



Central Christian College of Kansas

OFFICE OF THE CHIEF ACADEMIC OFFICER

FORM A04 – PROPOSAL FOR A CHANGE IN AN EXISTING PROGRAM

Date: 05/13/2024

This Application is for: Degree Major Emphasis
 Concentration Minor Certificate

Delivery Method of New Program: Residential Hybrid (Residential/Online) Online
(Check all that apply)

Name of Individual Making Request: Melissa Kent and Tricia Pimentel

Title of the Program: Sport Management

Sponsoring Department: Business/Sport Science and Health Proposed Start Date: Fall 2025

This form, along with supporting documentation addressing the points outlined below, is required *before* the program can be considered for initial review.

Complete only those sections that relate to the proposed change(s).

1. **Description:** Provide a detailed description of the proposed change.
 - a. **Taking the Sport Management curriculum back to its original programming.** This change will better align with other sport management degrees, and properly prepare students for the field. We believe that these changes make the degree competitive and will need to be housed back under Sport Science and Health.
2. **Rationale:** Review the assessment process and results that were used to identify the need for these changes. What evidences exist that these adjustments are needed and are feasible for the College? Describe the groups that were involved with the assessment process and illustrate their perspectives.
 - a. **In comparing the degree outline with other institutions we found that our sport management program does not currently align with best practices in sport management career fields.** Exercise Science and Business professors sat down to discuss the issues we currently see with the degree.
3. **Mission Alignment:** Describe how these proposed changes enhance the mission of the College. How do these changes support the strategic plan as articulated by the College?
 - a. **These changes allow the students to be more prepared for the sport management field.** Currently, the degree outline does not prepare them for success.
4. **Department Alignment:** Describe how this modification enhances the stated outcomes of the department.
 - a. This change will help gear the degree more towards the intended outcomes/job opportunities for those seeking this degree. These changes will help students utilize their written and verbal communication skills to effectively communicate with clients, identify with ethical boundaries and Christian philosophies to determine how they apply to the field, and will possess the critical thinking skills needed to promote self-directed learning and evidence based practice in the area of sport management.
5. **Assessment Plan:** Provide a comprehensive description of how these changes will be assessed.
 - a. The program will continue to be evaluated on a yearly basis and compared to similar programs during quadrennial reviews. While the students are completing their practicum and internship, their supervisors will complete an evaluation form. This will help us evaluate whether the student can put what they have learned into practice. They will be paired either with local sports teams (during the school year) or with a team in their hometown area (over the summer). This will give them the real world experience they will need to be successful.
6. **Comparative Description:** The proposal will need to provide a current depiction of the program with a comparative depiction highlighting the changes. This data will be used to differentiate current statements with those that are being proposed.

Current curriculum

BS- AC 220 Financial Accounting

BS-AC 221 Managerial Accounting

BS-CP 235 Computer Applications in Business
 BS-EC 260 Microeconomics
 BS-EC 261 Macroeconomics
 BS-MG 311 Advanced Professional Communication
 BS- MG 351 Principles of Management
 BS-MG 352 Principles of Marketing
 BS-MG 353 Principles of Finance
 BS-MG 357 Business Law
 BS-MG 363 Professional Ethics
 BS-MG 451 Strategic Management
 BS-SM 200 Introduction to Sport Management
 SP-SH 250 Leisure and Sport Programming
 SP-SH 410 Recreational Facilities
 2 Upper level Sport management or business electives

Proposed Curriculum

SP-SM 200 Introduction to Sport Management
 BS-AC 120 Basic Accounting
 BS-AC 220 Financial Accounting
 BS-CP 235 Computer Applications in Business
 SP-SH 250 Leisure and Sport Programming
 BS-MG 355 Organizational Behavior
 SP-SM 330 Event Planning and Management
 SP-SM 302 Sport Law
 SP-SM 315 Sport Marketing
 BS-MG 251 Principles of Management
 BS-MG 363 Professional Ethics
 SP-SM 395 Practicum (Sport Management)
 SP-SM 425 Administration in Sport and Fitness
 SP-SH 491 Sport Science Seminar
 SP-SM 495 Internship (Sport Management)
 SS-PY 400 Sport and Exercise Psychology

Also add second communication course CO-CO 221 Introduction to Mass Media

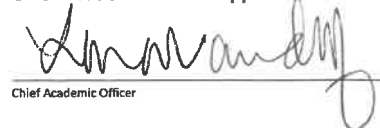
7. Documentation: Provide any and all meeting minutes and other documentation supporting the proposed change.

