

Cover Sheet: Request 15442

BS in Sport Management Curriculum update

Info

Process	Major Curriculum Modify Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Paul Higgerson phiggerson@ufl.edu
Created	11/11/2020 10:42:31 AM
Updated	2/10/2021 1:50:58 PM
Description of request	Department is requesting to add a non-internship option to the curriculum. Students who choose the non-internship option will be able to substitute a choice of four SPM-prefixed elective options over the course of several semesters for the internship course degree requirement. We are also requesting changes to the Sport Management curriculum to include recently approved new SPM courses as core requirements. We are not requesting changes to UT or prereqs.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	HHP - Sport Management 012604000	Michael Sagas		11/11/2020
No document changes					

Step	Status	Group	User	Comment	Updated
College	Recycled	HHP - College of Health and Human Performance	Sarah Eberhart	<ul style="list-style-type: none"> • In the submission, the proposed changes only refer to the non-internship revisions. Please include all planned revisions to the program. An addition/deletion list will help here. • Will there be a point in time (junior year?) where students will have to declare an internship or non-internship option? This will be touched on in the career prep class in semester 4 and the advisors will follow up with students in the same semester. May need to follow up with advisors as far as a timeline – if students will be allowed to decide at the last minute, would they have enough SPM prefix courses available to be able to complete in a single semester? Or would this delay graduation due to lack of course availability? What is the plan for the 12 SPM prefix courses – are there enough electives in SPM prefix? Dept needs to follow up. Committee would like to see a list of approved SPM-prefix courses. Summer will be particularly challenging due to limited course offerings. It would put more ownership on the advisors to avoid the full summer 12 credit issue, but that is something that should be discussed. Data might help inform this – how many students would need to be served in summers and/or how this shift would impact student behavior with regards to degree completion? • Need more info about SPM elective list and how many students potentially would be impacted. Again, stress the importance of potentially identifying a timeline/deadline for students to complete the non-internship option. Would allow for appropriate planning to complete 12 credits of additional coursework, especially if limited availability (particularly important for summer graduates). • What role will the existing practicum classes have, will they be used as a SPM prefix option? 	12/21/2020

Step	Status	Group	User	Comment	Updated
No document changes					
Department	Approved	HHP - Sport Management 012604000	Cynthia Willming	All of the requested changes from the CCC were updated in the attached forms.	12/22/2020
2019-20 HHP SPM BS AAP CCC Review.docx					12/22/2020
College	Approved	HHP - College of Health and Human Performance	Christopher Janelle		1/20/2021
Curriculum Updated SPM Catalog Copy (3) (1).docx					1/19/2021
Associate Provost for Undergraduate Affairs	Approved	PV - APUG Review	Casey Griffith		2/10/2021
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/10/2021
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
Academic Assessment Committee Notified					
No document changes					
College Notified					
No document changes					

Major|Modify_Curriculum for request 15442

Info

Request: BS in Sport Management Curriculum update

Description of request: Department is requesting to add a non-internship option to the curriculum. Students who choose the non-internship option will be able to substitute a choice of four SPM-prefixed elective options over the course of several semesters for the internship course degree requirement. We are also requesting changes to the Sport Management curriculum to include recently approved new SPM courses as core requirements. We are not requesting changes to UT or prereqs.

Submitter: Paul Higgerson phiggerson@ufl.edu

Created: 1/19/2021 2:08:51 PM

Form version: 8

Responses

Major Name

Enter the name of the major. Example: "Mathematical Modeling"

Response:
Sport Management

Major Code

Enter the two-letter or three-letter major code.

Response:
SPM

Degree Program Name

Enter the name of the degree program in which the major is offered.

Response:
Bachelor of Science in Sport Management

Undergraduate Innovation Academy Program

Is this an undergraduate program in the Innovation Academy?

Response:
No

Effective Term

Enter the term (semester and year) that the curriculum change would be effective.

Response:
Fall

Effective Year

Response:

Current Curriculum for Major

Response:

To earn a Bachelor of Science in Sport Management, a student must successfully complete 120 credits of prescribed coursework. Professional core courses, related option courses and specialization electives are taken during your last two years of work. An approved 13-week internship is required upon completion of all coursework. The 12 credit internship is included in the 120 credits prescribed for the degree.

Proposed Curriculum Changes

Describe the proposed changes to the curriculum. If the change is to offer the program through UF Online, please explain and attach a letter of support from the Director of UF Online.

Response:

SPM would like to add a non-internship option to the curriculum as well as update the courses in the curriculum. A study was conducted by the department to identify if changes were needed to improve our curriculum to better prepare program graduates with the core competencies to be successful in the sport industry today and moving forward. The proposed non-internship option would allow students to tailor their program while still completing core courses in Sport Management. In order to improve flexibility, access, and the student experience for our evolving student population, we propose students pursuing the non-internship option would complete 12 credit hours of non-internship option pre-approved SPM electives allowing them to combine additional industry-specific courses and practicum experience. The following points are proposed;

- Students who choose the non-internship option will be able to substitute a choice of four SPM-prefixed elective options over the course of several semesters for the internship course degree requirement. Students interested in the non-internship option will need to submit the following documents for approval by the completion of critical tracking semester 5 after meeting with their academic advisor
 - o Declaration form
 - o Approved course plan to complete non-internship option
 - o Students cannot pursue the non-internship option after critical tracking semester five without the submission of an HHP General Petition and accompanying course plan.
- The following courses will be available for the non-internship option of pre-approved SPM electives
 - o SPM3204 - Ethical Issues in Sport
 - o SPM3025 - Diversity and Inclusion in Sport Organizations
 - o SPM3403 - Sport Information Management
 - o SPM3104 - Sport Event Management
 - o SPM4725 - Advanced Legal Aspects in Live Entertainment and Sport
 - o PET4262 - Sport Career Transition
 - o SPM4905 -
 - o SPM4948 - Practicum in Sport Management
- ? SPM4948 Practicum in Sport Management is an ideal non-internship SPM-prefixed course option. The department believes many students will utilize this option to complete the 12 credit hour non-internship option requirement. SPM4948 will allow students to still pursue, and complete, hands-on experiences in their field while completing their degree requirements. Students will have the opportunity to pursue a variety of different hands-on experiences to diversify their skill set, build their network, and narrow their career interests. The department will allow up to nine credit hours of practicum experiences to fulfill SPM degree requirements. We believe this will encourage students to pursue this option and allow them to continually put what they are learning in the classroom into practice in the field of their discipline. Additionally, SPM4948 is offered every semester and all three summer terms.
 - Summer offerings, while limited, should not pose a barrier to timely graduation based on the proposed requirements to pursue the non-internship option of pre-approved SPM electives.

