESHE

Course provides students opportunities to integrate previous course work with practical field experience.

HLTH 200: Wellness Lifestyles

Provides students with the knowledge and skills to keep themselves healthy and fit for life. The lecture provides information on health knowledge. The activity classes introduce a variety of fitness skills and techniques in order to help the individual pursue lifetime fitness. The laboratory assessments provide personal health/wellness data. All three components are integrated to promote a commitment to a wellness lifestyle.

MATH 137: College Algebra

A systematic approach to the concepts of algebra. Topics include basic properties of numbers systems, equations and inequalities, systems of equations, functions and graphs, polynomials and rational functions, exponentials and logarithms.

MGNT 322: Organizational Behavior

A study of individual and group behaviors within organizations. Intended to develop in managers a greater awareness of the problems and opportunities in managing individuals in organizations and in increasing employee effectiveness. A business core requirement.

MKTG 340: Principles of Marketing

Examines the marketing principles, concepts, and practices used by organizations to create value, enhance satisfaction, and manage customer relationships. The course emphasizes how to develop, position, price, distribute, communicate, and promote an organization's offerings to selected target markets in a dynamic global environment, A business core requirement.

PSYC 121: Introductory Psychology

Introduces students to the scientific study of behavior. Topics include essential concepts in brain function, development, cognition, learning, personality, social behavior, abnormal psychology, and the methods used to generate and apply psychological knowledge in a variety of settings. This course has been approved for credit in the Social and Behavioral Sciences area of the Core Curriculum.

STAT 200: Introduction to Statistics

Introduction to statistical methods; descriptive statistics, normal distribution, estimation, hypothesis testing, correlation and regression.

Description of Concentration, Track, and/or Focus Area Courses (if applicable)

Sport Administration Concentration

ACTG 212: Fundamentals of Managerial Accounting

Comprehensive introduction to the fundamental principles and procedures of accounting for managerial decision making, planning, control and performance evaluation. ACTG 212 is a business core requirement.

BLAW 203: Legal Environment of Business

This course provides a survey of the legal system of the United States of America. Civil procedure, tort law, administrative law and criminal law are briefly surveyed. Areas of the law studied in more depth include contracts, government regulation, international law and agency. Business ethics and diversity are emphasized in much of the topical coverage. (Does not include coverage of the Uniform Commercial Code.)

BLAW 304: Business Law I

The course is an in-depth study of the Uniform Commercial Code, Articles 2, 2a, 3, 4, 6, 7 and 9, bankruptcy, the CISG and other business law topics frequently addressed on the CPA examination.

BLAW 305: Business Law II

An in-depth study of the laws affecting business organizations, property, wills, trusts and estates and insurance. In addition, other areas of the law affecting business may be covered as these areas emerge and as time permits.

BLAW 306: Entertainment Law

This course provides a study of the legal aspects of the entertainment industry. Particular attention will be paid to contracts and contract implications, copyright law, and licensing concerns. Union issues, agency, and international implications will also be addressed.

COMS 104: Basic News Writing

Instruction and practice in basics writing for print and electronic media. Includes introduction to writing fundamentals, writing for all types of media, and use of expository, narrative, descriptive and persuasive approaches. This is a core course required of all Media Studies majors in the journalism concentration.

COMS 114: Public Speaking

Techniques and fundamentals of public speaking; methods for improving poise and confidence, delivery, construction of speeches and critical evaluation of speeches and speakers. For students who wish to improve their ability to communicate in public.

COMS 146: Media Performance

Performance demonstrated and practiced through a variety of media in studio and field settings. Personal coaching provided on the basis of audio and video recordings, analysis and feedback.

COMS 173: Introduction to Advertising and IMC

This course provides a foundation for advertising, its history, development, problems and challenges. Includes an overview of advertising, its creativity, composition, decision making, media planning, and management.

COMS 204: News Reporting

Practice in advanced level reporting and feature writing. The course requires submission of all stories for possible media distribution (e.g., "The Tartan," "NRV News"). Advanced discussion of ethics, morality, law and responsibility, as well as examination of national and international media issues.

COMS 225: Introduction to Public Relations

Principles, history and practice of public relations in business, educational institutions, social welfare organizations, government and the military services.

COMS 235: Writing for Public Relations

Provides students with the theory and technical knowledge necessary to produce messages as professional communicators. Students will develop skills in a variety of writing formats and learn to utilize desktop publishing and graphics software in the production of messages.

COMS 236: Print Production

Principles and practices in the production of print and digital media with emphasis on computer graphics and desktop publishing. Course also covers theories of typography and visual communication.

COMS 240: Teamwork and Communication

Development of communication skills in the context of teams in organizational and professional settings. Students study the structure of effective teamwork, group process, problem solving, and leadership.

COMS 250: Interpersonal Communication

Improves understanding of internal communication environments, enhances ability to communicate with others. Emphasis on theory and research through experiential projects and examination of communication process used by class itself.

ECON 205: Principles of Macroeconomics

An introduction to the concepts of scarcity and choice, supply and demand theory, national income accounting, money and banking, monetary and fiscal policy models, and how government deals with the problems of inflation, unemployment, and economic growth. This course has been approved for Core Curriculum credit in Social and Behavioral Sciences or U.S. Perspectives.

ECON 206: Principles of Microeconomics

Econ 206 concentrates on microeconomics: elasticity of demand and supply, consumer and producer behavior, market structure, labor market analysis, and general equilibrium.

ESHE 358: Technology for Exercise, Sport and Health Education

Students shall acquire the knowledge and skills to understand and use "high tech" exercise equipment, personal computer, related software, and main frame systems employed in commercial fitness/wellness centers, hospitals, and education centers.

ESHE 364: Pre-Professional Fieldwork in ESHE

Provides junior level ESHE students with the opportunity to integrate previous course work with practical field experience. Offers students 40-120 on-site work hours to apply theory to practice.

ESHE 461: Organization and Administration of Health/Fitness Programs

Focuses on the development, organization, implementation and administration of health, fitness, wellness and other health promotion programs. It includes basic information on facility and staffing requirements for such programs.

FINC 251: Personal Finance

Deals with personal financial planning including investment basics, wealth creation, insurance planning, the importance of savings, credit management, and basic estate planning.

FINC 331: Introduction to Business Finance

Introduces financial concepts and techniques of financial management and emphasizes an understanding of how the principles of finance can be used to enhance the value of the firm. Topics include the mathematics of interest and the time value of money, financial statement analysis and forecasting, valuation techniques, the measurement and relationship between risk and expected return, capital investment decisions, and working capital management.

FINC 332: Intermediate Business Finance

Applies the analytical tools acquired in FINC 331 Introduction to Business Finance to further explore the theory and practice of financial decision making to enhance firm value. Topics include advanced capital budgeting techniques, cost of capital, capital structure, dividend policy and mergers and acquisitions.

MGNT 250: Entrepreneurship and Innovation

Provides an overview of the principles, theories, and practice of entrepreneurship and innovation. Emphases will be placed upon the student understanding how past entrepreneurs have used innovation methods to launch entrepreneurial ventures; and how the student can use their own creativity to launch entrepreneurial ventures.

MGNT 323: Human Resource Management

Introduction to the most important functions of human resource management, including strategic HR planning, EEO laws, job analysis, recruitment, selection, training and development, performance appraisal, and compensation.

MGNT 361: Managing Professional Communication and Negotiations

Instruction in effective written and oral communications commonly used by leaders and managers in business organizations, and in effective negotiating skills and practices.

MGNT 421: Leadership and Motivation

Study of leadership as an interactive process involving the leader, followers, and situation. Emphasizes understanding the concepts and theories of leadership and motivation and how they are applied by practicing organizational leaders and managers.

MKTG 341: Advertising Strategy

An in-depth study of the administration of the complete advertising program. Integration and coordination of promotion with other variables of the marketing mix as they relate to consumer and industrial markets.

MKTG 342: Internet Marketing

This course is designed as an introduction to the rapidly evolving world of Internet marketing. The opportunities, problems, tactics and strategies associated with incorporating electronic methods into the marketing function are examined. Emphasis is placed on experiential learning and the latest technological aspects of marketing in the online environment.

MKTG 350: Consumer Behavior

A study of the consumer decision process, the cultural, social and psychological factors variables that influence behavior, and the impact of consumer actions on marketing tactics and strategies. This course applies concepts from a variety of social science disciplines to include psychology, sociology, and cultural anthropology to describe, explain, evaluate and predict consumer behavior.

MKTG 360. Professional Selling

The course contains a study of the theory and practice of professional selling and provides an opportunity for skill development relative to sales careers. After studying practical buyer-seller relationships, the students examine the roles of planning, interpersonal communication and resource management in selling effectiveness.

MKTG 440: Supply Chain Management

The study of inventory, transportation and traffic management, storage and other logistics functions as an integrated system within the firm and throughout the firm's supplier and customer channels. Uses problem-solving case studies with computer assisted decision making.

MKTG 344: Sales Management

Planning, organizing, leading, acquiring and controlling are applied to the management of the sales force and the coordination of the sales force with the total marketing effort.

Coaching Management Concentration

BLAW 306: Entertainment Law

This course provides a study of the legal aspects of the entertainment industry. Particular attention will be paid to contracts and contract implications, copyright law, and licensing concerns. Union issues, agency, and international implications will also be addressed.

BLAW 203: Legal Environment of Business

This course provides a survey of the legal system of the United States of America. Civil procedure, tort law, administrative law and criminal law are briefly surveyed. Areas of the law studied in more depth include contracts, government regulation, international law and agency. Business ethics and diversity are emphasized in much of the topical coverage. (Does not include coverage of the Uniform Commercial Code.)

COMS 104: Basic News Writing

Instruction and practice in basics writing for print and electronic media. Includes introduction to writing fundamentals, writing for all types of media, and use of expository, narrative, descriptive and persuasive approaches. This is a core course required of all Media Studies majors in the journalism concentration.

COMS 114: Public Speaking

Techniques and fundamentals of public speaking; methods for improving poise and confidence, delivery, construction of speeches and critical evaluation of speeches and speakers. For students who wish to improve their ability to communicate in public.

ESHE 305: Principles and Practice of Strength and Conditioning

This course is designed to develop the practical skills necessary to design strength and conditioning programs. Special emphasis is placed on the ability to evaluate exercise movements, prescribe appropriate exercise programs, and support program prescription with sound knowledge of anatomical and physiological adaptation to exercise.

ESHE 358: Technology for Exercise, Sport and Health Education

Students shall acquire the knowledge and skills to understand and use “high tech” exercise equipment, personal computers, related software, and main frame systems employed in commercial fitness/wellness centers, hospitals, and education centers.

ESHE 388: Coaching the Athlete

Develop an understanding of the obligations a coach has to the athlete, school, and community.

ESHE 390: Kinesiology

Explores the study and analysis of human motion.

ESHE 395: Motor Behavior

Provides students with core knowledge about the process of learning, performing and improving motor skills. Combining motor learning and sport psychology principles, students are exposed to numerous practice and performance concepts designed to optimize motor learning and performance. Students are expected to understand and apply these principles to real-life situations.

ESHE 461: Organization and Administration of Health/Fitness Programs

Focuses on the development, organization, implementation and administration of health, fitness, wellness and other health promotion programs. It includes basic information on facility and staffing requirements for such programs.

FINC 331: Introduction to Business Finance

Introduces financial concepts and techniques of financial management and emphasizes an understanding of how the principles of finance can be used to enhance the value of the firm. Topics include the mathematics of interest and the time value of money, financial statement analysis and forecasting, valuation techniques, the measurement and relationship between risk and expected return, capital investment decisions, and working capital management.

FINC 251: Personal Finance

Deals with personal financial planning including investment basics, wealth creation, insurance planning, the importance of savings, credit management, and basic estate planning.

Appendix D – “Abbreviated CV’s” for Faculty

Dr. Kevin Ayers
Ph.D., Athletic Administration, Florida State University

List of Adjunct and Special Purpose faculty

Mr. Michael Ramsey (ESHE 358)

Mr. Ronald Downs (ESHE 375, 461)

Dr. Anna DeVito (ESHE 370, 350)

Ph.D., West Virginia University

Mr. Donnie Tickle (ESHE 388)

M.S., Virginia Tech University

List of Related Course Faculty

Dr. Lynn Saubert (ACTG 211)

Ph.D., University of Wisconsin

Dr. Vernard Harrington (MGNT 322)

Ph.D., Texas A&M University

Dr. Duncan Herrington (MKTG 340)

D.B.A., Mississippi State University

Dr. Laura Vernon (ENGL 306)

Ph.D., Utah State University

Jerry M Kopf (MGMT 250)

Ph.D., University of Arkansas

K. Vernard Harrington (MGNT 323)

Ph.D., Texas A&M University

Tal Gad Zarankin (MGNT 361)

Ph.D., University of Missouri-Columbia

Danylle R. Kunkel (MGNT 421)

Ph.D., Virginia Tech

Jane Emma Machin (MKTG 341)

Ph.D., University of Pennsylvania

James G. Lollar (MKTG 344)

Ph.D., University of Alabama

Wilbur W. Stanton (MKTG 350)
Ph.D., Georgia State University

James G. Lollar (MKTG 360)
Ph.D., University of Alabama

Carol C. Bienstock (MKTG 440)
Ph.D., Virginia Tech

Felix E. Amenkhienan (ACTG 212)
Ph.D., University of Mississippi

Daniel V. Davidson (BLAW 203)
BS.BA., Indiana University

Daniel V. Davidson (BLAW 304)
BS.BA., Indiana University

Clarence C. Rose (FINC 251)
Ph.D., Virginia Tech

FeiFei Zhu (FINC 331)
Ph.D., University of Wisconsin Milwaukee

FeiFei Zhu (FINC 332)
Ph.D., University of Wisconsin Milwaukee

Doug Brinkman (ECON 105)
J.D., Gonzaga University

Twange Kasoma (COMS 104)
Ph.D., University of Oregon

Kimberly E. Herbert (COMS 114)
M.A., American University

Matthew Reuben Turner (COMS 146)
Ph.D., Ohio University

James Collier (COMS 173)

Leigh A. Kelley (COMS 204)
M.A., Hollins College

Lisa E. Baker (COMS 225)
Ph.D., Bowling Green State University

Leigh A. Kelley (COMS 236)
M.A., Hollins College

Kimberly E. Herbert (COMS 240)
M.A., American University

Betty L. Kannan (COMS 250)
M.A., West Texas A&M University

Appendix E – Student Assessment

Hello J.P.,

This email is to acknowledge that I have reviewed the SLOs for the Sports Administration Concentration for the ESHE program.

Sandra Nicks Baker

Sandra Nicks Baker, Ph.D.
Director of Academic Assessment
905 Tyler Ave., Box 7022
Radford University
Radford, VA 24142

540-831-5783
540-831-5142 (Fax)



Appendix F – Employment Demand

Job announcements should be printed from the Internet or captured by PDF. Do not cut and paste text from the announcement into the proposal. Do not include the announcements as an image or screen capture. A list of job announcements is not needed for the cover page. When printing job announcements, adjust print size for readability. SCHEV will not count announcements that have small font and/or text that appears smeared/smudged.

Appendix G – Survey to Determine Student Demand

Radford University is developing a Bachelor of Science in Sport Management for implementation in Fall, 2018. The sport administration concentration is designed for students intending to pursue careers of leadership in the sport industry. After completing this program, students should be able to:

- Demonstrate the ability to communicate in the written form,
- Demonstrate the ability to communicate orally,
- Demonstrate the ability to apply critical thinking and decision making as it applies to the sport setting, and
- Demonstrate managerial competencies in a sport related activity.

Faculty have prepared the survey below to gauge student interest in the program. Answers to the following questions will be used in summary form only. No personally identifiable information will be released. Please feel free to contact us at abarfield@radford.edu if you would like more information about the proposed program.

Thank you.

1. Have you heard of the proposed BS degree in Sport Management?
Yes No (If no, please go to Question 3)
2. If “Yes” for Q1, from where did you hear about the Sport Management Program?
Colleagues/Friends
Faculty
Alumni / Student
Information Session
Other (please specify):

3. What is your attitude towards a BS degree in Sport Management?
Very Negative Negative Neutral Positive Very Positive
4. Are you in favor of Radford University establishing a BS degree in Sport Management?
Yes No
5. “If Radford University offered this program, would you enroll?”
Yes No

6. Do you think that a sport management program will be beneficial for the development of sport in your community?

Yes No

If no, please explain:

SECTION II: DEMOGRAPHIC INFORMATION

7. College rank: _____

8. Age: _____

9. Gender: _____

10. Other Comments - Using the space below, please tell us what you think about Radford University getting a BS degree in Sport Management. We would love to hear from you!

Thank you for your participation!

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Program Proposal Cover Sheet

<p>1. Institution Radford University</p>	<p>2. Academic Program (Check one): New program proposal <input checked="" type="checkbox"/> _____ Spin-off proposal _____ Certificate document _____</p>
<p>3. Name/title of proposed program Allied Health Sciences</p>	<p>4. CIP code: 51.1199</p>
<p>5. Degree/certificate designation Bachelor of Science</p>	<p>6. Term and year of initiation: Fall, 2018</p>
<p>7a. For a proposed spin-off, title and degree designation of existing degree program</p> <p>7b. CIP code (existing program)</p>	
<p>8. Term and year of first graduates Spring, 2022</p>	<p>9. Date approved by Board of Visitors</p>
<p>10. For community colleges: date approved by local board date approved by State Board for Community Colleges</p>	
<p>11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)</p>	
<p>12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices). Departments(s) or division of <u>Department of Health & Human Performance</u> School(s) or college(s) of <u>College of Education</u> Campus(es) or off-campus site(s) <u>Main Campus</u> Mode(s) of delivery: face-to-face <input checked="" type="checkbox"/> distance (51% or more web-based) _____ hybrid (both face-to-face and distance) _____</p>	

13. Name, title, telephone number, and e-mail address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding this program proposal.

Dr. George Santopietro, Assistant Provost; 540-831-5465; gsantopi@radford.edu.

Dr. J.P. Barfield, Associate Professor; 540-831-6858; abarfield@radford.edu

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Description of the Proposed Program

Program Background

Radford University requests approval to initiate a Bachelor of Science degree program in Allied Health Sciences to be implemented in the fall 2018 semester. The proposed program will be administered by the Department of Health and Human Performance in the College of Education and Human Development.

The curriculum is designed as a Health/Medical Preparatory Program (CIP 51.1199); therefore, the purpose of the program is to prepare students for continued training in graduate or professional school. Graduates are expected to apply to graduate schools in the following post-graduate, professional allied health programs:

Degree Program	Degree Level	CIP Code
Athletic Training	Master's ¹	51.0913
Chiropractic	Doctoral	51.0101
Occupational Therapy	Master's or Doctoral	51.2306
Physical Therapy	Doctoral	51.2308
Physician Assistant	Master's	51.0912

Allied health professionals support primary care providers (e.g., doctors) in the healthcare process by providing secondary services to improve patient health. Population growth in the United States, coupled with an aging “baby-boomer” population, is causing demand for allied health professionals to outpace supply, resulting in workforce shortages across the Commonwealth and the nation.² As a result, it is vital that a sufficient allied healthcare workforce is developed to meet societal demands. The current program is providing students the knowledge and skills to enter graduate licensure programs in allied health through relevant courses such as therapeutic exercise, kinesiology, principles of strength and conditioning, physical activity and aging, exercise physiology and prescription of exercise. In addition, the program will ensure students complete pre-requisite courses necessary for their intended professional school such as physics, anatomy and physiology, psychology, and statistics. As a result, graduates can enter professional allied health schools of choice to become licensed therapists, physician assistants, athletic trainers, and chiropractors among other professionals.

Because each graduate/professional licensure program in allied health has unique prerequisites for entry, the proposed program incorporates guided electives so that the curriculum is flexible enough for students to complete unique prerequisites for their chosen professional program. For instance, prerequisite courses for physical therapy differ from prerequisite courses required for occupational therapy. The current program will allow students to develop the therapeutic exercise and therapeutic intervention skills necessary for each professional allied health program (e.g., occupational therapy) while simultaneously allowing students to complete prerequisites

¹ Licensure in Athletic Training is currently offered through an undergraduate degree program but will require a graduate degree for licensure starting in 2020.

² Institute of Medicine. 2008. Retooling for an Aging America: Building the Health Care Workforce. <http://nationalacademies.org/hmd/reports/2008/retooling-for-an-aging-america-building-the-health-care-workforce.aspx>

that are profession specific (e.g., psychology). This unique program also integrates in-clinic observation or practicum experiences so that students gain required clinical experiences for professional school.

Historically, allied health professions such as physical therapy were offered through undergraduate degree programs. However, in the past two decades, the majority of these programs have moved to licensure requirements that require graduate education without a corresponding replacement at the undergraduate level. As a result, there is a disconnect between K-12 graduates and professional allied health education. Currently, high school students can and do take allied health courses either as elective courses or as dual-enrollment courses through community colleges. Unfortunately, once these students enter undergraduate education, there is no standard pathway to graduate/professional allied health degree programs. In essence, there are no undergraduate majors in physical therapy, occupational therapy, chiropractic, or physician assistant despite the very strict prerequisites required for professional school. In the Commonwealth, only one institution currently offers an undergraduate major that tracks to professional allied health programs (B.S. in Rehabilitation Sciences, George Mason University). The proposed major in Allied Health Sciences will establish a “pipeline” that helps students track from high school, to an undergraduate program that meets students’ personal and professional interest, to a professional/graduate program that leads to their career path. Following the blueprint of George Mason University, Radford University is providing an overdue opportunity for students by linking the pipeline from high school to graduate education through a structured, meaningful, and necessary undergraduate degree program.

Mission

Radford University serves the Commonwealth of Virginia and the nation through a wide range of academic, cultural, human service, and research programs. First and foremost, the university emphasizes teaching and learning and the process of learning in its commitment to the development of mature, responsible, well-educated citizens. RU develops students’ creative and critical thinking skills, teaches students to analyze problems and implement solutions, helps students discover their leadership styles, and fosters their growth as leaders. Toward these ends, the university is student-focused and promotes a sense of caring and of meaningful interaction among all members of the University community. Research is viewed as a vital corollary to the teaching and learning transaction as it sustains and enhances the ability to teach effectively. Radford University believes in the dynamics of change and has a strong commitment to continuous review, evaluation, and improvement in the curriculum and all aspects of the University, so as to meet the changing needs of society.

The Allied Health Sciences program meets the mission of the university because it provides opportunities for students to develop critical thinking skills, analyze problems and implement solutions. These skills are necessary for allied health professional and form the backbone of the program’s academic mission. The program develops these skills through a series of research (Research Methods, Research Project) and project-based (Kinesiology, Exercise Physiology, Exercise Prescription, Therapeutic Interventions) courses.

Admission Criteria

Admission to Radford University requires the following:

- An official transcript of high school work completed, and
- An official Scholastic Assessment Test I (SAT I) or American College Testing Program (ACT) score report.
 - No minimum score is required
 - Applicants with a 3.20 GPA (on a 4.00 scale) may elect to be considered for admission without submitting their Scholastic Assessment Test I (SAT I) or American College Testing Program (ACT).

Radford University takes a holistic approach to reviewing applications and views all materials that an applicant submits in an effort to get to know the prospective student as well as possible. Every application is reviewed by members of the Admissions committee in an effort to select potential Radford University students who are likely to find academic success at Radford and who are likely to be positive contributors to the community. To this end, the Office of Undergraduate Admissions reviews:

- Academic transcripts,
- The strengths of an applicant's high school curriculum,
- Standardized testing,
- Letters of recommendation, and
- All other materials submitted.

In addition, admission to the Allied Health Science program requires the following:

- An overall 3.0 GPA
- An overall 3.0 math/science GPA
- A grade of B or better in the following courses, and
 - MATH 137 OR 138
 - BIOL 105
 - BIOL 310
 - PSYC 121
 - STAT 200
 - HLTH 200
- A formal application to the program (typically submitted January of sophomore year).

Transfer credit is accepted for the program and there is no limit to the number of hours that a student may transfer. However, half of the required major courses, and at least 45 hours total, must be taken at Radford University for the Allied Health Science degree. Students interested in transferring to the Allied Health Sciences program from a Virginia Community College are strongly encouraged to complete an Associate of Arts, Associate of Science or Associate of Arts and Science including the following courses:

- MATH 137 (MTH 158)
- BIOL 105 (BIO 101)
- PSYC 121 (PSY 200)
- STAT 200 (MTH 157, 240 OR 241)
- HLTH 200 (HLT 116)
- BIOL 310 & 311 (BIO 141 & 142)
- CHEM 101 & 102 (CHM 111 & 112)

Target Population

The Department of Health and Human Performance will target high school and community college students interested in wellness, healthcare, and the treatment of disease. This interest may be developed through course experience, family exposure (e.g., parents in the field), or general healthcare knowledge. The proposed program targets students who are planning to continue their education at the graduate level and, because admission into graduate/professional allied health programs are competitive, we are targeting students who are academically strong. The entrance requirements reflect the academic aptitude students will need to pursue graduate and professional study in the field.

Curriculum

The proposed Bachelor of Science in Allied Health Sciences program is 120 credit hours. The program enables students to complete professional school prerequisites within a meaningful undergraduate curriculum.

The curriculum provides four important areas of study: 1) core classes, 2) guided electives, 3) research coursework, and 4) practicum experiences. The strong major “core” exposes students to important job-related knowledge and skills (e.g., assessment of athletic injuries, physical activity and aging, therapeutic interventions, exercise physiology & prescription). Guided electives are chosen, in conjunction with an advisor, to meet school-specific prerequisites for graduate schools of interest (e.g., biochemistry, physics). Guided electives, rather than restricted electives, are needed for this program because there is variation in prerequisite coursework among professional programs, even within the same discipline (e.g., different requirements for different occupational therapy programs). The curriculum also includes research coursework, a necessity due to the abbreviated time frame of professional programs. Whereas most doctoral students complete 6 years post-undergrad, most professional degrees matriculate students in 2 to 3 years.

