

REAL Curriculum Program Alignment Proposal

Department or School: Health and Human Performance Date: 10.01.2020

Degree type: BS BA BBA BSN BM BFA BSW Minor Certificate

Program: Nutrition and Dietetics

REAL Area Program Designation Sought (check all that apply): R E A L

Dept/School Contact: Laurie Bianchi lbianchi3@radford.edu

BS/BA Requirements: No change, currently a BS.

To complete a REAL minor in R and the requirements for the BS, students will complete the following courses prior to admission to the Nutrition program: CHEM 111 & 112, BIOL 105, 310, 311, 334; Math 125, and Stat 200.

Commented [BT1]: Is this Math 137 or 125? Or is it both?

- Any degree program that fulfills a REAL area must include at least 9 unique credit hours for each area covered. At least 3 of these 9 credit hours must be at the 300 level or above
- A single major degree program may fulfill no more than three REAL areas for any one student, unless all four REAL areas are fulfilled by accreditation or licensure requirements.
- A single minor or certificate degree program may fulfill no more than two REAL areas.
- Degree program may cover up to two REAL areas using a single prefix.
- All courses documenting the coverage of a REAL area must fulfill all learning outcomes and be designated in that area.
- All courses that document fulfillment of a REAL area within a degree program of study are NOT required to be taught by the department/school. However, departments/schools are expected to formally communicate with other departments about reliance on and inclusion of courses in their degree program plans of study. Indicate this through signature of chair or director of the partnering department or school in the areas below.
- Departments or schools that seek to fulfill REAL areas must acknowledge assessment requirements for those areas. Assessment of degree seeking students is required to be conducted yearly by the department or school offering the degree program.
- If departments or schools want to use a menu of courses to fulfill a particular area, please duplicate the sections below for each REAL area and include information for each course included in the menu of options.
- Please save this file for submission as PROGRAM NAME_ProgramType.docx (Example: Criminal Justice_BS.docx)

By signing, the department/school acknowledges the above conditions and considerations:

Dept/School Signature	Date:
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Official Program Description:

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Please note that every department/school will have to submit a catalog change proposal for program that asks the Registrar's Office to insert language about the program coverage of the REAL areas into the official Radford University catalog upon approval.

Nutrition and Dietetics Major

The Didactic Program in Nutrition and Dietetics (DPD) is designed to prepare students for supervised practice leading to eligibility for the Commission on Dietetic Registration (CDR) credentialing exam to become Registered Dietitian Nutritionists (RDN). The DPD is accredited by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics (ACEND).

Additional career information may be found on the website of the Academy of Nutrition and Dietetics www.eatright.org.

Academic Advising

All Nutrition and Dietetics students are assigned to a faculty advisor. Students are encouraged to consult with their academic advisor regularly to facilitate smooth progress towards completion of their degree. In addition, the Advising Center provides support and assistance to students and faculty within the department. Both faculty advisors and the Advising Center staff are committed to assisting students in: exploring educational and career options; clarifying university and departmental requirements; selecting appropriate courses; evaluating academic progress; and obtaining referral information for academic and student support services.

Admission and Progression Requirements

Nutrition and Dietetics (NUTR) majors are required to complete Core Curriculum requirements specified by the department, major requirements, and additional requirements specified by the major for a total of 122 credit hours for the bachelor of science degree. Students take the prerequisite courses during the first two years, followed by the upper division (300 and 400 level) major courses in lock-step sequence. Cohorts for upper division begin in the fall. All requirements for admission must be satisfied before entering upper division.

Applicants must meet the following criteria for admission to the Nutrition and Dietetics upper division coursework:

1. Official transcripts reflecting a cumulative GPA of 3.0 or better from all post-secondary schools attended including RU.
2. Completion of the following prerequisites with a grade of C or better:
 - a. [NUTR 214](#)
 - b. [CHEM 111](#)
 - c. [CHEM 122](#)
 - d. [BIOL 105](#)

Commented [BT2]: Again, not sure what's supposed to be here.

- e. [BIOL 310](#) and [BIOL 311](#)
- f. [BIOL 334](#)
- g. [PSYC 121](#)
- h. [MATH 125](#)
- i. [STAT 200](#)

3. Submission of transcripts for those intending to enroll in upper division courses is due by March 31 for fall enrollment for current students and before fall registration for new students. Refer to the program website for procedures: www.radford.edu/nutr

Major Grade Point Average (GPA)

A 3.0 GPA on all college work attempted and a 3.0 GPA in the major. Students are required to achieve and maintain a 3.0 GPA or higher to complete and graduate in this major.

Total Credits Needed for Degree: 122

B.S. Degree

All requirements for a degree are outlined below.