- o The fact that students must declare for the non-internship option by the completion of critical tracking semester 5 should allow for students to build the 12 hours of non-internship electives into their final three semesters preventing the need to take all 12 hours in a single summer term.
 - The SPM proposed course additions and deletions are as follows:
 - o Add:
 - ? SPM2060: Sport Career Prep
 - ? SPM3025: Diversity and Inclusion in Sport (elective)
 - ? SPM3104: Sport Event Management (elective)
 - ? SPM4510: Revenue Generation in Sport
 - ? Approved elective – 3 hours
 - ? SPM4724: Risk Mgt in Live Entertainment & Sport
 - ? SPM4725: Advanced Legal Aspects of Live Ent & Sport (elective)
 - ? SPM4940: Advanced Career Prep
 - o Delete:
 - ? LEI4880
 - ? TRSM elective
 - ? LEI3921
 - ? SPM3204 (from core - add as elective)

Please find attached proposed 8-semester plans that outlines both options.

UF Online Curriculum Change

Will this curriculum change be applied to a UF online program as well?

Response:
Yes

Pedagogical Rationale/Justification

Describe the rationale for the proposed changes to the curriculum.

Response:

The Department faculty conducted a comprehensive evaluation of each of its academic degree programs. The BS in Sport Management program was the first to be assessed and revised. A working group of faculty and academic advising staff were charged to comprehensively assess the strengths, challenges, and value proposition of the existing BS in Sport Management. The working group assessed several years of internship data and exit interviews, student learning outcome data, competitor programs, and significant industry trends. After conducting the situational analysis, the group was asked to consider if changes were needed to improve the BS in Sport Management to better prepare graduates of the program with core competencies needed to be successful in the sport industry of today and the future. The group subsequently conducted an assessment of the core curriculum, internship program, existing course inventory and the need for new courses. The working group met for several months and frequently received full faculty and industry stakeholder feedback on their recommendations. The group advanced the changes outlined in this proposal in response to the aforementioned review and continuous feedback in order to modernize the program to meet current and forthcoming industry expectations of graduates.

Impact on Enrollment, Retention, Graduation

Describe any potential impact of the curriculum changes on students who are currently in the major.

Response:
o Students currently in the major will not be impacted as all required courses that are currently being taught will continued to be offered until all students graduate.

- o Current enrollment is not expected to increase or decrease as a result of the proposed changes. Enrollment in the on campus BS in Sport Management is expected to remain at around 350-375 each academic year. The BS in Sport Management offered through UFO is expected to continue to serve approximately 200 students annually.

Assessment Data Review

Describe the Student Learning Outcome and/or program goal data that was reviewed to support the proposed changes.

Response:

Student Learning Outcomes (SLOs)

CONTENT KNOWLEDGE

1. Apply sport management concepts and theories for managing sport settings.
2. Formulate and defend well-supported recommendations for the resolution of sociological challenges in sport, especially issues of discrimination and equity.
3. Apply management functions to sport business settings.
4. Explain and evaluate the application of fundamental legal concepts including but not limited to tort, contract, and constitutional law in sport management settings.

CRITICAL THINKING

5. Apply techniques of discovery and critical thinking to solve problems independently and collaboratively in sport management settings.

COMMUNICATION

6. Develop oral, written, and digital communication skills for effective sport business presentations and documents.

Program Goals

1. To maintain a core curriculum that prepares students to be independent, creative, and critical thinkers.
2. To graduate students who are prepared for the sport industry.

Academic Learning Compact and Academic Assessment Plan

Describe the modifications to the Academic Learning Compact (for undergraduate programs) and Academic Assessment Plan that result from the proposed change.

Response:

See attached.

Catalog Copy

Submitter agrees to prepare and upload document showing the catalog copy with the current and proposed curricula edited using the "track changes" feature in Word.

Response:

Yes

Sport Management – Bachelor’s Degree 2021-2022 Undergraduate Academic Assessment Plan

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Introduction

The University of Florida College of Health and Human Performance has focused on improving an array of societal problems and challenges since its creation in 1946. ~~The newly establish Department of~~ Sport Management ~~was formed in 2019 after strategically positioning itself as a distinct program from the Department of Tourism, Recreation and Sport Management Department. It is now,~~ one of four departments in the college ~~and is a,~~ ~~has been the~~ leading academic program in the state of Florida. It has a long and distinguished history of outstanding contributions to ~~the~~ sport industry and sport management academia. The Department offers one degree in Sport Management.

Mission Statement

~~The Department of Sport Management was formed after separating from the Department of Tourism, Recreation and Sport Management in 2019. The department is committed to adapting and evolving in ways that will meet the needs of both the sport and entertainment industries.~~

~~The mission of the B.S. program in the Department of Sport Management at the University of Florida is to educate students from diverse backgrounds in sport management skills, knowledge and practice to prepare them for sport management careers and advanced degrees in sport management or related disciplines.~~

~~The B.S. in Sport Management seeks to enable students to apply the fundamental concepts of management, marketing, finance, and law to sport organizations.~~ Students pursue employment opportunities in professional sport franchises, intercollegiate athletic departments, sports media industries, sporting goods merchandising, and sport organizing committees, among other organizations. Within sport organizations, students may focus on facility and event management, marketing, administration, compliance, ticket operations, sponsorship sales, fundraising, player representation, and a range of other sport-related jobs.

The [objectives mission](#) of the Sport Management program align directly with the College of Health and Human Performance's mission relative to influencing and improving an array of societal problems and challenges. The mission of the program also aligns directly with the mission of the University of Florida as described in the Strategic Plan of the State Board of Governors: "The University of Florida is committed to educating students so they are prepared to make significant contributions within an increasingly global community offering a broad-based, exclusive public education, leading-edge research and service to the citizens of Florida, the nation, and the world. -The University of Florida nurtures young people from diverse backgrounds to address the needs of our societies, while sustaining community resources through its mission of service, research, and teaching. In support of both the institutional and college missions, the Department of Sport Management is committed to national and [ToF](#)international excellence in the generation, dissemination, and communication of knowledge in sport management.

~~One semester before graduation, students are placed in a 13-week senior internship where they learn from experienced sport professionals who are internationally and nationally recognized in their specializations, and who provide excellent models of practice, quality service delivery and leadership. Many students are offered employment at the end of their internship simply because of the exemplary educational preparation and ability to transfer knowledge gained in a practical manner.~~

Program Goals and Assessment Measures

Program Goal	Assessment Method	Degree Delivery
To evaluate the results of curriculum reviews and course evaluations of the BS in Sport Management to better determine if curriculum improvements are needed. <u>To maintain a core curriculum that prepares students to be independent, creative, and critical thinkers.</u>	A standing committee evaluates the curriculum by assessing course evaluations, industry trends and other available surveys. <u>Faculty course evaluations question #9.</u>	Campus /Online

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<p>To continue to offer students diverse international educational experiences through courses, content and study abroad opportunities.</p> <p>2. To graduate students who are prepared for the sport industry.</p>	<p>The department's International Education Committee will review efforts to increase awareness (international programming/marketing) and assess interest for programs, as well as evaluate the International Sport Management course and update as necessary. Interest will be assessed by connecting with industry partners and sharing comments with students.</p> <p>Final Supervisor Evaluation Form from SPM 4940</p>	<p>Campus / Online</p>

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Student Learning Outcomes (SLOs)

Content

1. Examine and explain the interdisciplinary nature of the study of sport management.
 - 1. Apply sport management concepts and theories for managing sport settings.
2. Examine and explain the internal and external factors that influence and shape sport in society, such as the concepts of marketing, planning, organizing, leading and evaluating goals to sport organizations.
 - 2. Formulate and defend well supported recommendations for the resolution of sociological challenges in sport, especially issues of discrimination and equity.
3. Identify Examine and explain how ethical behavior influences financial (budget evaluation/sources of revenue), marketing and managerial decision-making.
 - 3. Apply management functions to sport business settings.
4. Explain and judge-evaluate fundamental legal concepts including but not limited to relevant to tort, contract, and constitutional law, and how they apply to the sport in sport management settings field.