The program includes practicum work that integrates observation experiences into the curriculum. These observational experiences provide ideal experiential learning opportunities. The department has entered into site agreements with health care service providers to ensure that students obtain sufficient shadowing in clinical settings before applying for graduate programs (e.g., physical therapy schools typically require >75 hours of clinical shadowing or observation as an application pre-requisite). Students who shadow without guidance or supervision find that they are applying to professional school without sufficient observational experiences in the field. As a result, many students are not competitive for professional school immediately after graduation and may have to reapply for professional school one to two years following graduation. The proposed major integrates observational experiences into the curriculum (Practicum I, II, and III) so that students complete required observations in the field before applying to professional school (conclusion of the junior year), thereby making their applications more competitive.

Bachelor of Science in Allied Health Sciences

General Education Requirements: 43-44 Credit Hours

Major Core Requirements: 48 Hours

CHEM 101 General Chemistry (4)

CHEM 102/3	General Chemistry (4)
BIOL 310	Human Structure & Function I (4)
BIOL 311	Human Structure & Function II (4)
PSYC 230	Lifespan Development (3), OR PSYC 439 Abnormal Psychology (3)
ESHE 201	Introduction to Athletic Injuries (3)
ESHE 205	Introduction to Allied Health Sciences (1)
ESHE 305	Principles & Practice of Strength & Conditioning (3)
ESHE 315	Physical Activity & Aging
ATTR 323	Assessment of Athletic Injuries (3)
ESHE 390	Kinesiology (3)
ESHE 392	Exercise Physiology (3)
ESHE 396	Assessment & Prescription (3)
ESHE 450	Research Methods (3)
ESHE 465	Therapeutic Interventions (4)
HLTH 465	Exercise, Performance & Nutrition (3)

Guided Electives: 16 Hours

These courses include typical prerequisites for specific disciplines. Individual schools have unique requirements; therefore, students have flexibility in meeting school-specific prerequisites. Students may switch disciplines of interest while enrolled in the program. Students are required to complete 16 total hours for graduation but do not have to complete all 16 from one discipline (prevents a student from taking multiple guided electives in one area and having to complete 16 additional hours in a second area).

Occupational Therapy

PHIL 112	Introduction to Ethics & Society (3)
PHIL 113	Introduction to Reasoning & Argument (3)
APST 200	Introducing Appalachia (3)
SOCI 121	Understanding Cultures (3)
PSYC 230	Lifespan Development (3)
PSYC 439	Abnormal Psychology (3)
HLTH 475	Health Behavior Change (3)
ESHE 451	Research Project (3)

Physical Therapy

PHYS 111	General Physics (4)
PHYS 112	General Physics (4)
BIOL 104	Human Biology (4)
BIOL 334	Microbiology (4)
PSYC 230	Lifespan Development (3)
PSYC 439	Abnormal Psychology (3)
ESHE 451	Research Project (3)
HLTH 300	Community Health & Epidemiology (3)
HLTH 475	Health Behavior Change (3)

Alternative Allied Health Disciplines (e.g., Physician Assistant)

CHEM 301	Organic Chemistry (4)
CHEM 302	Organic Chemistry II (4)
BIOL 334	Microbiology (4)
BIOL 471	Biochemistry (4)
ESHE 451	Research Project (3)
HLTH 300	Community Health & Epidemiology (3)
HLTH 451	Drug Use & Drug Abuse Education (3)
HLTH 453	Human Sexuality
HLTH 460	International Health (3)
HLTH 475	Health Behavior Change (3)

Practicum Courses: 3 Hours

ESHE 225	Allied Health Sciences Practicum I (1)
EHSE 250	Allied Health Sciences Practicum II (1)
ESHE 325	Allied Health Sciences Practicum III (1)

Free Electives: 6-7 Hours

Total Credit Hours: 120

Appendix A provides a Sample Plan of Study for fulltime students.
Appendix B provides Course Descriptions.

Student Retention and Continuation Plan

Student progress will be monitored through individual advising sessions each semester. The Department of Health and Human Performance has an advising day each semester so that students meet with faculty advisors to discuss degree progress and professional interests. Radford University instructors have the ability to notify advisors of student progress throughout the semester and advisors can arrange tutoring for all allied health science courses through the Learning Assistance Resource Center (LARC). Additionally, an Introduction to Allied Health Sciences course is part of the program, allowing faculty to address retention and matriculation early in the degree program. Progress is also monitored at the conclusion of each semester by the program director.

Faculty

The Department of Health and Human Performance supports seventeen full-time tenure track lines and two of these lines are dedicated to teach core Allied Health Sciences courses. Both these faculty members have doctoral training in an allied health field (i.e., exercise science). Collectively, these faculty have published multiple articles on student recruitment into allied health and have presented on undergraduate student research. As the degree program grows, new faculty recruitment will target persons with expertise in other areas of professional allied health.

Five other faculty members within the Department of Health and Human Performance teach courses required for Allied Health Sciences students. The majority of these faculty also have training in allied health (i.e., Athletic Training). In addition, licensed allied health professionals

will teach 1-2 courses within the program as adjunct instructors and experts in alternative fields teach guided elective courses (e.g., Chemistry, Biology). This spread of faculty usage ensures that qualified instructors teach students throughout the curriculum. Appendix C includes a sample abbreviated faculty appendix.

Program Administration

The proposed Bachelor of Science in Allied Health Sciences will have a program administrator. The administrator will be responsible for teaching in the program, reviewing student applications to the program, reviewing progress/matriculation at the end of each semester, documenting post-graduate outcomes, organizing recruitment initiatives (new and transfer students), and advising in the program. A full-time, tenure-track faculty member will serve as administrator of the program.

Advisory Board

The program has an advisory board made up of professional allied health school leaders across the state. The board consists of full-time faculty and administrators at professional schools in occupational therapy, physical therapy, and physician assistant. The board also consists of Radford University alumni from the Sports Medicine concentration (precursor to the proposed program). Each board member has an indefinite appointment and provides feedback on the curriculum via annual conference calls. See Appendix D for a list of advisory board members.

Student Assessment

Every student who completes a Bachelor of Science degree in Allied Health Sciences will have mastered a set of skills that are needed for accepted into graduate/professional allied health programs.

Students will be assessed via written exams, oral exams, written papers, and exercise prescriptions for specific populations. Additionally, students will complete reflection logs during practicum experiences to link course content to observed practice skills. The majority of student assessments occur during a culminating senior experience (ESHE 396 – Exercise Testing & Prescription).

The learning outcomes for the Bachelor of Science in Allied Health Sciences are specific to undergraduate knowledge, skills, and abilities that students should acquire in the proposed program. Faculty have worked with staff members in the Office of Academic Assessment to develop learning outcomes and appropriate measures (Appendix E).

Learning Outcomes:

Allied Health Sciences Students will be able to:

- Communicate effectively and sensitively with clients and colleagues in oral and written forms,
- Develop exercise prescriptions for clients in fitness and clinical settings,
- Perform and interpret assessments of health and physical fitness, and
- Identify acute and chronic physiological changes that occur in the body in response to exercise stress.

Curriculum Map for Bachelor of Science in Allied Health Sciences

Learning Outcome	Course of Assessment	Measures
Communicate effectively and sensitively with clients and colleagues in oral and written forms.	ESHE 225 ESHE 250 ESHE 325	Reflection journals Observation logs
Develop exercise prescriptions for clients in fitness and clinical settings.	ESHE 396	Classroom Project Final Exam
Perform and interpret assessments of health and physical fitness.	ESHE 396	Practical Exam
Identify acute and chronic physiological changes that occur in the body in response to exercise stress.	ESHE 396	Written Exam

Employment Skills/Workplace Competencies

Graduates in Allied Health Sciences will be able to:

- Assist a primary therapist in the treatment and care of patients,
- Prepare equipment for patient treatments as ordered by a primary therapist,
- Perform routine cleaning and maintenance of therapy areas and corresponding equipment,
- Perform clerical duties such as ordering supplies, tracking inventory, and answering phones, and
- Assist patients with therapeutic exercises and training.

Program Assessment

The Department of Health and Human Performance will assess and evaluate the program annually starting the first year of enrollment (2018-2019). The department will administer annual assessments of student learning outcomes beginning in 2019, in accordance with the Office of Academic Assessment's university-wide reporting requirements. The Department will also review Allied Health Sciences faculty evaluations each semester to ensure that students are satisfied with the course and the corresponding instructor. Also, the Allied Health Sciences program faculty will seek feedback twice a year from the external advisory board regarding curriculum and post-graduate outcomes. Finally, senior students in the program will complete an annual program evaluation regarding strengths, weaknesses, and opportunities.

A more extensive review of the program's goals, learning outcomes, and student success will occur on a five-year cycle. The program, with help from the Offices of Academic Assessment and Institutional Research, will use institutional data, student and alumni surveys, and learning outcome assessments to write a program review report that describes how program goals and

learning outcomes have been achieved. The program is schedule to submit its first five-year review in 2023.

Benchmarks of Success

The benchmarks of success for the Allied Health Sciences program include:

1. Six-year graduation rate of 80% among students accepted into the program.
2. 60% acceptance rate into graduate/professional school within 2 years of graduation.
3. An average 4.0 score on Allied Health Sciences course evaluations.
4. An average 4.0 score on Allied Health Sciences faculty evaluations.
5. 75% employment rate within 1 year of graduation.
6. 85% of program seniors will report being satisfied or very satisfied with the program.

Physical therapy acceptance rates are documented annually. Although the rate varies by school, approximately 42% of applicants are accepted by at least one professional physical therapy program each academic year.³ Acceptance rates for occupational therapy and physician assistant programs are not published annually but seem to be as, if not more, restrictive than physical therapy. For example, the Physician Assistant program at Jefferson College of Health Sciences typically enrolls one student for every 20 applicants⁴. If initial benchmarks are not met within the first two graduation cohorts, the unit will seek program improvement through direct feedback from:

- The program advisory board (currently twice per year),
- Professional program directors as to limitations in Radford University applications,
- Program leaders at public SCHEV institutions serving similar students, and
- Accreditation associations of professional programs.

Expansion of Existing Programs

This proposal is an expansion of an existing program, namely the Allied Health Sciences concentration within the Exercise, Sport, and Health Education (ESHE) major. The current concentration was started to expand opportunities for physical education teacher licensure students who wanted to pursue options other than teaching upon graduation. However, students are now seeking a pre-professional degree program at the onset of their undergraduate career. Currently, it is difficult to market a concentration to prospective students that students understand will track to professional school. In essence, students interested in pre-professional allied health education are unlikely to understand that a major in Exercise, Sport, and Health Education leads to graduate opportunities in allied health. The current proposal seeks a stand-alone major so that prospective students can effectively identify a structured, effective pipeline from K-12 to graduate allied health education. Approval of the current program will result in elimination of the Allied Health Sciences concentration from the ESHE major. No additional faculty will be needed for this change as no additional courses are projected.

Relationship to Existing Radford University Degree Programs

The proposed Bachelor of Science in Allied Health Sciences is not similar or related to any existing degree program at Radford University.

³ <http://www.apta.org/AnnualReports/>

⁴ <http://www.jchs.edu/degree/master-science-physician-assistant>

Compromising Existing Programs

No degree programs outside the Department of Health and Human Performance will be compromised or closed as a result of the initiation and operation of the proposed degree program. The transition to a major in Allied Health Sciences will coincide with the closure of the concentration by the same name in the Exercise, Sport, and Health Education major. The concentration will be closed within a two-year period of the proposal initiation (i.e., 2020-2021) so that current students can continue in their academic program to graduation. Students will also have the choice to switch to the Bachelor of Science in Allied Health Sciences without losing any progress toward degree completion.

Collaboration or Standalone

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

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

Trend in the Field

With the population in the U.S expected to increase to 400 million by 2050, it will be vital that work forces are identified for allied health positions to meet the societal demands.⁵ Coupled with a population increase, an aging “baby-boomer” population is one of the factors causing demand for Allied Health Sciences professionals to outpace supply, resulting in workforce shortages.^{6,7} Because Allied Health Sciences professionals have specific education and associated licensure requirements, the onus to identify prospective students falls squarely on institutions of higher education.

The growth in the field is almost exclusively societal based. The baby boomer population, the largest generational cohort in the United States, is now comprised of older adults, driving the demand for increased healthcare services.⁹ Research is clear that as age increases, risk of disease and disability increases. In essence, the baby boomer population is retiring (leaving jobs in healthcare), experiencing greater impact of disability due to age (requiring more healthcare), and in need of allied health professionals as part of their healthcare regimen (i.e., licensed therapists).

⁵ <https://www.census.gov/population/projections/data/national/2014.html>

⁶ Guion, W., Mishoe, S., Taft, A., & Campbell, C. (2006). Connecting allied health students to rural communities. *Journal of Rural Health, 22*, 260-263. Doi:10.1111/j.1748-0361.2006.00042.x

⁷ Institute of Medicine. (2008). *Retooling for an Aging America: Building the Health Care Workforce*. Available at <http://www.iom.edu>. Accessed September 3, 2009.

⁸ Kilpatrick, S., Johns, S., Millar, P., Le, Q., & Routley, G. (2007). Skill shortages in health: innovative solutions using vocational education and training. *Rural Remote Health, 7*, 623. Retrieved from http://eprints.utas.edu.au/1349/1/article_print_623.pdf.

⁹ Canizare, M. et al. (2016). Do baby boomers use more healthcare services than other generations? Longitudinal trajectories of physician service use across five birth cohorts. *BMJ Open, 6*. doi: [10.1136/bmjopen-2016-013276](https://doi.org/10.1136/bmjopen-2016-013276)

As a result, the allied health science field is projected to be one of the fastest growing job markets over the next decade.¹⁰ To meet this demand, the number of graduate/professional allied health programs is increasing. The job growth and median salaries in allied health professions are very high relative to other degree programs; therefore, the interest in these opportunities continues to increase among undergraduates. High schools now offer courses in allied health and students' awareness and exposure to these opportunities has, and will continue, to increase the number of students wanting a model pathway into professional allied health education (e.g., occupational therapy). Because a vacuum still exists at the undergraduate level about how to matriculate students to professional programs in allied health, Radford University is proposing an undergraduate degree program to meet the need of professional schools in the region as well as to establish a reliable and successful academic pipeline to professional allied health that other institutions, in the state and beyond, can model.

Evidence for Degree Program

Undergraduate majors in Allied Health Sciences programs have recently become highly demanded four-year academic curricula.¹¹ Undergraduate students have multiple degree program pathways into professional school (e.g., biology pre-professional program) and Departments of Health & Human Performance (HHP) usually house several of these degree paths.¹² Over the past decade, HHP departments have started to target Allied Health Sciences students to enhance academic program options within traditional teacher education units.¹³ As a result, the most common HHP concentrations following teacher preparation are now Allied Health Sciences education programs, namely athletic training, exercise science and pre-physical therapy. The expansion of Allied Health Sciences education options has been driven by student interest as demonstrated by continued student growth.^{14,15} Hence, HHP departments have a vested interest in preparing professionals for the allied health field and in order to meet the anticipated workforce shortage.

Commonwealth Need

Consistent with national trends, the demand for allied healthcare workers (e.g., physical therapists, physician assistants) is greater than the supply in southwest Virginia. Therefore, it is imperative that Radford University recruits and matriculates students interested in these professions. Radford University is not only serving an important state/national need but is also supplying a very important workforce component to the region it serves. Currently, Radford

¹⁰ <https://www.bls.gov/ooh/healthcare/home.htm>

¹¹ California Postsecondary Education Commission. (2007). *Public higher education performance accountability framework report: Goal – contributions to economic, civic, and social development measure: Workforce preparation – degrees awarded in selected areas of projected workforce demand.* (ERIC Document Reproduction Service No. ED 499 260)

¹² Barfield, J., Folio, R., Lam, E., & Zhang, J. (2011). Factors associated with enrollment in allied health education: Development of a predictive scale. *Journal of Allied Health, 40*, 77-84.

¹³ Bulger, S. M., Housner, L. D., & Lee, A. M. (2008). Curriculum alignment: A view from physical education teacher education. *Journal of Physical Education, Recreation, & Dance, 79*(7), 44-49.

¹⁴ Barfield, J., Folio, R., Lam, E., & Zhang, J. (2011). Development of a scale to determine enrollment barriers into allied health education programs. *Measurement in Physical Education and Exercise Science, 15*, 47-66.

¹⁵ Rich, V., Kedrowski, J., & Richter, S. (2008). Institutional profiles of CAATE accredited entry-level athletic training education programs in the United States. *Athletic Training Education Journal, 3*(Jul-Sep), 108-114.

University offers a doctoral program of physical therapy and masters of occupational therapy. To meet this demand, there must be an effective pathway for students to track from K-12 to graduate work in the preferred academic field of study.

When one considers the drastic increase of professional programs in the region over the past five years (e.g., Lynchburg College, Radford University, Emory & Henry College), undergraduate institutions must have an effective academic program to propel undergraduates toward these meaningful career opportunities. Radford University proposes a model pipeline program that will bring attention from within and outside the state. The proposed model establishes an academic pipeline for future professionals across the collegiate career. When one considers that almost all masters and doctoral programs offer undergraduate training in the same field, it is only a matter of time before institutions start to stratify K-12 into doctoral experiences within this field. Radford University is in an excellent position to leverage our geography in the state (dramatic expansion of professional programs) to establish a model program upon which SCHEV institutions, as well as those outside the state, can incorporate to provide a primary academic vehicle for students into professional allied health programs. A stand-alone degree will also enable better marketing of allied health to prospective first-year students, transfer students and undeclared majors. Radford University is able to implement this transition because of the previous research in the area by current HHP faculty.¹⁶

How the Future was Created

The demand for undergraduate majors was driven by the transition of allied health education from undergraduate degree programs to professional graduate study *without* the concomitant replacement of the undergraduate degree. In essence, when traditional undergraduate programs in physical therapy and occupational therapy moved exclusively to graduate education, a tremendous vacuum was created at the undergraduate level without a pipeline into these graduate programs and, ultimately, to the workforce. In response, institutions have tried a number of options to prepare and place undergraduate students into these professional opportunities including:

- Pre-professional advising (e.g., Christopher Newport, Old Dominion University), Ppre-professional concentrations in existing majors (e.g., William & Mary, James Madison University), and
- Stand-alone majors that include preparation in allied health science (Rehabilitation Science at George Mason University).

In total, there are 32 academic “pathways” across public SCHEV institutions that are designed to prepare undergraduate students for professional allied health education. This total reflects the fact that individual universities offer 2 to 3 different tracks which ultimately causes a great deal of variability and lack of clarity as to how students are educated and prepared for professional school. There is clearly a need to streamline the educational process for these students and Radford University’s proposed model undergraduate degree program is a response to this need.

¹⁶ Barfield, J., Cobler, D., Lam, E., Zhang, J., & Chitiyo, G. (2012). Differences between African American and Caucasian students on allied health enrollment influences and barriers. *Advances in Physiology Education*, 36, 164-169. DOI: 10.1152/advan.00129.2011

Employment Demand

Job opportunities in healthcare professions, including Allied Health Sciences, are expected to increase over the next decade. The demand for allied health care workers is high as documented by reported federal and Commonwealth employment projections. Evidence is included from 3 sources: 1) Bureau of Labor Statistics, 2) Virginia Labor Market Information, and 3) job advertisements.

Specific to federal employment projections, the Bureau of Labor Statistics Occupational Handbook projects employment demand for the next decade to be much higher than average for allied health professions. The table below documents employment demand for specific programs of most interest to prospective graduates. Employment numbers are not available for rehabilitation technician or aide professions.

National Employment Demand via Bureau of Labor Statistics

Career Field	Median Salary	Projected 10-year Job Growth	Evaluation
Athletic Training	\$45,000	21% ¹⁷	Much faster than average
Chiropractic	\$64,000	17% ¹⁸	Much faster than average
Occupational Therapy	\$80,000	27% ¹⁹	Much faster than average
Physical Therapy	\$84,000	34% ²⁰	Much faster than average
Physician Assistant	\$98,000	30% ²¹	Much faster than average

Specific to Commonwealth employment projections, the demand for allied health professionals is consistent with national trends, with all fields projected to have more job openings than candidates. The table below documents employment demand specific programs of most interest to prospective graduates.

Commonwealth Employment Demand via Virginia Labor Market Information

Career Field	Salary Range	Decade Growth	Supply/Demand
Athletic Training	\$34,000-56,000	21%	.42 candidates/job opening ²²
Chiropractic	\$51,000-107,000	17%	.16 candidates/job opening ²³
Occupational Therapy	\$62,000-100,000	27%	.01 candidates/job opening ²⁴
Physical Therapy	\$64,000-98,000	34%	<.01 candidates/opening ²⁵

¹⁷ <https://www.bls.gov/ooh/healthcare/athletic-trainers.htm>

¹⁸ <https://www.bls.gov/ooh/healthcare/chiropractors.htm>

¹⁹ <https://www.bls.gov/ooh/healthcare/occupational-therapists.htm>

²⁰ <https://www.bls.gov/ooh/healthcare/physical-therapists.htm>

²¹ <https://www.bls.gov/ooh/healthcare/physician-assistants.htm>

²²

<https://data.virginialmi.com/vosnet/lmi/occ/occsunmary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws04rlzVCr0GZG+s4y45T9mnPCDfQltY+fhVQfQpUf0YBvELbmSndttekYNkaez8ERCdje0=>

²³

<https://data.virginialmi.com/vosnet/lmi/occ/occsunmary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws04rlzVCr0GZG+s4y45T9mnPCDfQltY+fhVQfQpUf0YBvELbpbeyIzMHmC/b4XzugerGpZ8=>

²⁴

<https://data.virginialmi.com/vosnet/lmi/occ/occsunmary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws04rlzVCr0GZG+s4y45T9mnPCDfQltY+fhVQfQpUf0YBvELbhJzx94sIatcFCMfhXQ2psQ=>

²⁵

<https://data.virginialmi.com/vosnet/lmi/occ/occsunmary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws04rlzVCr0GZG+s4y45T9mnPCDfQltY+fhVQfQpUf0YBvELbtliSFMcMvqw+dfCvVH0ppY=>

<i>Commonwealth Employment Demand via Virginia Labor Market Information continued</i>			
Physician Assistant	\$63,000-104,000	30%	.04 candidates/job opening ²⁶

For students not accepted into professional school, program graduates will be able to pursue employment as exercise physiologists, rehabilitation technicians, and rehabilitation aides. Program graduates will have the required knowledge, skills, and abilities to seek employment in these areas immediately upon graduation from Radford University. These professionals “develop fitness and exercise programs that help patients recover from chronic diseases and improve cardiovascular function, body composition, and flexibility.”²⁷ The median salary for exercise physiologists is \$42,000 and job growth is expected to be faster than average. Exercise physiologists work in a variety of settings including fitness centers, rehabilitation facilities, and corporate wellness centers. The median salary for rehabilitation aides and technicians is \$43,000-54,000 for physical and occupational therapy respectively and job growth (40%) is expected to be much faster than average.

See Appendix F for sample job descriptions.

Student Demand

Evidence of student demand is documented from two sources: 1) student survey, and 2) enrollment data.

Student Survey

During the 2016-2017 academic year, the Allied Health Sciences faculty, in conjunction with the advisory board discussed changing the degree program from a concentration to a major in Allied Health Sciences. Following discussions with the HHP faculty, a student interest survey was forwarded to all Allied Health Sciences students. The feedback below is from all submitted surveys ($N = 89$):

- 85% of students enrolled in the Allied Health Sciences concentration indicated that they would want to enroll in an Allied Health Sciences major
- 93% indicated that they would likely apply to graduate or professional school after graduating from an Allied Health Sciences major
- 82% of students reported that their chances of professional school acceptance would be better upon completing an Allied Health Sciences major compared to a concentration.

Based on this feedback, the Department of HHP faculty voted to replace the concentration with a revised curriculum named Allied Health Sciences with the intention of moving the program to a major by 2018-2019. The new concentration was approved by the University Curriculum Committee in Spring, 2017. The survey is reported in Appendix H.

²⁶

<https://data.virginialmi.com/vosnet/lmi/occ/occsummary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws04rlzVCr0GZG+s4y45T9mnPCDfWVSlG0vD+0W4tTq7S7ZbZdQRQZIWds6Rmx7199lxur2NjgdTtDrC2YAtaTvH3D0>

²⁷ <http://www.bls.gov/ooh/healthcare/athletic-trainers-and-exercise-physiologists.htm>

Enrollment Data

These survey data are supported by enrollment in the *Sports Medicine/Allied Health Sciences* concentrations over the last five years. This field of study is popular in the Department of Health and Human Performance and serves a wide variety of student interests (e.g., physical therapy, occupational therapy). The demand for an Allied Health Sciences major is already established in the department and, based on the projected job growth; the student demand for this program will remain high. The HHP department enrolled 102 students interested in professional schools in 2004 and has experienced significant growth since that time.

Allied Health Science Concentration Enrollment, Department of HHP

Enrollment	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Allied Health Science						29
Sports Medicine	227	266	261	236	198	176
Health & Human Performance	766	833	865	852	775	699

Sports Medicine Graduates, Department of HHP

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Sports Medicine	36	41	43	47	56

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Projected enrollment:

Table 1. Projected Enrollment

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2017 – 2018		2018 – 2019		2019 – 2020		2020- 2021			2021 – 2022		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
215		225		236		247				259	

*These estimates are based on student growth in the Allied Health Sciences concentration since 2015 (3% increase).

Assumptions:

Retention percentage: 65%

Full-time students: 236 / Part-time students: 0

Full-time students average credit hours per semester: 16

Full-time students graduate in 4 years

Duplication

The proposed degree program is very similar to the major in Rehabilitation Science offered by George Mason University (51.2134). Both degree programs prepare individuals for graduate or professional study in Allied Health (e.g., physical therapy). As a result, the curricula are similar and require:

- Anatomy & Physiology I & II
- Chemistry I & II
- Exercise Physiology
- Exercise Prescription
- Kinesiology/Movement Science
- Physics
- Research Methods/Research Project
- Statistics, and
- Introduction to Allied Health/Rehabilitation Sciences.

Each program serves a different geographical region in the Commonwealth but incorporates a similar strategy to prepare students for professional programs in allied health.