Core Curriculum Requirements (30-36 credits)

(See [here](#))

Majors are required to complete the following prerequisite courses and are advised to take them as part of their Core Curriculum requirements:

- [CHEM 111 - General Chemistry I](#)
- [PSYC 121 - Introduction to Psychology](#)
- [MATH 125 - College Algebra](#)
- [STAT 200 - Introduction to Statistics](#)
- [NUTR 214 - Introduction to Nutrition](#)

Additional Requirements (20 credits)

- [BIOL 310 - Human Structure and Function I](#) and
- [BIOL 311 - Human Structure and Function II](#)
- [BIOL 105 - Biology for Health Sciences](#)
- [BIOL 334 - Microbiology](#)
- [CHEM 122 - General, Organic, and Biological Chemistry for the Life Sciences](#)

Major Requirements (59 credits)

- [NUTR 300 - Medical Terminology](#)

- [NUTR 301 - Introduction to Professions in Nutrition and Dietetics](#)
- [NUTR 303 - Nutrition Assessment](#)
- [NUTR 310 - Food Service Management I](#)
- [NUTR 315 - Food Service Management II](#)
- [NUTR 316 - Life Stage Nutrition I](#)
- [NUTR 317 - Life Stage Nutrition II](#)
- [NUTR 320 - Food Science](#)
- [NUTR 325 - Food Preparation](#)
- [NUTR 364 - Field Experience in Nutrition and Dietetics](#)
- [NUTR 401 - Career Development in Nutrition and Dietetics](#)
- [NUTR 404 - Research Methods in Nutrition and Dietetics](#)
- [NUTR 405 - Community and Cultural Nutrition](#)
- [NUTR 414 - Advanced Nutrition & Metabolism I](#)
- [NUTR 415 - Advanced Nutrition and Metabolism II](#)
- [NUTR 416 - Emerging Issues in Nutrition and Dietetics](#)
- [NUTR 420 - Advanced Meal Planning and Demonstration](#)
- [NUTR 425 - Medical Nutrition Therapy I](#)
- [NUTR 426 - Medical Nutrition Therapy II](#)
- [NUTR 435 - Nutrition Counseling and Education I](#)
- [NUTR 436 - Nutrition Counseling and Education II](#)

Honors Program in Nutrition and Dietetics

The Nutrition and Dietetics program offers an honors program. For a general description of the Honors College at Radford University, see [Honors College](#). For specific requirements of this program, contact the department head or the director of the Honors College.

This degree program counts as both A and L in the REAL program.

CULTURAL OR BEHAVIORAL ANALYSIS

<p>A Area: Course Prefix: NUTR Course Number: 214 Course Title: Introduction to Nutrition Credit Hours: 3 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Projected student enrollment per academic year: 120</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below. Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below) Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>A Area: Course Prefix: NUTR Course Number: 405 Course Title: Community Nutrition Credit Hours: 3 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Projected student enrollment per academic year: 12</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below. Course Rotation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below) Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>A Area: Course Prefix: PSYC Course Number: 121 Course Title: Introductory Psychology Credit Hours: 3 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Projected student enrollment per academic year: 12</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below. Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below) Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>A Designated Course Required within the Program of Study Approved for Inclusion in the General Education Coursework: PSYC 121, NUTR 214</p>	

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<p>A Area: Learning Goal: To examine the context and interactions of culture(s) and/or behavior(s).</p>	
<p>Learning Outcome 1: Students describe behaviors, beliefs, cultures, social institutions, and/or environments.</p>	<p>Description of learning outcome assessment plan: Students' abilities to demonstrate understanding of their food choice and physical activity behaviors related to their nutritional status will be assessed by an assignment in NUTR 214: Introduction to Nutrition. For the assignment, Diet and Activity Self-Assessment, students are required to record dietary intake of several categories of food and physical activity. They are then asked to describe that intake in terms of macronutrients and micronutrient intakes and percentages of recommended intakes. They then describe those intakes related to their anthropometric measurements. Students' ability to understand and demonstrate food-related beliefs, and practices of different cultures and ethnicities will be assessed in NUTR 405: Community and Cultural Nutrition. The assignment that will be used for this outcome is Cultural and Ethnic Food Practices. In this assignment, students are required to complete and present a PowerPoint presentation that describes food-related beliefs, restrictions, practices, health risks, and body language differences</p>

	<p>unique to an ethnic population (students choose from a list of ethnicities).</p>
<p>Learning Outcome 2: Students analyze the interactions of behaviors, beliefs, cultures, social institutions, and/or environments.</p>	<p>Description of learning outcome assessment plan: Students' abilities to analyze their food choice and physical activity behaviors compared to national recommendations will be assessed by an assignment in NUTR 214: Introduction to Nutrition. For the assignment, Diet and Activity Self-Assessment, students are required to record dietary intake of several categories of food and physical activity. They are then asked to describe that intake in terms of macronutrients and micronutrient intakes and percentages of recommended intakes. They then describe those intakes related to their anthropometric measurements. They must then analyze their intake and physical activity compared to USDA Dietary Guidelines and Dietary Recommendation Intake Standards. Furthermore, to be able to analyze their intake, they must be able to analyze the foods they consume and make determinations about how each of those foods fit into food categories. This analysis is completed for macro- and micronutrients. It is also completed based on their targeted weight and calorie needs. Students analyze which foods contribute to standards and goals; they analyze if their intakes are excessive or poor compared USDA Guidelines and DRI Standards. They are also required to analyze how they can change their food choice behaviors to better meet guidelines and standards. They are required to analyze how their recorded physical activity meets the Physical Activity Guidelines for Americans; they are required to analyze ways to better meet those guidelines, also.</p> <p>Students' ability to analyze and apply food-related beliefs and practices of different cultures and ethnicities will be assessed in NUTR 405: Community and Cultural Nutrition. The assignment that will be used for this outcome is Cultural and Ethnic Food Practices. In this assignment, upon completion of describing a culture/ethnicity, students then analyze the nutritional and learning needs of a community with that ethnicity. They are required to develop educational material that targets the nutritional and learning needs for the subpopulation using PES format – identifying the problem, analysis of the etiology, and analysis that signs of the problem exist – all of which must be related to the specific culture/ethnicity.</p>
<p>Additional information for REAL Council consideration:</p>	