Division/Dept. Approval:


 Division Chair

2/3/25
 Date

Chief Academic Officer Approval:


 Chief Academic Officer

2/3/25
 Date

Higher Learning Commission Verification:

- Substantive Change Application Required
- Notification Only
- No Action Required

 Chief Academic Officer

 Date

Signature blocks are to be completed in order as outlined by *Table 1.1: Academic Proposal Resource Chart* as it stands in the Faculty Handbook.

<p>General Education Committee: <input type="radio"/> Action Required <input type="radio"/> Notification Only <input type="radio"/> No Action Required</p> <hr/> <p>Date of minutes</p> <input type="checkbox"/> Approve <input type="checkbox"/> Reject <input type="checkbox"/> N/A	<p>Academic Affairs and Assessment Committee: <input checked="" type="radio"/> Action Required <input type="radio"/> Notification Only 09/17/2024</p> <hr/> <p>Date of minutes</p> <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Reject <input type="checkbox"/> N/A	<p>Faculty Senate: <input type="radio"/> Action Required <input type="radio"/> Notification Only</p> <hr/> <p>Date of minutes</p> <input type="checkbox"/> Approve <input type="checkbox"/> Reject <input type="checkbox"/> N/A
<p>President's Cabinet: <input type="radio"/> Action Required <input type="radio"/> Notification Only <input type="radio"/> No Action Required</p> <hr/> <p>Date of minutes</p> <input type="checkbox"/> Approve <input type="checkbox"/> Reject <input type="checkbox"/> N/A	<p>Board of Trustees: <input type="radio"/> Action Required <input type="radio"/> Notification Only <input type="radio"/> No Action Required</p> <hr/> <p>Date of minutes</p> <input type="checkbox"/> Approve <input type="checkbox"/> Reject <input type="checkbox"/> N/A	<p>Status</p> <div style="border: 1px solid black; height: 50px; width: 100%;"></div> <hr/> <p>Date</p>

Proposed Degree Audit

Sport Management [SAS]

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2024, through June 30, 2025. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of records at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

Foundational Skills (11 Credits)

GS-SM 104	First Year Seminar	1	
EN-CP 103	English Composition I*	3	
EN-CP 104	English Composition II	3	
	Communication Course	3	

Liberal Arts (26 Credits)

	Mind		
	Science Course	3	
	Math Course (NS-MA 104 or higher)	3	

Heart

	History Course	3	
SS-PY 110	General Psychology	3	

Strength

	Arts Course	3	
SP-SH 210	Personal and Community Health	2	

Soul

	Philosophy Course	3	
MT-BI 100	Introduction to Biblical Literature Old or New Testament Course (MT-BI)	3	

Capstone Experiences (2 Credits)

GS-SM 399	Professional Portfolio	1	
GS-SM 499	Senior Portfolio	1	

Business Core (23 Credits)

BS-AC 120	Basic Accounting	3	
BS-AC 220	Financial Accounting	3	
BS-CP 235	Computer Application in Business	3	
BS-MG 351	Principles of Management	3	
BS-MG 355	Organizational Behavior	3	
BS-MG 363	Professional Ethics	3	
CO-CD 221	Introduction to Mass Media	3	

Sport Management Core (30 Credits)

SP-SH 250	Leisure and Sport Programming	3	
SP-SH 491	Sport Science Seminar	3	
SP-SM 200	Introduction to Sport Management	3	
SP-SM 302	Sport Law	3	
SP-SM 315	Sport Marketing	3	
SP-SM 330	Event Planning and Management	3	
SP-SM 395	Practicum (Sport Management)	3	
SP-SM 425	Administration in Sport and Fitness	3	
SP-SM 495	Internship (Sport Management)	3	
SS-PY 400	Sport & Exercise Psychology	3	