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Critical Thinking

5. Use accepted Apply techniques of discovery and critical thinking to solve problems independently and collaboratively, and to evaluate opinions and

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~~outcomes within and outside of the sport management sport management settings area.~~

~~6. Explain and use qualitative and quantitative analysis through formal and informal assessment strategies.~~

Communication

~~7. Effectively produce, interpret and analyze written text, oral messages and multimedia presentations used in sport management related settings.~~

~~6. Develop oral, written, and digital communication skills for effective sport business presentations and documents.~~

~~7.~~

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Curriculum Map

Curriculum Map for: Sport Management

College: Health Human Performance

Introduced

Reinforced

Assessed

(Insert Course 5 SPM 4510. See chart below.)

Courses SLOs	Course 24 SPM 3012	Course 12 SPM 3204 2000	Course 3 SPM 3306	Course 4 SPM 4154	Course 65 SPM 4515	Course 76 SPM 4723	Course 87 SPM 4941G Internship 4940
Content Knowledge							
#1	I R	I R	I R	I R	I R	I R	A Supervisor Evaluation Form IA (Supervisor Internship Evaluation and Feedback) (Student Assignment Responses)
#2	IRA (Course Paper)	I R	IRA (Course Project)	I R A (Course Project)	R	R	RA (Student Assignment Responses)
#3	R	I IRA (Course Project)	I R	RA Course Project	I R A (Course Project)	I R	A (Student Assignment Responses)
#4	I R	I R				I R A (Course Project Case Study Reviews)	

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Critical Thinking							
#5	IR	I IR	IR	IR	IR	IR	A Supervisor Evaluation Form A (Supervisor Internship Evaluation and Feedback) (Student Assignment Responses)
	R	R		I	IR	IR	A (Student Assignment Responses— Internship Final Assessment)
Communication							
#67	IR	I IR	IR	IR A (Course Project)	IR A (Course Project)	IR A	R A Course Project I-R A (Supervisor Internship Evaluation and Feedback) (Student Assignment Responses)

This is what the table would look like without the edits and the additional course:

Core Courses 1-8	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6	Course 7	Course 8
	SPM 2000 Intro SPM	SPM 3012 Sport & Society	SPM 3306 Sport Marketing	SPM 4154 Admin in Sport & Physical Activity	SPM 4510 Revenue Gen in Sport	SPM 4515 Sport Finance	SPM 4723 Legal Issues in Sport	SPM 4940 Adv Career Prep
Student Learning Outcomes								
Content Knowledge								
1. Apply sport management concepts and theories for managing sport settings.	I	R	R	R	R	R	R	<u>A</u> Supervisor Evaluation Form
2. Formulate and defend well supported recommendations for the resolution of sociological challenges in sport, especially issues of discrimination and equity.	I	<u>I R A</u> Course Paper	R	R				
3. Apply management functions to sport business settings.	I	R	IR	<u>R A</u> Course Project	R	R		
4. Explain and evaluate fundamental legal concepts including but not limited to relevant to tort, contract, and constitutional law in sport management settings.	I						<u>R A</u> Case Study Reviews	
Critical Thinking								

5. Apply techniques of discovery and critical thinking to solve problems independently and collaboratively within sport management settings.	I	R	R	R	R	R	R	R	^A Supervisor Evaluation Form
Communication									
6. Develop oral, written, and digital communication skills for effective sport business presentations and documents.	I	R	R	R	R ^A Course Project	R	R	R	R ^A Course Project

Assessment Cycle

The following chart illustrates the years during which each of the Sport Management SLOs will be assessed during a three-year Assessment Cycle. All student learning outcomes will be measured at least once during the three-year cycle. Two to three SLOs will be assessed each year using [internship evaluation](#) the [Advanced Career Preparation evaluation form](#) and specific course projects grades in designated [core](#) courses.

[Assessment Cycle for:](#)

~~Program – Sport Management~~ ————— ~~Health and Human Performance~~

- Analysis and Interpretation: Annually May – June
- Improvement Actions: Annually August – October
- Dissemination [to Faculty](#): Completed by November of each year

The ~~below~~ chart [below](#) illustrates the years during which each of the Sport Management SLOs will be assessed during a three-year Assessment Cycle. ~~The Assessment~~[The Undergraduate Studies](#) Committee will examine ~~three data regarding at least one of the four~~ content knowledge SLOs, [#1 - #3, once every three years, each year, one content knowledge SLO #4](#)

once every three years, the single ~~one~~ critical thinking SLO ~~once in every two-three~~ years of the ~~three-year cycle~~, and the single communication SLO once every three years.

SLOs	Year	19-20	20-21	21-22	22-23	23-24	24-25
Content Knowledge							
#1				X			X
#2				X			X
#3			X			X	
#4		X			X		
Critical Thinking							
#5		X			X		
#6			X			X	
Communication							
#7				X			X

The chart below is the new information:

SLOs	Year	21-22	22-23	23-24	24-25	25-26	26-27
Content Knowledge							
#1		X			X		
#2		X			X		
#3		X			X		
#4			X			X	
Critical Thinking							
#5			X			X	
Communication							
#6				X			X

Methods and Procedures

SLO Assessment Matrix ~~2019-20~~ 2021-2022

2019-20 Student Learning Outcome	Assessment Method	Measurement Procedure
Examine and explain the interdisciplinary nature of the study of sport management. <u>1. Apply sport management concepts and theories for managing sport settings.</u>	Supervisor internship evaluation and feedback; student assignment responses	Intern-S Supervisor evaluation form Meet 500 word minimum; demonstrate experiential learning
Examine and explain the internal and external factors that influence and shape sport in society, such as the concepts of marketing, planning, organizing, leading and evaluating goals to sport organizations. <u>2. Formulate and defend well supported recommendations for the resolution of sociological challenges in sport, especially issues of discrimination and equity.</u>	Course paper project; student assignment responses	Grading rubric to be provided during class Meet 500 word minimum; demonstrate experiential learning
Examine and explain how ethical behavior influences financial (budget evaluation/sources of revenue), marketing and managerial decision-making. <u>3. Apply management functions to sport business settings.</u>	Course project; student assignment responses	Grading rubric to be provided during class Meet 500 word minimum; demonstrate experiential learning
4. Explain Explain and judge evaluate the application of fundamental legal concepts including but not limited to relevant to tort, contract, and constitutional law, and how they apply to the in sport management field management settings.	Case study reviews course project	Grading rubric to be provided during class
5. Apply Use accepted techniques of discovery and critical thinking to solve problems independently <u>independently and collaboratively in, and to evaluate</u>	Supervisor internship evaluation and feedback; student	Intern-S Supervisor evaluation form and <u>course project</u>