APPLIED LEARNING

<p>L Area: Course Prefix: NUTR Course Number: 364 Course Title: Field Experience in Nutrition and Dietetics Credit Hours: 2 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 12</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>L Area: Course Prefix: NUTR Course Number: 436 Course Title: Nutrition Counseling Credit Hours: 3 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year:</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>L Area: Course Prefix: NUTR Course Number: 404 Course Title: Research Methods in Nutrition and Dietetics Credit Hours: 3 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 12</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>L Area: Course Prefix: NUTR Course Number: 301 Course Title: Introduction to Professions in Nutrition and Dietetics Credit Hours: 1 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 12</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>L Designated Course Required within the Program of Study Approved for Inclusion in the General Education Coursework: (please list at least one, can also be listed above but does not need to be)</p>	

<p>L Area: Learning Goal: To explore professional practice through the application of knowledge, skills, and critical reflection.</p>	
<p>Learning Outcome 1: Students apply acquired knowledge and skills to develop professional identity or professional practice.</p>	<p>Description of learning outcome assessment plan: Students' ability to demonstrate their acquired knowledge and skills will be demonstrated in NUTR 364: Field Experience in Nutrition and Dietetics. Students in this course obtain volunteer experience in the area of foods and nutrition/dietetics and are required to complete a minimum of 45 hours of logged work experience in their volunteer role. Their ability to apply knowledge and skills in fieldwork is assessed via an</p>

	<p>evaluation of the student and based on that evaluation, the students' reflection of tangible instances in which they applied knowledge and skills in the work setting.</p> <p>Students' abilities to explore professional practice by applying knowledge and skills will be done in NUTR 436: Nutrition Counseling and Education. In this course, students conduct supervised nutrition counseling sessions with clients who have non-therapeutic needs, including wellness and weight management issues. Students mark video-recorded segments demonstrating skills and write a chart entry in standardized format. Students are required to demonstrate that they are skilled in ensuring patient confidentiality, assessing clients' anthropometric data, assessing diet history data, creating individual nutrition care plans, conduct interventions, and then assess efficacy of their intervention.</p>
<p>Learning Outcome 2: Students critically reflect on their learning, abilities, experiences, or role within professional contexts.</p>	<p>Description of learning outcome assessment plan: Students' ability to reflect, critique, and construct determinations for improvement of their acquired knowledge and skills will be demonstrated in NUTR 364: Field Experience in Nutrition and Dietetics. Students in this course obtain volunteer experience in the area of foods and nutrition/dietetics and are required to complete a minimum of 45 hours of logged work experience in their volunteer role. Their ability to apply knowledge and skills in fieldwork is assessed via an evaluation of the student and based on that evaluation, the students provide a critique indicating why they need to improve their skills. They must provide tangible means of improvement of those skills.</p> <p>Students' ability to explore professional practice by applying knowledge and skills will be done in NUTR 436: Nutrition Counseling and Education. In this course, students conduct supervised nutrition counseling sessions with clients who have non-therapeutic needs, including wellness and weight management issues. Students mark video-recorded segments demonstrating skills and write a chart entry in standardized format. For this measure, they additionally submit a critique of sessions, describing perceived effectiveness and addressing any challenges or problems.</p>
<p>Additional information for REAL Council consideration:</p>	



Are existing material resources adequate to support this program alignment proposal?

Yes No If not, what additional material resources would be needed?

Are existing space resources adequate to support this program alignment proposal?

Yes No If not, what additional space resources would be needed?

Are existing human resources adequate to support this program alignment proposal?

Yes No If not, what additional human resources would be needed?



Department Curriculum Committee Recommendation:	Signature:	Date:
Chair/Dean on Behalf of Dept/School:	Signature:	Date:
College Curriculum Committee Approval:	Signature:	Date:
Dean/AVP Approval:	Signature:	Date:
REAL Council Recommendation:	Signature:	Date:
Faculty Senate Curriculum Committee Recommendation:	Signature:	Date:
Faculty Senate Approval:	Signature:	Date:
Provost Approval:	Signature:	Date:

REAL Curriculum Program Alignment Proposal

Department or School: Health and Human Performance (HHP)
College of Education and Human Development (CEHD) Date: 5/28/20

Degree type: BS BA BBA BSN BM BFA BSW Minor Certificate

Program: BS Sport Management

REAL Area Program Designation Sought (check all that apply): R E A L

Dept/School Contact: Dr. Kevin Ayers ekayers@radford.edu

BS/BA Requirements: No change, currently a BS

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Dept/School Signature	Date:
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Sport Management, B.S.

This area of study is designed for students interested in working in leadership positions within the fitness and/or sport industry. The Sport Management major provides coursework and experiences related to the management and administration of athletics, coaching, and organizations within the sport industry.