Distinctions also exist between the proposed program and the program offered through George Mason University. The Rehabilitation Science program at George Mason prepares students for Ph.D. programs in rehabilitation whereas the Radford University proposal focus on on preparing students for professional school (not necessarily doctoral programs). It is not surprising, because of the additional rigor required for undergraduates to enroll in doctoral programs, that the headcount for Rehabilitation Sciences was 11 students at George Mason University in Fall, 2016. The degree program was initiated in 2016; therefore, no prior year data or degrees awarded are available. Regardless, one can clearly see that Radford University's program is rooted in a sound curricular base for students wanting to pursue professional training in Allied Health.

Projected Resource Needs for the Proposed Program

Resource Needs

Radford University and the Department of Health and Human Performance have the resources needed to initiate and operate the proposed degree program. The following categories detail the resources required to launch and sustain the proposed program from its initiation in the fall 2018 semester through the target year 2022 – 2023. Assessments of need for full-time faculty, part-time faculty, and adjunct faculty are based on the following ratio of student enrollment to faculty effort: student FTE of enrollment requires one FTE faculty for instruction. The proposed program will therefore require a total of 20 FTE to launch increasing to 2.0 FTE by the target year of 2020 – 2021.

Full-Time Faculty - Additional full-time faculty lines are not needed at this point (the current Allied Health Sciences concentration faculty will lead the new program). If growth of the program continues, additional adjunct or full-time faculty may be needed. Current student enrollment in the concentration has steadied. This reduction in growth is due to the academic requirements of professional schools. As graduate programs have become more restrictive, the academic standards in the department have increased to remain consistent and therefore reduced the number of students who are accepted into the program. Because students now need to graduate with a GPA over 3.5 to be competitive, the increased enrollment requirements of the program (now 3.0) have resulted in fewer accepted students. This GPA requirement is necessary to ensure our graduates have the ability to pursue competitive programs upon completion of the undergraduate degree. Because the enrollment rates have varied with the changes in professional school acceptances, it is necessary to monitor student growth over the next five years to determine future full-time faculty needs.

Part-time Faculty – Part-time faculty are not currently needed nor are expected to be needed over the next five years.

Adjunct Faculty – Because the restricted elective courses are taught by full-time faculty from varied departments across campus, additional adjunct faculty are not expected to be required within the next five years. Current full-time faculty are able to accommodate the student demand for core classes at this point and additional sections (and therefore adjunct faculty) are not needed at this time.

Graduate Assistants – Graduate assistants are not needed to support the program.

Classified Positions – The program faculty and administrative assistant (Department of Health & Human Performance) will handle the administrative components of the degree. No additional classified positions are needed.

Targeted Financial Aid – No targeted financial aid will be available or is needed to launch or sustain the proposed program.

Equipment (including computers) – The department has recently purchased two major pieces of equipment to support the program. A metabolic cart and a portable metabolic cart have both been purchased in the last two year to support this proposed program along with other programs in the department. The Allied Health Sciences program will integrate both metabolic carts into the curriculum because they are typical equipment pieces for professional employees. Annual equipment purchases (e.g., replacement batteries for current equipment) will be maintained through the department's budget and a separate equipment budget is not necessary to support the proposed program.

Library – No new library resources are needed to launch or sustain the proposed program. The library has an adequate collection to support the proposed degree program. Resources include journals and publications for nutrition. As a member of the Virtual Library of Virginia (VIVA), on-line access to journals is also available.

Telecommunications – The proposed program requires no new telecommunications to launch or sustain the proposed program.

Space - The proposed program will not require additional space to launch or sustain the proposed program.

Other Resources (specify) – The proposed program requires no other resources to launch or sustain the proposed program.

Resources Needs: Part A – D

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

- Has or will the institution submit an addendum budget request to cover one-time costs? Yes _____ No X
- Has or will the institution submit an addendum budget request to cover operating costs? Yes _____ No X
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes _____ No X
- Will each type of space for the proposed program be within projected guidelines? Yes X No _____
- Will a capital outlay request in support of this program be forthcoming? Yes _____ No X

Part B: Fill in the number of FTE positions needed for the program

	Program Initiation Year 2018 – 2019		Target Enrollment Year 2023 – 2024	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time FTE*	0.00	0.00	0.00	0.00
Part-time FTE **	0.00	0.00	0.00	0.00
Adjunct faculty	0.00	0.00	0.00	0.00
Graduate assistants (HDCT)	0.00	0.00	0.00	0.00
Classified positions	0.00	0.00	0.00	0.00
TOTAL	0.00	0.00	0.00	0.00

* Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.

*** Added **after** initiation year and up through target enrollment year.

Part C: Estimated resources to initiate and operate the program

	Program Initiation Year 2018 – 2019		Expected by target enrollment 2023- 2024	
Full-time faculty	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Part-time faculty (faculty FTE split with other units)	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Adjunct faculty	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Graduate assistants	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Classified Positions	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0

Total personnel cost				
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Total personnel cost	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0
Telecommunication costs	\$0	\$0	\$0	\$0
Other costs	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0

Part D: Certification Statement(s)

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

_____ Yes _____
Signature of Chief Academic Officer

_____ No _____
Signature of Chief Academic Officer

If “no,” please complete items 1, 2, and 3 below.

1. Estimated \$\$ and funding source to initiate and operate the program.

Funding Source	Program initiation year 2018-2019	Target enrollment year 2023-2024
Reallocation within the department <i>(Note below the impact this will have within the department.)</i>	\$0.00	\$0.00
Reallocation within the school or college <i>(Note below the impact this will have within the school or college.)</i>	\$0.00	\$0.00
Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i>	\$0.00	\$0.00
Other funding sources <i>(Specify and note if these are currently available or anticipated.)</i>	\$0.00	\$0.00

2. Statement of Impact/Other Funding Sources. A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.

Reallocation within the department

Reallocation within the school or college

Reallocation within the institution

Other funding sources

3. Secondary Certification.

If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

_____ Agree _____
Signature of Chief Academic Officer

_____ Disagree _____
Signature of Chief Academic Officer

Appendices

**Appendix A –Sample Plan of Study
Suggested Allied Health Sciences Course Progression**

Freshman Year			
Fall Semester	Cr.	Spring Semester	Cr.
University Core A: Core 101	3	University Core A: Core 102	3
College Core B: HLTH 200	3	University Core B: VPA	3
University Core B: PSYC 121	3	University Core B: Humanities	3
College Core A: US Perspectives	3	College Core B: Humanities/VPA/FL	3
University Core B: BIOL 105	4	OT/PT/Pre-Health course – menu	3/4
Total	16	Total	15/16

Sophomore Year			
Fall Semester	Cr.	Spring Semester	Cr.
University Core A: Core 201	3	University Core A: Core 202	3
BIOL 310: Structure and Function I	4	BIO 311: Structure and Function II	4
PSYC 230 or 439 Developmental/Ab	3	ESHE 201: Intro to Athletic Injuries	3
College Core B: GP	3	College Core B: STAT 200	3
University Core B: MATH 137/138	3	ESHE 315: PA in aging	3
ESHE 205: Intro to Allied Health Sci	1	ESHE 225: Practicum I	1
Total	17	Total	17

Junior Year			
Fall Semester	Cr.	Spring Semester	Cr.
ESHE 390: Kinesiology	3	ATTR 323: Assessment of Athletic Inj I	3
ESHE 305: Strength and Con	3	ESHE 396: Assessment and Prescript	3
ESHE 392: Exercise Physiology	3	HLTH 465: Ex Perform and Nutr	3
ESHE 250: Practicum II	1	ESHE 325: Practicum III	1
CHEM 101	4	CHEM 102/103	4
Total	14	Total	14

Senior Year			
Fall Semester	Cr.	Spring Semester	Cr.
ESHE 451: Research Methods	3	Research Project or Approved Elective	3/4
ESHE 365: Therapeutic Interventions	4	OT/PT/Pre-Health course – menu	3/4
OT/PT/Pre-Health course – menu	3/4	OT/PT/Pre-Health course – menu	3/4
OT/PT/Pre-Health course – menu	3/4	OT/PT/Pre-Health course – menu	3/4
Total	13/15	Total	12/16

Appendix B – Course Descriptions

Description of Required Common Core Courses

Core Foundations

CORE 101: Essentials of Written and Oral Communication

Introduction to college-level reading, writing, and speaking, with attention given to the writing process, genre, style, audience, and standard written English. The course will also introduce students to basic oral communication skills.

CORE 102: Advanced Written and Oral Communication

Further development of students' writing and speaking skills with attention to applied critical thinking and information literacy. This course will reinforce and develop basic elements of reasoning and critical thinking and their use in persuasive communication. Students will develop competency in information literacy and will learn the basic mechanics of public speaking by making oral presentations.

CORE 103: Written and Oral Communication – Honors

Students will form and support claims, attending to the assumptions underlying arguments. The course will introduce students to elements of logic, including fallacies and inductive reasoning, and their use in persuasive written and oral communication.

CORE 201: Topics in Critical Inquiry

Further development of students' skills in critical thinking, including how to recognize, analyze, and evaluate arguments in written and oral communication. Students will continue to develop competency in information literacy as they create their own persuasive arguments.

CORE 202: Topics in Critical Inquiry

Further development in students' skills in critical thinking, information literacy, and written and oral communication. This course includes a broad introduction to ethical theories and methods of ethical reasoning. Students will strengthen their skills in the recognition, analysis, and evaluation of written and oral arguments. Students will work in teams to effectively solve ethical problems or dilemmas.

Core Skills & Knowledge

MATH 137: College Algebra

A systematic approach to the concepts of algebra. Topics include basic properties of numbers systems, equations and inequalities, systems of equations, functions and graphs, polynomials and rational functions, exponentials and logarithms.

BIOL 105: Biology for Health Sciences

An introduction to the basic processes of life and science. Emphasis is on scientific investigation and processes common to most organisms including humans: cellular structures and functions, mechanisms of inheritance, and mechanisms of adaptation. Applications are made to genetic technologies, human disorders, and bioethics.

PSYC 121 – Introduction to Psychology

Introduces students to the scientific study of behavior. Topics include essential concepts in brain function, emotion, cognition, learning, personality, social behavior, abnormal psychology, the methods used to generate psychological knowledge, and application of this knowledge in a variety of settings.

Supporting Skills and Knowledge

STAT 200: Introduction to Statistics

Introduction to statistical methods; descriptive statistics, normal distribution, estimation, hypothesis testing, correlation and regression.

Social/Behavioral Science or Health & Wellness

HLTH 200: Wellness Lifestyles

Provides students with the knowledge and skills to keep themselves healthy and fit for life. The lecture provides information on health knowledge. The activity classes introduce a variety of fitness skills and techniques in order to help the individual pursue lifetime fitness. The laboratory assessments provide personal health/wellness data. All three components are integrated to promote a commitment to a wellness lifestyle.

Description of Allied Health Sciences Major Courses

ATTR 323: Assessment of Athletic Injuries I – The Extremities

Laboratory and clinical experiences in the recognition and evaluation of athletic injuries occurring to the hand, wrist, forearm, elbow, shoulder, ankle, shin, knee, thigh and hip.

CHEM 101: General Chemistry

Introduction to principles and applications of chemistry. Includes measurements, stoichiometry, atomic and molecular structure, chemical bonding, gases, and solutions.

CHEM 102: General Chemistry

Introduction to principles and applications of chemistry. Includes additional chemical bonding topics, crystal lattices, kinetics, chemical equilibria, acid-base chemistry, electrochemistry, and radiochemistry.

BIOL 310: Human Structure and Function 1

Focuses on the structure of the human body and the physiological mechanisms used to maintain homeostasis. Designed to meet the needs of ESHE students preparing for careers in athletic training, fitness/strength, health education, nutrition and sports administration, as well as recreation students and other non-science majors. The BIOL 310:311 course sequence is not intended for biology, pre-nursing, or sports medicine students or any student intending to apply to medical schools or physician assistant programs.

BIOL 311: Human Structure and Function II

Focuses on the structure of the human body and the physiological mechanisms used to maintain homeostasis. Designed to meet the needs of ESHE students preparing for careers in athletic training, fitness/strength, health education, nutrition and sports administration, as well as recreation students and other non-science majors. The BIOL 310:311 course sequence is not intended for biology, pre-nursing, or sports medicine students or any student intending to apply to medical schools or physician assistant programs.

ESHE 201: Introduction to Athletic Injuries

Introduction to the field of athletic training with emphasis on the history of the National Athletic Training Association, certification guidelines, policies and procedures, risk management, roles and responsibilities of athletic trainers. Common sports-related injuries and illnesses will be discussed with an emphasis on the proper methods for prevention, recognition, and immediate care and rehabilitation of those conditions.

ESHE 205: Introduction to Allied Health Sciences

Introduction to educational and professional opportunities through the Allied Health Science program. The course provides an overview of practicum experiences and academic requirements for entry into professional allied health programs of study (e.g., Physical Therapy).

ESHE 305: Principles and Practices of Strength & Conditioning

This course is designed to develop the practical skills necessary to design strength and conditioning programs. Special emphasis is placed on the ability to evaluate exercise

movements, prescribe appropriate exercise programs, and support program prescription with sound knowledge of anatomical and physiological adaptation to exercise.

ESHE 315: Physical Activity & Aging

Provides the student the opportunity to study the many individual facets of exercise, fitness and the aging process. Given the rapid increase in the number of elderly persons in our society, the student of the 21st century should be able to relate to and understand the many factors that affect the elderly from the health and fitness point of view.

ESHE 390: Kinesiology

Explores the study and analysis of human motion.

ESHE 392: Exercise Physiology

Provides understanding of exercise physiology and its ramifications. Includes study of immediate and long-range effects physical exertion and training have on organic functions of the body.

ESHE 396: Assessment and Prescription in Exercise, Sport, and Health Education

Designed to examine the techniques of assessing physical fitness and provide practice assessing physical fitness components. This information will be interpreted and developed into an exercise prescription. Advanced techniques of assessment will be used in this class.

ESHE 450: Research Methods

The purpose of this course is to introduce descriptive, correlational, and experimental research designs. The course will require students to critically analyze empirical articles and to analyze/evaluate data. APA formatting will be used throughout the course.

ESHE 465: Therapeutic Interventions

Application of therapeutic exercises and therapeutic modalities in injury rehabilitation.

HLTH 465: Exercise, Performance and Nutrition

Designed to examine the relationships of exercise, physical activity and performance, as they relate to nutrition. It includes basic information on human energy systems, weight control, sports nutrition and proper diet.

PSYC 230: Lifespan Developmental Psychology OR PSYC 439: Abnormal Psychology

230. Will contribute to an understanding of the physical, social, emotional, and intellectual development of people throughout the lifespan. Areas of development that will be covered include motoric and perceptual skill development, social/emotional and personality development, linguistic and intellectual development from conception through old age.

PSYC 439. Study of abnormal psychology that emphasizes the history, major perspectives and Diagnostic and Statistical Manual III-R categories. Fulfills one of the Social Sciences core requirements for the psychology major and minor

Description of Field Work Courses**ESHE 225: Allied Health Sciences Practicum I**

Clinical experiences designed to provide students with an appreciation of the various duties of allied health professionals. This course requires the completion of 30 hours of clinical experience.

ESHE 250: Allied Health Sciences Practicum III

Clinical experiences designed to provide students with exposure to an allied healthcare setting distinct from ESHE 225. This course requires the completion of 30 hours of clinical experience.

ESHE 325: Allied Health Sciences Practicum III

Clinical experiences designed to provide students with exposure to an allied healthcare setting distinct from ESHE 225 and ESHE 250. This course requires the completion of 30 hours of clinical experience.

Description of Guided Elective Courses

Occupational Therapy

APST 200: Introducing Appalachia

This course introduces the Appalachian Mountain region through a survey of its geography, history, cultures, lifestyles, and the arts. Readings, discussions, and multi-media presentations on the above topics will be supplemented by library and field research. The class is designed to create and overall awareness and appreciation of life in Appalachia. *Required for Appalachian Studies minor.*

ESHE 451: Research Project

The purpose of this course is to enable students to complete an independent research project.

HLTH 475: Health Behavior Change

Provides an in-depth study of a variety of health behavior change theories that are used in health interventions. Students shall use the constructs of selected theories to design lesson plans for a behavioral intervention.

PHIL 112: Introduction. Ethics and Society

This course introduces students to philosophy through the study of ethics. Readings from major philosophers focus questions about value in human life and action. Topics covered may include the nature of ethical reasoning and moral obligation, the value of morality to the individual and society, how ethics helps us understand our place in the universe, and how ethical ideas clarify moral problems facing society. This course has been approved for the General Education credit in the Humanities Area of the curriculum.

PHIL 113: Introduction. Reasoning and Argument

This course introduces students to basic principles of reasoning and argumentation. Students learn to distinguish between valid and invalid reasoning, to recognize patterns of deductive and inductive arguments, to understand the way evidence is used in reasoning, to construct deductive proofs, and to evaluate the soundness of arguments both in everyday contexts and in writings of some major philosophers. This course has been approved for General Education credit in the Humanities Area of the curriculum.

SOCY 121: Understanding Cultures

Introduction to the ways anthropologists view human behavior and the methods they use. Cultures past and present and around the world explored to study diverse adaptations humans have made. This course has been approved for credit in the Social/Behavioral Studies Area or in the Global Perspectives Area of the Core Curriculum.

Physical Therapy

BIOL 104: Human Biology

For students who are not Biology majors. An introduction to the basic principles of biology, with emphasis on human beings as biological organism. Humans will be considered as products of evolution, as physiological systems, as reproducing entities, as members of their ecosystem, and as biological engineers able to change other organisms. The nature of scientific investigation will be stressed and current applications to biological technology and its effect on society will be

considered. BIOL 104 is *not* a prerequisite for upper level study in Biology. Biology majors should take BIOL 131. Students who are not Biology majors but need to take upper level Biology courses should take BIOL 105. This course has been approved for credit in the Natural Sciences Area of the Core Curriculum.

BIOL 334: Microbiology

Fundamentals of microbiology including the morphology and taxonomy of the major groups of microorganisms including viruses. Discussions of the growth, cultivation, reproduction, effects of physical and chemical agents and transmission of disease. BIOL 334 will not satisfy requirements for the Biology major, with the exception of the clinically-oriented Medical Technology concentration.

ESHE 451: Research Project

The purpose of this course is to enable students to complete an independent research project.

HLTH 300: Community Health & Epidemiology

An introduction to community and public health issues. Basic principles of epidemiology will be introduced, and students will use these principles to understand how morbidity and mortality statistics are calculated and interpreted.

HLTH 475: Health Behavior Change

Provides an in-depth study of a variety of health behavior change theories that are used in health interventions. Students shall use the constructs of selected theories to design lesson plans for a behavioral intervention.

PHYS 111: General Physics

Vectors, mechanics, heat, electricity, magnetism, sound, light and selected topics in modern physics.

PHYS 112: General Physics

Vectors, mechanics, heat, electricity, magnetism, sound, light and selected topics in modern physics.

Physician Assistant/Other Pre-Health Disciplines

BIOL 334: Microbiology

Fundamentals of microbiology including the morphology and taxonomy of the major groups of microorganisms including viruses. Discussions of the growth, cultivation, reproduction, effects of physical and chemical agents and transmission of disease. BIOL 334 will not satisfy requirements for the Biology major, with the exception of the clinically-oriented Medical Technology concentration.

BIOL 471: Biochemistry

Study of the main classes of biomolecules, cellular organization, enzyme action, bioenergetics, and the flow of genetic information.

CHEM 301: Organic Chemistry

Study of the physical and chemical properties of organic compounds.

CHEM 302: Organic Chemistry

Study of the physical and chemical properties of organic compounds.

ESHE 451: Research Project

The purpose of this course is to enable students to complete an independent research project.

HLTH 300: Community Health and Epidemiology

An introduction to community and public health issues. Basic principles of epidemiology will be introduced, and students will use these principles to understand how morbidity and mortality statistics are calculated and interpreted.

HLTH 451: Drug Use and Drug Abuse Education

Provides students with a background of the history of drug use and abuse in the United States. Students will compare drugs according to classification, physiological effects of the drugs, and potential for misuse and dependence. Students will research the impact of abuse and dependence on society.

HLTH 453: Human Sexuality

A study of information, education and communication about human sexuality as it relates to people in our society. This course may be used to meet requirements for the minor in Women's Studies.

HLTH 460: International Health

Analysis of public and international health issues as they relate to the individual, community, and society.

HLTH 475: Health Behavior Change

Provides an in-depth study of a variety of health behavior change theories that are used in health interventions. Students shall use the constructs of selected theories to design lesson plans for a behavioral intervention.

Appendix C – “Abbreviated CV’s” for Faculty

Abbreviated CVs for Core Faculty

J.P. Barfield, D.A., 2000, Middle Tennessee State University, Associate Professor of Exercise Science, Specialization: Allied Health Sciences

Laura Newsome, Ph.D., 2012. Virginia Tech University, Assistant Professor of Exercise Science. Specialization: Allied Health Sciences.

Abbreviated CVs for Guided Elective Course Faculty

Dr. Joseph Wirgau, Ph.D., Duke, 2003. Specialization: Chemistry.

Dr. Francis Webster, Ph.D., Virginia Tech, 1992. Specialization: Chemistry.

Dr. Kimberly Lane, Ph.D., Duke University, 2005, Specialization: Chemistry.

Dr. Justin Anderson, Ph.D., 2004. University of Notre Dame. Specialization: General Biology

Dr. Matthew Close, Ph.D., 2012. Lehigh University. Specialization: General Biology

Dr. Sarah Redmond, Ph.D., 2010. Iowa State University. Specialization: General Biology

Dr. Orion Rogers, Ph.D., North Carolina State University. Specialization: Anatomy and Physiology

Dr. Shawn Huston, Ph.D., North Carolina State University. Specialization: Physics

Dr. Rhett Herman, Ph.D., Montana State University. Specialization: Physics

Abbreviated CVs for Focus Area Course Faculty

Angela Mickle, Ph.D., 2002. New Mexico State University. Associate Professor of Athletic Training, Specialization: Athletic Training.

Michael Moore, Ph.D., 2005. Virginia Tech University. Associate Professor of Athletic Training, Specialization: Athletic Training.

Ellen Payne, Ph.D., 2010. University of Nevada. Assistant Professor of Athletic Training. Specialization: Emergency Medicine.

George Philippi, Ph.D., 2017. Texas Women’s University. Assistant Professor of Exercise, Sport, & Health Education. Specialization: Fitness, Strength, & Conditioning.

David Sallee, Ed D., 2002. Virginia Tech University. Associate Professor of Exercise, Sport, & Health Education. Specialization: Athletic Training; Fitness, Strength & Conditioning.

Appendix D – Advisory Board Members

Dr. Twylla Kirchen, Graduate Program Director, Occupational Therapy
James Madison University

Dr. Kristen Jagger, Chairperson, Doctoral of Physical Therapy Program
Radford University

Ms. Kimberly K. Dempsey, MPA, PA-C, Associate Program Director & Associate Professor
Eastern Virginia Medical School, Master of Physician Assistant Program

Ms. Chelsey Meyers, Doctor of Physical Therapy
Radford University Alumnus

Appendix E – Student Assessment

Hello J.P.,

This email is to acknowledge that I have reviewed the SLOs for the Allied Health Sciences Concentration for the ESHE program.

Sandra Nicks Baker

Sandra Nicks Baker, Ph.D.
Director of Academic Assessment
905 Tyler Ave., Box 7022
Radford University
Radford, VA 24142

540-831-5783
540-831-5142 (Fax)



**Appendix F – Job Descriptions
To be Provided for Formal Review**

Appendix G – Employment Demand

Appendix H – Student Demand

Student Survey

Radford University is developing a Bachelor of Science degree in Allied Health Sciences for implementation in Fall, 2018. The program is intended to prepare students for professional study in a variety of allied health fields including occupational therapy, physical therapy, and physician assistant among others. After completing this program, students should be able to apply to a professional allied health school of choice.

Faculty have prepared the survey below to gauge student interest in the program. Answers to the following questions will be used in summary form only. No personally identifiable information will be released. Please feel free to contact us at abarfield@radford.edu or lnewsome@radford.edu if you would like more information about the proposed program.

Thank you.

1. If a major in Allied Health Sciences were offered in the Department of Health and Human Performance, how likely are you to enroll?
 - a. Extremely Likely
 - b. Somewhat Likely
 - c. Undecided
 - d. Somewhat Unlikely
 - e. Extremely Unlikely
2. If you enrolled in the new major, Allied Health Sciences, how likely would you be to apply to professional school upon graduation?
 - a. Extremely Likely
 - b. Somewhat Likely
 - c. Undecided
 - d. Somewhat Unlikely
 - e. Extremely Unlikely
3. Do you feel this would increase your chances of being accepted into a professional school upon graduation?
 - a. Extremely Likely
 - b. Somewhat Likely
 - c. Undecided
 - d. Somewhat Unlikely
 - e. Extremely Unlikely
4. What is your academic class at Radford University?

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End of Materials

Academic Affairs Committee, December 7, 2017: Emeritus Faculty

- Criteria for the awarding of emeritus faculty status are:
 - a minimum of ten years of service to Radford University;
 - evidence of effective teaching; and
 - significant professional contributions

- The privileges and responsibilities attached to emeritus status include:
 - the use of the library;
 - use of those athletic facilities available to regular faculty;
 - use of a university computer account;
 - a Radford University identification card and special event discounts available with it; and
 - attendance at University functions that are open to all regular faculty

- Based on recommendations from the Department Personnel Committee, the Department Chair, the College Dean, and the Provost, the President has awarded emeritus status to the following retired faculty members.

