



Program Approval Form

For approval of new programs and deletions or modifications to an existing program.

More information is located on page 2.

Action Requested:

- Create New (SCHEV form required except for minors and certificates)
- Delete Existing
- Modify Existing (check all that apply)
 - Title (requires SCHEV approval except for minors, certificates)
 - Concentration (Add/Modify)
 - Degree Requirements
 - Other Changes: _____
 - Application Requirements
 - Admission Standards

Program Type: (check one)

- B.A. B.S. Minor
- Undergraduate Certificate
- M.A. M.S. Ph.D.
- Graduate Certificate
- Other: _____

College/School:	CEHD	Department:	School of Recreation, Health, and Tourism
Submitted by:	David Wiggins	Ext:	3-2060 Email: dwiggin@gmu.edu

Effective Term: Fall **Please note:** For students to start a new degree, minor, certificate or concentration, the program must be fully approved, entered into Banner, and published in the University Catalog.

Justification: (attach separate document if necessary)

	Existing	New/Modified
Program Title:	Sport and Recreation Studies	
Concentration Title(s):		
Admissions Standards / Application Requirements: (Required only if different from those listed in the University Catalog)	See attached	
Degree Requirements: (Consult University Catalog for models, attach separate document if necessary using track changes for modifications)	See attached	
TOTAL CREDITS REQUIRED:	30	

Approval Signatures

Department	Date	College/School	Date
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If this program may impact another unit or is in collaboration with another unit at Mason, the originating department must circulate this proposal for review by those units and obtain the necessary signatures prior to submission. Failure to do so will delay action on this proposal.

Unit Name	Unit Approval Name	Unit Approver's Signature	Date

For Graduate Programs Only

Graduate Council Member

Provost Office

Graduate Council Approval
Date

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
PROGRAM PROPOSAL COVER SHEET**

1. Institution George Mason University	2. Program action (Check one): Spin-off proposal <input type="checkbox"/> New program proposal <input checked="" type="checkbox"/>
3. Title of proposed program Sport and Recreation Studies	4. CIP code
5. Degree designation Master of Science	6. Term and year of initiation Fall 2010
7a. For a proposed spin-off, title and degree designation of existing degree program	
7b. CIP code (existing program)	
8. Term and year of first graduates Spring 2012	9. Date approved by Board of Visitors
10. For community colleges: date approved by local board date approved by State Board for Community Colleges	
11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)	
12. Location of program within institution (complete for every level, as appropriate). School(s) or college(s) of <u>School of Recreation, Health, and Tourism within the College of Education and Human Development</u> Division(s) of _____ Campus (or off-campus site) <u>Prince William, Fairfax</u> Distance Delivery (web-based, satellite, etc.) _____	
13. Name, title, telephone number, and e-mail address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding this program proposal. R. Pierre Rodgers, Ph.D., Associate Professor, School of Recreation, Health, and Tourism, 703.993.8317, prodgers@gmu.edu Brenda P. Wiggins, Ph.D., Associate Professor, School of Recreation, Health, and Tourism, 703.993.2068, bwiggins@gmu.edu	

TABLE OF CONTENTS

DESCRIPTION OF THE PROPOSED PROGRAM.....	1
OVERVIEW	1
CURRICULUM.....	2
FACULTY.....	7
ASSESSMENT.....	7
BENCHMARKS OF SUCCESS.....	10
EXPANSION OF AN EXISTING PROGRAM	11
SPIN-OFF PROPOSAL	11
COLLABORATIVE OR STANDALONE PROGRAM	11
JUSTIFICATION FOR THE PROPOSED PROGRAM.....	11
RESPONSE TO CURRENT NEEDS.....	11
EMPLOYMENT DEMAND	13
STUDENT DEMAND	22
ASSUMPTIONS:.....	23
DUPLICATION.....	23
PROJECTED RESOURCE NEEDS.....	24
APPENDICES.....	30
APPENDIX A – SAMPLE SCHEDULES	1
APPENDIX B – FACULTY CREDENTIALS AND EXPERTISE	2
APPENDIX C – SAMPLE JOB ANNOUNCEMENTS WITH URL AND DATE	1
APPENDIX D – SAMPLE SURVEY INSTRUMENT.....	1
APPENDIX E – SUMMARY OF SURVEY RESULTS.....	1
APPENDIX F – SAMPLE E-MAIL INQUIRES ABOUT PROGRAM	

Description of the Proposed Program

Overview

George Mason University requests approval to initiate the Master of Science in Sport and Recreation Studies (SRST), commencing with the Fall 2010 semester. The proposed program will be administered by the School of Recreation, Health, and Tourism (RHT) within the College of Education and Human Development (CEHD).

The program in Sport and Recreation Studies is proposed, in part, to meet the growing need for professionals and academics in these areas, as well as to better serve those students who have attempted to pursue graduate studies in sport and recreation at Mason via varied alternative routes: the Master of Arts in Interdisciplinary Studies (MAIS) in Recreation Resource Management; the Master of Arts in Individualized Studies; the MS in Exercise, Fitness, and Health Promotion (EFHP); and the MS in Environmental Science and Public Policy (EVPP).

Building upon strong undergraduate program concentrations in Sport Management, Parks and Outdoor Recreation, and Therapeutic Recreation, the proposed MS in Sport and Recreation Studies takes advantage of expanded expertise in the School of Recreation, Health, and Tourism at George Mason University. Given the already-approved graduate course offerings and disciplinary foci of college/school faculty, the proposed MS program will offer five concentrations in key areas: Sport Management, International Sport Management, Recreation Administration, Sport Coaching, and Sport and Leisure Studies. This program is proposed in line with the American Council of Higher Education's guidelines for professional masters programs and combines the traditional research masters' thesis-based option with the professional option of an applied research project linked to a professional setting or internship.

At present, SCHEV identifies only one graduate program in Virginia with a seemingly similar focus: Virginia Commonwealth University's "Recreation, Parks, and Sport Leadership" curriculum. However, the emphasis in this program is delimited to sport leadership. The North American Society for Sport Management (NASSM) identifies only three sport management-related graduate programs in the Commonwealth: James Madison University, Old Dominion University, and Virginia Commonwealth University. Georgetown University offers a master's degree in sport industry management through its School of Continuing Studies; their focus, however, is geared toward placing students in the front office of sports organizations. The George Washington University has a graduate program in Tourism, Hospitality, Event and Sport Management via a Global MBA; but sport management is represented by a limited number of courses. The National Recreation and Parks Association (NRPA) identifies five accredited undergraduate recreation programs in Virginia: George Mason University, Longwood University, Old Dominion University, Radford University, and Virginia Wesleyan College; of these, only Old Dominion University and James Madison University have graduate programs in a recreation-related area. Gallaudet University in Washington, D.C. is the closest institution offering a Master's via the Department of Physical Education and Recreation. Its focus, however, is delimited to preparing recreation practitioners to work in settings affecting deaf and hard of hearing communities. With the absence of a leading graduate program in sport management, international sport management, recreation administration, and sport and leisure studies in the

region, George Mason University is poised to become a significant player in these fields regionally, nationally, and internationally. Further, the proposed MS program has the potential to link with the College of Education and Human Development's efforts in Burundi, a planned opportunity for students to study at the Lakshmibai National University of Physical Education in India, and to participate in the Mason Summer Institute on International Development (SIID) program in development studies in Costa Rica.

The location of George Mason University in Northern Virginia (within the Washington-Baltimore Metropolitan area) is advantageous – tremendously rich with sport and recreation facilities and organizations, historical and natural areas, and professionals; and in an area that focuses on insuring quality of life for its residents and visitors. Our location will enable opportunities for significant and unique experiences, career networking, research and internships, and student interactions with professionals (in the classroom and in the field).