Core Curriculum Requirements (30-36 credits)

(See here.)

Sport Management majors are required to take the following courses and are advised to take them as part of their Core Curriculum requirements:

BIOL 105 - Biology for Health Sciences

ECON 105 - Principles of Macroeconomics

or

ECON 106 - Principles of Microeconomics

HLTH 200 - Wellness Lifestyle

MATH 137 - College Algebra

PSYC 121 - Introduction to Psychology

STAT 200 - Introduction to Statistics

Major Core Requirements (39 credits)

ESHE 212 - Introduction to Sport Management

ESHE 341 - Legal Issues in Sport Management

ESHE 345 - Sport Ethics

ESHE 350 - Sport and Exercise Psychology

ESHE 360 - Marketing of ESHE

ESHE 370 - Sociocultural Aspects of Sport

ESHE 375 - Event and Facility Management

ESHE 400 - Financial Aspects of Sport

ESHE 415 - Sport Administration Seminar

ACTG 211 - Fundamentals of Financial Accounting

MGNT 322 - Organizational Behavior

MKTG 340 - Principles of Marketing

ENGL 306 - Professional Writing

Concentration

Choose one interdisciplinary concentration:

Sport Administration (15 credits)

Choose 15 credit hours from the following courses:

ESHE 358 - Technology for Exercise, Sport and Health Education

ESHE 461 - Organization and Administration of Health/Fitness Programs

ENTR 250 - Entrepreneurship and Innovation

MGNT 323 - Human Resource Management

MGNT 361 - Managing Professional Communication and Negotiation

MGNT 421 - Leadership and Motivation

MKTG 341 - Advertising Strategy

MKTG 344 - Sales Management

MKTG 350 - Consumer Behavior

MKTG 360 - Professional Selling

MKTG 440 - Supply Chain Management

ACTG 212 - Fundamentals of Managerial Accounting

BLAW 203 - Legal Environment of Business

BLAW 304 - Business Law I

BLAW 305 - Business Law II

BLAW 306 - Entertainment Law

FINC 251 - Personal Finance

FINC 331 - Introduction to Business Finance

FINC 332 - Intermediate Business Finance

ECON 105 - Principles of Macroeconomics

ECON 106 - Principles of Microeconomics

COMS 104 - Basic News Writing

COMS 114 - Public Speaking

COMS 146 - Introduction to Media Production

COMS 173 - Introduction to Advertising and IMC

COMS 204 - News Reporting

COMS 225 - Introduction to Public Relations

COMS 235 - Writing for Public Relations

COMS 236 - Publication Planning and Design

COMS 240 - Teamwork and Communication

COMS 250 - Interpersonal Communication

Coaching Management (15-16 credits)

Select from the following courses (please note that some courses will have prerequisites):

Required (3 credits)

ESHE 388 - Coaching the Athlete

Select 12 to 13 credits from the following:

ESHE 201 - Introduction to Athletic Injuries

ESHE 305 - Principles and Practice of Strength and Conditioning

ESHE 358 - Technology for Exercise, Sport and Health Education

ESHE 390 - Kinesiology

ESHE 395 - Motor Behavior

ESHE 461 - Organization and Administration of Health/Fitness Programs

BIOL 310 - Human Structure and Function I

BLAW 203 - Legal Environment of Business

BLAW 306 - Entertainment Law

COMS 104 - Basic News Writing

COMS 114 - Public Speaking

FINC 251 - Personal Finance

FINC 331 - Introduction to Business Finance

Professional Fieldwork (6-12 credits)

ESHE 463 - Fieldwork in ESHE

Electives

Students should consult their academic advisors in selecting elective courses to complete the 120 semester hours required for graduation.

Major Grade Point Average (GPA)

A 2.0 cumulative, and in major, grade point average is required for fieldwork and graduation for this concentration. Refer to the fieldwork manual for additional information and requirements for fieldwork.
Total Credits Needed for Degree 120

Total Credits Needed for Degree: 120

CULTURAL OR BEHAVIORAL ANALYSIS

<p>A Area: Course Prefix: ESHE Course Number: 370 Course Title: Sociocultural Aspects of Sport Credit Hours: 03 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 50</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>A Area: Course Prefix: PSYC Course Number: 121 Course Title: Introduction to Psychology Credit Hours: 03 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year: 50</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>A Area: Course Prefix: MKTG Course Number: 340 Course Title: Principles of Marketing Credit Hours: 03 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year:</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>A Designated Course Required within the Program of Study Approved for Inclusion in the General Education Coursework: (please list at least one, can also be listed above but does not need to be) PSYC 121 already is designated</p>	

<p>A Area: Learning Goal: To examine the context and interactions of culture(s) and/or behavior(s).</p>	
<p>Learning Outcome 1: Students describe behaviors, beliefs, cultures, social institutions, and/or environments.</p>	<p>Description of learning outcome assessment plan:</p> <p>ESHE 370 Sociological Aspects of Sport is a required course for all Sport Management students. This class can be taken in a student's junior or senior year. A final exam will be given to students to measure this particular outcome. One question will be evaluated on a scale of 0 to 4.</p> <p>1) Explain two specific ways in which sport can or has been a microcosm of society.</p> <p>These questions will be administered on a final exam at the completion of ESHE 370</p> <p>A grading rubric will be applied to score the exams.</p> <p>Highly Competent A score of 4 (Outstanding) on grading rubric</p>