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opinions and outcomes within and outside of the sport management area settings.	assignment responses	Meet 500 word minimum; demonstrate experiential learning
6. Explain and use qualitative and quantitative analysis through formal and informal assessment strategies	Student assignment responses from internship final assessment	Meet 500 word minimum; demonstrate experiential learning
7. Effectively produce, interpret and analyze written text, oral messages and multimedia presentations used in sport management related settings. 6. Develop oral, written, and digital communication skills for effective sport business presentations and documents.	Course project; project and supervisor internship evaluation and feedback; student assignment responses	Grading rubric to be provided during class and Intern-supervisor evaluation form Meet 500 word minimum; demonstrate experiential learning

Current Procedures:

1. The department's [Assessment Undergraduate Studies](#) Committee collects data throughout the academic year in preparation for the annual evaluation of SLOs. The Committee meets each May at the end of the academic year to analyze and assess the data.
2. The [Assessment Undergraduate Studies](#) Committee receives the following data:
 - a. The [Assessment Undergraduate Studies](#) Committee analyzes and interprets data from a random sample of specific projects from ~~five six~~ different core courses. ~~The grading rubric and assigned grade from~~ [The grading rubric and assigned grade from](#) each professor will also be provided to the [Assessment Undergraduate Studies](#) Committee as a form of direct assessment data.

Assignments from each of the following courses will be provided to the committee when assessing an SLO related to the material in the course:

[Sophomore and Junior Level Courses:](#)

[SPM 3012 \(Final Project paper\) - SLO 2](#)
[SPM 3204 \(final project\) – SLO 3](#)

[Junior and Senior Level Courses:](#)

[SPM 3306 \(marketing plan projects\) – SLO 2](#)
[SPM 4154 \(Final Project\) - SLO 3, 2, 7](#)
[SPM 4510 \(Final Project\) – SLO 6](#)

SPM 4515 (final budgeting project) – SLO 3,7
 SPM 4723 (Legal Case Studies Reviews) - SLO 4,7
 SPM 4940 (Supervisor Evaluation Form & Final Project – SLO 1, 5 & 6

In SPM 3012 Sport and Sociology, a final paper will be utilized as an assessment tool. In this paper, students will identify the 10 most pressing social issues challenging the sports industry in the United States, and using specific facts and observations for each issue, demonstrate why the issue is indeed a problem in today's sports landscape.

b. Examples of grading rubrics are included for SPM 3012 and 4723:

SLO #2 - SPM 3012 Essay Grading Rubric

Writing Score				
1 Point	2 Points	3 Points	4 Points	5 Points
Incoherent sentences or paragraphs due to grammar, word choice, or sentence structure errors. Does not meet word minimum. No citing.	Many grammar, word choice, or sentence structure errors that significantly affect sentence or paragraph coherence. Does not meet word minimum. No citing.	Several grammar, word choice, or sentence structure errors that affect sentence or paragraph coherence. Does not meet word minimum. No citing or multiple citing errors.	Few grammar, word choice, or sentence structure errors; errors do not affect sentence or paragraph coherence. Meets word minimum. Few citing errors.	Proper grammar, word choice, and sentence structure. Meets word minimum. All citing is proper APA format.
Content Score				
1 Point	2 Points	3 Points	4 Points	5 Points
Does not address required elements of the question. Support provided or points/positions are not related to the question.	Does not provide support from the module content. Points/positions are not justified.	Does not synthesize information from the module content. Provides limited support from the module content. Points/positions are unclear or undeveloped.	Effectively synthesizes information from the module content. Provides some support from the module content. Points/positions are unclear or minimally developed.	Effectively synthesizes information from the module content. Provides sufficient support from the module content or outside resources. Effectively and clearly develops points/positions.

SLO # 3 - SPM 4154 Business Plan Grading Rubric

	Excellent	Good	Poor	
Title Page	5-4 pts	3-2 pts	1-0 pts	

	<u>Includes course name and number, student's name, date, company logo, and company name.</u>	<u>Missing one of the elements.</u>	<u>Missing more than one of the elements.</u>	<u>____/5</u>
<u>Table of Contents</u>	<u>5-4 pts</u> <u>Includes headings and pages numbers.</u>	<u>3-2 pts</u> <u>Missing one of the elements.</u>	<u>1-0 pts</u> <u>Missing more than one of the elements.</u>	<u>____/5</u>
<u>Company Description</u>	<u>10-9 pts</u> <u>Description of the function of the company, industry, and number of employees.</u>	<u>8-7 pts</u> <u>Description is somewhat detailed or missing one element.</u>	<u>6-0 pts</u> <u>Description is poorly written or missing more than one element.</u>	<u>____/10</u>
<u>Product/Service Description</u>	<u>10-9 pts</u> <u>Description of the product or service focusing on benefits and features.</u>	<u>8-7 pts</u> <u>Description is somewhat detailed or missing one element.</u>	<u>6-0 pts</u> <u>Description is poorly written or missing more than one element.</u>	<u>____/10</u>
<u>Market Analysis</u>	<u>10-9 pts</u> <u>Description of the industry or business sector, target market, and competitors.</u>	<u>8-7 pts</u> <u>Description is somewhat detailed or missing one element.</u>	<u>6-0 pts</u> <u>Description is poorly written or missing more than one element.</u>	<u>____/10</u>
<u>Diverse Workforce</u>	<u>10-9 pts</u> <u>Description of three tactics to increase diversity.</u>	<u>8-7 pts</u> <u>Description is somewhat detailed or missing one element.</u>	<u>6-0 pts</u> <u>Description is poorly written or missing more than one element.</u>	<u>____/10</u>
<u>LinkedIn Employees</u>	<u>5-4 pts</u> <u>Description of three potential employees from LinkedIn.</u>	<u>3-2 pts</u> <u>Description is somewhat detailed or missing one element.</u>	<u>6-0 pts</u> <u>Description is poorly written or missing more than one element.</u>	<u>____/5</u>
<u>Social Media Plan</u>	<u>10-9 pts</u>	<u>8-7 pts</u> <u>Description is somewhat.</u>	<u>6-0 pts</u>	<u>____/10</u>