Steady growth is anticipated in both the sport and recreation industries. The enterprise of sport alone is a \$450 billion dollar industry (Plunkett Research, 2009). According to the Bureau of Labor Statistics, the projected occupational outlook for sport-related careers (e.g., advertising/promotions managers and sales agents, entertainment, media, athletes/coaches, marketing) ranges from a growth rate of 11-20% by 2016. The projected employment for those in recreation and fitness is similarly expected to increase by more than 12-18% during this time period. Completion of the MS in Sport and Recreation Studies will not only prepare students to pursue advanced academic study, but equip them to be professionals better able to serve their communities.

The proposed MS in Sport and Recreation Studies requires 30 credits distributed among a 12 credit core (i.e., History of Leisure and Sport in American Society, Research Design and Statistical Reasoning, Thesis/Project) and a 18 credit concentration (e.g., Sport Management, International Sport Management, Recreation Administration, Sport Coaching, Sport and Leisure Studies) comprising pertinent coursework.

This proposed MS in Sport and Recreation Studies program fits well into Mason's *Vision for the New Century* which states that we will "build strong alliances that bring the know-how of business and the community into the university, and take the knowledge of the university into the workplace and larger society." Further, this enables the School of Recreation, Health, and Tourism to "be a center of inquiry, knowledge, and professional expertise in fields with vital implications for human needs and opportunities in the future." Lastly, in line with the University's *Vision*, this expanded program allows us to "remain innovative, resourceful, and responsive, while drawing on the intellectual and cultural heritage of the classical university."

Curriculum

The proposed MS in Sport and Recreation Studies requires 30 credits distributed among a core (Foundations in Exercise, Fitness, and Health Promotion; Research Design and Statistical Reasoning; Thesis or Project) totaling 12 credits and a concentration in either International Sport Management, Recreation Administration, Sport and Leisure Studies, Sport Coaching, or Sport

Management totaling 18 credits. Courses have been previously approved by the George Mason University Graduate Council. (See Appendix A for possible course schedules to complete the MS in Sport and Recreation Studies.)

A. Sport and Recreation Studies Core Courses (12 hours)

Students are required to take a set of core foundations courses that will provide grounding in history, statistics, and research methods.

EFHP 606 Foundations in Exercise, Fitness, and Health Promotion (3)

EFHP 623 Research Design and Statistical Reasoning (3)

EFHP 599 Independent Study: Preparation of the Thesis or Project Proposal (3)

EFHP 799 Thesis (3) OR

EFHP 798 Project (3)

B. Concentration Courses

Students will develop their program of study in one of the following concentrations based on their area of interest and with direction from their academic advisor.

Concentration 1 International Sport Management (18 Hours)

SPMT 551 Sport in the Global Marketplace (3)

SPMT 651 Sport and International Development (3)

SPMT 652 Governance and Policy in International Sport (3)

SPMT 555 The Australian Model of Sport (3)

SPMT 556 The Global Soccer Industry (3)

EFHP 598 Special Topics (3)

Concentration 2 Sport and Leisure Studies (18 Hours)

PRLS 601 History of Leisure and Sport in American Society (3)

EFHP 680 Ethical Issues in Exercise, Fitness, and Health Promotion (3)

PRLS 612 Philosophy of Leisure and Sport (3)

Select three courses from the following:

PRLS 611 Social Psychology of Leisure (3)

PRLS 614 Legal Issues in Recreation Administration (3) OR

PRLS 670 Environmental Law (3) OR

SPMT 614 Legal Issues in Sport (3)
SPMT 551 Sport in the Global Marketplace (3)
SPMT 555 The Australian Model of Sport (3)
SPMT 556 The Global Soccer Industry (3)
SPMT 651 Sport and International Development (3)

(Note: Additional courses may be selected as electives with advisor approval)

Concentration 3 Sport Management (18 Hours)

SPMT 611 Sport Marketing and Sales (3)
SPMT 612 Economics and Financial Management in the Sport Industry (3)
SPMT 613 Strategic Leadership in Sport Organizations (3)
SPMT 614 Legal Issues in Sport (3)

Select two courses from the following:

SPMT 616 Sport Operations, Venues, and Event Management (3)
EFHP 598 Special Topics (3)
EFHP 680 Ethical Issues in Exercise, Fitness, and Health Promotion (3)
EFHP 660 Management of Exercise, Fitness, and Health Promotion Organizations (3)

(Note: Additional courses may be selected as electives with advisor approval)

Concentration 4 Recreation Administration (18 Hours)

PRLS 610 Recreation Administration and Planning (3)
PRLS 611 Social Psychology of Leisure (3)

Select one course from the following:

PRLS 614 Legal Issues in Recreation Administration (3)
PRLS 670 Environmental Law (3)

Select two courses from the following:

PRLS 531 Natural Resources Recreation Planning (3)
PRLS 533 Visitor Services (3)
PRLS 535 Evaluating Recreation Outcomes (3)
PRLS 598 Special Topics (3)
PRLS 601 History of Leisure and Sport in American Society (3)
PRLS 612 Philosophy of Leisure and Sport (3)

(Note: Additional courses may be selected as electives with advisor approval)

Concentration 5 Sport Coaching (18 Hours)

SPMT 614 Legal Issues in Sport (3)
SPMT 631 Theoretical Models of Sport Coaching (3)
EFHP 611 Fitness Assessment: Theory and Practice (3)
EFHP 618 Exercise and Sport Psychology (3)
EFHP 680 Ethical Issues in Sport and Leisure (3)
EFHP 598 Special Topics

Total Hours 30

Admission to the Master's Program

Applicants must have a bachelor's degree from an accredited college or university to apply to the MS in Sport and Recreation Studies (SRST) program or they may transfer up to six credits from other masters' programs in related fields. The Coordinator of the SRST Graduate Program will evaluate the transfer credits. At a minimum, 24 credits toward the degree will be earned at George Mason University. As a prerequisite, prospective students are expected to have completed undergraduate or graduate course work in statistics. In addition to fulfilling the graduate admission requirements of the university, all applicants will be required to submit three letters of recommendation; official transcripts from all previous institutions attended; official test scores (i.e., Graduate Record Examination, Miller Analogy Test); and a written goals statement. Applicants without a sport, leisure, or recreation-related degree must indicate through the written goals statement and letters of recommendation how their academic and/or professional background prepares them for admission to the Sport and Recreation Studies graduate program.

Supervised Research Project or Thesis

Students in the MS in Sport and Recreation Studies Program must choose to work on either a supervised research project or master's thesis. Either option will require ample time in preparation of the research proposal and evaluated by the Human Subjects Review Board at George Mason University. Supervision of the project or thesis will be overseen by a member faculty in the SRST Program. For the thesis, the student must select a thesis director and at least two additional committee members who will approve the proposal as well as the completed thesis. While the director and one member of the committee must be from the SRST Program, one member from outside of the School (RHT), College (CEHD), or university may serve on the committee with approval of the committee chair. For the project, the student must select a project director and at least two additional committee members who will approve the proposal as well as the completed project. While the director and one member of the committee must be from the SRST Program, one member from outside of the School (RHT), College (CEHD), or university may serve on the committee with approval of the committee chair.

The competencies acquired in this master’s program will provide all students—no matter which concentration chosen—with a philosophical and historical foundation to the profession studied (EFHP 606), best professional practices to become successful including liability issues (PRLS/SPMT 614, EFHP 611, PRLS 610), and an opportunity to engage in research (EFHP 623, EFHP 798, EFHP 799). Knowledge of the literature will permeate all thirty required credits but especially in the preparation of the thesis or project where opportunities for in-depth study will culminate with a research or project proposal (EFHP 599), and in turn, thesis (EFHP 799) or project (EFHP 798).