	<p>Competent A score of 3 (good) on grading rubric</p> <p>Below Competent A score of 2 (lacking), 1 (poor) or 0 (non-existent) on grading rubric</p>
<p>Learning Outcome 2: Students analyze the interactions of behaviors, beliefs, cultures, social institutions, and/or environments.</p>	<p>Description of learning outcome assessment plan:</p> <p>ESHE 370 Sociological Aspects of Sport is a required course for all Sport Management students. This class can be taken in a student's junior or senior year. A final exam will be given to students to measure this particular outcome. One question will be evaluated on a grading scale of 0 to 4.</p> <p>2) Define culture. Provide and explain two specific examples of how culture can shape sport within social worlds (i.e., who plays sports, under what conditions, when/where sports can be played).</p> <p>Measures in ESHE 370 on final exam</p> <p>Highly Competent A score of 4 (Outstanding) on grading rubric</p> <p>Competent A score of 3 (good) on grading rubric</p> <p>Below Competent A score of 2 (lacking), 1 (poor) or 0 (non-existent) on grading rubric</p>
<p>Additional information for REAL Council consideration: See REAL Detailed Assessment Proposal Form for Sport Management degree for more details.</p>	

APPLIED LEARNING

<p>L Area: Course Prefix: ESHE Course Number: 463 Course Title: Professional Fieldwork in ESHE Credit Hours:03 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year:30</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>L Area: Course Prefix: ESHE Course Number: 415 Course Title: Sport Administration Seminar Credit Hours: 03 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year:</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input checked="" type="checkbox"/> Every academic year <input type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school:</p>
<p>L Area: Course Prefix: ACTG Course Number:211 Course Title: Fundamentals of Financial Accounting Credit Hours:03 New course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Revised course: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Projected student enrollment per academic year:</p>	<p>Is this course required or an elective for your degree program? <input checked="" type="checkbox"/> Required <input type="checkbox"/> Elective Is this course offered within your dept/school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If no, collaborating dept/school must also complete the remaining elements, and must sign below.</p> <p>Course Rotation: <input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Intersession <input type="checkbox"/> Other (Explain below)</p> <p>Intended Frequency: <input type="checkbox"/> Every academic year <input checked="" type="checkbox"/> Every semester <input type="checkbox"/> Every other year <input type="checkbox"/> At least once every three years <input type="checkbox"/> Other</p> <p>Signature of collaborating chair/director indicating acknowledgement for inclusion and designation if not offered in dept/school: See attached email</p>
<p>L Designated Course Required within the Program of Study Approved for Inclusion in the General Education Coursework: (please list at least one, can also be listed above but does not need to be) ?</p>	

<p>L Area: Learning Goal: To explore professional practice through the application of knowledge, skills, and critical reflection.</p>	
<p>Learning Outcome 1: Students apply acquired knowledge and skills to develop professional identity or professional practice.</p>	<p>Description of learning outcome assessment plan:</p> <p>Sport Management students are required to complete fieldwork or internships prior to graduation (ESHE 463). During ESHE 463, students complete internship hours in the sport management field. Measure 1 for this objective is the final senior paper required at the end of the internship experience (attached). One question is a self-reflection, which assesses, from the student’s perspective, what knowledge and skills gained from coursework were applied in the internship experience. Specifically, the following question on the senior internship final paper assignment will address objective 1.</p> <p>“Please describe how you have applied knowledge and skills from your coursework in your internship experience. Please be specific in the topics/skills that you have used, and give examples as to how you have applied those topics/skills in your practical experience.”</p>

	<p>Students complete ESHE 463 in the last semester of their senior year. Students will submit a final senior paper and reflect upon the question stated above as part of this assignment.</p> <p>Highly Competent To score highly competent, students must score a 6 on the first two items of the self-reflection rubric.</p> <p>Competent To score competent, students must score a 4-5 on the first two items of the self-reflection rubric.</p> <p>Below Competent To score below competent, students will score 3 or below on the first two items of the self-reflection rubric.</p>
<p>Learning Outcome 2: Students critically reflect on their learning, abilities, experiences, or role within professional contexts.</p>	<p>Description of learning outcome assessment plan:</p> <p>All Sport Management students take ESHE 415, Seminar in Sport Administration, as a part of their coursework. In this class students create career mission/vision plans with goals and objectives using the SMART model. This process is then applied to an internship seeking activity called a Plan of Action. The successful completion of the Plan of Action document is the activity that will address objective 1.</p> <p>“Students will complete the Plan of Action assignment and submit this assignment in D2L once they have achieved “active” internship site status. To receive full credit students must achieve three active internship sites. An “active” internship site is defined as one in which the student has identified an internship site that is aligned with his or her mission/vision, goals and objectives using the SMART model and opened and dialog with a decision maker about the student completing an internship.”</p> <p>The measure will be assessed during the second half of the semester when the student is taking ESHE 415</p> <p>Highly Competent The student achieves three (3) “active” internship sites on the Plan of Action (POA) assignment.</p> <p>Competent The student achieves two (2) “active” internship sites on the Plan of Action (POA) assignment.</p> <p>Below Competent The student achieves one (1) “active” internship sites on the Plan of Action (POA) assignment.</p>
<p>Additional information for REAL Council consideration: See REAL Detailed Assessment Proposal Form for Sport Management degree for more details. See REAL Detailed Assessment Proposal Form for Sport Management degree for more details.</p>	



Are existing material resources adequate to support this program alignment proposal?