	<u>Describe social media plan to launch business.</u>		<u>Description is poorly written.</u>	
<u>Type of Leadership</u>	<u>10-9 pts</u> <u>Description of the type of leadership theory used to manage the organization.</u>	<u>8-7 pts</u> <u>Description is somewhat detailed.</u>	<u>6-0 pts</u> <u>Description is poorly written.</u>	<u> </u> /10
<u>Financial Plan</u>	<u>10-9 pts</u> <u>Description of start-up funds and how money will be generated for next two years.</u>	<u>8-7 pts</u> <u>Description is somewhat detailed or missing one element.</u>	<u>6-0 pts</u> <u>Description is poorly written or missing more than one element.</u>	<u> </u> /10
<u>Logo</u>	<u>10-9 pts</u> <u>Logo is professional and original.</u>	<u>8-7 pts</u> <u>Logo is somewhat professional.</u>	<u>6-0 pts</u> <u>Logo is unprofessional.</u>	<u> </u> /10
<u>Format</u>	<u>5-4 pts</u> <u>Business plan is professional with headings, page numbers, Times Roman, and 12-point font.</u>	<u>3-2 pts</u> <u>Missing one of the elements.</u>	<u>1-0 pts</u> <u>Missing more than one of the elements.</u>	<u> </u> /5
				<u>Total Points</u> <u> </u> /100

SLO # 4 - SPM 4723: Case Study Review Grading Rubric

<u>Criteria</u>					<u>Points</u>
<u>Facts</u>	<u>Excellent</u> <u>10 to 7 pts</u> <u>Accurately and succinctly explained the facts relevant to the court's decision and included the procedural history.</u>	<u>Proficient</u> <u>6 to 4 pts</u> <u>Explained some facts but left out relevant information in the case like the procedural history.</u>	<u>Needs Improvement</u> <u>3 to 1 pts</u> <u>Did not adequately summarize the relevant facts in the case.</u>	<u>Poor</u> <u>0 pts</u> <u>Did not address this section of the case brief.</u>	<u>10</u>
<u>Issue</u>	<u>Excellent</u> <u>15 to 11 pts</u> <u>Accurately identified the question(s) presented for the court in this case.</u>	<u>Proficient</u> <u>10 to 6 pts</u> <u>Correctly identified the issues in the case but did not present in question form; or correctly identified</u>	<u>Needs Improvement</u> <u>5 to 2 pts</u> <u>Attempted to identify the issues but did not accurately state the</u>	<u>Poor</u> <u>0 pts</u> <u>Did not address this section of the case brief.</u>	<u>15</u>

		<u>only one of the questions presented for the court in the case.</u>	<u>questions for this court.</u>		
<u>Rule</u>	<u>Excellent</u> 5 to 4 pts <u>Correctly identified and explained the relevant rules of law in this case.</u>	<u>Proficient</u> 3 to 2 pts <u>Identified the rule but did not correctly explain it.</u>	<u>Needs Improvement</u> 1 pt <u>Did not identify or explain the correct rule.</u>	<u>Poor</u> 0 pts <u>Did not address this section of the case brief.</u>	<u>5</u>
<u>Analysis/ Conclusion</u>	<u>Excellent</u> 15 to 11 pts <u>Accurately applied the rule to the facts of the case to answer the question presented in the issue. Correctly explained how the court reached its decision.</u>	<u>Proficient</u> 10 to 6 pts <u>Applied the rule to the facts of the case but did not answer the questions presented in the issue or sufficiently explained how the court reached its decision.</u>	<u>Needs Improvement</u> 5 to 2 pts <u>Provided a cursory explanation of how the court reached its decision but did not apply the rule to the facts of the case.</u>	<u>Poor</u> 0 pts <u>Did not address this section of the case brief.</u>	<u>15</u>
<u>Writing/ Format</u>	<u>Excellent</u> 5 to 4 pts <u>Correct case brief format and case citation; no grammatical errors.</u>	<u>Proficient</u> 3 to 2 pts <u>Incorrect case citation and/or formatting and grammatical errors.</u>	<u>Needs Improvement</u> 1 pt <u>Incorrect case citation and/or many formatting and grammatical errors.</u>	<u>Poor</u> 0 pts <u>Did not address this section of the case brief.</u>	<u>5</u>
					<u>50</u> <u>Total</u> <u>Points</u>

b. SPM 4941C Internship student responses to four specific site questions. These essays require students to reflect on specific experiences within the organizations/internship site in the context of specific learning objectives.

Questions for the students to answer include:

- Identify two management and/or marketing theories that you have learned about in one of your classes and discuss how these theories are being put into practice within the organization in which you work.
- Discuss a situation in which someone's ethical behavior may have been questioned.
- Does the organization bring in any revenue from sponsorships? If so, evaluate the agreements and determine if they can be improved.

e.b. SPM 49401C Advance Career Preparation Internship evaluations are collected from site supervisors as a form of direct assessment and from students as a form of indirect assessment. The supervisors and students provide data on specific questions targeting specific learning outcomes. Responses are recorded on a 4-point scale, with 4 denoting the most positive response Likert-type scales. Open-ended data are also collected, which further substantiate the degree of mastery and application of a number of critical skills. The Assessment Undergraduate Studies Committee receives this data in aggregate each year from a representative sample of students.

The supervisor evaluations for SPM 49401C Advanced Career Preparation Internship include questions such as these:

- What skills did the student demonstrate that show mastery of critical skills needed in the planning and delivery of program and events in your agency?
- Please rate and comment on the student's dependability/reliability.
- Please rate and comment on the student's professional conduct/demeanor.

Refer to examples of the supervisor evaluation forms below. The following form is an example of the direct assessment:

3. The Assessment Undergraduate Studies Committee analyzes and interprets the data and summarizes their findings to provide actionable improvement recommendations that are disseminated to the appropriate stakeholders each fall semester prior to November 1. The faculty and program coordinators further analyze the results and recommendations and subsequently recommend and implement changes to the curriculum through the normal curriculum development process in the department.

Department of ~~Tourism, Recreation and Sport Management~~ University
of Florida

SLO # 1, 5 & 6 - INTERNSHIP SUPERVISOR'S MID-TERM EVALUATION FORM

Name of Supervisor: _____
Agency: _____
Mailing Address: _____
Phone: _____ Email: _____
Student Intern: _____
Date Completed: _____

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Attendance

Excellent (student attended all required functions and was early or on time for 99-100% of the time)

Good (student attended all required functions and was early or on time for 95-98.9% of the time)

Fair (student attended all required functions and was early or on time 90-94.9% of the time)

Unacceptable (student attended all required functions and was early or on time less than 90% of the time)

Comment: _____

Punctuality

Excellent (student arrived to work and/or required functions early or on time for 99-100% of the time)

Good (student arrived to work and/or required functions and was early or on time for 95-98.9% of the time)

Fair (student arrived to work and/or required functions and was early or on time 90-94.9% of the time)

Unacceptable (student arrived to work and/or required functions and was early or on time less than 90% of the time)

Comment: _____

Dependability/reliability

Excellent (student was reliable for work and/or required functions early or on time for 99-100% of the time)

Good (student was reliable for work and/or required functions and was early or on time for 95-98.9% of the time)