Course	Knowledge of the Literature	Research	Professional Practice
EFHP 598 Special Topics	X	X	
EFHP 599 Independent Study: Preparation of Thesis or Project Proposal	X	X	
EFHP 606 Foundations in Exercise, Fitness, and Health Promotion	X	X	
EFHP 611 Fitness Assessment: Theory and Practice	X	X	X
EFHP 618 Exercise and Sport Psychology	X	X	
EFHP 623 Research Design and Statistical Reasoning	X	X	
EFHP 680 Ethical Issues in Exercise, Fitness, and Health Promotion	X		X
PRLS 601 History of Leisure and Sport in American Society	X	X	
PRLS 610 Recreation Administration and Planning	X	X	X
PRLS 611 Social Psychology of Leisure	X	X	
PRLS 612 Philosophy of Leisure and Sport	X		
PRLS 614 Legal Issues in Recreation Administration	X	X	X
PRLS 670 Environmental Law	X	X	X
SPMT 551 Sport in the Global Marketplace	X		X
SPMT 555 The Australian Model of Sport	X		
SPMT 556 The Global Soccer Industry	X		
SPMT 611 Sport Marketing and Sales	X		X
SPMT 612 Economics and Financial Management in the Sport Industry	X		X
SPMT 613 Strategic Leadership in Sport Organizations	X	X	X
SPMT 614 Legal Issues in Sport	X	X	X
SPMT 631 Theoretical Models of Sport Coaching	X		X
SPMT 651 Sport and International Development	X	X	X
SPMT 652 Governance and Policy in International Sport	X		X

Table 1. Core Concentration Courses that Address SACS Comprehensive Standard 3.6

Faculty

The proposed MS in Sport and Recreation Studies will use 12 full-time faculty from the School of Recreation, Health, and Tourism. These faculty have the scholarly expertise to teach the range of courses in the proposed curriculum. Given the diverse research and teaching interests of the faculty, they are further uniquely qualified to offer courses in their areas of interest (e.g., sport history, global/international sport issues, facilities management, environmental law, leisure constraints, recreation policy, research methodology, sport management, philosophical/gender/communication and sport).

The Sport and Recreation Studies faculty have also had ample experience teaching graduate level courses in other programs, and serving on honors, masters, and doctoral theses committees. We expect students will also work closely with other university faculty with foci relevant to their concentrations. A critical mass exists in SRST for an excellent graduate program of considerable depth and breadth.

Appendix B provides a brief biography of faculty committed to the program.

Assessment

Graduates of the proposed program will know the:

- essential nature of philosophy and its relationship to empirical science
- implications of holism for the study of leisure, sport, and physical activity
- similarities and differences among play, games, and sport
- nature of ethics and possible solutions to inappropriate and unprofessional behavior in leisure and sport
- role of media, marketing, and sponsorships to sport and recreation industries
- interconnection among leisure, sport, and other societal institutions such as education, politics, religion, business, and the family

Graduates of the proposed program will be able to:

- demonstrate knowledge of strategic planning
- analyze effective leadership practices in leisure
- conduct research on a specific topic related to sport or leisure/recreation
- identify the variety of businesses, agencies, and institutions providing programs while interpreting their financing, policies development, and public relations' procedures
- demonstrate an understanding of the application of legal knowledge in sport and recreation settings
- recognize and apply theoretical concepts in operations management, policy development, and decision-making

As with all academic programs at George Mason University, assessment of student learning in the proposed program in Sport and Recreation Studies will take place at the levels of the student,

the course, and the program. SRST master's students will be assessed in a number of ways throughout the program. Scholarly ability, including oral, written, and analytical skills, will be evaluated via course grades in seminar-style classes. A committee will evaluate the thesis or project proposal for originality, feasibility, comprehensiveness, and its likelihood to make a scholarly contribution to the field. Course evaluations are conducted in every course every term, providing the students' perspective on course and instructor effectiveness. Course evaluation results are published online, and will be used by the faculty for continuous improvement.

Expected Learning Outcomes

Graduates from the SRST program are expected to demonstrate superior skills in scholarship, practical professional practice, and leadership. These qualities, consonant with the expected outcomes of all graduates of the College of Education and Human Development (CEHD), are emphasized in all courses and field experiences provided in the School of Recreation, Health, and Tourism. More specifically, graduates are expected to deploy their acquired scholarship, knowledge, and skills in research endeavors that focus on the improvement of practice in whatever professional areas they enter; manifest high quality expertise in sport and recreation-related aspects of assessment, and evaluation; and aptly assume leadership roles that advance the missions of the academic and/or pragmatic professions they assume.

All students in the Sport and Recreation Studies program will be assessed using learning outcomes associated with the core courses in SRST.

Assessment of Student Learning

The Sport and Recreation Studies program will adhere to the rigorous assessment policies and procedures of the university and the College of Education and Human Development's School of Recreation, Health, and Tourism which include student evaluations of effectiveness and relevance of course instruction; and the production of durables such as research reports that reflect integrative learning and reflection across topics. In addition, students who choose to complete the optional supervised research or thesis will work closely with faculty with the intent of expanding as well as gaining further depth of expertise in their area of study. For these experiences, student learning will be assessed by the individual faculty member or thesis committee respectively.

Overall Program Review

At present, there is no national accreditation/program review of *graduate* recreation programs via the National Recreation and Parks Association (NRPA). In Sport Management, however, programs may be accredited via the Commission of Sport Management Accreditation (COSMA). Pending approval of the MS in Sport and Recreation Studies graduate program, it is expected that the existing undergraduate Sport Management concentration and sport management-related concentrations within the SRST graduate program will seek accreditation. Excellence in sport management education will be evaluated based on the assessment of educational outcomes, rather than on prescriptive input standards. Since COSMA recognizes that sport management education exists within a dynamic, complex environment that requires innovative approaches to

achieving quality educational outcomes, it matters little to the accrediting body where the sport management program is housed (e.g., School or College of Education, Kinesiology, Business, Physical Education). Instead, the focus will be on the mission and learning outcomes that are achieved. For this reason, the *recreation* component of the proposed MS in Sport and Recreation Studies will complement the assessment and review of the *sport*-related concentrations. Additionally, the Recreation concentrations will be officially noted within NRPA documentation, and that which relates to the accredited undergraduate programs in Parks and Outdoor Recreation and Therapeutic Recreation.

The Sport Coaching concentration will be accredited through the National Council for the Accreditation of Coaching Education (NCACE) within the American Alliance for Health, Physical Education, Recreation, and Dance. With over 18 universities, organizations, and school districts already registered or under review, this accrediting body strives to maximize the availability of qualified coaches for all sport programs: “The accreditation of coaching education programs provides consistent and scientifically-based standards to assess (1) the content of programs submitted for review, (2) the qualifications of instructors who educate coaches, and (3) the process by which essential content for educating coaches is provided within the programs under review”

(<http://www.aahperd.org/naspe/grants/accreditation/NCACE/comprehensiveaccreditation.cfm> 2009). It also supports the inclusion and diversity in all its programs, services, policies, and procedures and therefore complies with the mission of RHT.

The proposed program will be reviewed on the seven-year cycle of programs required by the university within the College of Education and Human Development as part of the National Council for Accreditation of Teacher Education (NCATE) accreditation process. The next NCATE site visit will take place in Fall 2010. The university’s Academic Program Review process, under the guidance of the Office of Institutional Assessment, requires three semesters to complete. The outcomes of the process are a series of deliverables—a self-assessment report and academic plan written by program faculty and a report by a review team external to the program—and documentation of changes made to enhance the program. Since the program will have only just been implemented, review will make certain that data collection and processes are in place to support regular, periodic assessment. The Board of Visitors will make its assessment of the program in 2011-12.