Yes No If not, what additional material resources would be needed?

Are existing space resources adequate to support this program alignment proposal?

Yes No If not, what additional space resources would be needed?

Are existing human resources adequate to support this program alignment proposal?

Yes No If not, what additional human resources would be needed?



Department Curriculum Committee Recommendation:	Signature:	Date:
Chair/Dean on Behalf of Dept/School:	Signature:	Date:
College Curriculum Committee Approval:	Signature:	Date:
Dean/AVP Approval:	Signature:	Date:
REAL Council Recommendation:	Signature:	Date:
Faculty Senate Curriculum Committee Recommendation:	Signature:	Date:
Faculty Senate Approval:	Signature:	Date:
Provost Approval:	Signature:	Date:

Appendix: Assessments and Rubrics

ESHE 370: Socio-cultural aspects of sport
Final Exam Essay (Questions & Grading Rubric)

- 1) Explain two specific ways in which sport can or has been a microcosm of society. **Your response must be at least 200 words.**

- 2) Define culture. Provide and explain two specific examples of how culture can shape sport within social worlds (i.e., who plays sports, under what conditions, when/where sports can be played). **Your response must be at least 200 words.**

- 3) Explain two specific ways in which sport can influence society (how sport has operated as a vehicle for social change). **Your response must be at least 200 words.**

ESHE 370: Socio-cultural aspects of sport
Final Exam Essay (Questions & Grading Rubric)

Criteria	Outstanding (4pts)	Good (3pts)	Lacking (2pts)	Poor (1pt)	Non-existent (0 pts)	Points awarded/ comments
Understanding social perspectives of sport: <i>Explain two specific ways in which sport can or has been a microcosm of society.</i>	Student correctly defined sport as a microcosm of society. Two examples were thoroughly explained and connected to sport as a microcosm of society. Response demonstrated rational, deep thinking.	Student correctly defined sport as a microcosm of society. Two examples were connected to sport as a microcosm but lacked some detail/explanation.	Student did not correctly define sport as a microcosm of society or two examples lacked significant detail or connection between examples and sport as a microcosm was weak.	Student did not define sport as a microcosm of society. Provided less than 2 examples and response was less than 200 words. Examples were not explained at all or No connection between examples and sport as a microcosm.	Student did not attempt to answer the question at all.	
Understanding Culture: Define culture. <i>Provide and explain two specific examples of how culture can shape sport within social worlds (i.e., who plays sports, under what conditions, when/where sports can be played).</i>	Student correctly defined culture. Two examples were thoroughly explained and connected to how culture shapes sport. Response demonstrated rational, deep thinking.	Student correctly defined culture. Two examples were connected to how culture shapes sports but lacked some detail/explanation.	Student did not correctly define culture or two examples lacked significant detail or connection between examples and how culture shapes sports was weak.	Student did not define culture. Provided less than 2 examples and response was less than 200 words. Examples were not explained at all or Not connected to how culture shapes sports.	Student did not attempt to answer the question at all.	
Understanding how influences Society: <i>Explain two specific ways in which sport can influence society (how sport has operated as a vehicle for social change).</i>	Student correctly defined sport as vehicle for social change. Two examples were thoroughly explained and connected to sport as a vehicle for social change. Response demonstrated rational, deep thinking.	Student correctly defined sport as vehicle for social change. Two examples were connected to sport as a vehicle for social change but lacked some detail/explanation.	Student did not correctly define sport as a vehicle for social change or two examples lacked significant detail or connection between examples and sport as a vehicle was weak.	Student did not define sport as a vehicle for social change. Provided less than 2 examples and response was less than 200 words. Examples were not explained at all or not connected to sport as a vehicle for social change.	Student did not attempt to answer the question at all.	