Natural Science/Statistical Reasoning Requirement met by BS-MG 209

*Accuplacer English <237 EN-CP 050 English Essentials as prerequisite to EN-CP 103

Elective Credits (28 Credits)

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SP-SM 302 Sport Law (3)

Negligence liability; control of amateur, professional and school sports; violence/crowd; product liability; risk management; selected current issues. Prerequisites: SP-SM 200 Introduction to Sport Management.

SP-SM 315 Sport Marketing (3)

This course focuses on the fundamentals of sports marketing and event management. Description of content includes, but is not limited to, historical development of sport marketing, special event and their use in sports, the role of the media and ticket sales and their use in promotions. The student will understand the four P's of marketing correlated in the world of sports. Prerequisite: Introduction to Sport Management SP-SM 200.

SP-SM 330 Event Planning & Management (3)

This course is designed to take an in-depth view of the process of planning, implementing, and evaluating special events. The main purpose of this course is to understand both broad and detailed event planning, explore adjustments tactics when unforeseen circumstances arise, learn how to keep patrons safe during events, and how to properly evaluate the success or failure of the event.

SP-SM 395 Practicum [Sport Management] (3)

This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

SP-SM 406 Issues & Trends in Sports (3)

This course will explore the latest philosophical issues and controversies which are impacting the area of sport. The student will explore the current and future trends of sport and how it may impact the society.

SP-SM 425 Administration in Sport & Fitness (3)

It is the goal of this course to introduce students to a variety of situations involving organization and administrative duties, and through this process, provide students with a broad range of organizational and administrative skills useful in the successful administration of athletic, school health, and physical education programs.

SP-SM 495 Internship [Sport Management] (3)

This independent study is designed to provide the student with on the job training, under the tutelage and evaluation of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

SP-SM 497 Special Topics in Sport Management (3)

The Special Topics course is designed to allow the Sport Management staff to design specialized

curriculum in response to current issue or special needs represented by the student learner. Current research and emerging issues are reviewed with an eye for the evolution of sports management.

SOCIAL SCIENCES (APPLIED DEPARTMENTAL STUDIES)**SS-AP 291 Scientific Writing Seminar: APA (1)**

Designed as an introductory course into scientific writing, students will become familiar with APA writing skills. During this course students will produce a series of papers designed to master scientific writing skills while at the same time becoming acquainted with possible professions related to their major. Students will discover educational paths available to them, become familiar with institutional resources and explore personal strengths and weaknesses related to future success.

SS-AP 391 Readings in Social Science (3)

This course is designed as an independent study course. The intent of the course is to provide an intensive, supervised study of a particular topic in social sciences not covered by the current curriculum. The student and sponsoring instructor will develop and submit a learning contract, which will include a description of the subject being covered, materials to be used, schedule of meeting times, and description of a project or paper to be used for final evaluation.

SS-AP 395 Practicum [Social Science] (3)

This independent study is designed to provide the student with hands-on experience related to the focus of the practicum. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

SS-AP 493 Research Project (3)

This guided study is designed to challenge the student in the expansion and integration of acquired coursework and knowledge. Specifically, the course will challenge the student to pursue a topic and begin research and organization under the supervision of a faculty member.

SS-AP 491 Senior Seminar [Social Science] [WI] (1)

This course is offered to any student majoring in a social science (other than Psychology) as a "capstone" course to their undergraduate studies. It is designed to allow the student to review, synthesize and demonstrate knowledge, skills, and attitudes acquired from previous courses, both general education and major courses. It is also intended to prepare the student for transition from college to post-college life (graduate school, job, etc.).