The program will be proactive in assuring that (program and student performance) benchmarks are attained, particularly during students’ matriculation. Various formative evaluation methods will be used in this endeavor, including end-of-course student evaluations and performance assessments. Whenever student performance benchmarks are not met, program faculty will systematically examine recruitment strategies, admissions policies, instructional practices, curriculum, and advising methods.

Similarly, if program benchmarks are not achieved, the program faculty will examine its marketing and recruiting practices, admissions requirements, curriculum, instructional methods, advising practices, and course evaluations to determine where modifications to the program need to be made. It is anticipated that as the program continues, higher benchmarks in the areas of admission requirements and job placement will be developed and applied.

Overall, the Sport and Recreation Master's program, regardless of the required accreditation reviews at the national, state, and university levels, will be placing significance emphasis on continuous evaluation of students' performance and progress, and course and program effectiveness for the purpose of program improvement.

Benchmarks of Success

The MS in Sport and Recreation Studies Program mission is to graduate students grounded in the knowledge, skills, and dispositions of the fields of sport and leisure who can assume leadership roles within their respective professions and academia. The program's benchmarks of success will include the continued ability to attract high-quality applicants who graduate in a timely fashion. Post-graduation benchmarks will include graduates' ability to assume high levels of professional leadership in their current workplace or in new positions and/or their ability to gain admission and complete a doctoral program successfully.

The ability to attract high quality applicants will be determined by the characteristics of qualified applicants who apply (e.g., number of applicants, undergraduate GPA, goal statement, recommendation letters), are accepted, and enroll in the program.

Students' timely completion of the program will also be used as a benchmark for program success. The projected length of the program for a full-time student without a prior Master's degree is two years. For part-time students, the average completion time, is estimated to be three to five years, depending on the number of classes in which part-time students enroll each semester (see Appendix A for sample schedules).

Additionally, success must be measured by the ways in which the program affects career trajectories and job mobility once a student has completed the program. Thus, success of the program will be measured by employment opportunities and job placement. Follow-up surveys will assess the status of graduates in the job market in terms of how their degree has been impacted their success, patterns of promotion, and assumption of various leadership roles.

The proposed Master's program will offer intensive concentrations of research methods courses as well as cutting-edge instruction in administration, social psychology, law, marketing, history, and assessment in RHT. Once core course offerings are completed, students will engage in concentrations guided by full time program faculty. As sport and recreation-related graduate programs are scattered across the Commonwealth, Mason's proposed MS in Sport and Recreation Studies offers a strong and viable program that is scholastically and professionally poised to address sport and recreation-based needs in Northern Virginia, the region, the nation, and worldwide.

The program will be proactive in assuring that benchmarks are attained, particularly during students' matriculation. Various formative evaluation methods will be deployed in this endeavor, including end-of-course student evaluations and performance assessments. Whenever benchmarks (e.g., number of high qualified applicants applied, enrollment figures, completion rates, job opportunities and placement, pursuit of doctoral degree) are not achieved, the program faculty will examine its marketing and recruiting practices, admissions requirements, curriculum,

instructional methods, advising practices, and course evaluations to determine where modifications to the program need to be made.

Expansion of an Existing Program

The MS in Sport and Recreation Studies is not an expanded program. While students have attempted to pursue graduate studies in sport and recreation at Mason via varied alternative routes (e.g., the Master of Arts in Interdisciplinary Studies [MAIS] in Recreation Resource Management; the Master of Arts in Individualized Studies; the MS in Exercise, Fitness, and Health Promotion [EFHP]; and the MS in Environmental Science and Public Policy [EVPP]), the proposed SRST program will better accommodate these students.

Spin-off Proposal

The MS in Sport and Recreation Studies is a new proposed program; it is not a spin-off of an existing program.

Collaborative or Standalone Program

The MS in Sport and Recreation Studies is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

Justification for the Proposed Program

Response to Current Needs

According to the Outdoor Industry Association (OIA) (2006, p. 18), “Two things will affect the future health of the outdoor business climate and the health of Americans. First, Americans’ achievement oriented schedules and technology centric lives leave little time to develop personal relationships with the natural world, leading to a sense of dissociation with nature. Second, unchecked development increasingly threatens America’s recreation icons—its neighborhood playgrounds, community waterways, open spaces and expansive national parks and public lands.” From a recreation standpoint, two-thirds of Americans ages 16 and over participate in outdoor activities at least once a year, and 45 percent of them say they would like to try a new outdoor activity. The challenge, asserts the OIA, is to make it inviting and accessible to get outside and be active. Further, according to Richard Louv, growing scientific research suggests that kids who engage in “nature play” thrive in ways their inactive peers do not: “They show more advanced motor fitness, including coordination, balance and agility, and they’re sick less often. They also show improved cognitive development through skills like awareness, reasoning and observation” (p. 18).

“Studies by the Centers for Disease Control and Prevention (CDC),” as noted by the OIA, “indicate that physical activity has proven absolutely invaluable in helping people lose weight. Yet more than 50 percent of U.S. adults don’t get enough physical activity to recognize health benefits and 26 percent are not active at all. More than a third of young people in grades nine

through 12 do not regularly engage in vigorous physical activity. Daily participation in high school physical education classes dropped from 42 percent in 1991 to 28 percent in 2003” (p. 19). Health implications (e.g., obesity) are obvious, as the lack of recreation affects personal wellness as well as the economy (e.g., increased physician services, medicine, health insurance). Finally, the benefits of accessible recreation areas go beyond physical fitness: “Neighborhood parks inject a new spirit into communities at risk for blight. When local community members join together to help plan and design a new park, neighbors may work together for the first time and take renewed pride in their communities,” noted CEO of Red Wing Shoe Company Bill Sweasy (as cited by OIA, 2006, p. 19).

While issues of recreation, health, and quality of life are certainly important at the national level, they have critical importance in the Commonwealth. From medical authorities to parks and recreation professionals, healthy lifestyles cannot be underestimated. The *Virginia Outdoors Plan* (2007) noted research by the National Recreation and Park Association (NRPA) showing that “having access to places to get active is one of the most important factors linked to whether people will be active” (p. 195). In their report, the NRPA “also discussed the findings of a recent survey by the International City/County Management Association that 89 percent of city managers think parks and recreation departments should take a leading role in developing a community conducive to active living. Because this is a new role for recreation providers, few departments have developed the operational capacity to contemplate neighborhood-scale community development. Leadership at all levels of government will be required to address the challenge of this service gap.”

Scholarly research and field experiences in the proposed concentration in *recreation administration* will offer students and practitioners the tools to take that “leading role” in wellness assessment and improvement in the Northern Virginia/Washington metropolitan region. As Virginia should help create a community favorable to active living, graduates of this concentration are in a unique position to help manage such development.

In addition to recreation, sport is emerging as a field that fuses the sport industry with business, management, and facilities. Dr. Scott Wysong, Academic Program Director for the Sports and Entertainment program at the University of Dallas Graduate School of Management, recently wrote an article discussing the necessary synergy between practice and theory in business programs around the nation. More specifically, Wysong hones in on the obligation that all instructors have to their students in equipping them with the skills and training necessary to be productive business leaders and managers in the all career fields, but especially in Sports and Entertainment (*Sports Business Journal*, May 8, 2006, p. 13).