Fair (student was reliable for work and/or required functions and was early or on time 90-94.9% of the time)

Unacceptable (student was reliable for work and/or required functions and was early or on time less than 90% of the time)

Comment: _____

Cooperation with supervisor

Excellent (student was responsive to their site supervisor 99-100% of the time)

Good (student was responsive to their site supervisor 95-98.9% of the time)

Fair (student was responsive to their site supervisor 90-94.9% of the time)

Unacceptable (student was responsive to their site supervisor less than 90% of the time)

Comment: _____

Cooperation with staff

Excellent (student was responsive to other staff members 99-100% of the time)

Good (student was responsive to other staff members 95-98.9% of the time)

Fair (student was responsive to other staff members 90-94.9% of the time)

Unacceptable (student was responsive to other staff members less than 90% of the time)

Comment: _____

Taking direction

Excellent (student was amenable to taking directions from the site supervisor 99-100% of the time)

Good (student was amenable to taking directions from the site supervisor 95-98.9% of the time)

Fair (student was amenable to taking directions from the site supervisor 90-94.9% of the time)

Unacceptable (student was amenable to taking directions from the site supervisor less than 90% of the time)

Comment: _____

Asking for help appropriately

Excellent (student asked the site supervisor for appropriate help 99-100% of the time)

Good (student asked the site supervisor for appropriate help 95-98.9% of the time)

Fair (student asked the site supervisor for appropriate help 90-94.9% of the time)

Unacceptable (student asked the site supervisor for appropriate help less than 90% of the time)

Comment: _____

Professional appearance

Excellent (student was groomed and dressed appropriately 99-100% of the time)

Good (student was groomed and dressed appropriately 95-98.9% of the time)

Fair (student was groomed and dressed appropriately 90-94.9% of the time)

Unacceptable (student was groomed and dressed appropriately less than 90% of the time)

Comment: _____

Quality of independent work

Excellent (student produced outstanding independent work 99-100% of the time)

Good (student produced outstanding independent work 95-98.9% of the time)

Fair (student produced outstanding independent work 90-94.9% of the time)

Unacceptable (student produced outstanding independent work less than 90% of the time)

Comment: _____

Quality of ~~team work~~teamwork

Excellent (student produced outstanding team related work 99-100% of the time)

Good (student produced outstanding team related work 95-98.9% of the time)

Fair (student produced outstanding team related work 90-94.9% of the time)

Unacceptable (student produced outstanding team related work less than 90% of the time)

Comment: _____

Acceptance of responsibility

Excellent (student accepted responsibility for their actions 99-100% of the time)

Good (student accepted responsibility for their actions 95-98.9% of the time)

Fair (student accepted responsibility for their actions 90-94.9% of the time)

Unacceptable (student accepted responsibility for their actions less than 90% of the time)

Comment: _____

Organizational skills

Excellent (student demonstrated outstanding organizational skills 99-100% of the time)

Good (student demonstrated outstanding organizational skills 95-98.9% of the time)

Fair (student demonstrated outstanding organizational skills 90-94.9% of the time)

Unacceptable (student demonstrated outstanding organizational skills less than 90% of the time)

Comment: _____

Time management skills

Excellent (student demonstrated outstanding time management skills 99-100% of the time)

Good (student demonstrated outstanding time management skills 95-98.9% of the time)

Fair (student demonstrated outstanding time management skills 90-94.9% of the time)

Unacceptable (student demonstrated outstanding time management skills less than 90% of the time)

Comment: _____

Follow-through skills

Excellent (student demonstrated outstanding follow-through skills 99-100% of the time)

Good (student demonstrated outstanding follow-through skills 95-98.9% of the time)

Fair (student demonstrated outstanding follow-through skills 90-94.9% of the time)

Unacceptable (student demonstrated outstanding follow-through skills less than 90% of the time)

Comment: _____

Imagination/creativity

Excellent (student demonstrated outstanding imagination/creativity skills 99-100% of the time)

Good (student demonstrated outstanding imagination/creativity skills 95-98.9% of the time)

Fair (student demonstrated outstanding imagination/creativity skills 90-94.9% of the time)

Unacceptable (student demonstrated outstanding imagination/creativity skills less than 90% of the time)

Comment: _____

Enthusiasm/motivation

Excellent (student was enthusiastic and motivated 99-100% of the time)

Good (student was enthusiastic and motivated 95-98.9% of the time)

Fair (student was enthusiastic and motivated 90-94.9% of the time)

Unacceptable (student was enthusiastic and motivated 90% of the time)

Comment: _____

Professional conduct/demeanor

Excellent (student demonstrated professional conduct/demeanor 99-100% of the time)

Good (student demonstrated professional conduct/demeanor 95-98.9% of the time)

Fair (student demonstrated professional conduct/demeanor 90-94.9% of the time)

Unacceptable (student demonstrated professional conduct/demeanor 90% of the time)

Comment: _____

Trainee's potential as a professional

Excellent (student demonstrated potential to become a professional 99-100% of the time)

Good (student demonstrated potential to become a professional 95-98.9% of the time)

Fair (student demonstrated potential to become a professional 90-94.9% of the time)

Unacceptable (student demonstrated potential to become a professional 90% of the time)

Comment: _____

Department of ~~Tourism, Recreation and Sport Management~~ University
of Florida

**SLO # 1, 5 & 6 - INTERNSHIP SUPERVISOR'S FINAL EVALUATION
FORM**

Name of Supervisor: _____
Agency: _____
Mailing Address: _____
Phone: _____ Email: _____
Student Intern: _____
Date Completed: _____

Attendance

___ **Excellent** (student attended all required functions and was early or on time for 99-100% of the time)

___ **Good** (student attended all required functions and was early or on time for 95-98.9% of the time)

___ **Fair** (student attended all required functions and was early or on time 90-94.9% of the time)

___ **Unacceptable** (student attended all required functions and was early or on time less than 90% of the time)

Comment: _____

Punctuality

___ **Excellent** (student arrived to work and/or required functions early or on time for 99-100% of the time)

___ **Good** (student arrived to work and/or required functions and was early or on time for 95-98.9% of the time)

___ **Fair** (student arrived to work and/or required functions and was early or on time 90-94.9% of the time)

___ **Unacceptable** (student arrived to work and/or required functions and was early or on time less than 90% of the time)

Comment: _____

Dependability/reliability

___ **Excellent** (student was reliable for work and/or required functions early or on time for 99-100% of the time)

___ **Good** (student was reliable for work and/or required functions and was early or on time for 95-98.9% of the time)

___ **Fair** (student was reliable for work and/or required functions and was early or on time 90-94.9% of the time)

___ **Unacceptable** (student was reliable for work and/or required functions and was early or on time less than 90% of the time)

Comment: _____

Cooperation with supervisor

Excellent (student was responsive to their site supervisor 99-100% of the time)

Good (student was responsive to their site supervisor 95-98.9% of the time)

Fair (student was responsive to their site supervisor 90-94.9% of the time)