Faculty being awarded faculty emeritus status are:

Dr. Lisa Onega	School of Nursing
David Castonguay	Department of Music
Dr. Alice King Ingham	School of Social Work
Dr. Joseph P. Scartelli	Department of Music
Dr. Ellen Birx	School of Nursing

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STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Program Proposal Cover Sheet

<p>1. Institution Radford University</p>	<p>2. Academic Program (Check one): New program proposal <u> x </u> Spin-off proposal <u> </u> Certificate document <u> </u></p>
<p>3. Name/title of proposed program Sport Management</p>	<p>4. CIP code: 31.0504</p>
<p>5. Degree/certificate designation Bachelor of Science (B.S.)</p>	<p>6. Term and year of initiation: Fall, 2018</p>
<p>7a. For a proposed spin-off, title and degree designation of existing degree program</p> <p>7b. CIP code (existing program)</p>	
<p>8. Term and year of first graduates: Spring, 2022</p>	<p>9. Date approved by Board of Visitors</p>
<p>10. For community colleges: date approved by local board date approved by State Board for Community Colleges</p>	
<p>11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)</p>	
<p>12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices). Departments(s) or division of <u> Health and Human Performance </u> School(s) or college(s) of <u> Education and Human Development </u> Campus(es) or off-campus site(s) <u> Main Campus </u> Mode(s) of delivery: face-to-face <u> x </u> distance (51% or more web-based) <u> </u> hybrid (both face-to-face and distance) <u> </u></p>	
<p>13. Name, title, telephone number, and e-mail address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding this program proposal. Dr. George Santopietro, Assistant Provost; 540-831-5465; gsantopi@radford.edu.</p>	

Dr. J.P. Barfield, Associate Professor; 540-831-6858; abarfield@radford.edu

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Description of the Proposed Program

Program Background

Radford University requests approval to initiate a Bachelor of Science degree program in Sport Management to be implemented in the fall 2018 semester. The proposed program will be administered by the Department of Health and Human Performance in the College of Education and Human Development.

The purpose of the proposed program is to educate students about the theoretical and applied aspects of management as they apply to the sport industry. Students will be exposed to coursework in sport marketing, management, accounting, ethics, business law, sport finance, social and cultural aspects of sport, facility/event management, and fundraising. The degree program also integrates an internship experience to integrate classroom and real-world experience. Upon completion of the program, students will be able to work in a variety of settings including educational institutions, professional sport teams, nonprofit organizations, corporate fitness and wellness units, government agencies, sport governing bodies, and youth sport organizations.

The proposed program responds to the demand for trained sport managers. Currently, the sport industry is vibrant and growing, ranking among the largest industries in the United States. According to Plunkett Research, the total value of the United States sport industry is almost \$500 billion annually.¹ Because of the size of the sport market, there are a wide variety of career opportunities in the industry which employs 4.65 million people accounting for a household income of \$127 billion annually.²

Before the turn of the twenty-first century, the majority of sport management positions were delimited to athletic director positions at high schools and colleges. Because of the job growth mentioned previously, the skill set required for entry-level positions in the field has dramatically expanded. The academic content standards needed to prepare for these diverse job opportunities are guided by the North American Society of Sport Management (NASSM; See Appendix A). In 2008, NASSM and the National Association for Sport and Physical Education (NASPE) jointly established the independent body known as the Commission on Sport Management Accreditation (COSMA) to guide curricula and provide accreditation for college and university programs. Sport Management, as an academic discipline, is well defined by COSMA and warrants a change to Radford's program classification (i.e., Sport Administration concentration).

The curriculum is designed to meet program standards set by COSMA and to prepare students for entry level positions within the sport industry or graduate programs in sport management. This program change will coincide with the deletion of the existing Sport Administration concentration in the Exercise, Sport, and Health Education major (CIP Code 13.1314). Graduates of the program are expected to be competitive for entry level jobs within the sport industry including event management, licensing operations, concession operations, marketing, personnel

¹ <https://www.plunkettresearch.com/statistics/sports-industry/>

² <https://www.plunkettresearch.com/statistics/sports-industry/>

management, and public relations. Additionally, this program will prepare students for graduate degree programs in both business and sport. Fortunately, many Radford University students are showing success in both professional and academic endeavors under the current curriculum. In addition to local sports organizations, recent Radford University graduates have found employment within the sports industry regionally, nationally, and internationally at places such as Start 2 Finish (Charlotte, NC), High Performance Athletic Training Center (West Chester, PA), Allied Integrating Marketing (Washington, DC), Dubai Sports Council (Dubai, UAE), Brad Keselowski Racing (Charlotte, NC), and Ashley Plantation (Daleville, VA). A new Bachelor of Science degree in Sport Management will ensure that Radford University graduates will have the educational and experiential knowledge necessary to pursue sport opportunities in the Commonwealth and the nation.

Mission

Radford University serves the Commonwealth of Virginia and the nation through a wide range of academic, cultural, human service, and research programs. First and foremost, the university emphasizes teaching and learning and the process of learning in its commitment to the development of mature, responsible, well-educated citizens. RU develops students' creative and critical thinking skills, teaches students to analyze problems and implement solutions, helps students discover their leadership styles, and fosters their growth as leaders. Toward these ends, the university is student-focused and promotes a sense of caring and of meaningful interaction among all members of the University community. Research is viewed as a vital corollary to the teaching and learning transaction as it sustains and enhances the ability to teach effectively. Radford University believes in the dynamics of change and has a strong commitment to continuous review, evaluation, and improvement in the curriculum and all aspects of the University, so as to meet the changing needs of society.

The Sport Management program meets the mission of the university because it provides opportunities for students to develop critical thinking skills, analyze problems and implement solutions. These skills are necessary for sport managers and are consistent with COSMA's accreditation content standards. The program develops these skills through a series of interdisciplinary courses (e.g., finance, accounting, marketing, business law).

Accreditation (if applicable)

Radford University will seek accreditation through the Commission on Sport Management Accreditation.³ The scope of this accreditation agency can be found online.⁴ The Department of Health and Human Performance will seek accreditation for the program in the 2019-2020 academic year.

Admission Criteria

Admission to Radford University requires the following:

- An official transcript of high school work completed, and
- An official Scholastic Assessment Test I (SAT I) or American College Testing Program (ACT) score report.
 - No minimum score is required.

³ <http://www.cosmaweb.org>

⁴ <http://www.cosmaweb.org/scope-of-accreditation.html>

- Applicants with a 3.20 GPA (on a 4.00 scale) may elect to be considered for admission without submitting their Scholastic Assessment Test I (SAT I) or American College Testing Program (ACT).

Radford University takes a holistic approach to reviewing applications and views all materials that an applicant submits in an effort to get to know the prospective student as well as possible. Every application is reviewed by members of the Admissions committee in an effort to select potential Radford University students who are likely to find academic success at Radford and who are likely to be positive contributors to the community. To this end, the Office of Undergraduate Admissions reviews:

- Academic transcripts,
- The strengths of an applicant's high school curriculum,
- Standardized testing,
- Letters of recommendation, and
- All other materials submitted.

The Sport Management program requires no additional application. Transfer credit is accepted for Radford University and there is no limit to the number of hours that a student may transfer. However, half of the required major courses, and at least 45 hours total, must be taken at Radford University for the Sport Management degree.

Target Population

No specific groups will be targeted for the proposed degree program.

Curriculum

The proposed Bachelor of Science in Sport Management is 120 credit hours. The program enables students to pursue entry-level positions in the sport management field or pursue graduate study. The program does not require a thesis.

The curriculum was guided by COSMA accreditation standards. These standards mandate courses to address four major content areas for entry-level sport managers. The proposed curriculum address each of these areas, including: 1) foundations of sport (e.g., Introduction to Sport Management, Sociological Aspects of Sport), 2) foundations of sport management (e.g., Business Law, Sport Administration), 3) functions of sport management (Sport Finance, Entrepreneurship and Innovation), and 4) the sport management environment (e.g., Legal Issues in Sport Management, Sport Ethics). Coursework in these four areas enable graduates to pursue entry-level sport manager positions in a variety of settings.

Additionally, the curriculum offers experiential learning opportunities through professional fieldwork courses. Students learn how to identify and secure positions during a pre-internship course and then complete ≥ 240 hours of professional fieldwork during the final program year. This experiential learning experience enables students to apply course-based knowledge, skills and abilities in real-world settings under the direction of a site supervisor and program faculty.

Bachelor of Science in Sport Management Requirements
General Education Requirements 43-44 Credit Hours

Major Core Requirements: 39-45 Credit Hours

ESHE 212	Introduction to Sport Management	(3)
ESHE 341	Legal Issues in Sport Management	(3)
ESHE 345	Sports Ethics	(3)
ESHE 350	Sport and Exercise Psychology	(3)
ESHE 360	Marketing and Promotion of ESHE	(3)
ESHE 370	Sociocultural Aspects of Sport	(3)
ESHE 375	Event and Facility Management	(3)
ESHE 415	Sport Administration	(3)
ACTG 211	Fundamentals of Financial Acct.	(3)
MKTG 340	Principles of Marketing	(3)
ENGL 306	Professional Writing	(3)
ESHE 463	Professional Fieldwork in ESHE	(6-12)

Concentration Courses

Sport management is a broad field but can be stratified into two primary professional tracks: sport administration (managing professional sport organizations) and professional coaching. To structure the academic degree program to meet these needs, students choose either a concentration in Sport Administration or Coaching Management to complement the major core and complete the degree program.

A primary area of concentration is sport administration, a program designed to prepare professionals to administer collegiate and professional athletic departments. A second area of interest for sport management students is professional coaching. Because the job requirements are distinct from sport administrators, the academic preparation is also different. To this end, Radford University will offer a concentration in Coaching Management to prepare students to work in coaching careers at the college and professional level.

Sport Administration: 15 Credit Hours

ESHE 358	Technology for ESHE	(3)
ESHE 461	Organization and Administration of ESHE	(3)
MGNT 250	Entrepreneurship and Innovation	(3)
MGNT 323	Human Resource Management	(3)
MGNT 361	Managing Professional Communications and Negotiation	(3)
MGNT 421	Leadership and Motivation	(3)
MKTG 341	Advertising Strategy	(3)
MKTG 344	Sales Management	(3)
MKTG 350	Consumer Behavior	(3)
MKTG 360	Professional Selling	(3)
MKTG 440	Supply Chain Management	(3)
ACTG 212	Fundamentals of Managerial Accounting	(3)
BLAW 203	Legal Environment of Business	(3)
BLAW 304	Business Law I	(3)
BLAW 305	Business Law II	(3)
BLAW 306	Entertainment Law	(3)
FINC 251	Personal Finance I	(3)

FINC 331	Introduction to Business Finance	(3)
FINC 332	Intermediate Business Finance	(3)
ECON 205	Principles of Macroeconomics	(3)
ECON 313	Public Planning	(3)
COMS 104	Basic News Writing	(3)
COMS 114	Public Speaking	(3)
COMS 146	Media Performance	(3)
COMS 173	Introduction to Advertising	(3)
COMS 204	News Reporting	(3)
COMS 225	Introduction to Public Relations	(3)
COMS 235	Writing for Public Relations	(3)
COMS 236	Print Production	(3)
COMS 240	Teamwork & Communication	(3)
COMS 250	Interpersonal Communication	(3)

Coaching Management: 15 Credit Hours

ESHE 201	Introduction to Athletic Injuries	(3)
ESHE 305	Principles & Practice of Strength & Cond.	(3)
ESHE 358	Technology for ESHE	(3)
ESHE 388	Coaching the Athlete	(3)
ESHE 390	Kinesiology	(3)
ESHE 395	Motor Behavior	(3)
BIOL 310	Human Structure & Function I	(4)
BLAW 203	Legal Environment of Business	(3)
BLAW 306	Entertainment Law	(3)
COMS 104	Basic News Writing	(3)
FINC 251	Personal Finance	(3)
FIINC 331	Introduction to Business Finance	(3)

Free Electives: 11-17 Credit Hours

11-17 Free elective courses, including the program(s) from which students may select courses

Total: 120 Credit Hours

Appendix B provides a Sample Plan of Study for fulltime and part-time students. See Appendix C for Course Descriptions.

Time to Degree Completion

The current degree program is designed to take first-year, full-time students four years to complete. The program is also designed to take full-time transfer students with an associate's degree two years to complete. For part-time students starting with an associate's degree, it is expected that the program can be completed in four years.

Student Retention and Continuation Plan

Student progress will be monitored through individual advising sessions each semester. First-year students are advised through the College of Education and Human Development's advising

office so that students receive mentoring and feedback on curriculum guidelines and dual-enrollment credit from professional advisors. Starting the second year, students meet with a degree-specific faculty advisor each semester to plan an individual curriculum path. Additionally, the department offers a student mentoring program for students with difficulty with the academic transition to Radford University. Advisors are also advised of student progress each semester through an online advising platform (i.e., Starfish).

Radford University instructors also have the ability to notify advisors of student progress throughout the semester and advisors can arrange tutoring for all Sport Management courses through the Learning Assistance Resource Center (LARC). Also, an Introduction to Sport Management course is part of the program, allowing faculty to address retention and matriculation early in the degree program.

Faculty

The Department of Health and Human Performance consists of 17 full-time faculty lines with 2 faculty lines allocated to Sport Management. Both faculty members teach major core courses and 2 courses within the Sport Administration concentration. Collectively, these faculty have published multiple articles on Sport Management topics in peer reviewed sport management journals and delivered local, regional, national and international presentations at sport management and related conferences. Additionally, sport management faculty have supported student research and presentations at national and international undergraduate research conferences. At this time, there are no plans to seek additional full-time faculty lines.

Four faculty in the Department of Health and Human Performance support the program by teaching courses in the Sport Administration and Coaching Management concentrations (see Appendix D). Support for the program is also provided by academic units outside the College of Education and Human Development. Specifically, three major core classes are taught by the Departments of Accounting, Finance and Business Law (fundamentals of accounting), Marketing (Principles of Marketing), and English (Professional Writing). These departments, as well as the Departments of Management and Communication, lead courses that support both Sport Management concentrations. In total, there are 18 faculty from the College of Business and 9 faculty from the College of Humanities and Behavioral Sciences that support the proposed degree program. A brief description of faculty credentials is provided in Appendix D.

Adjuncts

Adjunct instructors are used to teach one core class (ESHE 375) and two Sport Administration concentration courses (ESHE 358, 461). These adjuncts are current professionals in the field and experts in their subject matter (i.e., technology and event management, respectively). Students have evaluated both adjuncts highly in the past and the Department of Health & Human Performance plans to continue their role in the proposed major.

Program Administration

The proposed Bachelor of Science in Sport Management will have a program administrator. The administrator will be responsible for teaching in the program, reviewing progress/matriculation at the end of each semester, documenting post-graduate outcomes, organizing recruitment

initiatives (new and transfer students), and advising in the program. A full-time, tenure-track Sport Management faculty member will serve as administrator of the program.

The administrative assistant in the Department of Health and Human Performance will provide support for the proposed program. The assistant will be responsible for administering faculty travel proposals and reimbursement, ordering equipment and supplies, and maintaining personnel records.

Student Assessment

Every student who completes a Bachelor of Science degree in Sport Management will have mastered a set of skills that are needed for entry-level positions and graduate study in sport management.

Students will be assessed via written exams, written papers, portfolios, debate evaluations, and project presentations. In addition, students are evaluated by internship supervisors to assess performance of entry-level skills, knowledge and behaviors. This culminating experience enables students to put coursework into real-world performance settings and receive direct feedback from employers and supervising faculty.

The learning outcomes for the Bachelor of Science in Sport Management are specific to undergraduate knowledge, skills, and abilities identified by COSMA. Faculty have worked with staff members in the Office of Academic Assessment to develop learning outcomes and appropriate measures which are consistent with COSMA standards (Appendix E). These learning outcomes are assessed annually in compliance with the Office of Assessment.

Learning Outcomes

Sport Management students will be able to:

- Communicate in the written form,
- Communicate orally,
- Apply critical thinking and decision making as it applies to the sport setting, and
- Demonstrate managerial competencies in a sport related activity.

Curriculum Map

Learning Outcome	Course	Assessments
Sport Management students will be able to communicate in the written form.	ESHE 212	Students will complete a jobs portfolio assignment in ESHE 212. Part of a grading rubric will be used to evaluate writing skills.
Sport Management students will be able to communicate orally.	ESHE 415	Students will debate current issues in sport administration and their ability to use data to argue and communicate a point will be analyzed with a rubric.
Sport Management students	ESHE 212	In ESHE 212, students will

will demonstrate the ability to apply critical thinking and decision making as it applies to the sport setting.	ESHE 415	work in groups to solve a critical thinking problem designed at a CLRA workshop. In ESHE 415, students will have to solve a budgetary issue and other typical athletic department issues in a role-playing assignment.
Sport Management students will demonstrate managerial competencies in a sport related activity.	ESHE 463	Students will be evaluated by internship supervisors with a grading rubric to determine managerial competencies

Employment Skills/Workplace Competencies

Graduates of the Sport Management program will be able to:

- Design and implement promotional and advertising materials,
- Minimize organizational liability by implementing risk management procedures,
- Analyze and recommend policies for the ethical behavior for sport organizations,
- Develop community, public and media relationships,
- Design policies and procedures for diversity in the workplace,
- Conduct applied research for the sport organization,
- Plan, manage, and implement sporting events,
- Apply appropriate leadership theories in the workplace, and
- Write professional content for the sport organization.

Specific to the Sport Administration concentration, graduates will be able to:

- Plan budgets,
- Project financial gains/losses,
- Account for all income and expenditures,
- Identify revenue streams,
- Provide oversight of organizational employees, and
- Ensure individual program policies and procedures are consistent with regulations.

Specific to the Coaching Management concentration, graduates will be able to:

- Develop annual scheduling,
- Assist with logistical operations,
- Coordinate travel arrangements,
- Recruit prospective athletes,
- Lead position-specific drills and practices, and
- Oversee tape exchange.

Program Assessment

The Department of Health and Human Performance will assess and evaluate the proposed program after the initial year. The department will conduct and report annual assessments of

student learning outcomes beginning in 2018 in accordance with the Office of Assessment's university-wide reporting requirements. To meet the Office of Assessment's requirements, a five-year review of the programs mission, goals, learning outcomes, and student success will also be conducted to make changes to program goals and student learning outcomes where necessary. The Sport Management program, with help from the Office of Assessment, will use institutional data, senior and alumni surveys, and learning outcomes assessments to complete the annual program assessment report that will describe how goals and learning outcomes have been achieved. The Sport Management program is scheduled to submit its first program review in 2019.

Benchmarks of Success

The benchmarks of success of this program include:

1. 60% of graduates will find employment within the field within 1 year of graduation.
2. 20% of graduates will be accepted into graduate school within 1 year of graduation.
3. 85% of students will report satisfaction with the degree program at the conclusion of the senior year.

If the employment benchmark is not met, the program director will meet with RU's Career Services unit to determine effective strategies. Additionally, the program director will survey local employers regarding the disconnect between student training and job entrance. The program director will also contact graduate program coordinators if the graduate school benchmark is not met. Finally, rather than a specific benchmark, Sport Management faculty will examine the qualitative results of student satisfaction to make changes to the program.

Expansion of Existing Programs

The proposed Bachelor of Science in Sport Management is an expansion of an existing program, namely the Sport Administration concentration within the Exercise, Sport, and Health Education major of the Department of Health and Human Performance. The current concentration was started to expand opportunities for physical education teacher licensure students who wanted to pursue other options upon graduation. The accreditation program standards in the field have changed dramatically over the past two decades and have resulted in the need to update the currently approved curricula to remain current with the field and to comply with accreditation standards.

Approval of the proposed program will result in elimination of the Sport Administration concentration from the ESHE major. In short, students interested in entry-level positions in sport management are unlikely to understand that a major in Exercise, Sport, and Health Education is a viable curriculum choice. The proposal seeks a stand-alone major so that prospective students can effectively identify a structured, meaningful undergraduate degree in Sport Management that leads to entry-level positions and graduate study in the field. No additional faculty will be needed for this change as no additional courses are projected.

Relationship to Existing Radford University Degree Programs

The proposed Bachelor of Science in Sport Management is not similar or related to any existing degree program at Radford University. The degree program can be implemented without compromising or negatively affecting any existing degree program in the Department of Health and Human Performance, College of Education and Human Development or Radford University.

Compromising Existing Programs

No degree programs will be compromised or closed as a result of the initiation and operation of the proposed degree program.

Collaboration or Standalone

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

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

Defining Sport and Sport Management

The sport industry is vibrant and growing, ranking among the largest industries in the United States. According to Plunkett Research, the total value of the United States sport industry is approximately \$500 billion annually.⁵ The sport industry consists of three primary segments, namely sport performance (e.g., amateur and professional sport, fitness and sport firms), sport production (e.g., equipment, apparel), and sport promotion (e.g., media, merchandising). There are three primary drivers that continue to increase the size of the sport market through one, if not multiple, of the aforementioned segments. That is, technology, globalization, and increased participation rates are all driving the sport market and therefore the demand for effectively trained sport managers.

Technology is increasing the audience for sport, thereby expanding the sport promotion and production segments in the industry. For example, social media is changing how consumers access sport, expanding the sport promotion segment into uncharted waters. The technology of equipment is also expanding quickly as football helmet design has become one of the major sport innovations in the past twenty years.⁶ It is clear that technology is increasing the size of the sport industry, requiring a greater knowledge base among future sport managers.

Globalization is also affecting the sport industry. Sport is big business and it occurs on a global stage.⁷ A global audience has a direct impact on the sport promotion segment but also affects how equipment and sporting goods (sport production) are manufactured outside the United States.⁸ The expanse of sport internationally is creating more competition, larger fan bases, and ultimately more sport consumers.

Finally, increased participation rates in sport (performance segment) has been, and will continue to be, a major driver of the sport industry. Increased participation has been due to additional

⁵ <https://www.plunkettresearch.com/statistics/sports-industry/>

⁶ Read, D. (2013). The tools to play *Athletic Management*, 25, 64-68.

⁷ de Haan D, S. Internationalization of the sport management curriculum: Academic and student reflections. *Journal of Studies in International Education* [serial online]. February 1, 2012;16(1):24-39.

⁸ Thibault, L., (2009). Globalization of sport: An inconvenient truth. *Journal of Sport Management*, 23, 1-20.

engagement in both leisure activity and non-traditional sports (e.g., extreme and action sports). Molitor⁹ correctly predicted that the “Leisure Time Era” would start in 2015 when “free time” dominated total individual lifetime activity. The aging “baby-boomer” population has driven this shift toward lifetime activity as more people than ever are leaving the workforce and seeking more leisure time pursuits.¹⁰ The increase in leisure consumerism has been accompanied by dramatic participation increases in non-traditional sports such as extreme sports.¹¹ Extreme sports, or action sports (e.g., X-Games, CrossFit), are non-traditional sport options with unique participation, marketing, and management requirements. As such, leisure and extreme sport participation have created a sport setting that is unfamiliar to traditional sport managers. Greater participation in sport is dramatically increasing industry size, creating a demand for more sport managers with training in all segments of sport, not simply administration of traditional high school and college team sports.

The Role of Undergraduate Sport Management Education

Sport management is the program name given to university-level academic programs that prepare students for entry-level positions in sport.¹² Before this century, the majority of sport management positions were delimited to athletic director positions at high schools, colleges or professional sport teams (i.e., general managers). Because globalization, technology, and increased participation has expanded all segments of the sport industry, the skill set required for entry-level positions in the field has dramatically expanded. The academic standards needed for these diverse job opportunities are guided by the North American Society of Sport Management (NASSM).¹³ In 2008, NASSM and the National Association for Sport and Physical Education (NASPE) jointly established an independent body known as the Commission on Sport Management Accreditation (COSMA) to guide curricula and provide accreditation for college and university programs. Radford University has offered academic preparation for future sport managers since 2012 but must update its program to meet the unfolding industry being shaped by globalization, technology, and increased non-traditional participation.¹⁴ The proposed degree program in Sport Management reflects the department’s response to the curriculum standards of COSMA and the needs of students seeking to become entry-level sport management professionals.

Seven colleges and universities in Virginia have undergraduate degrees in, or related to, sport management but only Liberty University has an accredited undergraduate degree in Sport Management as recognized by COSMA.¹⁵ Radford University will seek to become the first public Virginia university with COSMA accreditation once the current proposal is approved.

⁹ Molitor, G. T. T. (1999). The next 1,000 years: The "big five" engines of economic growth. *The Futurist*, 33(10), 13-18.

¹⁰ Patterson, I., & Pegg, S. (2009). Marketing the leisure experience to baby boomers and older tourists. *Journal of Hospitality Marketing & Management*, 18(2-3), 254-272.

¹¹ Ko, Y. J., Park, H., & Claussen, C. L. (2008). Action sports participation: consumer motivation. *International Journal of Sports Marketing & Sponsorship*, 9(2), 111-125.

¹² Pedersen, P., & Thibault, L. (2014). *Contemporary sport management* (5th Ed.). Champaign, IL: Human Kinetics.

¹³ <https://www.nassm.com>

¹⁴ <http://www.cosmaweb.org/scope-of-accreditation.html>

¹⁵ https://www.nassm.com/Programs/AcademicPrograms/United_States

Employment Demand

Because globalization, technology, and increased participation are expanding the sport industry, the demand for graduates of sport management programs is high as documented by federal and Commonwealth employment projections. Evidence is included from 3 sources: 1) Bureau of Labor Statistics, 2) Virginia Labor Market Information, and 3) job advertisements.

Specific to federal employment projections, the Bureau of Labor Statistics Occupational Handbook projects employment demand for the next decade to be as high or higher than average for sport managers. Demand for entertainment and sport managers is expected to increase by 6% over the next decade.¹⁶ Specific to sport, job growth will grow faster than average for some areas of the field through 2024 due to increased profits from the industry.¹⁷

National Employment Demand via Bureau of Labor Statistics

Career Field	Median Salary	Projected 10-year Job Growth	Evaluation
Sport Performance	\$45,000	6 ¹⁸	As Fast as Average
Sport Production	Varies	Varies ¹⁹	Varies
Sport Promotion	\$125,000	9% ²⁰	Faster than Average

According to the North American Industry Classification System²¹, there are over 300 different position types in the sport field. Specific to Commonwealth employment projections, the demand for sport managers is consistent with national trends, with all fields projected to have more job openings than candidates. The table below documents a few job opportunities for sport managers.