Mark Cuban, owner of the National Basketball Association’s (NBA) Dallas Mavericks, commented on what students should be emphasizing in a sport management program: “If you really want to work for a sports organization, get as broad-based a business education as you possibly can. Finance, accounting, sales, more sales, more sales, management, etc. The better the understanding you have of our customers and how they work, the better value you will be able to provide to the sports organization” (*Sports Business Journal*, May 8, 2006, p. 13). According to the *Sports Business Journal*, “regardless of the discipline, it is imperative for the academics teaching that discipline and the executives practicing it to be on the same page. That is,

academics should be teaching their students the skills that employers seek, and employers should be going to universities to seek their future employees.”

“Many of the same economic benefits associated with parks and open space,” according to the *Virginia Outdoors Plan* (2007), “are also associated with a strong program of recreation activities and sports. Residents and businesses looking to locate in a community examine recreation programs available to youth, adults and senior adults as an important ‘quality of life’ factor. Communities that offer quality recreation programs can reduce crime and delinquency and increase the overall health of their citizens, thus demonstrating that recreation programs are great community investments” (p. 59).

Especially with the proposed *sport management/international sport management* concentrations, students and professionals will have a first-hand look at the sport industry in terms of facilities, business operations, and human resources. The *Virginia Outdoors Plan* (2007, p. 61) reported that “youth and adult sports events are major contributors to local tourism visitation, as are nonsport special events and festivals often sponsored by local parks and recreation departments.” With several area professional sports franchises (e.g., Washington Redskins, Washington Wizards, Washington Mystics, DC United, Washington Capitals), there are numerous opportunities for students to learn the complexities of the region’s teams. Through academic preparation and field experiences, sport management and international sport management students will learn the emotional and economic dimensions of sports. Not only will students have the opportunity to learn about professional teams, they will also assist in events that will garner exposure to community-based sports programs. There is a very real possibility of emulating an initiative done in Virginia Beach: “The Sports Marketing Event Support Program is a program designed to assist organizations in attracting sports opportunities that meet one or more of the following criteria: generate year-round overnight visitation, contribute to the quality of life in Virginia Beach through sport, generate regional and national media exposure for the City, and increase out-of-area economic impact. The goal of this grant program is to attract high quality amateur and professional sporting events, conferences and meetings, which advance and promote year-round tourism, economic impact and quality of life in the City of Virginia Beach through sport” (p. 61). Given the coursework in sport management/international sport management and faculty expertise, concentration students are sure to be exposed to real-life issues in sport marketing, sport media/communication, and sport business in Northern Virginia.

Employment Demand

Career opportunities in Sport and Recreation Studies where a Master’s degree would be appropriate, according to the *Occupational Outlook Handbook* (OOH) via the Bureau of Labor Statistics, include (1) Advertising and promotions managers; (2) Advertising sales agents; (3) Advertising, marketing, promotions, public relations, and sales; (4) Agents and business managers of artists, performers, and athletes; (5) Arts, design, entertainment, sports, and media occupations; (7) Coaches and umpires; (8) Marketing and sales managers; and (9) Recreation workers.

Advertising and Promotions Managers/Advertising Sales Agents/Advertising, Marketing,
Promotions, Public Relations/Sales

Regarding *advertising and promotions managers; advertising sales agents; and advertising, marketing, promotions, public relations, and sales*, OOH notes, “Employment of advertising, marketing, promotions, public relations, and sales managers is expected to increase by 12 percent through 2016—[about as fast as the average](#) for all occupations. Job growth will be spurred by intense domestic and global competition in products and services offered to consumers and increasing activity in television, radio, and outdoor advertising.” Further, “projected employment growth varies by industry. For example, employment is projected to grow much faster than average in scientific, professional, and related services—such as computer systems design and related services, and advertising and related services—as businesses increasingly hire contractors for these services instead of additional full-time staff. By contrast, a decline in employment is expected in many manufacturing industries. . . . Advertising, marketing, promotions, public relations, and sales manager jobs are highly coveted and will be sought by other managers or highly experienced professionals, resulting in [keen competition](#). College graduates with related experience, a high level of creativity, and strong communication skills should have the best job opportunities. In particular, employers will seek those who have the computer skills to conduct advertising, marketing, promotions, public relations, and sales activities on the Internet” (Occupational Outlook Handbook, 2006).

According to the Virginia Employment Commission (<http://www.vawc.virginia.gov/occprofiledata.asp?1=1&session=occdetail&geo=5101000000>), the number of *Advertising and Promotions Managers* employed in Virginia Statewide in 2004 was 625. It is projected that in 2014 there will be 775. This represents an annual average growth rate of 2.2 percent, faster than the 1.6 percent growth rate for all occupations in Virginia Statewide.

	2004 Employment	2014 Projected Employment	Total 2004-2014 Employment Change	Annual Avg Percent Change
Advertising and Promotions Managers IN DEMAND	625	775	150	2.2%
All Occupations	3,871,342	4,531,580	660,238	1.6%

Source: Projections Team / Micro Matrix System

Further, according to the Commission, “growth plus replacement needs for Advertising and Promotions Managers in Virginia Statewide are estimated to average about 26 openings per year from 2004-2014. Of these estimated 26 openings per year, 57.7 percent are due to growth (new positions) and 42.3 percent are due to replacements (workers leaving this occupation). This compares with all occupations in Virginia Statewide where 42.9 percent of annual openings are due to growth (new positions) and 57.1 percent of annual openings are due to replacements

(workers leaving this occupation). These figures do not take into account how many workers will be competing for these openings”

(<http://www.vawc.virginia.gov/occprofiledata.asp?1=1&session=occdetail&geo=5101000000>).

	Total Annual Avg Openings	Annual Avg Openings Due to Growth	Annual Avg Openings Due to Replacement
Advertising and Promotions Managers IN DEMAND	26	15	11
All Occupations	160,106	68,608	91,498

Source: Projections Team / Micro Matrix System

Agents and Business Managers of Artists, Performers, and Athletes

For *agents and business managers of artists, performers, and athletes*, OOH reports that these employees “represent and promote artists, performers, and athletes to prospective employers. [They] may handle contract negotiations and other business matters for clients. [In] 2006, employment [was at] 25,000; projected 2006-16 employment change: about as fast as average. [The] most significant source of postsecondary education or training: Bachelor’s or higher degree, plus work experience” (Occupational Outlook Handbook, 2006).

The Commonwealth’s Virginia Employment Commission notes that “the number of *Agents and Business Managers of Artists, Performers, and Athletes* employed in Virginia Statewide in 2004 was 395. It is projected that in 2014 there will be 425. This represents an annual average growth rate of 0.7 percent, slower than the 1.6 percent growth rate for all occupations in Virginia Statewide.

	2004 Employment	2014 Projected Employment	Total 2004-2014 Employment Change	Annual Avg Percent Change
Agents and Business Managers of Artists, Performers, and Athletes	395	425	30	0.7%
All Occupations	3,871,342	4,531,580	660,238	1.6%

Source: Projections Team / Micro Matrix System

The Commission acknowledges “growth plus replacement needs for *Agents and Business Managers of Artists, Performers, and Athletes* in Virginia Statewide are estimated to average about 11 openings per year from 2004-2014. Of these estimated 11 openings per year, 27.3 percent are due to growth (new positions) and 72.7 percent are due to replacements (workers

leaving this occupation). This compares with all occupations in Virginia Statewide where 42.9 percent of annual openings are due to growth (new positions) and 57.1 percent of annual openings are due to replacements (workers leaving this occupation). These figures do not take into account how many workers will be competing for these openings.”