SS-AP 495 Internship [Social Science] (2-4)

This independent study is designed to provide the student with on the job training, under the tutelage and evaluation of a practitioner. The

specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

SOCIAL SCIENCES (CRIMINAL JUSTICE)**SS-CJ 100 Online Criminal Justice (3)**

This introductory course functions as the starting point for students embarking on criminal justice studies through the internet medium. (Online only)

SS-CJ 110 Introduction to Criminal Justice (3)

This course focuses on the formal crime control process in the United States. Students will examine the agencies and processes involved in administering justice: the police, the prosecutor, the courts, and correctional systems. (Online only)

SS-CJ 212 Introduction to Corrections (3)

Outlines the history, current practices, and future directions of corrections in a systematic process showing the evolving changes within the institutional and community based corrections. Topics include the history of corrections, the influence of social thought and philosophy on the development of corrections, the rights of the incarcerated inmate, and the duties of the correctional officer. (Online only)

SS-CJ 213 Drugs and Criminal Justice (3)

An introduction into how drugs are related to crime looking at the variety of connections including the possession, manufacture, or distribution of drugs. Explores the relationship of crime to the effects they have on the user's behavior and by generating violence and other illegal activity in connection with drug trafficking. (Online only)

SS-CJ 214 Introduction to Law Enforcement (3)

The development of U.S. policing, stressing the relationship of police to local politics and the effects of civil service, reform movements, and technological change. (Online and On-ground) (Offered Alternate Years)

SS-CJ 215 Introduction to Courts (3)

A look at the basic structure of the court system and court process. An up-to-date coverage highlighting several recent trends of the court system. (Online only)

SS-CJ 225 Serial Killers (3)

A course that will outline the cultural, family, religious, and psychological profiles of serial killers as well as how they choose their victims. Stereotypes and myths will be explored. (Online only)

SS-CJ 232 Terrorism and Counterterrorism (3)

This course examines the indigenous and external of terrorism, and declared and implied objectives or strategies operations and tactics and the

SP-SH 205 Athletic Training (2)

This course addresses the responsibilities of an athletic trainer in program development, as well as in injury prevention and management. Course Fee Attached.

SP-SH 206 Introduction to Coaching (3)

This course surveys the role of the coach as individual and team manager. Coaching principles and practices are investigated through real-world cases designed to challenge the individual in assessing individual preparedness for the coaching role.

SP-SH 208 Introduction to Team Sports (2)

The study, practice, and organization of sports such as soccer, volleyball, basketball, baseball, softball, etc.

SP-SH 210 Personal & Community Health (2)

This course teaches healthy and intelligent living and the application of the fundamental principles of health. Various topics covered include fitness, nutrition, concepts of aging, infectious diseases, drug and tobacco use and consumer health.

SP-SH 250 Leisure & Sport Programming (3)

An introduction to the history and philosophy of intramural programs, as well as foundational information in recreation.

SP-SH 270 Officiating (2)

Includes football, baseball, basketball, and volleyball. Instruction and participation in individual or team sports.

SP-SH 305 Theory of Coaching Basketball (2)

A course aimed at the development of people in the basketball coaching field. Students will learn to organize all aspects of a junior high or high school basketball program; develop strategies most effective for personnel in a basketball program; understand the role of psychology in coaching basketball, and understand the administrative role of a coach in a basketball program. It is recommended students take SP-SH 204 prior to taking this course.

SP-SH 306 Theory of Coaching Tennis (2)

The objective of the course is to be able to teach the game of tennis, coach the game of tennis, organize tennis practices, make up and utilize a budget, operate home meets and tournaments, schedule for a season and improve one's personal tennis playing skills.

SP-SH 307 Individual and Dual Sport Analysis (2)

This course is designed to develop a knowledge and skill of individual and dual sports. Included will be technique on how to teach as well as coach these sports. Possible sports include badminton, bowling, golf, racquetball, and tennis. Other sports may be introduced as time and interest allow. (Offered alternate years)

SP-SH 308 Exercise Physiology (3)

A study of the effects of exercise on the major systems of the human body including the cardiorespiratory, neuromuscular, glandular and

digestive. Other effects influencing human exercise will be examined including climate, altitude and ergogenic aids. Prerequisite: NS-BI 101 General Biology w/ Lab.