Commonwealth Employment Demand via Virginia Labor Market Information

Career Field	Salary Range	Current Commonwealth Openings	Supply/Demand
Coaches and Scouts	\$20,000-50,000	237	.14 candidates/job opening ²²
Recreation Workers	\$17,000-32000	159	.24 candidates/job opening ²³
Marketing Managers	\$94,000-187,000	299	.86 candidates/job opening ²⁴

¹⁶ <https://www.bls.gov/ooh/entertainment-and-sports/athletes-and-sports-competitors.htm>

¹⁷ https://www.bls.gov/emp/ep_table_102.htm

¹⁸ <https://www.bls.gov/ooh/entertainment-and-sports/athletes-and-sports-competitors.htm>

¹⁹ https://www.bls.gov/oes/current/naics4_424300.htm#11-0000

²⁰ <https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm>

²¹ <https://www.census.gov/cgi-bin/sssd/naics/naicsrch?input=sport&search=2017+NAICS+Search&search=2017>

²² <https://data.virginialmi.com/vosnet/lmi/occ/occsmary.aspx?>

²³

<https://data.virginialmi.com/vosnet/lmi/occ/occsmary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws04rlzVCr0GZG+s4y45T9mnPCDFWVSlG0vD+0W4tTq7S7ZbX8f93dOVLy8+sxjLAoF+C6K+NMKjXLxWZM608dkXe3S>

²⁴

<https://data.virginialmi.com/vosnet/lmi/occ/occsmary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws04rlzVCr0GZG+s4y45T9mnPCDFWVSlG0vD+0W4tTq7S7ZbYY78kRf92R+Uh01izROMpBddmxUDaTgvJTY4fxP80n3>

Graduates of the Sport Management program will be qualified for a variety of entry-level positions in the Commonwealth and beyond. Entry-level positions in the Commonwealth include staff positions for multiple major and minor league professional teams, historic stock car racing tracks, multiple colleges and university athletic departments, recreation centers, intramural/club sport programs, travel youth and adult sports teams, and fitness-related venues. Graduates also have the ability to be employed in youth sport through organizations such as after school sports programs, community organizations such as city parks and recreation, YMCA, Boys Club/Girls Club, and travel sports teams. Event managers are needed to work at traditional facilities and in stand-alone businesses. Private sport companies include additional management opportunities at facilities such as golf courses, aquatic centers, ski resorts, racquet clubs, and fitness facilities. Finally, there is a need for workers in the sport production (retail business) segment.

Additionally, Radford serves employers primarily in central and southwest Virginia. Based on a Virginia-specific search, there are multiple listings for sport managers in:

- Professional Sport: 36 job postings including the Richmond Kickers, Washington Redskins, Salem Red Sox, Norfolk Admirals, Ted Convocation Center, Potomac Nationals, Richmond International Raceway, Martinsville Speedway, Richmond Flying Squirrels and Lynchburg Hillcats,
- Sport Hospitality and Entertainment: 9 job postings with positions including Affinity Marketing Coordinator, Convention and Tourism Marketing and Public Relations Coordinator, Sales and Marketing Team, Independent Sports Marketing Sales Rep, and Sales Representative, and
- College Sport: 137 job postings.

See Appendix F for job announcements.

Student Demand

Evidence of student demand is documented from two sources: 1) student survey, and 2) enrollment data.

Student Survey

In the spring of 2017, several classes were surveyed (Appendix G) to assess student interest in a B.S. degree in Sport Management. The data from students ($N = 104$) participating in the survey revealed several consistent patterns. Students overwhelmingly were in favor of establishing a B.S. degree in Sport Management ($100/104 = 96\%$). Student attitudes towards a degree in Sport Management were overwhelmingly positive or very positive ($99/104=95\%$). Almost all believed that a Sport Management major would be beneficial for the development of sport within the community ($102/104=98\%$). Respondents were predominately male (72%) but there was a good distribution between Freshmen (21%), Sophomores (37%), Juniors (27%), and Seniors (15%). See Appendix H for a complete description of survey responses.

Enrollment Data

Enrollment in ESHE Sports Administration, Department of Health & Human Performance

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	% Change
Sport Administration	98	100	112	117	+19%

Enrollment ²⁵					
HHP Enrollment	865	852	775	699	-19%
Degrees conferred in Sport Administration	* ₂₆	*	16	32	
Sport Administration Minors	21	24	18	21	0%

²⁵ <https://ir.radford.edu/electronic-fact-book/>

²⁶ *data unavailable

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Table 1. Projected Enrollment

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2017-2018		2018-2019		2019-2020		2020-2021			2021-2022		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
139	139	165	165	196	196				233	233	63

*These estimates are based on student growth in the Sport Administration program over the past five years (19% increase).

Assumptions:

Retention percentage: 65%

Full-time students average credit hours per semester: 15

Full-time students graduate in 4 years

Duplication

Radford University is located in Southwest Virginia and intends to offer a major in **Sport Management** (CIP Code 31.0504: Sport and Fitness Administration/Management). According to SCHEV's degree inventory (http://research.schev.edu/degreeinventory/inventory_3.asp), only 4 other public institutions in Virginia offer the same program of study, namely George Mason (graduate program only), James Madison University (undergraduate and graduate), Virginia Commonwealth University (graduate program only), and Virginia State University (graduate program only). Radford is proposing the second public undergraduate program in the state and the only public undergraduate program offered in Southwest Virginia. The proposed program is the only degree opportunity to meet student and employer demand in Southwest Virginia. This program will fill a critical void. The ability to recruit, advise, matriculate, and graduate students through a degree program benefits future students, statewide industry, and higher education.

Enrollments and Degrees Awarded at Comparable Programs in the Commonwealth

James Madison University offers the Bachelor of Science in Sport and Recreation Management, the only comparable undergraduate program to the proposed curriculum. There are a number of similarities between the James Madison program and the one proposed by Radford University. Several core classes are similar as both programs require legal issues in sport management, sport ethics, sport psychology, marketing and promotions, sociocultural aspects of sport, event and facility management, and accounting. Additionally, both programs offer an experiential learning

experience at the conclusion of the program, namely a practicum/internship experience. Finally, both programs offer a series of business classes to complement the core curriculum.

However, Radford University's proposed program is distinct from the James Madison University degree program in several significant ways. While the curriculums have a lot in common the degree at James Madison University focuses on hospitality and recreation management and is broad-based. The proposed curriculum at Radford University is targeted to the emerging sport management professional and was designed with the standards set forth by COSMA. The curriculum allows for greater flexibility for students who will be choosing different areas of concentration within the sport management field. For example, for the student who aspires to pursue sport communication, the proposed curriculum allows students to select a variety of courses within the sport administration concentration to help better prepare them for success. Students can take up to 15 hours of communication classes. This is not the case with the curriculum at James Madison University. Additionally, Radford University students can pursue business law classes for careers in compliance, sport agency representation, or other legal areas. For students wanting to enter a marketing field or management field the sport management student can take a variety classes in marketing and management areas. This distinction is important because the sport industry is quite diverse and requires a variety of skill set for success in entry level positions. Additionally, the coaching management concentration allows students to take a coaching management class and related coursework designed to aid the aspiring coach. The James Madison program does not offer a true academic preparation into the coaching field.

Projected Resource Needs for the Proposed Program

Resource Needs

Radford University and the Department of Health and Human Performance have the resources needed to initiate and operate the proposed degree program.

The course sequence is already in operation and the program does not have a need for many additional resources. The Department currently administers the Sport Administration concentration through 2 full-time faculty lines with advising support from 1 additional full-time faculty member who teaches within the program. The primary future needs of the program are minimal as few equipment/supplies are needed to maintain the program.

Full-time Faculty. Additional full-time faculty lines are not needed at this point (the current Sport Administration concentration faculty will lead the new program). If growth of the program continues, additional adjunct or full-time faculty may be needed.

Part-time Faculty. Part-time faculty are not currently needed nor are expected to be needed over the next five years.

Adjunct Faculty. Because the optional concentration courses are taught by full-time faculty from varied departments across campus, additional adjunct faculty are not expected to be required within the next five years. Current full-time faculty are able to accommodate the student demand for core classes at this point and additional sections (and therefore adjunct faculty) are not needed at this time.

Graduate Assistants. Graduate assistants are not needed to support the program.

Classified Positions. The program faculty and administrative assistant (Department of Health & Human Performance) will handle the administrative components of the degree. No additional classified positions are needed.

Targeted Financial Aid. There is no targeted financial aid planned at this point.

Equipment. There is no need for additional equipment at this time.

Library. The department has a sufficient library budget that supports the current students. No additional library needs are expected.

Telecommunications. The department has a sufficient telecommunications budget that supports the current faculty. No additional phone/video needs are expected.

Space. The department has sufficient space that supports the current students. No additional space requests are expected.

Resources Needs: Part A – D

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

- Has or will the institution submit an addendum budget request to cover one-time costs? Yes _____ No X
- Has or will the institution submit an addendum budget request to cover operating costs? Yes _____ No X
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes _____ No X
- Will each type of space for the proposed program be within projected guidelines? Yes X No _____
- Will a capital outlay request in support of this program be forthcoming? Yes _____ No X

Part B: Fill in the number of FTE positions needed for the program

	Program Initiation Year 2018 – 2019		Target Enrollment Year 2023 – 2024	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time FTE*	0.00	0.00	0.00	0.00
Part-time FTE **	0.00	0.00	0.00	0.00
Adjunct faculty	0.00	0.00	0.00	0.00
Graduate assistants (HDCT)	0.00	0.00	0.00	0.00
Classified positions	0.00	0.00	0.00	0.00
TOTAL	0.00	0.00	0.00	0.00

* Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.

*** Added **after** initiation year and up through target enrollment year.

Part C: Estimated resources to initiate and operate the program

	Program Initiation Year 2018 – 2019		Expected by target enrollment 2023- 2024	
Full-time faculty	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Part-time faculty (faculty FTE split with other units)	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Adjunct faculty	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Graduate assistants	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Classified Positions	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0

Total personnel cost				
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Total personnel cost	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0
Telecommunication costs	\$0	\$0	\$0	\$0
Other costs	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0

Part D: Certification Statement(s)

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

_____ Yes _____
Signature of Chief Academic Officer

_____ No _____
Signature of Chief Academic Officer

If “no,” please complete items 1, 2, and 3 below.

1. Estimated \$\$ and funding source to initiate and operate the program.

Funding Source	Program initiation year 2018-2019	Target enrollment year 2023-2024
Reallocation within the department <i>(Note below the impact this will have within the department.)</i>	\$0.00	\$0.00
Reallocation within the school or college <i>(Note below the impact this will have within the school or college.)</i>	\$0.00	\$0.00
Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i>	\$0.00	\$0.00
Other funding sources <i>(Specify and note if these are currently available or anticipated.)</i>	\$0.00	\$0.00

2. Statement of Impact/Other Funding Sources. A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.

Reallocation within the department

Reallocation within the school or college

Reallocation within the institution

Other funding sources

3. Secondary Certification.

If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

_____ Agree _____
Signature of Chief Academic Officer

_____ Disagree _____
Signature of Chief Academic Officer

Appendices

Appendix A – Abbreviated Curriculum Standards for COSMA Accreditation²⁷

Excellence in sport management education at the undergraduate level requires coverage of the key content areas of sport management – the Common Professional Component (CPC). The CPC topic areas, as outlined below, should be adequately covered within the content of undergraduate sport management programs. Evaluation of the “balance” within the sub-areas is based on the sport management academic unit’s mission to allow maximum flexibility. For clarification of each content area, see “Definitions” in this section.

A. Foundations of Sport: Historical, Sociological, and Psychological

B. Foundations of Sport Management

1. Management Concepts
2. Governance & Policy
3. International Sport

C. Functions of Sport Management

1. Sport Operations
2. Sport Marketing
3. Sport Communications
4. Sport Finance and Economics

D. Sport Management Environment

1. Legal aspects of sport management
2. Ethical aspects of sport management
3. Diversity issues in sport management
4. Technological advances in sport management

E. Integrative Experiences & Career Planning

1. Internship/Practical/Experiential Learning
2. Capstone Experience

²⁷ <http://www.cosmaweb.org/accreditation-manuals.html>

Appendix B – Sample Plan of Study

Sample Plan of Study for Full-Time Students

*Must be taken in designated semester. Courses in **Bold** are required in Core Curriculum.

Fall Semester		Spring Semester	
Freshman Year	Cr.	Freshman Year	Cr.
* Core 101	3	* Core 102	3
Humanities or VPA	3	MATH 137	3
Global Perspectives	3	HLTH 200	3
ECON 205 or 206	3	Humanities/VPA/Foreign Lang	3
BIOL 105	4	ESHE 212: Intro to Sport Management	3
	Total 16		Total 15
Sophomore Year		Sophomore Year	
*Core 201, POSC 201 or MKTG 201	3	* Core 202 or POSC 202	3
Humanities or VPA	3	ACTG 211: Fundamentals of Financial Acct	3
STAT 200	3	ESHE 350: Sport Psychology	3
PSYC 121	3	Concentration Course # 1	3
*ESHE 375: Event and Facility Mgmt.	3	Concentration Course # 2	3
	Total 15	<i>Talk to advisor about choosing a minor to complement your degree & interests.</i>	Total 15
Junior Year		Junior Year	
Elective	3-4	*ESHE 341: Legal Issues in Sport Management	3
MGNT 322: Organizational Behavioral	3	*ESHE 400: Financial Aspects of Sport	3
ENGL 306/307	3	ESHE 360: Marketing & Promotion in ESHE	3
MKTG 340: Principles of Marketing	3	Elective	3
Concentration Course # 3	3	Concentration Course # 4	3
	Total 15-16		Total 15

Senior Year		Senior Year	
*ESHE 345: Sport Ethics	3	Elective	3
Concentration Course # 5	3	Elective	3
*ESHE 370: Sociocultural Aspects of Sport	3	ESHE 463: Professional Fieldwork in ESHE	6
Elective	3-4		
ESHE 415: Sport Administration (must be taken semester prior to ESHE 463)*	3		
	Total		Total
	15-16		12

TOTAL CREDIT HOURS

120

Appendix C – Course Descriptions

Description of Required Common Core Courses

ACTG 211: Fundamentals of Financial Accounting

A comprehensive introduction to the fundamental concepts and procedures in accounting for proprietorships, partnerships, and corporations. Emphasis is on the user perspective. ACTG 211 is a business core requirement.

BIOL 105: Biology for Health Science Majors

Intended for any student who is not a Biology major, but who needs to take microbiology or human anatomy courses for their majors.

ECON 205: Principles of Macroeconomics

An introduction to the concepts of scarcity and choice, supply and demand theory, national income accounting, money and banking, monetary and fiscal policy models, and how government deals with the problems of inflation, unemployment, and economic growth. This course has been approved for Core Curriculum credit in Social and Behavioral Sciences or U.S. Perspectives.

ECON 206: Principles of Microeconomics

Econ 206 concentrates on microeconomics: elasticity of demand and supply, consumer and producer behavior, market structure, labor market analysis, and general equilibrium.

ENGL 306: Professional Writing

Course introduces students to writing for their careers. Assignments may include instructions, a proposal, a resume, letters, memos, short reports, and computer graphics.

ENGL 307: Business Writing

The course prepares students to cope with the strategy and writing of a wide range of informative and persuasive business letters and reports.

ESHE 212: Introduction to Sport Management

Designed to provide students with an overview of the sport management/administration profession and the array of careers currently available in the sport industry. Studies the impact of social, historical, health and economic trends on the growth of sport in the United States and throughout the world. Special emphasis is placed on ethical and diversity issues as they relate to the sport management profession. Information related to the governance of sport organizations is studied.

ESHE 341: Legal Issues in Sport Management

Designed to introduce students to the legal doctrines, major statutes, standards and case law that establish legal responsibilities, rights, privileges and controls related to the field of exercise and sport sciences.

ESHE 345: Sport Ethics

Examination of the ethical principles related to sport-specific issues within the context of managing sport services.

ESHE 350: Sport and Exercise Psychology

Provides students with an overview of concepts and principles essential to understanding the behavioral aspects of sport and exercise. Emphasis is given to the conceptual frameworks and the applied aspects of performance enhancement, mental skills, exercise behavior and motivation, social factors, and psychology of injury. Applications are made to the athlete/participant, exercise leader and sport coach.

ESHE 360: Marketing of ESHE

Examines the entrepreneur's role with emphasis on marketing and promotion. Studies and applies methods employed to promote, market, select and administer all aspects of exercise, sport and health programs.

ESHE 370: Sociocultural Aspects of Sport

The purpose of this course is to introduce the student to sport specific sociocultural perspectives as they apply to the study of sport management. Topics may include race/ethnicity, gender and social class, and globalization as these apply to sport. Students will demonstrate the ability to assess the effect of sport in both American and global societies.

ESHE 375: Event and Facility management

Addresses the principles and procedures involved in sports facility and event management. Special emphasis will be given to sports event planning, production, and evaluation.

ESHE 400: Financial Aspects of Sport

Financial considerations important to sport; budgeting, fundraising, and economic impact of sport.

ESHE 415: Issues in Sport Management

Principles of organization and administration in a variety of sport related settings. Issues concerning facilities, equipment, philosophy, budget, scheduling, public relations, staffing, diversity, and management style are discussed.

ESHE 463: Fieldwork in ESHE

Course provides students opportunities to integrate previous course work with practical field experience.

HLTH 200: Wellness Lifestyles

Provides students with the knowledge and skills to keep themselves healthy and fit for life. The lecture provides information on health knowledge. The activity classes introduce a variety of fitness skills and techniques in order to help the individual pursue lifetime fitness. The laboratory assessments provide personal health/wellness data. All three components are integrated to promote a commitment to a wellness lifestyle.

MATH 137: College Algebra

A systematic approach to the concepts of algebra. Topics include basic properties of numbers systems, equations and inequalities, systems of equations, functions and graphs, polynomials and rational functions, exponentials and logarithms.

MGNT 322: Organizational Behavior

A study of individual and group behaviors within organizations. Intended to develop in managers a greater awareness of the problems and opportunities in managing individuals in organizations and in increasing employee effectiveness. A business core requirement.

MKTG 340: Principles of Marketing

Examines the marketing principles, concepts, and practices used by organizations to create value, enhance satisfaction, and manage customer relationships. The course emphasizes how to develop, position, price, distribute, communicate, and promote an organization's offerings to selected target markets in a dynamic global environment, A business core requirement.

PSYC 121: Introductory Psychology

Introduces students to the scientific study of behavior. Topics include essential concepts in brain function, development, cognition, learning, personality, social behavior, abnormal psychology, and the methods used to generate and apply psychological knowledge in a variety of settings. This course has been approved for credit in the Social and Behavioral Sciences area of the Core Curriculum.

STAT 200: Introduction to Statistics

Introduction to statistical methods; descriptive statistics, normal distribution, estimation, hypothesis testing, correlation and regression.

Description of Concentration, Track, and/or Focus Area Courses (if applicable)

Sport Administration Concentration

ACTG 212: Fundamentals of Managerial Accounting

Comprehensive introduction to the fundamental principles and procedures of accounting for managerial decision making, planning, control and performance evaluation. ACTG 212 is a business core requirement.

BLAW 203: Legal Environment of Business

This course provides a survey of the legal system of the United States of America. Civil procedure, tort law, administrative law and criminal law are briefly surveyed. Areas of the law studied in more depth include contracts, government regulation, international law and agency. Business ethics and diversity are emphasized in much of the topical coverage. (Does not include coverage of the Uniform Commercial Code.)

BLAW 304: Business Law I

The course is an in-depth study of the Uniform Commercial Code, Articles 2, 2a, 3, 4, 6, 7 and 9, bankruptcy, the CISG and other business law topics frequently addressed on the CPA examination.

BLAW 305: Business Law II

An in-depth study of the laws affecting business organizations, property, wills, trusts and estates and insurance. In addition, other areas of the law affecting business may be covered as these areas emerge and as time permits.

BLAW 306: Entertainment Law

This course provides a study of the legal aspects of the entertainment industry. Particular attention will be paid to contracts and contract implications, copyright law, and licensing concerns. Union issues, agency, and international implications will also be addressed.

COMS 104: Basic News Writing

Instruction and practice in basics writing for print and electronic media. Includes introduction to writing fundamentals, writing for all types of media, and use of expository, narrative, descriptive and persuasive approaches. This is a core course required of all Media Studies majors in the journalism concentration.

COMS 114: Public Speaking

Techniques and fundamentals of public speaking; methods for improving poise and confidence, delivery, construction of speeches and critical evaluation of speeches and speakers. For students who wish to improve their ability to communicate in public.

COMS 146: Media Performance

Performance demonstrated and practiced through a variety of media in studio and field settings. Personal coaching provided on the basis of audio and video recordings, analysis and feedback.

COMS 173: Introduction to Advertising and IMC

This course provides a foundation for advertising, its history, development, problems and challenges. Includes an overview of advertising, its creativity, composition, decision making, media planning, and management.

COMS 204: News Reporting

Practice in advanced level reporting and feature writing. The course requires submission of all stories for possible media distribution (e.g., "The Tartan," "NRV News"). Advanced discussion of ethics, morality, law and responsibility, as well as examination of national and international media issues.

COMS 225: Introduction to Public Relations

Principles, history and practice of public relations in business, educational institutions, social welfare organizations, government and the military services.

COMS 235: Writing for Public Relations

Provides students with the theory and technical knowledge necessary to produce messages as professional communicators. Students will develop skills in a variety of writing formats and learn to utilize desktop publishing and graphics software in the production of messages.

COMS 236: Print Production

Principles and practices in the production of print and digital media with emphasis on computer graphics and desktop publishing. Course also covers theories of typography and visual communication.

COMS 240: Teamwork and Communication

Development of communication skills in the context of teams in organizational and professional settings. Students study the structure of effective teamwork, group process, problem solving, and leadership.

COMS 250: Interpersonal Communication

Improves understanding of internal communication environments, enhances ability to communicate with others. Emphasis on theory and research through experiential projects and examination of communication process used by class itself.

ECON 205: Principles of Macroeconomics

An introduction to the concepts of scarcity and choice, supply and demand theory, national income accounting, money and banking, monetary and fiscal policy models, and how government deals with the problems of inflation, unemployment, and economic growth. This course has been approved for Core Curriculum credit in Social and Behavioral Sciences or U.S. Perspectives.

ECON 206: Principles of Microeconomics

Econ 206 concentrates on microeconomics: elasticity of demand and supply, consumer and producer behavior, market structure, labor market analysis, and general equilibrium.

ESHE 358: Technology for Exercise, Sport and Health Education

Students shall acquire the knowledge and skills to understand and use "high tech" exercise equipment, personal computer, related software, and main frame systems employed in commercial fitness/wellness centers, hospitals, and education centers.

ESHE 364: Pre-Professional Fieldwork in ESHE

Provides junior level ESHE students with the opportunity to integrate previous course work with practical field experience. Offers students 40-120 on-site work hours to apply theory to practice.

ESHE 461: Organization and Administration of Health/Fitness Programs

Focuses on the development, organization, implementation and administration of health, fitness, wellness and other health promotion programs. It includes basic information on facility and staffing requirements for such programs.

FINC 251: Personal Finance

Deals with personal financial planning including investment basics, wealth creation, insurance planning, the importance of savings, credit management, and basic estate planning.

FINC 331: Introduction to Business Finance

Introduces financial concepts and techniques of financial management and emphasizes an understanding of how the principles of finance can be used to enhance the value of the firm. Topics include the mathematics of interest and the time value of money, financial statement analysis and forecasting, valuation techniques, the measurement and relationship between risk and expected return, capital investment decisions, and working capital management.

FINC 332: Intermediate Business Finance

Applies the analytical tools acquired in FINC 331 Introduction to Business Finance to further explore the theory and practice of financial decision making to enhance firm value. Topics include advanced capital budgeting techniques, cost of capital, capital structure, dividend policy and mergers and acquisitions.

MGNT 250: Entrepreneurship and Innovation

Provides an overview of the principles, theories, and practice of entrepreneurship and innovation. Emphases will be placed upon the student understanding how past entrepreneurs have used innovation methods to launch entrepreneurial ventures; and how the student can use their own creativity to launch entrepreneurial ventures.

MGNT 323: Human Resource Management

Introduction to the most important functions of human resource management, including strategic HR planning, EEO laws, job analysis, recruitment, selection, training and development, performance appraisal, and compensation.

MGNT 361: Managing Professional Communication and Negotiations

Instruction in effective written and oral communications commonly used by leaders and managers in business organizations, and in effective negotiating skills and practices.

MGNT 421: Leadership and Motivation

Study of leadership as an interactive process involving the leader, followers, and situation. Emphasizes understanding the concepts and theories of leadership and motivation and how they are applied by practicing organizational leaders and managers.

MKTG 341: Advertising Strategy

An in-depth study of the administration of the complete advertising program. Integration and coordination of promotion with other variables of the marketing mix as they relate to consumer and industrial markets.

MKTG 342: Internet Marketing

This course is designed as an introduction to the rapidly evolving world of Internet marketing. The opportunities, problems, tactics and strategies associated with incorporating electronic methods into the marketing function are examined. Emphasis is placed on experiential learning and the latest technological aspects of marketing in the online environment.

MKTG 350: Consumer Behavior

A study of the consumer decision process, the cultural, social and psychological factors variables that influence behavior, and the impact of consumer actions on marketing tactics and strategies. This course applies concepts from a variety of social science disciplines to include psychology, sociology, and cultural anthropology to describe, explain, evaluate and predict consumer behavior.

MKTG 360. Professional Selling

The course contains a study of the theory and practice of professional selling and provides an opportunity for skill development relative to sales careers. After studying practical buyer-seller relationships, the students examine the roles of planning, interpersonal communication and resource management in selling effectiveness.

MKTG 440: Supply Chain Management

The study of inventory, transportation and traffic management, storage and other logistics functions as an integrated system within the firm and throughout the firm's supplier and customer channels. Uses problem-solving case studies with computer assisted decision making.

MKTG 344: Sales Management

Planning, organizing, leading, acquiring and controlling are applied to the management of the sales force and the coordination of the sales force with the total marketing effort.

Coaching Management Concentration

BLAW 306: Entertainment Law

This course provides a study of the legal aspects of the entertainment industry. Particular attention will be paid to contracts and contract implications, copyright law, and licensing concerns. Union issues, agency, and international implications will also be addressed.