	Total Annual Avg Openings	Annual Avg Openings Due to Growth	Annual Avg Openings Due to Replacement
Agents and Business Managers of Artists, Performers, and Athletes	11	3	8
All Occupations	160,106	68,608	91,498

Source: Projections Team / Micro Matrix System

Arts, Entertainment, and Recreation Industry

“As leisure time and personal incomes have grown across the Nation, so has the arts, entertainment, and recreation industry. The industry includes about 122,000 establishments, ranging from art museums to fitness centers. Practically any activity that occupies a person’s leisure time, excluding the viewing of motion pictures and video rentals, is part of this industry” (Occupational Outlook Handbook, 2006). For employment in the *arts, entertainment, and recreation industry* (which broadly encompasses arts, design, entertainment, sports, and media occupations), the OOH notes, “the arts, entertainment, and recreation industry provided about 1.9 million wage-and-salary jobs in 2006. About 58 percent of these jobs were in the industry segment *other amusement and recreation industries*, which include golf courses, membership sports and recreation clubs, and physical fitness facilities.” Because of the growing awareness of the importance of health and wellness, “rising incomes, leisure time, and awareness of the health benefits of physical fitness will increase the demand for arts, entertainment, and recreation services. Opportunities should be available for young, seasonal, part-time, and lesser skilled workers, but there will continue to be intense competition for jobs as performing artists and professional athletes.” Further, “wage and salary jobs in arts, entertainment, and recreation are projected to grow about 31 percent over the 2006-16 period, compared with 11 percent for all industries combined. Employment in fitness centers and similar establishments will grow substantially, driven by several factors. Aging baby boomers are concerned with staying healthy, physically fit, and independent, and have become the largest demographic group of health club members. The reduction of physical education programs in schools, combined with parents’ growing concern about child obesity, has rapidly increased child health club membership. Membership among young adults has also grown steadily, driven by concern about physical fitness and funded by rising incomes. The proliferation of group exercise classes and the focus on overall wellness in health clubs should also increase the demand for workers in this industry.”

Due to the nature of confidentiality regarding *Entertainers and Performers, Sports and Related Workers, All Other*, according to the Virginia Employment Commission, it is not possible to report on projected employment.

	2004 Employment	2014 Projected Employment	Total 2004-2014 Employment Change	Annual Avg Percent Change
Entertainers and Performers, Sports and Related Workers, All Other	Confidential	Confidential	Confidential	Confidential
All Occupations	3,871,342	4,531,580	660,238	1.6%

Source: Projections Team / Micro Matrix System

The same is true for long term projected annual openings.

	Total Annual Avg Openings	Annual Avg Openings Due to Growth	Annual Avg Openings Due to Replacement
Entertainers and Performers, Sports and Related Workers, All Other	Confidential	Confidential	Confidential
All Occupations	160,106	68,608	91,498

Source: Projections Team / Micro Matrix System

Coaches, Umpires, and Related Workers

“Employment of *coaches, umpires, and related workers*,” according to OOH, “is expected to increase by 15 percent from 2006 to 2016, which is [faster than the average](#) for all occupations. Employment will grow as the general public continues to participate in organized sports for entertainment, recreation, and physical conditioning. Increasing participation in organized sports by girls and women will boost demand for coaches, umpires, and related workers. Job growth also will be driven by the increasing number of baby boomers approaching retirement, during which they are expected to participate more in leisure activities such as golf and tennis which require instruction. Employment of coaches and instructors also will increase with expansion of school and college athletic programs and growing demand for private sports instruction. Sports-related job growth within education also will be driven by the decisions of local school boards. Population growth dictates the construction of additional schools, particularly in the expanding suburbs, but funding for athletic programs often is cut first when budgets become tight. Still, the

popularity of team sports often enables shortfalls to be offset somewhat by assistance from fundraisers, booster clubs, and parents. Persons who are State-certified to teach academic subjects in addition to physical education are likely to have the best prospects for obtaining coaching and instructor jobs. The need to replace the many high school coaches who change occupations or leave the labor force entirely also will provide some coaching opportunities. Competition for professional athlete jobs will continue to be extremely intense. Opportunities to make a living as a professional in individual sports such as golf or tennis may grow as new tournaments are established and as prize money distributed to participants increases. Because most professional athletes' careers last only a few years due to debilitating injuries and age, annual replacement needs for these jobs is high, creating some job opportunities. However, the talented young men and women who dream of becoming sports superstars greatly outnumber the number of openings. . . . Competition is expected for higher paying jobs at the college level and will be even greater for jobs in professional sports. Competition should be keen for jobs as scouts, particularly for professional teams, because the number of available positions is limited” (Occupational Outlook Handbook, 2006).

Under the category of *coaches and scouts*, the Virginia Employment Commission reports that the number “employed in Virginia Statewide in 2004 was 5,186. It is projected that in 2014 there will be 6,112. This represents an annual average growth rate of 1.7 percent, faster than the 1.6 percent growth rate for all occupations in Virginia Statewide.

	2004 Employment	2014 Projected Employment	Total 2004-2014 Employment Change	Annual Avg Percent Change
Coaches and Scouts	5,186	6,112	926	1.7%
All Occupations	3,871,342	4,531,580	660,238	1.6%

Source: Projections Team / Micro Matrix System

The Commission goes on to say that “growth plus replacement needs for Coaches and Scouts in Virginia Statewide are estimated to average about 193 openings per year from 2004-2014. Of these estimated 193 openings per year, 48.2 percent are due to growth (new positions) and 51.8 percent are due to replacements (workers leaving this occupation). This compares with all occupations in Virginia Statewide where 42.9 percent of annual openings are due to growth (new positions) and 57.1 percent of annual openings are due to replacements (workers leaving this occupation). These figures do not take into account how many workers will be competing for these openings.”

	Total Annual Avg Openings	Annual Avg Openings Due to Growth	Annual Avg Openings Due to Replacement
Coaches and Scouts	193	93	100
All Occupations	160,106	68,608	91,498

Source: Projections Team / Micro Matrix System

Recreation Workers

When it comes to *recreation workers* (e.g., activity specialists, recreation leaders/supervisors, directors of recreation and parks), the OOH reveals, “overall employment of recreation workers is projected to increase by 13 percent between 2006 and 2016, which is [about as fast as the average](#) for all occupations. Although people will spend more time and money on recreation, budget restrictions in State and local government will moderate the number of jobs added. Many of the new jobs will be in social assistance organizations and in nursing and residential care facilities. Growth will be driven by retiring baby boomers who, with more leisure time, high disposable income, and concern for health and fitness, are expected to increase the demand for recreation services. Competition will remain keen for career positions so those with graduate degrees should have the best opportunities for supervisory or administrative positions. The recreation field attracts many applicants and because the number of career positions is limited compared with the number of lower-level seasonal jobs. Opportunities for staff positions should be best for people with formal training and past experience in part-time or seasonal recreation jobs. Job openings will stem from growth and the need to replace the large numbers of workers who leave the occupation each year” (Occupational Outlook Handbook, 2006).

Data from the Commonwealth of Virginia support national findings. According to the Virginia Employment Commission, “the number of Recreation Workers employed in Virginia Statewide in 2004 was 8,094. It is projected that in 2014 there will be 9,872. This represents an annual average growth rate of 2.0 percent, faster than the 1.6 percent growth rate for all occupations in Virginia Statewide.”

	2004 Employment	2014 Projected Employment	Total 2004-2014 Employment Change	Annual Avg Percent Change
Recreation Workers IN DEMAND	8,094	9,872	1,778	2.0%
All Occupations	3,871,342	4,531,580	660,238	1.6%

Source: Projections Team / Micro Matrix System

“Growth plus replacement needs for Recreation Workers in Virginia Statewide,” according to the Virginia Employment Commission, “are estimated to average about 364 openings per year from 2004-2014. Of these estimated 364 openings per year, 48.9 percent are due to growth (new positions) and 51.1 percent are due to replacements (workers leaving this occupation). This compares with all occupations in Virginia Statewide where 42.9 percent of annual openings are due to growth (new positions) and 57.1 percent of annual openings are due to replacements (workers leaving this occupation). These figures do not take into account how many workers will be competing for these openings.”