SP-SH 309 Outdoor Recreation Education (3)

A foundational course detailing numerous outdoor activities, their effects and benefits for our society. Course Fee Attached.

SP-SH 310 Kinesiology (3)

A study of human motion emphasizing the musculoskeletal structure and neuromuscular involvement in voluntary movement. In addition, biomechanical principles involved in the performance of motor/sport skills and strength training exercises. Prerequisite: NS-BI 101 General Biology w/ Lab and NS-BI 204 Human Anatomy & Physiology I.

SP-SH 312 Adaptive Physical Education (2)

Methods of classification of exceptional students, program planning and teaching of activities appropriate to needs of the handicapped are examined.

SP-SH 313 Theory of Coaching Baseball (2)

The objective of the course is to be able to teach the fundamental aspects of coaching baseball including player management, team management, administration, strategy, rules, and officiating.

SP-SH 314 Sport Nutrition (3)

This course is designed to review the many aspects of nutrition and how it plays a role in improving and impeding health, fitness, and sport performance. Prerequisite: NS-BI 101. Recommended: NS-BI 204. Course Fee attached.

SP-SH 318 Theory of Coaching Soccer (2)

A course designed to introduce the student to the fundamentals of soccer coaching. Students will learn to organize aspects of team management; develop an appreciation for styles and formations of play; understand the role of the psychological and physiological aspects of the game; and understand the role of a coach in a soccer program.

SP-SH 320 Measurement & Evaluation in Health & Physical Education (3)

This course will consider the basic principles related to measurement and evaluation including the selection, administration and use of tests unique to the field of health and physical education. Special emphasis will be placed on testing procedures.

SP-SH 395 Practicum [Exercise Science] (3)

This independent study is designed to provide the student with "real-world" experience. The specific elements of the practicum will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

SP-SH 410 Recreational Facilities (3)

This course focuses on designing, planning and managing sports arenas and facilities. Prerequisites: SP-SH 202 or SP-SM 200.

SP-SH 415 Exercise Testing, Evaluation, & Prescription (3)

This course will consider the use of health and fitness field and laboratory instruments, techniques, procedures and equipment. Special emphasis will be placed on the ability to administer test protocols for evaluating the health-related components of physical fitness. Prerequisites: SP-SH 308, SP-SH 310, and SP-SH 320.

SP-SH 420 Exercise Leadership (3)

This course will emphasize the necessary leadership qualities and skills expected for leading exercise activities. The student will develop professional competencies through classroom instruction as well as observational and practical experiences. Prerequisite: SP-SH 415. Course fee Attached.

SP-SH 426 Motor Learning (3)

This course is designed to give a solid understanding of the development of motor skills and the principles and theories that govern that development. This course includes applied analysis of motor learning and motor development principles and theories throughout the human life span (focus on PreK-12).

SP-SH 491 Sport Science Seminar (1)

Required of all seniors graduating with a major from this department. The course format differs from year-to-year depending on the facilitator and industry related issues. The intent of the course is to prepare the student for the transition to further education or employment. Specific attention is given to synthesis and integration of the learning experience. Research, special projects and readings, and discussion are typical formats for this course. Prerequisite: Senior Standing or Permission of the Department Chair.

SP-SH 495 Internship [Exercise Science] (3)

This independent study is designed to provide the student with on the job training, under the tutelage of a practitioner. The specific elements of the internship will be decided upon with a faculty advisor and articulated in a learner contract. The student is required to complete 40 hours of work for each credit hour.

SPORT SCIENCE & HEALTH (SPORT MANAGEMENT)**SP-SM 200 Introduction to Sport Management (3)**

Includes the basic concepts of sport management, career preparation and professional opportunities. This course is a primer to the different areas that sports management practitioners must understand and master to be efficient in their careers.