Total _____/12

**ESHE 463
SPORT MANAGEMENT
INTERNSHIP TERM REPORT**

- I. History of the Organization
- II. Identify the organizational typology (type)
 - A. Goods vs. service as products (tangible vs. intangible products)
 - B. Professional service or consumer service (Coach-athlete; doctor-patient vs. Bagging groceries, hotel services)
 - C. Profit vs. non-profit
 - D. Private vs. public
 - Private depends on memberships, private contributions, sale of products/services
 - Public depends on funds from tax moneys or government funds
- III. Management Functions of the Organization
 - A. Planning - bridges the gap from where the organization is to where it wants to be.
 - 1. Identify the goals of the organization
 - 2. Objectives - What is the organization's objectives for meeting their goals?
 - 3. Does the organization have a formal strategic plan?
 - a. If so, is it linked to budget development?
 - 4. Identify the constraints under which the organization must work.
 - a. Personnel
 - b. Physical
 - c. Technological
 - d. Financial
 - 5. Forecasting
 - a. What is the growth potential of the particular industry?
 - b. Identify trends that may positively or negatively effect the organization/industry. (For a & b, identify two sources of professional publications to write this section. Use APA style).
 - 6. Program/Market planning
 - a. Scope
 - 1. What should be done or offered?
 - 2. What facilities are available or could reasonably be used?
 - 3. Are corporate sponsorships being effectively used (if applicable)?
 - b. Revenues - From where does the money come?
 - c. Expenditures - Where do the moneys go?
 - 1. Personnel
 - 2. Inventory
 - 3. Facility
 - 4. Marketing/Promotions
 - 5. Other(Use pie charts/graphs to depict revenue and expenditures).
 - B. Organizing - Breaking down the work specified in the planning process into specific jobs and then establishing a relationship among the jobs and the individuals assigned to carry them
 - 1. Organizational chart (Include the chart used by your organization and include your position. If they don't have one, you must create one)
 - | Line - Has some authority;
 - ___ Staff - No Authority
 - Advisory or support position
 - 2. Position description
 - a. For intern
 - b. For direct supervisor
 - Include for both:
 - 1. Position title
 - 2. Position duties
 - 3. Position qualifications
 - 4. Position relationships (With whom in the organization do you have to work?)

3. Selection Process for employees
 - a. Advertising
 - b. What is required for the application process? (Resume', letter of application, recommendations?)
 - c. Explain the interview process used. (Who screens, who interviews, who makes the final decision?)
 - d. Is there an employee orientation?
 - e. Is there employee training?
 - f. Does the organization support/require continued professional growth through attendance at meetings/conferences, etc.?)
 4. Span of Control
 - a. How many people work for the organization?
 - b. How many people are directly supervised by your immediate supervisor?
 - c. Do you supervise anyone? If so, who and how many?
- C. Leading - Influencing others to motivate themselves to carry out assigned tasks/responsibilities.
1. How does your immediate supervisor get others to perform?
 2. How does s/he relate to those under his/her span of control?
 3. How does the head of the organization influence others?
 4. How are employees rewarded for their performance?
 5. If you have any employees under your supervision, have you tried anything special to get them to do the job or a better job?
- D. Evaluating - Allows the organization to gain feedback on how it is doing and in what aspects it can improve.
1. How does the organization measure effectiveness? Is one specific model used
 2. Does the organization use marketing research or analysis to evaluate if it is serving its target market? If other markets could be served?
- IV. Risk Management - Does the organization have a formal risk management plan?
- A. If YES:
1. How in depth is it?
 2. Who is in charge of risk management for the organization? Note: All organizations should have risk management at some level even if it is to protect its own employees.
- B. If not, what happens in case of a medical emergency? Tornado? Bomb threat?
- C. Do you think their current risk management situation is prudently professional?
- V. Intern Evaluation of the total experience
- A. Please describe how you have applied knowledge and skills from your coursework in your internship experience. Please be specific in the topics/skills that you have used, and give examples as to how you have applied those topics/skills in your practical experience.
- B. Consider the knowledge and skills that you learned in your coursework and your experiences in your practicum. Critically reflect on your *strengths* as a new professional in the field.
- C. Consider the knowledge and skills that you learned in your coursework and your experiences in your practicum. Critically reflect on *areas of potential growth* as a new professional in the field.
- D. Set 2-3 goals moving forward after reflecting on your strengths and areas of potential growth
- E. Was this work experience related to your career plans?
1. Has this internship convinced you that you wish to pursue this line of work as a career? Why or why not?
 2. If no, what do you want to pursue?

Remember: This will be graded as a final SENIOR PAPER. All spelling and grammatical errors should be eliminated (10%). This should be an in-depth comprehensive paper using APA style.

Graduating Senior Survey

Degree Program: _____

Directions: As a part of our on-going assessment program, we want to know some things about your experience as an Radford HHP student. Please take a few moments to respond to the questions. Your responses will be kept confidential. They will become a part of a program designed to improve our degree programs, which will enhance the value of your degree. Your cooperation is most appreciated.

1. CAREER STATUS - Please check one (1) statement which best describes your present status:

- a. Presently working in a full-time position that is related to my field
- b. Presently working in a part-time position that is related to my field
- c. Have accepted a full-time position which is related to my field
- d. Have accepted a part-time position which is related to my field
- e. Plan to attend graduate school full-time and have accepted a graduate assistantship
- f. Plan to attend graduate school full-time
- g. Still looking for a position
- h. Other _____

2. If you have accepted a position, which of the following best describes how you found the job?

- a. Placement Office
- b. Co-op or internship
- c. Class-related activity (e.g., pre-internship experience)
- d. Direct individual contact with employer
- e. Through a professional association (e.g., conference)
- f. Faculty
- g. Family or friends
- h. RU Career Day/Job Fair
- i. Classified ads
- j. Private employment agency
- k. Off-campus Career Day or Job Fair
- l. Other _____

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3. If you have accepted a position or are currently employed, what is your annual salary range?