	Total Annual Avg Openings	Annual Avg Openings Due to Growth	Annual Avg Openings Due to Replacement
Recreation Workers IN DEMAND	364	178	186
All Occupations	160,106	68,608	91,498

Source: Projections Team / Micro Matrix System

Marketing and Sales Managers

For both *marketing managers* and *sales managers*, the Virginia Employment Commission cites that the occupations are in high demand in the Commonwealth. Indeed, “the number of Marketing Managers employed in Virginia Statewide in 2004 was 2,875. It is projected that in 2014 there will be 3,632. This represents an annual average growth rate of 2.4 percent, faster than the 1.6 percent growth rate for all occupations in Virginia Statewide.

	2004 Employment	2014 Projected Employment	Total 2004-2014 Employment Change	Annual Avg Percent Change
Marketing Managers IN DEMAND	2,875	3,632	757	2.4%
All Occupations	3,871,342	4,531,580	660,238	1.6%

Source: Projections Team / Micro Matrix System

Further, “growth plus replacement needs for Marketing Managers in Virginia Statewide are estimated to average about 129 openings per year from 2004-2014. Of these estimated 129 openings per year, 58.9 percent are due to growth (new positions) and 41.1 percent are due to replacements (workers leaving this occupation). This compares with all occupations in Virginia Statewide where 42.9 percent of annual openings are due to growth (new positions) and 57.1

percent of annual openings are due to replacements (workers leaving this occupation). These figures do not take into account how many workers will be competing for these openings.”

	Total Annual Avg Openings	Annual Avg Openings Due to Growth	Annual Avg Openings Due to Replacement
Marketing Managers IN DEMAND	129	76	53
All Occupations	160,106	68,608	91,498

Source: Projections Team / Micro Matrix System

Similarly for *Sales Managers*, as the Virginia Employment Commission reveals, “the number of Sales Managers employed in Virginia Statewide in 2004 was 5,886. It is projected that in 2014 there will be 7,287. This represents an annual average growth rate of 2.2 percent, faster than the 1.6 percent growth rate for all occupations in Virginia Statewide.

	2004 Employment	2014 Projected Employment	Total 2004-2014 Employment Change	Annual Avg Percent Change
Sales Managers IN DEMAND	5,886	7,287	1,401	2.2%
All Occupations	3,871,342	4,531,580	660,238	1.6%

Source: Projections Team / Micro Matrix System

Further, according to the Commission, “growth plus replacement needs for Sales Managers in Virginia Statewide are estimated to average about 249 openings per year from 2004-2014. Of these estimated 249 openings per year, 56.2 percent are due to growth (new positions) and 43.8 percent are due to replacements (workers leaving this occupation). This compares with all occupations in Virginia Statewide where 42.9 percent of annual openings are due to growth (new positions) and 57.1 percent of annual openings are due to replacements (workers leaving this occupation). These figures do not take into account how many workers will be competing for these openings.”

	Total Annual Avg Openings	Annual Avg Openings Due to Growth	Annual Avg Openings Due to Replacement
Sales Managers IN DEMAND	249	140	109
All Occupations	160,106	68,608	91,498

Source: Projections Team / Micro Matrix System

Student Demand

Evidence of student demand has been documented in results of a survey of students enrolled during the Spring 2009 semester in courses within the School of Recreation, Health, and Tourism. Specifically, eighty-three undergraduate and graduate students responded to a brief questionnaire distributed to six classes: one 200-level, four 400-level, and one 600-level. Further evidence is presented from e-mails from students expressing interest in pursuing a Master’s degree in Sport and Recreation Studies.

The majority (i.e., 89%) of respondents, many of whom are Virginia residents, expressed a high-level of interest in the proposed program. In fact, the majority responded that they would be interested in full time over part time status. Regarding residency plans, 75% of respondents indicated they would continue to live in Virginia for the next 3-4 years. Students’ comments were supportive of the proposed program. One student responded, “I was hoping that Mason would offer a Master’s in sport management. I would definitely pursue it.” Another student remarked that the “program is much needed due to increased popularity [at] the undergraduate level.” Another student was “hoping for this Master’s. It is one of the main reasons I applied to Mason.” Another student enthused, “Great idea! If program was offered initially, I would have applied for it.” Another student noted, “A more specific focus would be great.” Based on the survey responses, the proposed MS in Sport and Recreation Studies is desired by students and will better serve their needs than currently-utilized alternate routes. (See Appendix E for a complete summary of results).

Within the School of Recreation, Health, and Tourism’s existing Master of Science program in Exercise, Fitness, and Health Promotion, RHT has been successful in attracting quality applicants. Given the potential for a separate Master’s in Sport and Recreation Studies, the School has received a number of inquiries about the concentrations in sport management, sport coaching, and recreation administration. We expect the number of applicants to rise substantially. For instance, from October 2007-September 2009, we received more than 40 e-mails from students interested in pursuing a degree in Sport and Recreation Studies. We have included six sample e-mails reflecting diverse points of interest (see Appendix F).

Given the popularity, strategic location, and diverse and highly qualified faculty who will be affiliated with the proposed program, we expect to be able to attract a large pool of applicants and select the strongest students for the Master’s in Sport and Recreation Studies. In order to remain competitive, however, we must strive to offer significant financial support packages to

incoming students, and gradually increase the number of graduate courses we offer, in accordance with sufficient faculty size.

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

Projected enrollment:

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2010 - 2011		2011 - 2012		2012 - 2013		2013- 2014			2014 - 2015		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
10	5	18	8	24	11	31	14	--	25	11	8

Assumptions:

- 80% Retention
- 20% Full time students, 80% Part time students
- Full time student taking 9 credit hours
- Part time student taking 4.5 credit hours
- Full time students graduate in 2 years
- Part time students graduate in 4 years

Duplication

Particularly in the Northern Virginia/metropolitan Washington DC area, there is a need for a Master’s program emphasizing academic *and* professional aspects of the sport and recreation industries. The only graduate program in Virginia, according to the State Council of Higher Education for Virginia (SCHEV), approaching the broad focus of recreation and sport is Virginia Commonwealth University (VCU) via the MS in Recreation, Parks, and Sport Leadership (<http://research.schev.edu/enrollment/programmaticenrollment.asp>). (See Table 2 for VCU’s FTE and graduation totals.) However, despite the degree title, only courses in Sport Leadership are offered; there is no coursework in Recreation or Parks. In addition, VCU is located in Richmond, a considerable distance from Northern Virginia.

Three sport management-related graduate programs in Virginia are identified by the North American Society for Sport Management (NASSM): James Madison University (JMU), Old

Dominion University (ODU), and Virginia Commonwealth University. While JMU (<http://www.jmu.edu/kinesiology/programs/graduate.html>) offers tracks in sport and recreation areas, the program focus, as at VCU, is on *leadership* (i.e., Sport Leadership, Recreation Leadership, Campus Recreation Leadership). At ODU, there are separate programs in Sport Management (<http://education.odu.edu/esper/academics/sportsman/graduate/graduate.shtml>) and Recreation and Tourism Studies (<http://education.odu.edu/esper/academics/rts/grad/graduate.shtml>). In reality, both MS programs are in Education—Physical Education with *emphases* in Sport Management or Recreation and Tourism Studies. In both cases, the practitioner perspective is emphasized.