BLAW 203: Legal Environment of Business

This course provides a survey of the legal system of the United States of America. Civil procedure, tort law, administrative law and criminal law are briefly surveyed. Areas of the law studied in more depth include contracts, government regulation, international law and agency. Business ethics and diversity are emphasized in much of the topical coverage. (Does not include coverage of the Uniform Commercial Code.)

COMS 104: Basic News Writing

Instruction and practice in basics writing for print and electronic media. Includes introduction to writing fundamentals, writing for all types of media, and use of expository, narrative, descriptive and persuasive approaches. This is a core course required of all Media Studies majors in the journalism concentration.

COMS 114: Public Speaking

Techniques and fundamentals of public speaking; methods for improving poise and confidence, delivery, construction of speeches and critical evaluation of speeches and speakers. For students who wish to improve their ability to communicate in public.

ESHE 305: Principles and Practice of Strength and Conditioning

This course is designed to develop the practical skills necessary to design strength and conditioning programs. Special emphasis is placed on the ability to evaluate exercise movements, prescribe appropriate exercise programs, and support program prescription with sound knowledge of anatomical and physiological adaptation to exercise.

ESHE 358: Technology for Exercise, Sport and Health Education

Students shall acquire the knowledge and skills to understand and use “high tech” exercise equipment, personal computers, related software, and main frame systems employed in commercial fitness/wellness centers, hospitals, and education centers.

ESHE 388: Coaching the Athlete

Develop an understanding of the obligations a coach has to the athlete, school, and community.

ESHE 390: Kinesiology

Explores the study and analysis of human motion.

ESHE 395: Motor Behavior

Provides students with core knowledge about the process of learning, performing and improving motor skills. Combining motor learning and sport psychology principles, students are exposed to numerous practice and performance concepts designed to optimize motor learning and performance. Students are expected to understand and apply these principles to real-life situations.

ESHE 461: Organization and Administration of Health/Fitness Programs

Focuses on the development, organization, implementation and administration of health, fitness, wellness and other health promotion programs. It includes basic information on facility and staffing requirements for such programs.

FINC 331: Introduction to Business Finance

Introduces financial concepts and techniques of financial management and emphasizes an understanding of how the principles of finance can be used to enhance the value of the firm. Topics include the mathematics of interest and the time value of money, financial statement analysis and forecasting, valuation techniques, the measurement and relationship between risk and expected return, capital investment decisions, and working capital management.

FINC 251: Personal Finance

Deals with personal financial planning including investment basics, wealth creation, insurance planning, the importance of savings, credit management, and basic estate planning.

Appendix D – “Abbreviated CV’s” for Faculty

Dr. Kevin Ayers
Ph.D., Athletic Administration, Florida State University

List of Adjunct and Special Purpose faculty

Mr. Michael Ramsey (ESHE 358)

Mr. Ronald Downs (ESHE 375, 461)

Dr. Anna DeVito (ESHE 370, 350)

Ph.D., West Virginia University

Mr. Donnie Tickle (ESHE 388)

M.S., Virginia Tech University

List of Related Course Faculty

Dr. Lynn Saubert (ACTG 211)

Ph.D., University of Wisconsin

Dr. Vernard Harrington (MGNT 322)

Ph.D., Texas A&M University

Dr. Duncan Herrington (MKTG 340)

D.B.A., Mississippi State University

Dr. Laura Vernon (ENGL 306)

Ph.D., Utah State University

Jerry M Kopf (MGMT 250)

Ph.D., University of Arkansas

K. Vernard Harrington (MGNT 323)

Ph.D., Texas A&M University

Tal Gad Zarankin (MGNT 361)

Ph.D., University of Missouri-Columbia

Danylle R. Kunkel (MGNT 421)

Ph.D., Virginia Tech

Jane Emma Machin (MKTG 341)

Ph.D., University of Pennsylvania

James G. Lollar (MKTG 344)

Ph.D., University of Alabama

Wilbur W. Stanton (MKTG 350)
Ph.D., Georgia State University

James G. Lollar (MKTG 360)
Ph.D., University of Alabama

Carol C. Bienstock (MKTG 440)
Ph.D., Virginia Tech

Felix E. Amenkhienan (ACTG 212)
Ph.D., University of Mississippi

Daniel V. Davidson (BLAW 203)
BS.BA., Indiana University

Daniel V. Davidson (BLAW 304)
BS.BA., Indiana University

Clarence C. Rose (FINC 251)
Ph.D., Virginia Tech

FeiFei Zhu (FINC 331)
Ph.D., University of Wisconsin Milwaukee

FeiFei Zhu (FINC 332)
Ph.D., University of Wisconsin Milwaukee

Doug Brinkman (ECON 105)
J.D., Gonzaga University

Twange Kasoma (COMS 104)
Ph.D., University of Oregon

Kimberly E. Herbert (COMS 114)
M.A., American University

Matthew Reuben Turner (COMS 146)
Ph.D., Ohio University

James Collier (COMS 173)

Leigh A. Kelley (COMS 204)
M.A., Hollins College

Lisa E. Baker (COMS 225)
Ph.D., Bowling Green State University

Leigh A. Kelley (COMS 236)
M.A., Hollins College

Kimberly E. Herbert (COMS 240)
M.A., American University

Betty L. Kannan (COMS 250)
M.A., West Texas A&M University

Appendix E – Student Assessment

Hello J.P.,

This email is to acknowledge that I have reviewed the SLOs for the Sports Administration Concentration for the ESHE program.

Sandra Nicks Baker

Sandra Nicks Baker, Ph.D.
Director of Academic Assessment
905 Tyler Ave., Box 7022
Radford University
Radford, VA 24142

540-831-5783
540-831-5142 (Fax)



Appendix F – Employment Demand

Job announcements should be printed from the Internet or captured by PDF. Do not cut and paste text from the announcement into the proposal. Do not include the announcements as an image or screen capture. A list of job announcements is not needed for the cover page. When printing job announcements, adjust print size for readability. SCHEV will not count announcements that have small font and/or text that appears smeared/smudged.

Appendix G – Survey to Determine Student Demand

Radford University is developing a Bachelor of Science in Sport Management for implementation in Fall, 2018. The sport administration concentration is designed for students intending to pursue careers of leadership in the sport industry. After completing this program, students should be able to:

- Demonstrate the ability to communicate in the written form,
- Demonstrate the ability to communicate orally,
- Demonstrate the ability to apply critical thinking and decision making as it applies to the sport setting, and
- Demonstrate managerial competencies in a sport related activity.

Faculty have prepared the survey below to gauge student interest in the program. Answers to the following questions will be used in summary form only. No personally identifiable information will be released. Please feel free to contact us at abarfield@radford.edu if you would like more information about the proposed program.

Thank you.

1. Have you heard of the proposed BS degree in Sport Management?
Yes No (If no, please go to Question 3)
2. If “Yes” for Q1, from where did you hear about the Sport Management Program?
Colleagues/Friends
Faculty
Alumni / Student
Information Session
Other (please specify):

3. What is your attitude towards a BS degree in Sport Management?
Very Negative Negative Neutral Positive Very Positive
4. Are you in favor of Radford University establishing a BS degree in Sport Management?
Yes No
5. “If Radford University offered this program, would you enroll?”
Yes No

6. Do you think that a sport management program will be beneficial for the development of sport in your community?

Yes No

If no, please explain:

SECTION II: DEMOGRAPHIC INFORMATION

7. College rank: _____

8. Age: _____

9. Gender: _____

10. Other Comments - Using the space below, please tell us what you think about Radford University getting a BS degree in Sport Management. We would love to hear from you!

Thank you for your participation!

RADFORD UNIVERSITY ACADEMIC AFFAIRS COMMITTEE

**RESOLUTION FOR APPROVAL OF
BACHELOR OF SCIENCE (B.S.) IN SPORT MANAGEMENT**

DECEMBER 7, 2017

WHEREAS, the Department of Health and Human Performance (DHHP) in the College of Education and Human Development (CEHD) at Radford University proposes a Bachelor of Science (B.S.) in Sport Management; and

WHEREAS, the proposed B.S. degree in Sport Management program is to educate students about the theoretical and applied aspects of management as they apply to the sport industry; and

WHEREAS, the proposed B.S. degree in Sport Management program will expose students to coursework in sport marketing, management, accounting, ethics, business law, sport finance, social and cultural aspects of sport, facility/event management, and fundraising; and

WHEREAS, the proposed B.S. degree in Sport Management program responds to the demand for trained sport managers;

NOW, THEREFORE, BE IT RESOLVED, that the Academic Affairs Committee recommends and submits the resolution to the Board of Visitors for approval of the program for the Bachelor of Science (B.S.) in Sport Management, CIP 31.0504; and it is further

RESOLVED, that the President and/or his designee(s) are hereby authorized to submit any and all documentation that may be required to receive approval of said program from the State Council of Higher Education of Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges.

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STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Program Proposal Cover Sheet

<p>1. Institution Radford University</p>	<p>2. Academic Program (Check one): New program proposal <input checked="" type="checkbox"/> _____ Spin-off proposal _____ Certificate document _____</p>
<p>3. Name/title of proposed program Allied Health Sciences</p>	<p>4. CIP code: 51.1199</p>
<p>5. Degree/certificate designation Bachelor of Science</p>	<p>6. Term and year of initiation: Fall, 2018</p>
<p>7a. For a proposed spin-off, title and degree designation of existing degree program</p> <p>7b. CIP code (existing program)</p>	
<p>8. Term and year of first graduates Spring, 2022</p>	<p>9. Date approved by Board of Visitors</p>
<p>10. For community colleges: date approved by local board date approved by State Board for Community Colleges</p>	
<p>11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)</p>	
<p>12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices). Departments(s) or division of <u>Department of Health & Human Performance</u> School(s) or college(s) of <u>College of Education</u> Campus(es) or off-campus site(s) <u>Main Campus</u> Mode(s) of delivery: face-to-face <input checked="" type="checkbox"/> distance (51% or more web-based) _____ hybrid (both face-to-face and distance) _____</p>	

13. Name, title, telephone number, and e-mail address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding this program proposal.

Dr. George Santopietro, Assistant Provost; 540-831-5465; gsantopi@radford.edu.

Dr. J.P. Barfield, Associate Professor; 540-831-6858; abarfield@radford.edu

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Description of the Proposed Program

Program Background

Radford University requests approval to initiate a Bachelor of Science degree program in Allied Health Sciences to be implemented in the fall 2018 semester. The proposed program will be administered by the Department of Health and Human Performance in the College of Education and Human Development.

The curriculum is designed as a Health/Medical Preparatory Program (CIP 51.1199); therefore, the purpose of the program is to prepare students for continued training in graduate or professional school. Graduates are expected to apply to graduate schools in the following post-graduate, professional allied health programs:

Degree Program	Degree Level	CIP Code
Athletic Training	Master's ¹	51.0913
Chiropractic	Doctoral	51.0101
Occupational Therapy	Master's or Doctoral	51.2306
Physical Therapy	Doctoral	51.2308
Physician Assistant	Master's	51.0912

Allied health professionals support primary care providers (e.g., doctors) in the healthcare process by providing secondary services to improve patient health. Population growth in the United States, coupled with an aging “baby-boomer” population, is causing demand for allied health professionals to outpace supply, resulting in workforce shortages across the Commonwealth and the nation.² As a result, it is vital that a sufficient allied healthcare workforce is developed to meet societal demands. The current program is providing students the knowledge and skills to enter graduate licensure programs in allied health through relevant courses such as therapeutic exercise, kinesiology, principles of strength and conditioning, physical activity and aging, exercise physiology and prescription of exercise. In addition, the program will ensure students complete pre-requisite courses necessary for their intended professional school such as physics, anatomy and physiology, psychology, and statistics. As a result, graduates can enter professional allied health schools of choice to become licensed therapists, physician assistants, athletic trainers, and chiropractors among other professionals.

Because each graduate/professional licensure program in allied health has unique prerequisites for entry, the proposed program incorporates guided electives so that the curriculum is flexible enough for students to complete unique prerequisites for their chosen professional program. For instance, prerequisite courses for physical therapy differ from prerequisite courses required for occupational therapy. The current program will allow students to develop the therapeutic exercise and therapeutic intervention skills necessary for each professional allied health program (e.g., occupational therapy) while simultaneously allowing students to complete prerequisites

¹ Licensure in Athletic Training is currently offered through an undergraduate degree program but will require a graduate degree for licensure starting in 2020.

² Institute of Medicine. 2008. Retooling for an Aging America: Building the Health Care Workforce. <http://nationalacademies.org/hmd/reports/2008/retooling-for-an-aging-america-building-the-health-care-workforce.aspx>

that are profession specific (e.g., psychology). This unique program also integrates in-clinic observation or practicum experiences so that students gain required clinical experiences for professional school.

Historically, allied health professions such as physical therapy were offered through undergraduate degree programs. However, in the past two decades, the majority of these programs have moved to licensure requirements that require graduate education without a corresponding replacement at the undergraduate level. As a result, there is a disconnect between K-12 graduates and professional allied health education. Currently, high school students can and do take allied health courses either as elective courses or as dual-enrollment courses through community colleges. Unfortunately, once these students enter undergraduate education, there is no standard pathway to graduate/professional allied health degree programs. In essence, there are no undergraduate majors in physical therapy, occupational therapy, chiropractic, or physician assistant despite the very strict prerequisites required for professional school. In the Commonwealth, only one institution currently offers an undergraduate major that tracks to professional allied health programs (B.S. in Rehabilitation Sciences, George Mason University). The proposed major in Allied Health Sciences will establish a “pipeline” that helps students track from high school, to an undergraduate program that meets students’ personal and professional interest, to a professional/graduate program that leads to their career path. Following the blueprint of George Mason University, Radford University is providing an overdue opportunity for students by linking the pipeline from high school to graduate education through a structured, meaningful, and necessary undergraduate degree program.

Mission

Radford University serves the Commonwealth of Virginia and the nation through a wide range of academic, cultural, human service, and research programs. First and foremost, the university emphasizes teaching and learning and the process of learning in its commitment to the development of mature, responsible, well-educated citizens. RU develops students’ creative and critical thinking skills, teaches students to analyze problems and implement solutions, helps students discover their leadership styles, and fosters their growth as leaders. Toward these ends, the university is student-focused and promotes a sense of caring and of meaningful interaction among all members of the University community. Research is viewed as a vital corollary to the teaching and learning transaction as it sustains and enhances the ability to teach effectively. Radford University believes in the dynamics of change and has a strong commitment to continuous review, evaluation, and improvement in the curriculum and all aspects of the University, so as to meet the changing needs of society.

The Allied Health Sciences program meets the mission of the university because it provides opportunities for students to develop critical thinking skills, analyze problems and implement solutions. These skills are necessary for allied health professional and form the backbone of the program’s academic mission. The program develops these skills through a series of research (Research Methods, Research Project) and project-based (Kinesiology, Exercise Physiology, Exercise Prescription, Therapeutic Interventions) courses.

Admission Criteria

Admission to Radford University requires the following:

- An official transcript of high school work completed, and
- An official Scholastic Assessment Test I (SAT I) or American College Testing Program (ACT) score report.
 - No minimum score is required
 - Applicants with a 3.20 GPA (on a 4.00 scale) may elect to be considered for admission without submitting their Scholastic Assessment Test I (SAT I) or American College Testing Program (ACT).

Radford University takes a holistic approach to reviewing applications and views all materials that an applicant submits in an effort to get to know the prospective student as well as possible. Every application is reviewed by members of the Admissions committee in an effort to select potential Radford University students who are likely to find academic success at Radford and who are likely to be positive contributors to the community. To this end, the Office of Undergraduate Admissions reviews:

- Academic transcripts,
- The strengths of an applicant's high school curriculum,
- Standardized testing,
- Letters of recommendation, and
- All other materials submitted.

In addition, admission to the Allied Health Science program requires the following:

- An overall 3.0 GPA
- An overall 3.0 math/science GPA
- A grade of B or better in the following courses, and
 - MATH 137 OR 138
 - BIOL 105
 - BIOL 310
 - PSYC 121
 - STAT 200
 - HLTH 200
- A formal application to the program (typically submitted January of sophomore year).

Transfer credit is accepted for the program and there is no limit to the number of hours that a student may transfer. However, half of the required major courses, and at least 45 hours total, must be taken at Radford University for the Allied Health Science degree. Students interested in transferring to the Allied Health Sciences program from a Virginia Community College are strongly encouraged to complete an Associate of Arts, Associate of Science or Associate of Arts and Science including the following courses:

- MATH 137 (MTH 158)
- BIOL 105 (BIO 101)
- PSYC 121 (PSY 200)
- STAT 200 (MTH 157, 240 OR 241)
- HLTH 200 (HLT 116)
- BIOL 310 & 311 (BIO 141 & 142)
- CHEM 101 & 102 (CHM 111 & 112)

Target Population

The Department of Health and Human Performance will target high school and community college students interested in wellness, healthcare, and the treatment of disease. This interest may be developed through course experience, family exposure (e.g., parents in the field), or general healthcare knowledge. The proposed program targets students who are planning to continue their education at the graduate level and, because admission into graduate/professional allied health programs are competitive, we are targeting students who are academically strong. The entrance requirements reflect the academic aptitude students will need to pursue graduate and professional study in the field.

Curriculum

The proposed Bachelor of Science in Allied Health Sciences program is 120 credit hours. The program enables students to complete professional school prerequisites within a meaningful undergraduate curriculum.

The curriculum provides four important areas of study: 1) core classes, 2) guided electives, 3) research coursework, and 4) practicum experiences. The strong major “core” exposes students to important job-related knowledge and skills (e.g., assessment of athletic injuries, physical activity and aging, therapeutic interventions, exercise physiology & prescription). Guided electives are chosen, in conjunction with an advisor, to meet school-specific prerequisites for graduate schools of interest (e.g., biochemistry, physics). Guided electives, rather than restricted electives, are needed for this program because there is variation in prerequisite coursework among professional programs, even within the same discipline (e.g., different requirements for different occupational therapy programs). The curriculum also includes research coursework, a necessity due to the abbreviated time frame of professional programs. Whereas most doctoral students complete 6 years post-undergrad, most professional degrees matriculate students in 2 to 3 years.

The program includes practicum work that integrates observation experiences into the curriculum. These observational experiences provide ideal experiential learning opportunities. The department has entered into site agreements with health care service providers to ensure that students obtain sufficient shadowing in clinical settings before applying for graduate programs (e.g., physical therapy schools typically require >75 hours of clinical shadowing or observation as an application pre-requisite). Students who shadow without guidance or supervision find that they are applying to professional school without sufficient observational experiences in the field. As a result, many students are not competitive for professional school immediately after graduation and may have to reapply for professional school one to two years following graduation. The proposed major integrates observational experiences into the curriculum (Practicum I, II, and III) so that students complete required observations in the field before applying to professional school (conclusion of the junior year), thereby making their applications more competitive.

Bachelor of Science in Allied Health Sciences

General Education Requirements: 43-44 Credit Hours

Major Core Requirements: 48 Hours

CHEM 101 General Chemistry (4)

CHEM 102/3	General Chemistry (4)
BIOL 310	Human Structure & Function I (4)
BIOL 311	Human Structure & Function II (4)
PSYC 230	Lifespan Development (3), OR PSYC 439 Abnormal Psychology (3)
ESHE 201	Introduction to Athletic Injuries (3)
ESHE 205	Introduction to Allied Health Sciences (1)
ESHE 305	Principles & Practice of Strength & Conditioning (3)
ESHE 315	Physical Activity & Aging
ATTR 323	Assessment of Athletic Injuries (3)
ESHE 390	Kinesiology (3)
ESHE 392	Exercise Physiology (3)
ESHE 396	Assessment & Prescription (3)
ESHE 450	Research Methods (3)
ESHE 465	Therapeutic Interventions (4)
HLTH 465	Exercise, Performance & Nutrition (3)

Guided Electives: 16 Hours

These courses include typical prerequisites for specific disciplines. Individual schools have unique requirements; therefore, students have flexibility in meeting school-specific prerequisites. Students may switch disciplines of interest while enrolled in the program. Students are required to complete 16 total hours for graduation but do not have to complete all 16 from one discipline (prevents a student from taking multiple guided electives in one area and having to complete 16 additional hours in a second area).

Occupational Therapy

PHIL 112	Introduction to Ethics & Society (3)
PHIL 113	Introduction to Reasoning & Argument (3)
APST 200	Introducing Appalachia (3)
SOCI 121	Understanding Cultures (3)
PSYC 230	Lifespan Development (3)
PSYC 439	Abnormal Psychology (3)
HLTH 475	Health Behavior Change (3)
ESHE 451	Research Project (3)

Physical Therapy

PHYS 111	General Physics (4)
PHYS 112	General Physics (4)
BIOL 104	Human Biology (4)
BIOL 334	Microbiology (4)
PSYC 230	Lifespan Development (3)
PSYC 439	Abnormal Psychology (3)
ESHE 451	Research Project (3)
HLTH 300	Community Health & Epidemiology (3)
HLTH 475	Health Behavior Change (3)

Alternative Allied Health Disciplines (e.g., Physician Assistant)

CHEM 301	Organic Chemistry (4)
CHEM 302	Organic Chemistry II (4)
BIOL 334	Microbiology (4)
BIOL 471	Biochemistry (4)
ESHE 451	Research Project (3)
HLTH 300	Community Health & Epidemiology (3)
HLTH 451	Drug Use & Drug Abuse Education (3)
HLTH 453	Human Sexuality
HLTH 460	International Health (3)
HLTH 475	Health Behavior Change (3)

Practicum Courses: 3 Hours

ESHE 225	Allied Health Sciences Practicum I (1)
EHSE 250	Allied Health Sciences Practicum II (1)
ESHE 325	Allied Health Sciences Practicum III (1)

Free Electives: 6-7 Hours

Total Credit Hours: 120

Appendix A provides a Sample Plan of Study for fulltime students.
Appendix B provides Course Descriptions.

Student Retention and Continuation Plan

Student progress will be monitored through individual advising sessions each semester. The Department of Health and Human Performance has an advising day each semester so that students meet with faculty advisors to discuss degree progress and professional interests. Radford University instructors have the ability to notify advisors of student progress throughout the semester and advisors can arrange tutoring for all allied health science courses through the Learning Assistance Resource Center (LARC). Additionally, an Introduction to Allied Health Sciences course is part of the program, allowing faculty to address retention and matriculation early in the degree program. Progress is also monitored at the conclusion of each semester by the program director.

Faculty

The Department of Health and Human Performance supports seventeen full-time tenure track lines and two of these lines are dedicated to teach core Allied Health Sciences courses. Both these faculty members have doctoral training in an allied health field (i.e., exercise science). Collectively, these faculty have published multiple articles on student recruitment into allied health and have presented on undergraduate student research. As the degree program grows, new faculty recruitment will target persons with expertise in other areas of professional allied health.

Five other faculty members within the Department of Health and Human Performance teach courses required for Allied Health Sciences students. The majority of these faculty also have training in allied health (i.e., Athletic Training). In addition, licensed allied health professionals

will teach 1-2 courses within the program as adjunct instructors and experts in alternative fields teach guided elective courses (e.g., Chemistry, Biology). This spread of faculty usage ensures that qualified instructors teach students throughout the curriculum. Appendix C includes a sample abbreviated faculty appendix.

Program Administration

The proposed Bachelor of Science in Allied Health Sciences will have a program administrator. The administrator will be responsible for teaching in the program, reviewing student applications to the program, reviewing progress/matriculation at the end of each semester, documenting post-graduate outcomes, organizing recruitment initiatives (new and transfer students), and advising in the program. A full-time, tenure-track faculty member will serve as administrator of the program.

Advisory Board

The program has an advisory board made up of professional allied health school leaders across the state. The board consists of full-time faculty and administrators at professional schools in occupational therapy, physical therapy, and physician assistant. The board also consists of Radford University alumni from the Sports Medicine concentration (precursor to the proposed program). Each board member has an indefinite appointment and provides feedback on the curriculum via annual conference calls. See Appendix D for a list of advisory board members.

Student Assessment

Every student who completes a Bachelor of Science degree in Allied Health Sciences will have mastered a set of skills that are needed for accepted into graduate/professional allied health programs.

Students will be assessed via written exams, oral exams, written papers, and exercise prescriptions for specific populations. Additionally, students will complete reflection logs during practicum experiences to link course content to observed practice skills. The majority of student assessments occur during a culminating senior experience (ESHE 396 – Exercise Testing & Prescription).

The learning outcomes for the Bachelor of Science in Allied Health Sciences are specific to undergraduate knowledge, skills, and abilities that students should acquire in the proposed program. Faculty have worked with staff members in the Office of Academic Assessment to develop learning outcomes and appropriate measures (Appendix E).

Learning Outcomes:

Allied Health Sciences Students will be able to:

- Communicate effectively and sensitively with clients and colleagues in oral and written forms,
- Develop exercise prescriptions for clients in fitness and clinical settings,
- Perform and interpret assessments of health and physical fitness, and
- Identify acute and chronic physiological changes that occur in the body in response to exercise stress.

Curriculum Map for Bachelor of Science in Allied Health Sciences

Learning Outcome	Course of Assessment	Measures
Communicate effectively and sensitively with clients and colleagues in oral and written forms.	ESHE 225 ESHE 250 ESHE 325	Reflection journals Observation logs
Develop exercise prescriptions for clients in fitness and clinical settings.	ESHE 396	Classroom Project Final Exam
Perform and interpret assessments of health and physical fitness.	ESHE 396	Practical Exam
Identify acute and chronic physiological changes that occur in the body in response to exercise stress.	ESHE 396	Written Exam

Employment Skills/Workplace Competencies

Graduates in Allied Health Sciences will be able to:

- Assist a primary therapist in the treatment and care of patients,
- Prepare equipment for patient treatments as ordered by a primary therapist,
- Perform routine cleaning and maintenance of therapy areas and corresponding equipment,
- Perform clerical duties such as ordering supplies, tracking inventory, and answering phones, and
- Assist patients with therapeutic exercises and training.