AAAC Agenda: Meeting for 09/17/2024

- Devotional
- PSOL survey results review
- Dates of the quadrennials
- HR Master's Program review for approval
- Sport Management degree audit for approval

CENTRAL CHRISTIAN COLLEGE OF KANSAS AAAC COUNCIL – MINUTES

Tuesday, September 17th, 2024 @ 3:15 p.m., BLIB 1006

Present: Lara Vanderhoof (Chair), Candi Alexander, Kevin Barrows, Yasmin Chambers, Brett Janssen, Tricia Pimentel Cloey Kelly (recorder), and Lenny Favara (guest)

Absent: Melissa Kent

- I. Call to order
 - a. Dr. Vanderhoof called the meeting to order at 3:14 p.m.
 - b. Dr. Vanderhoof shared a devotional and opened the meeting in prayer
- II. Consent Agenda
 - a. May minutes presented for approval. **Dr. Janssen moves to approve the minutes. Yasmin seconds the motion.**
 - b. **Unanimous approval**
- III. President Favara (the OIR) presents findings in the Priorities Survey for Online Learners (PSOL)
 - a. President Favara explains what the statistics reveal regarding what the students in online programs are valuing
 - i. Satisfied/Not satisfied
 - ii. Important/Not important
 - iii. Large Gaps/Needs
 - b. More from a marketing perspective than an academic perspective, but what is academic the AAAC can focus on
 - i. Good to acknowledge what instructors are doing well and what we need to work on as an institution
 - c. Outlines what students are most satisfied with and find important (see full document for more details)
 - i. Development of critical thinking skills
 - ii. Good institutional reputation
 - iii. Developing an appreciation of diverse cultures and perspectives (something we have worked hard as an institution to achieve)
 - iv. Challenged spiritually
 - v. A lot of these things that are online students are satisfied and find important relate strongly to our Core 4
 - d. Outlines Largest Gaps/Needs that need improvement (see full document for more details)
 - i. Online career resources being available
 - ii. Knowing who to contact for questions, program, and services
 - iii. Having their program advisor help the student work towards their career goals
 - iv. Bookstore with timely service
 - v. Assessment and evaluation procedures are clear and reasonable
 1. Why are these not clear and reasonable?

2. Do students understand how to read a rubric?
 - e. Graduate Program
 - i. Not very many students responded to this so the results may be skewed
 - ii. Student services is a gap
 - iii. Focus on instructional and academic services
 1. For example: career issues and development
 2. Some students are in a career and know what they need to advance their career, while other are just trying to advance in general and don't know what they want or need
 - f. Comments some students made:
 - i. Does not like having to take elective courses that do not have anything in common with their degree
 1. We can help with this issue by having more professional development/advising involvement
 - ii. Instructors do not agree on what is APA standards
 1. We also have this issue with residential faculty
 - g. Our main source of information for online students is our website
 - i. What does our website say about our programs?
 - ii. Is our website catered to our residential students?
 - iii. How can we communicate well through our website?
 - h. Overall snapshot: lots of neutral ratings and should be more positive
 - i. Deciding factors
 - i. Convenience is one that is rated highly, but unsure why
 - ii. Overall deciding factors section is rated positively
 - j. Is there a way to improve student response?
 - i. We had 34/124 students respond, which is 26%
 - ii. As long as we are in at least a 20% response range we are getting a good amount of responses
 - iii. Hope that the positive and negative ratings will outweigh the neutral responses
 - k. Operational and AAAC can use these responses to improve the assessment standards, rubric standards, and other academic adjustments that can improve the experience of the students
 - i. **President Favara will send Cloey the document to put in the minutes**
 - ii. Dr. Vanderhoof explains that there are students who did not understand how to read rubrics, even when in a higher level course
 - iii. President Favara suggests that rubrics may be unbalanced and too general for a student to understand
- IV. Quadrennial Schedule
- a. We have four quadrennial reports due this academic year
 - i. Graduate program (in progress)
 - ii. Department of Social Sciences (January)