Unacceptable (student was responsive to their site supervisor less than 90% of the time)

Comment: _____

Cooperation with staff

Excellent (student was responsive to other staff members 99-100% of the time)

Good (student was responsive to other staff members 95-98.9% of the time)

Fair (student was responsive to other staff members 90-94.9% of the time)

Unacceptable (student was responsive to other staff members less than 90% of the time)

Comment: _____

Taking direction

Excellent (student was amenable to taking directions from the site supervisor 99-100% of the time)

Good (student was amenable to taking directions from the site supervisor 95-98.9% of the time)

Fair (student was amenable to taking directions from the site supervisor 90-94.9% of the time)

Unacceptable (student was amenable to taking directions from the site supervisor less than 90% of the time)

Comment: _____

Asking for help appropriately

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Good (student asked the site supervisor for appropriate help 95-98.9% of the time)

Fair (student asked the site supervisor for appropriate help 90-94.9% of the time)

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Professional appearance

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Comment: _____

Quality of independent work

 Excellent (student produced outstanding independent work 99-100% of the time)

 Good (student produced outstanding independent work 95-98.9% of the time)

 Fair (student produced outstanding independent work 90-94.9% of the time)

 Unacceptable (student produced outstanding independent work less than 90% of the time)

Comment: _____

Quality of ~~team work~~teamwork

 Excellent (student produced outstanding team related work 99-100% of the time)

 Good (student produced outstanding team related work 95-98.9% of the time)

 Fair (student produced outstanding team related work 90-94.9% of the time)

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Comment: _____

Acceptance of responsibility

 Excellent (student accepted responsibility for their actions 99-100% of the time)

 Good (student accepted responsibility for their actions 95-98.9% of the time)

 Fair (student accepted responsibility for their actions 90-94.9% of the time)

 Unacceptable (student accepted responsibility for their actions less than 90% of the time)

Comment: _____

Organizational skills

Excellent (student demonstrated outstanding organizational skills 99-100% of the time)

Good (student demonstrated outstanding organizational skills 95-98.9% of the time)

Fair (student demonstrated outstanding organizational skills 90-94.9% of the time)

Unacceptable (student demonstrated outstanding organizational skills less than 90% of the time)

Comment: _____

Time management skills

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Good (student demonstrated outstanding time management skills 95-98.9% of the time)

Fair (student demonstrated outstanding time management skills 90-94.9% of the time)

Unacceptable (student demonstrated outstanding time management skills less than 90% of the time)

Comment: _____

Follow-through skills

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Good (student demonstrated outstanding follow-through skills 95-98.9% of the time)

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Comment: _____

Imagination/creativity

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Good (student demonstrated outstanding imagination/creativity skills 95-98.9% of the time)

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Unacceptable (student demonstrated outstanding imagination/creativity skills less than 90% of the time)

Comment: _____

Enthusiasm/motivation

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Good (student was enthusiastic and motivated 95-98.9% of the time)

Fair (student was enthusiastic and motivated 90-94.9% of the time)

Unacceptable (student was enthusiastic and motivated 90% of the time)

Comment: _____

Professional conduct/demeanor

Excellent (student demonstrated professional conduct/demeanor 99-100% of the time)

Good (student demonstrated professional conduct/demeanor 95-98.9% of the time)

Fair (student demonstrated professional conduct/demeanor 90-94.9% of the time)

Unacceptable (student demonstrated professional conduct/demeanor 90% of the time)

Comment: _____

Trainee's potential as a professional

Excellent (student demonstrated potential to become a professional 99-100% of the time)

Good (student demonstrated potential to become a professional 95-98.9% of the time)

Fair (student demonstrated potential to become a professional 90-94.9% of the time)

Unacceptable (student demonstrated potential to become a professional 90% of the time)

Comment: _____

SLO # 1, 5 & 6 - The following form is an example of the indirect assessment:

**University of Florida
College of Health and Human Performance Department of Sport Management
INTERN EXPERIENCE EVALUATION**

Internship Site Name: _____

City: _____ State: _____

Semester and Year of Internship: Fall Spring Summer Year _____

5 = Excellent, 4 = Good, 3 = Fair, 2 = Below Average, 1 = Unsatisfactory Not Applicable

Overall, how would you rate the quality of your internship: 5 4 3 2 1 N/A

Briefly, why did you give it this rating? _____

Quality of the site supervisor: support, helpfulness, and interest in your education and progress: 5 4 3 2 1 N/A

Were you rotated throughout the various departments, offices, positions, or sectors of the agency and/or, did the organization to expose you to multiple aspects of the operation?

Yes, abundantly Yes, a little No

What was the best part of this internship? _____

What was the worst part of this internship? _____

Was housing associated with this internship? Yes, free Yes, low cost Yes, high cost No

Was there a stipend or monetary reimbursement associated with your internship?

Yes, amount \$ _____ per _____ No

Do you believe this experience prepared you for a permanent job opportunity in the field?

Yes No

Do you recommend this site for future TRSM interns?

Strongly With few reservations No

Why or Why Not? -

Assessment Oversight

The SPM Assessment Committee is a standing committee with representative faculty in all program areas in the department.

Name	Department Affiliation	Email Address	Phone Number
Michael Sagas, PhD	Interim Department Chair	msagas@ufl.edu	352-294-1640
Cyntrice Thomas, JD Cynthia Willming, PhD	Undergraduate and Internship Coordinator	cthomas10@ufl.edu willming@hhp.ufl.edu	352-294-16649
Sarah Eberhart	Director of Assessment and Student Services, College of Health and Human Performance	seberhart@hhp.ufl.edu	352-294-1645
Chris Janelle, PhD	Associate Dean for Academic and Student Affairs, College of Health and Human Performance	cjanelle@hhp.ufl.edu	352-294-1718

Catalog copy:

SPORT MANAGEMENT

MAJOR

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- Sport Management

A Bachelor of Science in Sport Management enables students to ethically apply the fundamental concepts of management, marketing, finance, and law to sport organizations. Coursework prepares students for a range of opportunities in the sport industry, including positions with professional, collegiate, and amateur sport organizations.

College: Health and Human Performance

Degree: Bachelor of Science in Sport Management

Credits for Degree: 120

To graduate with this major, students must complete all university, college, and major requirements.

Department Information

The Department of Sport Management (SPM) studies the impact of professional and amateur sports on the personal, social, economic, environmental, and resource infrastructures of society. SPM's goal is to improve the overall quality of life by learning and teaching what leads individuals, families, and industry to value and benefit from sports.

[Website](#)

CONTACT

[Email](#) | 352.392.4042 (tel) | 352.392.7588 (fax)

P.O. Box 118208

GAINESVILLE FL 32611-8208

Overview

The acquisition of knowledge regarding the internal and external factors that influence sport in society enables students to use accepted techniques of discovery and critical thinking to solve problems, evaluate opinions and determine outcomes within the sport management area.