Program Assessment

The Department of Health and Human Performance will assess and evaluate the program annually starting the first year of enrollment (2018-2019). The department will administer annual assessments of student learning outcomes beginning in 2019, in accordance with the Office of Academic Assessment's university-wide reporting requirements. The Department will also review Allied Health Sciences faculty evaluations each semester to ensure that students are satisfied with the course and the corresponding instructor. Also, the Allied Health Sciences program faculty will seek feedback twice a year from the external advisory board regarding curriculum and post-graduate outcomes. Finally, senior students in the program will complete an annual program evaluation regarding strengths, weaknesses, and opportunities.

A more extensive review of the program's goals, learning outcomes, and student success will occur on a five-year cycle. The program, with help from the Offices of Academic Assessment and Institutional Research, will use institutional data, student and alumni surveys, and learning outcome assessments to write a program review report that describes how program goals and

learning outcomes have been achieved. The program is schedule to submit its first five-year review in 2023.

Benchmarks of Success

The benchmarks of success for the Allied Health Sciences program include:

1. Six-year graduation rate of 80% among students accepted into the program.
2. 60% acceptance rate into graduate/professional school within 2 years of graduation.
3. An average 4.0 score on Allied Health Sciences course evaluations.
4. An average 4.0 score on Allied Health Sciences faculty evaluations.
5. 75% employment rate within 1 year of graduation.
6. 85% of program seniors will report being satisfied or very satisfied with the program.

Physical therapy acceptance rates are documented annually. Although the rate varies by school, approximately 42% of applicants are accepted by at least one professional physical therapy program each academic year.³ Acceptance rates for occupational therapy and physician assistant programs are not published annually but seem to be as, if not more, restrictive than physical therapy. For example, the Physician Assistant program at Jefferson College of Health Sciences typically enrolls one student for every 20 applicants⁴. If initial benchmarks are not met within the first two graduation cohorts, the unit will seek program improvement through direct feedback from:

- The program advisory board (currently twice per year),
- Professional program directors as to limitations in Radford University applications,
- Program leaders at public SCHEV institutions serving similar students, and
- Accreditation associations of professional programs.

Expansion of Existing Programs

This proposal is an expansion of an existing program, namely the Allied Health Sciences concentration within the Exercise, Sport, and Health Education (ESHE) major. The current concentration was started to expand opportunities for physical education teacher licensure students who wanted to pursue options other than teaching upon graduation. However, students are now seeking a pre-professional degree program at the onset of their undergraduate career. Currently, it is difficult to market a concentration to prospective students that students understand will track to professional school. In essence, students interested in pre-professional allied health education are unlikely to understand that a major in Exercise, Sport, and Health Education leads to graduate opportunities in allied health. The current proposal seeks a stand-alone major so that prospective students can effectively identify a structured, effective pipeline from K-12 to graduate allied health education. Approval of the current program will result in elimination of the Allied Health Sciences concentration from the ESHE major. No additional faculty will be needed for this change as no additional courses are projected.

Relationship to Existing Radford University Degree Programs

The proposed Bachelor of Science in Allied Health Sciences is not similar or related to any existing degree program at Radford University.

³ <http://www.apta.org/AnnualReports/>

⁴ <http://www.jchs.edu/degree/master-science-physician-assistant>

Compromising Existing Programs

No degree programs outside the Department of Health and Human Performance will be compromised or closed as a result of the initiation and operation of the proposed degree program. The transition to a major in Allied Health Sciences will coincide with the closure of the concentration by the same name in the Exercise, Sport, and Health Education major. The concentration will be closed within a two-year period of the proposal initiation (i.e., 2020-2021) so that current students can continue in their academic program to graduation. Students will also have the choice to switch to the Bachelor of Science in Allied Health Sciences without losing any progress toward degree completion.

Collaboration or Standalone

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

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

Trend in the Field

With the population in the U.S expected to increase to 400 million by 2050, it will be vital that work forces are identified for allied health positions to meet the societal demands.⁵ Coupled with a population increase, an aging “baby-boomer” population is one of the factors causing demand for Allied Health Sciences professionals to outpace supply, resulting in workforce shortages.^{6,7} Because Allied Health Sciences professionals have specific education and associated licensure requirements, the onus to identify prospective students falls squarely on institutions of higher education.

The growth in the field is almost exclusively societal based. The baby boomer population, the largest generational cohort in the United States, is now comprised of older adults, driving the demand for increased healthcare services.⁹ Research is clear that as age increases, risk of disease and disability increases. In essence, the baby boomer population is retiring (leaving jobs in healthcare), experiencing greater impact of disability due to age (requiring more healthcare), and in need of allied health professionals as part of their healthcare regimen (i.e., licensed therapists).

⁵ <https://www.census.gov/population/projections/data/national/2014.html>

⁶ Guion, W., Mishoe, S., Taft, A., & Campbell, C. (2006). Connecting allied health students to rural communities. *Journal of Rural Health, 22*, 260-263. Doi:10.1111/j.1748-0361.2006.00042.x

⁷ Institute of Medicine. (2008). *Retooling for an Aging America: Building the Health Care Workforce*. Available at <http://www.iom.edu>. Accessed September 3, 2009.

⁸ Kilpatrick, S., Johns, S., Millar, P., Le, Q., & Routley, G. (2007). Skill shortages in health: innovative solutions using vocational education and training. *Rural Remote Health, 7*, 623. Retrieved from http://eprints.utas.edu.au/1349/1/article_print_623.pdf.

⁹ Canizare, M. et al. (2016). Do baby boomers use more healthcare services than other generations? Longitudinal trajectories of physician service use across five birth cohorts. *BMJ Open, 6*. doi: [10.1136/bmjopen-2016-013276](https://doi.org/10.1136/bmjopen-2016-013276)

As a result, the allied health science field is projected to be one of the fastest growing job markets over the next decade.¹⁰ To meet this demand, the number of graduate/professional allied health programs is increasing. The job growth and median salaries in allied health professions are very high relative to other degree programs; therefore, the interest in these opportunities continues to increase among undergraduates. High schools now offer courses in allied health and students' awareness and exposure to these opportunities has, and will continue, to increase the number of students wanting a model pathway into professional allied health education (e.g., occupational therapy). Because a vacuum still exists at the undergraduate level about how to matriculate students to professional programs in allied health, Radford University is proposing an undergraduate degree program to meet the need of professional schools in the region as well as to establish a reliable and successful academic pipeline to professional allied health that other institutions, in the state and beyond, can model.

Evidence for Degree Program

Undergraduate majors in Allied Health Sciences programs have recently become highly demanded four-year academic curricula.¹¹ Undergraduate students have multiple degree program pathways into professional school (e.g., biology pre-professional program) and Departments of Health & Human Performance (HHP) usually house several of these degree paths.¹² Over the past decade, HHP departments have started to target Allied Health Sciences students to enhance academic program options within traditional teacher education units.¹³ As a result, the most common HHP concentrations following teacher preparation are now Allied Health Sciences education programs, namely athletic training, exercise science and pre-physical therapy. The expansion of Allied Health Sciences education options has been driven by student interest as demonstrated by continued student growth.^{14,15} Hence, HHP departments have a vested interest in preparing professionals for the allied health field and in order to meet the anticipated workforce shortage.

Commonwealth Need

Consistent with national trends, the demand for allied healthcare workers (e.g., physical therapists, physician assistants) is greater than the supply in southwest Virginia. Therefore, it is imperative that Radford University recruits and matriculates students interested in these professions. Radford University is not only serving an important state/national need but is also supplying a very important workforce component to the region it serves. Currently, Radford

¹⁰ <https://www.bls.gov/ooh/healthcare/home.htm>

¹¹ California Postsecondary Education Commission. (2007). *Public higher education performance accountability framework report: Goal – contributions to economic, civic, and social development measure: Workforce preparation – degrees awarded in selected areas of projected workforce demand*. (ERIC Document Reproduction Service No. ED 499 260)

¹² Barfield, J., Folio, R., Lam, E., & Zhang, J. (2011). Factors associated with enrollment in allied health education: Development of a predictive scale. *Journal of Allied Health, 40*, 77-84.

¹³ Bulger, S. M., Housner, L. D., & Lee, A. M. (2008). Curriculum alignment: A view from physical education teacher education. *Journal of Physical Education, Recreation, & Dance, 79*(7), 44-49.

¹⁴ Barfield, J., Folio, R., Lam, E., & Zhang, J. (2011). Development of a scale to determine enrollment barriers into allied health education programs. *Measurement in Physical Education and Exercise Science, 15*, 47-66.

¹⁵ Rich, V., Kedrowski, J., & Richter, S. (2008). Institutional profiles of CAATE accredited entry-level athletic training education programs in the United States. *Athletic Training Education Journal, 3*(Jul-Sep), 108-114.

University offers a doctoral program of physical therapy and masters of occupational therapy. To meet this demand, there must be an effective pathway for students to track from K-12 to graduate work in the preferred academic field of study.

When one considers the drastic increase of professional programs in the region over the past five years (e.g., Lynchburg College, Radford University, Emory & Henry College), undergraduate institutions must have an effective academic program to propel undergraduates toward these meaningful career opportunities. Radford University proposes a model pipeline program that will bring attention from within and outside the state. The proposed model establishes an academic pipeline for future professionals across the collegiate career. When one considers that almost all masters and doctoral programs offer undergraduate training in the same field, it is only a matter of time before institutions start to stratify K-12 into doctoral experiences within this field. Radford University is in an excellent position to leverage our geography in the state (dramatic expansion of professional programs) to establish a model program upon which SCHEV institutions, as well as those outside the state, can incorporate to provide a primary academic vehicle for students into professional allied health programs. A stand-alone degree will also enable better marketing of allied health to prospective first-year students, transfer students and undeclared majors. Radford University is able to implement this transition because of the previous research in the area by current HHP faculty.¹⁶

How the Future was Created

The demand for undergraduate majors was driven by the transition of allied health education from undergraduate degree programs to professional graduate study *without* the concomitant replacement of the undergraduate degree. In essence, when traditional undergraduate programs in physical therapy and occupational therapy moved exclusively to graduate education, a tremendous vacuum was created at the undergraduate level without a pipeline into these graduate programs and, ultimately, to the workforce. In response, institutions have tried a number of options to prepare and place undergraduate students into these professional opportunities including:

- Pre-professional advising (e.g., Christopher Newport, Old Dominion University), Ppre-professional concentrations in existing majors (e.g., William & Mary, James Madison University), and
- Stand-alone majors that include preparation in allied health science (Rehabilitation Science at George Mason University).

In total, there are 32 academic “pathways” across public SCHEV institutions that are designed to prepare undergraduate students for professional allied health education. This total reflects the fact that individual universities offer 2 to 3 different tracks which ultimately causes a great deal of variability and lack of clarity as to how students are educated and prepared for professional school. There is clearly a need to streamline the educational process for these students and Radford University’s proposed model undergraduate degree program is a response to this need.

¹⁶ Barfield, J., Cobler, D., Lam, E., Zhang, J., & Chitiyo, G. (2012). Differences between African American and Caucasian students on allied health enrollment influences and barriers. *Advances in Physiology Education*, 36, 164-169. DOI: 10.1152/advan.00129.2011

Employment Demand

Job opportunities in healthcare professions, including Allied Health Sciences, are expected to increase over the next decade. The demand for allied health care workers is high as documented by reported federal and Commonwealth employment projections. Evidence is included from 3 sources: 1) Bureau of Labor Statistics, 2) Virginia Labor Market Information, and 3) job advertisements.

Specific to federal employment projections, the Bureau of Labor Statistics Occupational Handbook projects employment demand for the next decade to be much higher than average for allied health professions. The table below documents employment demand for specific programs of most interest to prospective graduates. Employment numbers are not available for rehabilitation technician or aide professions.

National Employment Demand via Bureau of Labor Statistics

Career Field	Median Salary	Projected 10-year Job Growth	Evaluation
Athletic Training	\$45,000	21% ¹⁷	Much faster than average
Chiropractic	\$64,000	17% ¹⁸	Much faster than average
Occupational Therapy	\$80,000	27% ¹⁹	Much faster than average
Physical Therapy	\$84,000	34% ²⁰	Much faster than average
Physician Assistant	\$98,000	30% ²¹	Much faster than average

Specific to Commonwealth employment projections, the demand for allied health professionals is consistent with national trends, with all fields projected to have more job openings than candidates. The table below documents employment demand specific programs of most interest to prospective graduates.

Commonwealth Employment Demand via Virginia Labor Market Information

Career Field	Salary Range	Decade Growth	Supply/Demand
Athletic Training	\$34,000-56,000	21%	.42 candidates/job opening ²²
Chiropractic	\$51,000-107,000	17%	.16 candidates/job opening ²³
Occupational Therapy	\$62,000-100,000	27%	.01 candidates/job opening ²⁴
Physical Therapy	\$64,000-98,000	34%	<.01 candidates/opening ²⁵

¹⁷ <https://www.bls.gov/ooh/healthcare/athletic-trainers.htm>

¹⁸ <https://www.bls.gov/ooh/healthcare/chiropractors.htm>

¹⁹ <https://www.bls.gov/ooh/healthcare/occupational-therapists.htm>

²⁰ <https://www.bls.gov/ooh/healthcare/physical-therapists.htm>

²¹ <https://www.bls.gov/ooh/healthcare/physician-assistants.htm>

²²

<https://data.virginialmi.com/vosnet/lmi/occ/occsunmary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws04rlzVCr0GZG+s4y45T9mnPCDfQltY+fhVQfQpUf0YBvELbmSndttekYNkaez8ERCdje0=>

²³

<https://data.virginialmi.com/vosnet/lmi/occ/occsunmary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws04rlzVCr0GZG+s4y45T9mnPCDfQltY+fhVQfQpUf0YBvELbpbeyIzMHmC/b4XzugerGpZ8=>

²⁴

<https://data.virginialmi.com/vosnet/lmi/occ/occsunmary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws04rlzVCr0GZG+s4y45T9mnPCDfQltY+fhVQfQpUf0YBvELbhJzx94sIatcFCMfhXQ2psQ=>

²⁵

<https://data.virginialmi.com/vosnet/lmi/occ/occsunmary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws04rlzVCr0GZG+s4y45T9mnPCDfQltY+fhVQfQpUf0YBvELbtliSFMcMvqw+dfCvVH0ppY=>

<i>Commonwealth Employment Demand via Virginia Labor Market Information continued</i>			
Physician Assistant	\$63,000-104,000	30%	.04 candidates/job opening ²⁶

For students not accepted into professional school, program graduates will be able to pursue employment as exercise physiologists, rehabilitation technicians, and rehabilitation aides. Program graduates will have the required knowledge, skills, and abilities to seek employment in these areas immediately upon graduation from Radford University. These professionals “develop fitness and exercise programs that help patients recover from chronic diseases and improve cardiovascular function, body composition, and flexibility.”²⁷ The median salary for exercise physiologists is \$42,000 and job growth is expected to be faster than average. Exercise physiologists work in a variety of settings including fitness centers, rehabilitation facilities, and corporate wellness centers. The median salary for rehabilitation aides and technicians is \$43,000-54,000 for physical and occupational therapy respectively and job growth (40%) is expected to be much faster than average.

See Appendix F for sample job descriptions.

Student Demand

Evidence of student demand is documented from two sources: 1) student survey, and 2) enrollment data.

Student Survey

During the 2016-2017 academic year, the Allied Health Sciences faculty, in conjunction with the advisory board discussed changing the degree program from a concentration to a major in Allied Health Sciences. Following discussions with the HHP faculty, a student interest survey was forwarded to all Allied Health Sciences students. The feedback below is from all submitted surveys ($N = 89$):

- 85% of students enrolled in the Allied Health Sciences concentration indicated that they would want to enroll in an Allied Health Sciences major
- 93% indicated that they would likely apply to graduate or professional school after graduating from an Allied Health Sciences major
- 82% of students reported that their chances of professional school acceptance would be better upon completing an Allied Health Sciences major compared to a concentration.

Based on this feedback, the Department of HHP faculty voted to replace the concentration with a revised curriculum named Allied Health Sciences with the intention of moving the program to a major by 2018-2019. The new concentration was approved by the University Curriculum Committee in Spring, 2017. The survey is reported in Appendix H.

²⁶

<https://data.virginialmi.com/vosnet/lmi/occ/occsummary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws o4rlzVCr0GZG+s4y45T9mnPCDfWVSlG0vD+0W4tTq7S7ZbZdQRQZIWds6Rmx7I99lxur2NjgdTtDrC2YAtaTv H3D0>

²⁷ <http://www.bls.gov/ooh/healthcare/athletic-trainers-and-exercise-physiologists.htm>

Enrollment Data

These survey data are supported by enrollment in the *Sports Medicine/Allied Health Sciences* concentrations over the last five years. This field of study is popular in the Department of Health and Human Performance and serves a wide variety of student interests (e.g., physical therapy, occupational therapy). The demand for an Allied Health Sciences major is already established in the department and, based on the projected job growth; the student demand for this program will remain high. The HHP department enrolled 102 students interested in professional schools in 2004 and has experienced significant growth since that time.

Allied Health Science Concentration Enrollment, Department of HHP

Enrollment	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Allied Health Science						29
Sports Medicine	227	266	261	236	198	176
Health & Human Performance	766	833	865	852	775	699

Sports Medicine Graduates, Department of HHP

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Sports Medicine	36	41	43	47	56

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Projected enrollment:

Table 1. Projected Enrollment

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2017 – 2018		2018 – 2019		2019 – 2020		2020- 2021			2021 – 2022		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
215		225		236		247				259	

*These estimates are based on student growth in the Allied Health Sciences concentration since 2015 (3% increase).

Assumptions:

Retention percentage: 65%

Full-time students: 236 / Part-time students: 0

Full-time students average credit hours per semester: 16

Full-time students graduate in 4 years

Duplication

The proposed degree program is very similar to the major in Rehabilitation Science offered by George Mason University (51.2134). Both degree programs prepare individuals for graduate or professional study in Allied Health (e.g., physical therapy). As a result, the curricula are similar and require:

- Anatomy & Physiology I & II
- Chemistry I & II
- Exercise Physiology
- Exercise Prescription
- Kinesiology/Movement Science
- Physics
- Research Methods/Research Project
- Statistics, and
- Introduction to Allied Health/Rehabilitation Sciences.

Each program serves a different geographical region in the Commonwealth but incorporates a similar strategy to prepare students for professional programs in allied health.

Distinctions also exist between the proposed program and the program offered through George Mason University. The Rehabilitation Science program at George Mason prepares students for Ph.D. programs in rehabilitation whereas the Radford University proposal focus on on preparing students for professional school (not necessarily doctoral programs). It is not surprising, because of the additional rigor required for undergraduates to enroll in doctoral programs, that the headcount for Rehabilitation Sciences was 11 students at George Mason University in Fall, 2016. The degree program was initiated in 2016; therefore, no prior year data or degrees awarded are available. Regardless, one can clearly see that Radford University's program is rooted in a sound curricular base for students wanting to pursue professional training in Allied Health.

Projected Resource Needs for the Proposed Program

Resource Needs

Radford University and the Department of Health and Human Performance have the resources needed to initiate and operate the proposed degree program. The following categories detail the resources required to launch and sustain the proposed program from its initiation in the fall 2018 semester through the target year 2022 – 2023. Assessments of need for full-time faculty, part-time faculty, and adjunct faculty are based on the following ratio of student enrollment to faculty effort: student FTE of enrollment requires one FTE faculty for instruction. The proposed program will therefore require a total of 20 FTE to launch increasing to 2.0 FTE by the target year of 2020 – 2021.

Full-Time Faculty - Additional full-time faculty lines are not needed at this point (the current Allied Health Sciences concentration faculty will lead the new program). If growth of the program continues, additional adjunct or full-time faculty may be needed. Current student enrollment in the concentration has steadied. This reduction in growth is due to the academic requirements of professional schools. As graduate programs have become more restrictive, the academic standards in the department have increased to remain consistent and therefore reduced the number of students who are accepted into the program. Because students now need to graduate with a GPA over 3.5 to be competitive, the increased enrollment requirements of the program (now 3.0) have resulted in fewer accepted students. This GPA requirement is necessary to ensure our graduates have the ability to pursue competitive programs upon completion of the undergraduate degree. Because the enrollment rates have varied with the changes in professional school acceptances, it is necessary to monitor student growth over the next five years to determine future full-time faculty needs.

Part-time Faculty – Part-time faculty are not currently needed nor are expected to be needed over the next five years.

Adjunct Faculty – Because the restricted elective courses are taught by full-time faculty from varied departments across campus, additional adjunct faculty are not expected to be required within the next five years. Current full-time faculty are able to accommodate the student demand for core classes at this point and additional sections (and therefore adjunct faculty) are not needed at this time.

Graduate Assistants – Graduate assistants are not needed to support the program.

Classified Positions – The program faculty and administrative assistant (Department of Health & Human Performance) will handle the administrative components of the degree. No additional classified positions are needed.

Targeted Financial Aid – No targeted financial aid will be available or is needed to launch or sustain the proposed program.

Equipment (including computers) – The department has recently purchased two major pieces of equipment to support the program. A metabolic cart and a portable metabolic cart have both been purchased in the last two year to support this proposed program along with other programs in the department. The Allied Health Sciences program will integrate both metabolic carts into the curriculum because they are typical equipment pieces for professional employees. Annual equipment purchases (e.g., replacement batteries for current equipment) will be maintained through the department's budget and a separate equipment budget is not necessary to support the proposed program.

Library – No new library resources are needed to launch or sustain the proposed program. The library has an adequate collection to support the proposed degree program. Resources include journals and publications for nutrition. As a member of the Virtual Library of Virginia (VIVA), on-line access to journals is also available.

Telecommunications – The proposed program requires no new telecommunications to launch or sustain the proposed program.

Space - The proposed program will not require additional space to launch or sustain the proposed program.

Other Resources (specify) – The proposed program requires no other resources to launch or sustain the proposed program.

Resources Needs: Part A – D

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

- Has or will the institution submit an addendum budget request to cover one-time costs? Yes _____ No X
- Has or will the institution submit an addendum budget request to cover operating costs? Yes _____ No X
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes _____ No X
- Will each type of space for the proposed program be within projected guidelines? Yes X No _____
- Will a capital outlay request in support of this program be forthcoming? Yes _____ No X

Part B: Fill in the number of FTE positions needed for the program

	Program Initiation Year 2018 – 2019		Target Enrollment Year 2023 – 2024	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time FTE*	0.00	0.00	0.00	0.00
Part-time FTE **	0.00	0.00	0.00	0.00
Adjunct faculty	0.00	0.00	0.00	0.00
Graduate assistants (HDCT)	0.00	0.00	0.00	0.00
Classified positions	0.00	0.00	0.00	0.00
TOTAL	0.00	0.00	0.00	0.00

* Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.

*** Added **after** initiation year and up through target enrollment year.

Part C: Estimated resources to initiate and operate the program

	Program Initiation Year 2018 – 2019		Expected by target enrollment 2023- 2024	
Full-time faculty	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Part-time faculty (faculty FTE split with other units)	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Adjunct faculty	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Graduate assistants	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Classified Positions	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0

Total personnel cost				
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Total personnel cost	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0
Telecommunication costs	\$0	\$0	\$0	\$0
Other costs	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0

Part D: Certification Statement(s)

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

_____ Yes _____
Signature of Chief Academic Officer

_____ No _____
Signature of Chief Academic Officer

If “no,” please complete items 1, 2, and 3 below.

1. Estimated \$\$ and funding source to initiate and operate the program.

Funding Source	Program initiation year 2018-2019	Target enrollment year 2023-2024
Reallocation within the department <i>(Note below the impact this will have within the department.)</i>	\$0.00	\$0.00
Reallocation within the school or college <i>(Note below the impact this will have within the school or college.)</i>	\$0.00	\$0.00
Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i>	\$0.00	\$0.00
Other funding sources <i>(Specify and note if these are currently available or anticipated.)</i>	\$0.00	\$0.00

2. Statement of Impact/Other Funding Sources. A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.

Reallocation within the department

Reallocation within the school or college

Reallocation within the institution

Other funding sources

3. Secondary Certification.

If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

_____ Agree _____
Signature of Chief Academic Officer

_____ Disagree _____
Signature of Chief Academic Officer

Appendices

**Appendix A –Sample Plan of Study
Suggested Allied Health Sciences Course Progression**

Freshman Year			
Fall Semester	Cr.	Spring Semester	Cr.
University Core A: Core 101	3	University Core A: Core 102	3
College Core B: HLTH 200	3	University Core B: VPA	3
University Core B: PSYC 121	3	University Core B: Humanities	3
College Core A: US Perspectives	3	College Core B: Humanities/VPA/FL	3
University Core B: BIOL 105	4	OT/PT/Pre-Health course – menu	3/4
Total	16	Total	15/16

Sophomore Year			
Fall Semester	Cr.	Spring Semester	Cr.
University Core A: Core 201	3	University Core A: Core 202	3
BIOL 310: Structure and Function I	4	BIO 311: Structure and Function II	4
PSYC 230 or 439 Developmental/Ab	3	ESHE 201: Intro to Athletic Injuries	3
College Core B: GP	3	College Core B: STAT 200	3
University Core B: MATH 137/138	3	ESHE 315: PA in aging	3
ESHE 205: Intro to Allied Health Sci	1	ESHE 225: Practicum I	1
Total	17	Total	17

Junior Year			
Fall Semester	Cr.	Spring Semester	Cr.
ESHE 390: Kinesiology	3	ATTR 323: Assessment of Athletic Inj I	3
ESHE 305: Strength and Con	3	ESHE 396: Assessment and Prescript	3
ESHE 392: Exercise Physiology	3	HLTH 465: Ex Perform and Nutr	3
ESHE 250: Practicum II	1	ESHE 325: Practicum III	1
CHEM 101	4	CHEM 102/103	4
Total	14	Total	14

Senior Year			
Fall Semester	Cr.	Spring Semester	Cr.
ESHE 451: Research Methods	3	Research Project or Approved Elective	3/4
ESHE 365: Therapeutic Interventions	4	OT/PT/Pre-Health course – menu	3/4
OT/PT/Pre-Health course – menu	3/4	OT/PT/Pre-Health course – menu	3/4
OT/PT/Pre-Health course – menu	3/4	OT/PT/Pre-Health course – menu	3/4
Total	13/15	Total	12/16

Appendix B – Course Descriptions

Description of Required Common Core Courses

Core Foundations

CORE 101: Essentials of Written and Oral Communication

Introduction to college-level reading, writing, and speaking, with attention given to the writing process, genre, style, audience, and standard written English. The course will also introduce students to basic oral communication skills.