- | | |
|---|---|
| a. <input type="checkbox"/> Under \$5,000 | e. <input type="checkbox"/> \$20,001 - 25,000 |
| b. <input type="checkbox"/> \$5,001 - 10,000 | f. <input type="checkbox"/> \$25,001 - 30,000 |
| c. <input type="checkbox"/> \$10,001 - 15,000 | g. <input type="checkbox"/> \$30,001 - 40,000 |
| d. <input type="checkbox"/> \$15,001 - 20,000 | h. <input type="checkbox"/> \$40,001 and higher |

4. If you are not currently employed in your field, please check one (1) of the following which best applies.

- a. Was offered a job in major, but turned it down due to salary
- b. Was offered a job in major, but turned it down due to location
- c. I am not seeking a job in my major field
- d. I am planning on attending graduate school
- e. Other _____

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5. ACADEMIC SKILL PREPARATION: The following are some specific skills that we stress in HHP. On a scale from 1 (Low) to 5 (High), please indicate your evaluation of your Radford program in preparing you to do the following:

	Low		High		
a. Apply critical thinking abilities to make decisions about sport issues	1	2	3	4	5
b. Use quality information sources in decision making	1	2	3	4	5
c. Express my thoughts clearly in writing	1	2	3	4	5
d. Speak effectively in front of a group	1	2	3	4	5
e. Develop ethical and moral values	1	2	3	4	5
f. Understand and use technology	1	2	3	4	5
g. Understand risk management and its application to facilities and events	1	2	3	4	5
h. Apply the Plan of Action process to successfully acquire an internship and job within the sport industry	1	2	3	4	5
I Reflecting on the ESHE 415 Plan of Action assignment. How confident do you feel applying this process to future job hunt activities?	1	2	3	4	5

6. ACADEMIC PERSPECTIVES PREPARATION: The following are some specific perspectives that we stress in sport management. On a scale from 1 (Low) to 5 (High), please indicate your evaluation of the Radford sport management program in preparing you to do the following:

	Low		High		
a. Understand the broad concept of sport management	1	2	3	4	5
b. Master your field of sport management	1	2	3	4	5
c. Understand the historical perspective of sport management	1	2	3	4	5
d. Understand the historical perspective of sport marketing	1	2	3	4	5
e. Understand sport and its existence outside of the United States	1	2	3	4	5
f. Understand the sociological perspective of sport	1	2	3	4	5
g. Understand other cultures in the sport context	1	2	3	4	5
h. Understand how sport can influence society	1	2	3	4	5
i. Understand the psychological perspective of sport	1	2	3	4	5
j. Understand written and case law and its application to sport	1	2	3	4	5
k. Understand planning, organizing, leading, and evaluating as four distinct functions of a sport manager	1	2	3	4	5
l. Understand strategic planning in terms of goals, objectives, and strategies	1	2	3	4	5
m. Understand organizational structure and its importance in sport management	1	2	3	4	5
n. Understand the importance of professional associations and my involvement	1	2	3	4	5

7. HHP SERVICES: The following are services provided by HHP or other offices which have service functions specifically related to your degree progress. Please indicate your evaluation of each.

	1	2	3	4
1. did not know about				4. satisfied with
2. did not use				
3. not satisfied with				
a. Information about your program prior to your arrival at RU	1	2	3	4
b. Information about your program once you started RU	1	2	3	4
c. Academic advising about course work before you declared your major	1	2	3	4
d. Academic advising about course work after you declared your major	1	2	3	4
e. Career advising from your major advisor	1	2	3	4
f. Information about access to professional associations and conferences	1	2	3	4
g. LARC Center services related to your program	1	2	3	4
h. Library materials related to your program	1	2	3	4

8. Were you an athlete here at Radford Yes No
9. If you could begin again, would you choose to attend Radford? Yes No
10. Would you choose the same major? Yes No
11. Would you recommend Radford to others? Yes No
12. Would you recommend your major to others? Yes No
13. What was your area(s) of interest within the sport industry? (Check all that apply)
- a. ____ Athletic Administration e. ____ Facility Management

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- | | |
|---|--|
| b. <input type="checkbox"/> Event Management | f. <input type="checkbox"/> Sports Information |
| c. <input type="checkbox"/> Exercise Science/Fitness Management | g. <input type="checkbox"/> Sales/Marketing |
| d. <input type="checkbox"/> Professional Sport Management | h. <input type="checkbox"/> Youth Sports |

14. Did you obtain a minor or approved program in another field? Yes No
15. If you answered yes in #14, what was it? _____
16. Did you actively participate in the Sport Management Club? Yes No
17. What was your best experience regarding your field while attending Radford?
-
-

Name:
Address:
Phone Number:
E-mail:
Business Title:
Business Address

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Written Plan of Action (POA) for Obtaining an Internship

1. Site Location: _____

Address: _____

Phone: _____

Action Taken: _____

Results: _____

Name & Title of Contact: _____

Next Action: _____

Tickler Information: _____

Is this an active site? Yes No

2. Site Location: _____

Address: _____

Phone: _____

Action Taken: _____

Results: _____

Name & Title of Contact: _____

Next Action: _____

Tickler Information: _____

Is this an active site? Yes No

3. Site Location: _____

Address: _____

Phone: _____

Action Taken: _____

Results: _____

Name & Title of Contact: _____

Next Action: _____

Tickler Information: _____

Is this an active site? Yes No

Rubric Evaluation

1. Three active sites Excellent.
2. Two active sites Average
3. Three active sites Below Average
4. No active sites Unsatisfactory

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