To earn a Bachelor of Science in Sport Management, a student must successfully complete 120 credits of prescribed coursework. Professional core courses, related option courses and specialization electives are taken during your last two years of work.

As part of the degree program students must complete either an approved 12 credit internship in final semester of degree program or opt for the non-internship option. The 12 credit internship is an approved 13-week internship required upon completion of all coursework. Students who declare for the non-internship option prior to the completion of semester five can replace the 12 credit internship with 12 credits of non-internship pre-approved SPM courses. Students should consult the internship coordinator or an academic advisor for more information.

An approved 13-week internship A 12-credit pre-approved 13-week internship taken upon the completion of all coursework or 12 credit non-internship pre approved SPM electives taken during the completion of coursework is required. The 12 credit 12-credit internship and 12-credit non-internship are is included in the 120 credits prescribed for the degree.

Critical Tracking

Critical Tracking records each student's progress in courses that are required for progress toward each major. Please note the critical-tracking requirements below are on a per-semester basis.

Equivalent critical-tracking courses as determined by the State of Florida Common Course Prerequisites may be used for transfer students.

SEMESTER 1

- Complete 2 of 6 critical-tracking courses: ECO 2013 or ECO 2023, MAC 1105, MAR 3023, MAN 3025, PSY 2012 and STA 2023
- 2.2 GPA required for all critical-tracking courses
- 2.0 UF GPA required

SEMESTER 2

- Complete 2 additional critical-tracking course
- 2.2 GPA required for all critical-tracking courses
- 2.0 UF GPA required

SEMESTER 3

- Complete 1 additional critical-tracking course
- 2.2 GPA required for all critical-tracking courses
- 2.0 UF GPA required

SEMESTER 4

- Complete all 6 critical-tracking course
- 2.2 GPA required for all critical-tracking courses
- 2.0 UF GPA required

SEMESTER 5

- Complete a minimum of 2 SPM ~~or LEI~~ courses at the 3000 or 4000 level
- 2.0 UF GPA required

SEMESTER 6

- Complete a minimum of 2 SPM ~~or LEI~~ courses at the 3000 or 4000 level
- 2.0 UF GPA required

SEMESTER 7

- Complete a minimum of 2 SPM courses at the 3000 or 4000 level
- ~~Complete remaining SPM or LEI courses~~
- 2.0 UF GPA required

SEMESTER 8

- Complete remaining SPM courses
- ~~Complete SPM 4941C Internship with a minimum of 12 credits during semester 8.~~
- ~~Complete 12 credits of Non-Internship pre-approved SPM course electives over semesters 5-8.~~
- 2.0 UF GPA required

Model Semester Plan

To remain on track, students must complete the appropriate critical-tracking courses, which appear in bold. These courses must be completed by the terms as listed above in the Critical Tracking criteria.

This semester plan represents an example progression through the major. Actual courses and course order may be different depending on the student's academic record and scheduling availability of courses. Prerequisites still apply.

•

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Semester One		Credits
MAC 1105	Basic College Algebra (Critical Tracking ; or higher; State Core Gen Ed Mathematics)	3
PSY 2012	General Psychology (Critical Tracking ; State Core Gen Ed Social and Behavioral Sciences)	3
Quest 1 (Gen Ed Humanities)		3
Gen Ed Biological or Physical Sciences State Core Gen Ed Biological or Physical Sciences		3
Gen Ed Composition; Writing Requirement		3
	Credits	15
Semester Two		
Select one:		4
ECO 2013	Principles of Macroeconomics (Critical Tracking)	
ECO 2023	Principles of Microeconomics (Gen Ed Social and Behavioral Sciences)	
STA 2023	Introduction to Statistics 1 (Critical Tracking ; Gen Ed Mathematics)	3
State Core Gen Ed Biological and Physical Sciences Quest 2 (Gen Ed Biological and Physical Sciences)		3
State Core Gen Ed Composition ; Writing Requirement		3
Gen Ed Humanities (International)		3
	Credits	16
Semester Three		
MAN 3025	Principles of Management (Critical Tracking)	4
SPC 2608 or AEC 3030C	Introduction to Public Speaking or Effective Oral Communication	3
SPM 2000	Introduction to Sport Management	3
Electives General elective (Gen Ed Diversity/writing requirement)		6 6
	Credits	16
Semester Four		
ACG 2021 SPM2060	Introduction to Financial Accounting Sport Career Preparation	4 1
EME 2040	Introduction to Educational Technology	3

or <u>CGS 2531</u>	or Problem Solving Using Computer Software	
<u>MAR 3023</u>	Principles of Marketing (Critical Tracking)	4
<u>State Core Gen Ed Humanities</u> <u>SPM3012</u>	<u>Sport and Society</u>	<u>3</u> <u>3</u>
	Credits	<u>14</u><u>14</u>
Semester Five		
<u>LEI 4380</u> <u>SPM4510</u>	<u>Research Methods in Tourism, Recreation and Sport Management</u> <u>Revenue Generation in Sport (critical tracking)</u>	<u>3</u> <u>3</u>
<u>SPM 3012</u> <u>Approved elective</u>	<u>Sport and Society (Critical Tracking)</u>	3
<u>SPM 4104</u>	Sport <u>Facility Design and Management</u> <u>Facility Design and Management (Critical Tracking)</u>	3
<u>Sport management elective</u> <u>ACG2021</u>	<u>Intro to Financial Accounting</u>	4
<u>TRSM department</u> <u>General elective (writing requirement)</u>		<u>3</u> <u>4</u>
	Credits	<u>16</u><u>17</u>
Semester Six		
<u>SPM 3204</u> <u>Approved electives</u>	<u>Ethical Issues in Sport (Critical Tracking)</u>	
<u>SPM 4154</u> <u>SPM 4515</u>	<u>Administration of Sport and Physical Activity</u> <u>Sport Business and Finance (Critical Tracking)</u>	
<u>Sport management electives</u> <u>SPM4723</u>	<u>Legal Issues in Sport (Critical Tracking)</u>	
<u>Electives</u>		4
	Credits	16
Semester Seven		
<u>LEI 3921</u> <u>SPM4724</u>	<u>Field Experience in TRSM</u> <u>Risk Management in Live Entertainment & Sport (Critical Tracking)</u>	3
<u>SPM 3306</u>	Sport Marketing (Critical Tracking)	3
<u>SPM 4515</u> <u>SPM4940</u>	<u>Sport Business and Finance</u> <u>Advanced Career Preparation</u>	<u>3</u> <u>2</u>
<u>SPM 4723</u> <u>SPM 4154</u>	<u>Legal Issues in Sport and Physical Activity</u> <u>Administration of Sport and Physical Activity</u>	3

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Sport management <u>Approved</u> elective	3
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Credits	<u>1514</u>
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Semester Eight

Select one: <u>SPM 4941C</u>	Internship in Sport Management (Critical Tracking)	12
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<u>Non-Internship pre-approved SPM course electives over semesters 5-8. (critical tracking)</u>	Credits	
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Total Credits	120
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Plan of Study Grid