CORE 102: Advanced Written and Oral Communication

Further development of students' writing and speaking skills with attention to applied critical thinking and information literacy. This course will reinforce and develop basic elements of reasoning and critical thinking and their use in persuasive communication. Students will develop competency in information literacy and will learn the basic mechanics of public speaking by making oral presentations.

CORE 103: Written and Oral Communication – Honors

Students will form and support claims, attending to the assumptions underlying arguments. The course will introduce students to elements of logic, including fallacies and inductive reasoning, and their use in persuasive written and oral communication.

CORE 201: Topics in Critical Inquiry

Further development of students' skills in critical thinking, including how to recognize, analyze, and evaluate arguments in written and oral communication. Students will continue to develop competency in information literacy as they create their own persuasive arguments.

CORE 202: Topics in Critical Inquiry

Further development in students' skills in critical thinking, information literacy, and written and oral communication. This course includes a broad introduction to ethical theories and methods of ethical reasoning. Students will strengthen their skills in the recognition, analysis, and evaluation of written and oral arguments. Students will work in teams to effectively solve ethical problems or dilemmas.

Core Skills & Knowledge

MATH 137: College Algebra

A systematic approach to the concepts of algebra. Topics include basic properties of numbers systems, equations and inequalities, systems of equations, functions and graphs, polynomials and rational functions, exponentials and logarithms.

BIOL 105: Biology for Health Sciences

An introduction to the basic processes of life and science. Emphasis is on scientific investigation and processes common to most organisms including humans: cellular structures and functions, mechanisms of inheritance, and mechanisms of adaptation. Applications are made to genetic technologies, human disorders, and bioethics.

PSYC 121 – Introduction to Psychology

Introduces students to the scientific study of behavior. Topics include essential concepts in brain function, emotion, cognition, learning, personality, social behavior, abnormal psychology, the methods used to generate psychological knowledge, and application of this knowledge in a variety of settings.

Supporting Skills and Knowledge

STAT 200: Introduction to Statistics

Introduction to statistical methods; descriptive statistics, normal distribution, estimation, hypothesis testing, correlation and regression.

Social/Behavioral Science or Health & Wellness

HLTH 200: Wellness Lifestyles

Provides students with the knowledge and skills to keep themselves healthy and fit for life. The lecture provides information on health knowledge. The activity classes introduce a variety of fitness skills and techniques in order to help the individual pursue lifetime fitness. The laboratory assessments provide personal health/wellness data. All three components are integrated to promote a commitment to a wellness lifestyle.

Description of Allied Health Sciences Major Courses

ATTR 323: Assessment of Athletic Injuries I – The Extremities

Laboratory and clinical experiences in the recognition and evaluation of athletic injuries occurring to the hand, wrist, forearm, elbow, shoulder, ankle, shin, knee, thigh and hip.

CHEM 101: General Chemistry

Introduction to principles and applications of chemistry. Includes measurements, stoichiometry, atomic and molecular structure, chemical bonding, gases, and solutions.

CHEM 102: General Chemistry

Introduction to principles and applications of chemistry. Includes additional chemical bonding topics, crystal lattices, kinetics, chemical equilibria, acid-base chemistry, electrochemistry, and radiochemistry.

BIOL 310: Human Structure and Function 1

Focuses on the structure of the human body and the physiological mechanisms used to maintain homeostasis. Designed to meet the needs of ESHE students preparing for careers in athletic training, fitness/strength, health education, nutrition and sports administration, as well as recreation students and other non-science majors. The BIOL 310:311 course sequence is not intended for biology, pre-nursing, or sports medicine students or any student intending to apply to medical schools or physician assistant programs.

BIOL 311: Human Structure and Function II

Focuses on the structure of the human body and the physiological mechanisms used to maintain homeostasis. Designed to meet the needs of ESHE students preparing for careers in athletic training, fitness/strength, health education, nutrition and sports administration, as well as recreation students and other non-science majors. The BIOL 310:311 course sequence is not intended for biology, pre-nursing, or sports medicine students or any student intending to apply to medical schools or physician assistant programs.

ESHE 201: Introduction to Athletic Injuries

Introduction to the field of athletic training with emphasis on the history of the National Athletic Training Association, certification guidelines, policies and procedures, risk management, roles and responsibilities of athletic trainers. Common sports-related injuries and illnesses will be discussed with an emphasis on the proper methods for prevention, recognition, and immediate care and rehabilitation of those conditions.

ESHE 205: Introduction to Allied Health Sciences

Introduction to educational and professional opportunities through the Allied Health Science program. The course provides an overview of practicum experiences and academic requirements for entry into professional allied health programs of study (e.g., Physical Therapy).

ESHE 305: Principles and Practices of Strength & Conditioning

This course is designed to develop the practical skills necessary to design strength and conditioning programs. Special emphasis is placed on the ability to evaluate exercise

movements, prescribe appropriate exercise programs, and support program prescription with sound knowledge of anatomical and physiological adaptation to exercise.

ESHE 315: Physical Activity & Aging

Provides the student the opportunity to study the many individual facets of exercise, fitness and the aging process. Given the rapid increase in the number of elderly persons in our society, the student of the 21st century should be able to relate to and understand the many factors that affect the elderly from the health and fitness point of view.

ESHE 390: Kinesiology

Explores the study and analysis of human motion.

ESHE 392: Exercise Physiology

Provides understanding of exercise physiology and its ramifications. Includes study of immediate and long-range effects physical exertion and training have on organic functions of the body.

ESHE 396: Assessment and Prescription in Exercise, Sport, and Health Education

Designed to examine the techniques of assessing physical fitness and provide practice assessing physical fitness components. This information will be interpreted and developed into an exercise prescription. Advanced techniques of assessment will be used in this class.

ESHE 450: Research Methods

The purpose of this course is to introduce descriptive, correlational, and experimental research designs. The course will require students to critically analyze empirical articles and to analyze/evaluate data. APA formatting will be used throughout the course.

ESHE 465: Therapeutic Interventions

Application of therapeutic exercises and therapeutic modalities in injury rehabilitation.

HLTH 465: Exercise, Performance and Nutrition

Designed to examine the relationships of exercise, physical activity and performance, as they relate to nutrition. It includes basic information on human energy systems, weight control, sports nutrition and proper diet.

PSYC 230: Lifespan Developmental Psychology OR PSYC 439: Abnormal Psychology

230. Will contribute to an understanding of the physical, social, emotional, and intellectual development of people throughout the lifespan. Areas of development that will be covered include motoric and perceptual skill development, social/emotional and personality development, linguistic and intellectual development from conception through old age.

PSYC 439. Study of abnormal psychology that emphasizes the history, major perspectives and Diagnostic and Statistical Manual III-R categories. Fulfills one of the Social Sciences core requirements for the psychology major and minor

Description of Field Work Courses**ESHE 225: Allied Health Sciences Practicum I**

Clinical experiences designed to provide students with an appreciation of the various duties of allied health professionals. This course requires the completion of 30 hours of clinical experience.

ESHE 250: Allied Health Sciences Practicum III

Clinical experiences designed to provide students with exposure to an allied healthcare setting distinct from ESHE 225. This course requires the completion of 30 hours of clinical experience.

ESHE 325: Allied Health Sciences Practicum III

Clinical experiences designed to provide students with exposure to an allied healthcare setting distinct from ESHE 225 and ESHE 250. This course requires the completion of 30 hours of clinical experience.

Description of Guided Elective Courses

Occupational Therapy

APST 200: Introducing Appalachia

This course introduces the Appalachian Mountain region through a survey of its geography, history, cultures, lifestyles, and the arts. Readings, discussions, and multi-media presentations on the above topics will be supplemented by library and field research. The class is designed to create and overall awareness and appreciation of life in Appalachia. *Required for Appalachian Studies minor.*

ESHE 451: Research Project

The purpose of this course is to enable students to complete an independent research project.

HLTH 475: Health Behavior Change

Provides an in-depth study of a variety of health behavior change theories that are used in health interventions. Students shall use the constructs of selected theories to design lesson plans for a behavioral intervention.

PHIL 112: Introduction. Ethics and Society

This course introduces students to philosophy through the study of ethics. Readings from major philosophers focus questions about value in human life and action. Topics covered may include the nature of ethical reasoning and moral obligation, the value of morality to the individual and society, how ethics helps us understand our place in the universe, and how ethical ideas clarify moral problems facing society. This course has been approved for the General Education credit in the Humanities Area of the curriculum.

PHIL 113: Introduction. Reasoning and Argument

This course introduces students to basic principles of reasoning and argumentation. Students learn to distinguish between valid and invalid reasoning, to recognize patterns of deductive and inductive arguments, to understand the way evidence is used in reasoning, to construct deductive proofs, and to evaluate the soundness of arguments both in everyday contexts and in writings of some major philosophers. This course has been approved for General Education credit in the Humanities Area of the curriculum.

SOCY 121: Understanding Cultures

Introduction to the ways anthropologists view human behavior and the methods they use. Cultures past and present and around the world explored to study diverse adaptations humans have made. This course has been approved for credit in the Social/Behavioral Studies Area or in the Global Perspectives Area of the Core Curriculum.

Physical Therapy

BIOL 104: Human Biology

For students who are not Biology majors. An introduction to the basic principles of biology, with emphasis on human beings as biological organism. Humans will be considered as products of evolution, as physiological systems, as reproducing entities, as members of their ecosystem, and as biological engineers able to change other organisms. The nature of scientific investigation will be stressed and current applications to biological technology and its effect on society will be

considered. BIOL 104 is *not* a prerequisite for upper level study in Biology. Biology majors should take BIOL 131. Students who are not Biology majors but need to take upper level Biology courses should take BIOL 105. This course has been approved for credit in the Natural Sciences Area of the Core Curriculum.

BIOL 334: Microbiology

Fundamentals of microbiology including the morphology and taxonomy of the major groups of microorganisms including viruses. Discussions of the growth, cultivation, reproduction, effects of physical and chemical agents and transmission of disease. BIOL 334 will not satisfy requirements for the Biology major, with the exception of the clinically-oriented Medical Technology concentration.

ESHE 451: Research Project

The purpose of this course is to enable students to complete an independent research project.

HLTH 300: Community Health & Epidemiology

An introduction to community and public health issues. Basic principles of epidemiology will be introduced, and students will use these principles to understand how morbidity and mortality statistics are calculated and interpreted.

HLTH 475: Health Behavior Change

Provides an in-depth study of a variety of health behavior change theories that are used in health interventions. Students shall use the constructs of selected theories to design lesson plans for a behavioral intervention.

PHYS 111: General Physics

Vectors, mechanics, heat, electricity, magnetism, sound, light and selected topics in modern physics.

PHYS 112: General Physics

Vectors, mechanics, heat, electricity, magnetism, sound, light and selected topics in modern physics.

Physician Assistant/Other Pre-Health Disciplines

BIOL 334: Microbiology

Fundamentals of microbiology including the morphology and taxonomy of the major groups of microorganisms including viruses. Discussions of the growth, cultivation, reproduction, effects of physical and chemical agents and transmission of disease. BIOL 334 will not satisfy requirements for the Biology major, with the exception of the clinically-oriented Medical Technology concentration.

BIOL 471: Biochemistry

Study of the main classes of biomolecules, cellular organization, enzyme action, bioenergetics, and the flow of genetic information.

CHEM 301: Organic Chemistry

Study of the physical and chemical properties of organic compounds.

CHEM 302: Organic Chemistry

Study of the physical and chemical properties of organic compounds.

ESHE 451: Research Project

The purpose of this course is to enable students to complete an independent research project.

HLTH 300: Community Health and Epidemiology

An introduction to community and public health issues. Basic principles of epidemiology will be introduced, and students will use these principles to understand how morbidity and mortality statistics are calculated and interpreted.

HLTH 451: Drug Use and Drug Abuse Education

Provides students with a background of the history of drug use and abuse in the United States. Students will compare drugs according to classification, physiological effects of the drugs, and potential for misuse and dependence. Students will research the impact of abuse and dependence on society.

HLTH 453: Human Sexuality

A study of information, education and communication about human sexuality as it relates to people in our society. This course may be used to meet requirements for the minor in Women's Studies.

HLTH 460: International Health

Analysis of public and international health issues as they relate to the individual, community, and society.

HLTH 475: Health Behavior Change

Provides an in-depth study of a variety of health behavior change theories that are used in health interventions. Students shall use the constructs of selected theories to design lesson plans for a behavioral intervention.

Appendix C – “Abbreviated CV’s” for Faculty

Abbreviated CVs for Core Faculty

J.P. Barfield, D.A., 2000, Middle Tennessee State University, Associate Professor of Exercise Science, Specialization: Allied Health Sciences

Laura Newsome, Ph.D., 2012. Virginia Tech University, Assistant Professor of Exercise Science. Specialization: Allied Health Sciences.

Abbreviated CVs for Guided Elective Course Faculty

Dr. Joseph Wirgau, Ph.D., Duke, 2003. Specialization: Chemistry.

Dr. Francis Webster, Ph.D., Virginia Tech, 1992. Specialization: Chemistry.

Dr. Kimberly Lane, Ph.D., Duke University, 2005, Specialization: Chemistry.

Dr. Justin Anderson, Ph.D., 2004. University of Notre Dame. Specialization: General Biology

Dr. Matthew Close, Ph.D., 2012. Lehigh University. Specialization: General Biology

Dr. Sarah Redmond, Ph.D., 2010. Iowa State University. Specialization: General Biology

Dr. Orion Rogers, Ph.D., North Carolina State University. Specialization: Anatomy and Physiology

Dr. Shawn Huston, Ph.D., North Carolina State University. Specialization: Physics

Dr. Rhett Herman, Ph.D., Montana State University. Specialization: Physics

Abbreviated CVs for Focus Area Course Faculty

Angela Mickle, Ph.D., 2002. New Mexico State University. Associate Professor of Athletic Training, Specialization: Athletic Training.

Michael Moore, Ph.D., 2005. Virginia Tech University. Associate Professor of Athletic Training, Specialization: Athletic Training.

Ellen Payne, Ph.D., 2010. University of Nevada. Assistant Professor of Athletic Training. Specialization: Emergency Medicine.

George Philippi, Ph.D., 2017. Texas Women’s University. Assistant Professor of Exercise, Sport, & Health Education. Specialization: Fitness, Strength, & Conditioning.

David Sallee, Ed D., 2002. Virginia Tech University. Associate Professor of Exercise, Sport, & Health Education. Specialization: Athletic Training; Fitness, Strength & Conditioning.

Appendix D – Advisory Board Members

Dr. Twylla Kirchen, Graduate Program Director, Occupational Therapy
James Madison University

Dr. Kristen Jagger, Chairperson, Doctoral of Physical Therapy Program
Radford University

Ms. Kimberly K. Dempsey, MPA, PA-C, Associate Program Director & Associate Professor
Eastern Virginia Medical School, Master of Physician Assistant Program

Ms. Chelsey Meyers, Doctor of Physical Therapy
Radford University Alumnus

Appendix E – Student Assessment

Hello J.P.,

This email is to acknowledge that I have reviewed the SLOs for the Allied Health Sciences Concentration for the ESHE program.

Sandra Nicks Baker

Sandra Nicks Baker, Ph.D.
Director of Academic Assessment
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Radford, VA 24142

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**Appendix F – Job Descriptions
To be Provided for Formal Review**

Appendix G – Employment Demand

Appendix H – Student Demand

Student Survey

Radford University is developing a Bachelor of Science degree in Allied Health Sciences for implementation in Fall, 2018. The program is intended to prepare students for professional study in a variety of allied health fields including occupational therapy, physical therapy, and physician assistant among others. After completing this program, students should be able to apply to a professional allied health school of choice.

Faculty have prepared the survey below to gauge student interest in the program. Answers to the following questions will be used in summary form only. No personally identifiable information will be released. Please feel free to contact us at abarfield@radford.edu or ljnewsome@radford.edu if you would like more information about the proposed program.

Thank you.

1. If a major in Allied Health Sciences were offered in the Department of Health and Human Performance, how likely are you to enroll?
 - a. Extremely Likely
 - b. Somewhat Likely
 - c. Undecided
 - d. Somewhat Unlikely
 - e. Extremely Unlikely
2. If you enrolled in the new major, Allied Health Sciences, how likely would you be to apply to professional school upon graduation?
 - a. Extremely Likely
 - b. Somewhat Likely
 - c. Undecided
 - d. Somewhat Unlikely
 - e. Extremely Unlikely
3. Do you feel this would increase your chances of being accepted into a professional school upon graduation?
 - a. Extremely Likely
 - b. Somewhat Likely
 - c. Undecided
 - d. Somewhat Unlikely
 - e. Extremely Unlikely
4. What is your academic class at Radford University?

RADFORD UNIVERSITY ACADEMIC AFFAIRS COMMITTEE

**RESOLUTION FOR APPROVAL OF
BACHELOR OF SCIENCE (B.S.) IN ALLIED HEALTH SCIENCES**

DECEMBER 7, 2017

WHEREAS, the Department of Health and Human Performance (DHHP) in the College of Education and Human Development (CEHD) at Radford University proposes a Bachelor of Science (B.S.) in Allied Health Sciences; and

WHEREAS, the proposed B.S. degree in Allied Health Sciences program is to prepare students for continued training in graduate or professional school; and

WHEREAS, the proposed B.S. degree in Allied Health Sciences program will support primary care providers (e.g., doctors) in the healthcare process by providing secondary services to improve patient health; and

WHEREAS, the proposed B.S. degree in Allied Health Sciences program will establish a “pipeline” that helps students track from high school, to an undergraduate program that meets students’ personal and professional interest, to a professional/graduate program that leads to their career path;

NOW, THEREFORE, BE IT RESOLVED, that the Academic Affairs Committee recommends and submits the resolution to the Board of Visitors for approval of the program for the Bachelor of Science (B.S.) in Allied Health Sciences, CIP 51.1199; and it is further

RESOLVED, that the President and/or his designee(s) are hereby authorized to submit any and all documentation that may be required to receive approval of said program from the State Council of Higher Education of Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges.

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**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
INTENT TO DISCONTINUE AN ACADEMIC PROGRAM
COVER SHEET**

<p>1. Institution Radford University</p>	<p>2. Type of Program (Check one): Degree program <input checked="" type="checkbox"/> _____ Certificate program <input type="checkbox"/> _____ Degree/Certificate Designation <input type="checkbox"/> _____</p>
<p>3. Program name/title: Athletic Training</p>	
<p>4. Degree/certificate designation: Bachelor of Science, B.S.</p>	<p>5. CIP code: 51.0913</p>
<p>6. Degree program approval date by Council</p>	
<p>7. Certificate program acknowledgement date by SCHEV</p>	
<p>8. Date (semester/year) beyond which no new enrollments will be accepted: Fall, 2018</p>	<p>9. Teach-out date: Fall, 2018 to Spring, 2021</p>
<p>10. Desired termination date for reporting degrees (semester and year): Summer, 2022</p>	<p>11. Date approved by Board of Visitors</p>
<p>12. For community colleges: date approved by local board date approved by State Board for Community Colleges</p>	
<p>13. For Critical Shortage Area Only. Check all that apply. Explain in attached narrative.</p> <p style="text-align: center;"> <input type="checkbox"/> Lack of student demand <input type="checkbox"/> Lack of market demand <input type="checkbox"/> State-wide public program duplication <input type="checkbox"/> Lack of institutional resources <input type="checkbox"/> Other </p>	
<p>14. List of constituents impacted by action. None</p>	

15. If collaborative or joint program, identify collaborating institution(s). **Note:** Each collaborating institution must submit a separate “Intent to Discontinue” form.

16. Name, title, telephone number(s), and email address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the discontinuance.

SCHEV liaison: Dr. George Santopietro, Assistant Provost for Academic Operations; 540-831-5465; gsantopi@radford.edu

Department Chair: Dr. J.P. Barfield, Chair, Department of Health and Human Performance; 540-831-6858; abarfield@radford.edu

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Proposed Intent to Discontinue

Radford University requests approval to discontinue the Bachelor of Science (B.S.) degree in Athletic Training, CIP code 51.0913. The degree program is located in the Department of Health and Human Performance in the College of Education and Human Development.

Background

The accrediting body for the field, the Commission on Accreditation of Athletic Training Education (CAATE), has mandated that programs shift from undergraduate to graduate programs by 2022. To meet this mandate, Radford University is proposing a Master's degree in Athletic Training to coincide with discontinuance of the undergraduate program.

Leaders in the field of athletic training are modeling their programs after similar allied health programs in their educational and licensure requirements. Athletic Training, as a field, is moving toward the recognition adopted in the physical therapy and occupational therapy fields that healthcare practitioners should be trained at the graduate/professional level. The expectation of athletic training leaders is that more education will yield more opportunities for athletic trainers and greater services for the clients they serve.

Justification

Radford University recognizes that there are no viable job opportunities in the athletic training field for students graduating from a non-accredited program. Individuals cannot become certified as athletic trainers unless they graduate from an accredited program of study. Starting in Fall, 2022 no undergraduate program in athletic training will be accredited. This date has been established by the accrediting body and students graduating in Fall, 2022 or later will not be able to sit for their board of certification exam. Specifically, the accreditation body mandates that "baccalaureate programs may not admit, enroll, or matriculate students into the athletic training program after the start of the fall term 2022."¹ Therefore, an undergraduate student will no longer have the ability to become a certified athletic trainer after Summer, 2022. Only graduate students from accredited Master's degree programs will be allowed to take the board of certification exam and receive a license to practice as a certified athletic trainer. In essence, if Radford University did not discontinue the B.S. program in Athletic Training, the institution would be accepting students into a program without a realistic possibility of working in the field.

Critical Shortage

The B.S. in Athletic Training is not in a critical shortage area. The curriculum will not be offered as a sub area (concentrations, focus area, emphasis area, or track) in another baccalaureate level program offered by Radford University.

¹ <https://caate.net/the-professional-degree/>

Teach out Plan

The B.S. in Athletic Training takes 2.5 years (or 5 semesters) to complete; therefore, students typically apply for the program during the fall semester of their sophomore year and start the program during the spring semester of their sophomore year. To provide a seamless transition between the undergraduate and graduate program offerings, the department intends to direct a “teach out” so students accepted prior to the anticipated roll out of the graduate program (Summer, 2019) have the opportunity to complete the undergraduate degree before the master’s is required for board exam applications.

For the “teach out” to comply with the accreditation transition schedule, the last application period for the B.S. in Athletic Training will be Fall, 2018. Because the athletic training degree program takes 2.5 years to complete, students will not be allowed to apply to, or be accepted in, the B.S. program in Athletic Training after Fall, 2018 (See Table 1). Therefore, freshmen accepted to Radford University in 2017-2018 and transfers accepted to Radford University in 2018-2019 will be the last cohorts of students able to enroll in the B.S. in Athletic Training. Athletic Training students rarely take more than 2.5 years to complete the program once admitted (2 students in 8 years); however, the proposed Fall, 2018 timeline for program application will ensure students have an academic year to complete/repeat coursework if necessary in order to sit for their licensure exam.

Table 1. Timeline for Discontinuance of B.S. in Athletic Training

Academic Year	Action Items	Students Eligible for Program
2017-2018	Last year for freshmen accepted to Radford University are eligible for B.S. in Athletic Training Freshmen students will apply to Athletic Training program in Fall, 2018	Freshman Sophomore Junior Senior
2018-2019	Last year for sophomores/transfers at Radford University are eligible for B.S. in Athletic Training Sophomores/Transfers apply to Athletic Training program in Fall, 2018	Sophomore Junior Senior
2019-2020	No students are eligible to initiate the undergraduate Athletic Training program Junior and senior level students continue in the program	Junior Senior
2020-2021	Seniors continue in the program	Senior
2021-2022	Undergraduates can complete/repeat needed courses to finish B.S. in Athletic Training and sit for licensure exam	Senior

The B.S. degree program in Athletic Training will no longer be available for students in Fall, 2022.

Table 2. Outline for Teach Out

Academic Year	Expected Number of Students	Classes Compliant with Accreditation Timeline
2017-2018	100	Freshman, Sophomore, Junior, Senior
2018-2019	60	Sophomore, Junior, Senior
2019-2020	40	Junior, Senior
2020-2021	20	Senior
2021-2022	1-2 (if any)	Senior

RADFORD UNIVERSITY ACADEMIC AFFAIRS COMMITTEE

**RESOLUTION FOR DISCONTINUANCE OF THE
BACHELOR OF SCIENCE (B.S.) IN ATHLETIC TRAINING**

DECEMBER 7, 2017

WHEREAS, the Department of Health and Human Performance (DHHP) in the College of Education and Human Development (CEHD) at Radford University proposes to discontinue the Bachelor of Science (B.S.) in Athletic Training; and

WHEREAS, the accrediting body for the field, the Commission on Accreditation of Athletic Training Education (CAATE), has mandated that programs shift from undergraduate to graduate programs by 2022 and to meet this mandate, Radford University is proposing a Master's degree in Athletic Training to coincide with discontinuance of the undergraduate program; and

WHEREAS, specifically, the accreditation body mandates that "baccalaureate programs may not admit, enroll, or matriculate students into the athletic training program after the start of the fall term 2022."¹; and

WHEREAS, if Radford University did not discontinue the B.S. program in Athletic Training, the institution would be accepting students into a program without a realistic possibility of working in the field;

NOW, THEREFORE, BE IT RESOLVED, that the Academic Affairs Committee recommends and submits the resolution for the discontinuance of the Bachelor in Science (B.S.) in Athletic Training (CIP 51.0913) and recommend the same to the Board of Visitors; and it is further

RESOLVED, that the President and/or his designee(s) are hereby authorized to submit any and all documentation that may be required to receive approval of the discontinuance of the program from the State Council of Higher Education of Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges.

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End of Materials