1. Dr. Vanderhoof will assist the Social Sciences department with their quadrennial
- iii. Department of Humanities (January)
- iv. Teacher Education and Physical Education (January)
 1. Education department still goes through much of the quadrennial reports for HLC purposes
- b. Dr. Vanderhoof and Dr. Alexander will work on assessment aspects together
 - i. HLC does not look at institution's character outcomes (Core 4) *clarify
- c. Quadrennials changed from individual programs to full departments
- d. **This schedule will be put in the quad folder in the T: Drive by Dr. Vanderhoof**
 - i. **Cloey will send the schedule to committee members once the meeting is over**
 - ii. **Dr. Vanderhoof will make sure the new quad document is in the drive as well**
 - iii. **Dr. V will also add Cloey to the Faculty Tools course in Canvas**
 - iv. Cloey still does not have access to the T: Drive, so if committee members want something in the drive or want to send something related to the drive, send it to Dr. Vanderhoof, but CC: Cloey until she has access

V. HR Master's Program Review

- a. HR Master's Program needed syllabi for courses last time. The format of the syllabi is as follows:
 - i. Resources: mostly articles, but a bulky amount due to the rigor of the courses
 - ii. Case studies
 - iii. Peer review (one-on-one feedback)
 - iv. Projects for each course
 - v. Live zoom sessions
 - vi. Schedule per week
 1. Overview
 2. Reading
 3. Assignments
 - vii. Each week scheduled out individually as well
 - viii. Rubrics are set up for each assignment
- b. Rubric/Assessment discussion:
 - i. How are the performance and character outcomes being met (Core 4)?
 1. The assignments meet the outcomes
 2. Grading rubrics are in syllabi, not necessarily the assessment rubric/tool
 3. Residential courses has a closed loop assessment tool
 4. Performance and character outcomes typically work across a program and not just one course
 5. It's important to know for instructors
 - a. Students don't connect with these outcomes necessarily
 - b. Helpful for HLC

- ii. **Dr. Alexander motions to approve the HR Master's Program once the 600 level course has the summative assessment incorporated into its rubric for assignments**
 - 1. Which Core 4 pieces are being fulfilled
 - 2. **Dr. Janssen seconds the motion; unanimous approval**
 - 3. **The 600 level syllabus will be looked at and decided by e-vote if this is completed prior to our next meeting**
- VI. **Sport Management Degree Audit Review**
- a. The Sport Management program turned from a sport heavy program to a business heavy program when the previous Sport Management director left
 - b. Tricia Pimentel proposes that we move back to a sport heavy Sport Management program due to the losing students in the program due to it being a business heavy program
 - c. How are the assessment outcomes being fulfilled?
 - i. Practicum and Internships – sports teams
 - 1. Jeff Hoskisson is developing relationships with local teams and teams where the students are from so they can do a summer internship in their home's area should they choose
 - a. This assessment is setting students up for success
 - 2. **Tricia will update the A04 form for Sport Management for evidence for HLC**
 - 3. **Dr. Alexander moves to approve the Sport Management program be moved from the Business Department to the Sport Science and Health Department pending Tricia's update to the A04 form**
 - a. **Dr. Janssen seconds; unanimous approval**
 - b. **This does not need to be voted on later; will be official once the form is updated**

Meeting adjourned @ 4:32 p.m.

Summary:

- President Favara presented the PSOL response
 - Provided what we, as an institution, do well and what we, as an institution, can improve on
 - AAAC, specifically Dr. Vanderhoof and Dr. Alexander, will work on improving the assessment aspect of improvement
- Dr. Vanderhoof presented the updated quadrennial schedule
 - The updated quadrennial documents will be placed in the T: Drive in the Quad folder by Dr. Vanderhoof
 - Dr. Vanderhoof will continue to add to the T: Drive until Cloey gets access
- Dr. Vanderhoof presented the HR Management Graduate program on behalf of Melissa Kent (absent due to sickness)
 - Unanimous approval of the program once the summative assessment piece is added to the assignment rubrics in the 600 level course syllabus

- Will be discussed over an e-vote if the updates to the syllabus are completed prior to the next committee meeting
- Tricia Pimentel presents the Sports Management Program to return being sport heavy rather than business heavy
 - Unanimous approval under the condition that the A04 form is updated and shows the summative assessment piece in the form (Tricia will update this)
 - This will not need to be voted on and will go into effect once the form is updated