While Mason is one of five Virginia undergraduate recreation programs accredited by the National Recreation and Parks Association (NRPA), the organization does not yet offer endorsement of graduate programs. As far as state offerings of recreation-related Master’s programs, Old Dominion University (ODU) has an MS in Education—Physical Education with an emphasis in Recreation and Tourism Studies (<http://education.odu.edu/esper/academics/rts/grad/graduate.shtml>); the focus is on training recreation practitioners. James Madison’s (JMU) program offers tracks in Recreation Leadership (http://www.jmu.edu/kinesiology/programs/grad_recreation.html) or Campus Recreation Leadership (http://www.jmu.edu/kinesiology/programs/grad_campusrecreation.html). However in both tracks, public, private, and non-profit aspects of leadership are the key areas of study.

Table 2

FTE and Graduation Totals in Commonwealth Masters Degree Programs in Recreation, Parks and Sport Leadership

	Virginia Commonwealth University	
Year	FTE Majors	Grads
2002-03	74.1	50
2003-04	85.2	53
2004-05	90.9	52
2005-06	85.5	58
2006-07	91.0	54

Projected Resource Needs

Because of the School of Recreation, Health, and Tourism’s existing undergraduate programs in Sport Management and Parks and Outdoor Recreation and graduate level courses in Sport Management and Parks, Recreation, and Leisure Studies, the current RHT faculty, administrative staff, library resources, and equipment are sufficient to launch and maintain the proposed program. The following subsections detail the resources required to operate the program from its initiation in Fall 2010 through the target year 2014-2015. Assessments of need for full-time faculty, part-time faculty, and adjunct faculty are based on the following ratio of student enrollment to faculty effort for master’s programs: 11 FTE enrollment requires one FTE faculty for instruction. Based on current enrollment projections, the proposed MS in Sport and

Leisure Studies will require 0.45 FTE instructional effort to launch, rising to a total of 1.0 FTE by the target year of 2014-2015.

Full-time Faculty

A total of 12 full time faculty are committed to the program. We project that the proposed program will require 0.45 FTE of full-time instructional effort to launch, rising to 0.95 FTE in the target year of 2014 – 2015. The cost of full-time faculty can be accommodated through a combination of internal reallocation of resources.

Part-time Faculty from Other Academic Units

Since the courses will be conducted within the School of Recreation, Health, and Tourism there will be no need to employ part time faculty outside of the school.

Adjunct Faculty

While the proposed MS in Sport and Recreation Studies will not need the assistance of adjunct faculty to launch, we project that the program will require 0.05 FTE of adjunct support by the target year of 2014-2015.

Graduate Assistants

No graduate assistants are required to operate or sustain the proposed program.

Classified Positions

We project that the MS in Sport and Recreation Studies will require no more than 0.25 FTE of classified support, which will remain constant over time. These resources will be reallocated from within the department.

Targeted Financial Aid

No targeted financial aid is projected for the program.

Equipment

Because no new full-time or staff are required to launch or maintain the program, we project no new equipment costs.

Library

The University Libraries routinely provides academic units with \$3000 to the purchase of research journals and books.

Telecommunications

No new telecommunications systems are required to launch or sustain the proposed program.

Space

No new space is required to launch or sustain the program.

Other Resources

No other resources other than those previously described are required to launch or sustain the proposed program.

PROJECTED RESOURCE NEEDS FOR PROPOSED PROGRAM

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

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

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

	Program Initiation Year 2010 - 2011		Expected by Target Enrollment Year 2014-2015	
	On-going and reallocated	Added (New)	Added (New)**	Total FTE positions
Full-time faculty*	0.45	0.00	0.50	0.95
Part-time faculty (faculty FTE split with other unit(s))	0.00	0.00	0.00	0.00
Adjunct faculty	0.00	0.00	0.05	0.05
Graduate assistants	0.00	0.00	0.00	0.00

Classified positions	0.25	0.00	0.00	0.25
TOTAL	0.70	0.00	0.55	1.25

* Faculty dedicated to the program

** Added **after** initiation year

Part C: Estimated resources to initiate and operate the program

	Program Initiation Year 2010 - 2011		Expected by Target Enrollment Year 2014- 2015	
Full-time faculty	0.45	0.00	0.50	0.95
salaries	\$40,500	\$0	\$45,000	\$85,500
fringe benefits	\$12,429	\$0	\$13,811	\$26,240
Part-time faculty (faculty FTE split with unit(s))	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Adjunct faculty	0.00	0.00	0.05	0.05
salaries	\$0	\$0	\$1,440	\$1,440
fringe benefits	\$0	\$0	\$110	\$110
Graduate assistants	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Classified Positions	0.25	0.00	0.00	0.25
salaries	\$7,500	\$0	\$0	\$7,500
fringe benefits	\$3,158	\$0	\$0	\$3,158

Personnel cost				
salaries	\$48,000	\$0	\$46,440	\$94,440
fringe benefits	\$15,588	\$0	\$13,921	\$29,508
Total personnel cost	\$63,588	\$0	\$60,361	\$123,948
Equipment	\$0	\$0	\$0	\$0
Library	\$3,000	\$0	\$0	\$3,000
Telecommunication costs	\$0	\$0	\$0	\$0
Other costs (specify)	\$0	\$0	\$0	\$0
TOTAL	\$66,588	\$0	\$60,361	\$126,948

Part D: Certification Statement(s)

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

Yes _____
Signature of Chief Academic Officer

No _____
Signature of Chief Academic Officer

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

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

Funding Source	Program initiation year 20__ - 20__	Target enrollment year 20__ - 20__
Reallocation within the department or school (<i>Note below the impact this will have within the school or department.</i>)	\$63,588	\$123,948
Reallocation within the institution (<i>Note below the impact this will have within the school or department.</i>)	\$3000	\$3000
Other funding sources (<i>Please specify and note if these are currently available or anticipated.</i>)	\$0	\$0

2. Statement of Impact/Other Funding Sources.

Reallocation within the department or school. Because the proposed MS in Sport and Recreation Studies uses primarily existing faculty and classified support, the cost of supporting the proposed program can be accommodated through reallocation of resources.

Reallocation within the institution. The University libraries routinely allocates \$3000 to new master’s programs to support relevant additions to library holdings.

Other funding sources. No other funding is required to support the proposed MS in Sport and Recreation Studies. George Mason University will not request additional funding to launch or maintain the program.

3. Secondary Certification.

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

Agree _____
Signature of Chief Academic Officer

Disagree _____
Signature of Chief Academic Officer

Appendices

Appendix A – Sample Schedules

Sport and Leisure Studies Concentration			
Semester	Courses		
Fall Year 1	PRLS 612	EFHP 606	EFHP 623
Spring Year 1	PRLS 601	PRLS 611	PRLS 614 OR SPMT 614
Fall Year 2	EFHP 599	EFHP 680	SPMT 556
Spring Year 2	EFHP 799 OR EFHP 798		

Recreation Administration Concentration			
Semester	Courses		
Fall Year 1	PRLS 531	EFHP 623	EFHP 606
Spring Year 1	PRLS 601	PRLS 611	PRLS 614
Fall Year 2	EFHP 599	PRLS 610	PRLS 612
Spring Year 2	EFHP 799 OR EFHP 798		

Appendix B – Faculty Credentials and Expertise

Robert E. Baker, Ed.D., 1995, The College of William and Mary, Associate Professor and Coordinator of Sport Management, Director of the Center for Sport Management, Stakeholder Dynamics in Sport including Leadership, Contextual Issues, Governance and Policy, Sport Management Professional Preparation

Maggie Daniels, Ph.D., 2002, Clemson University, Associate Professor in Tourism and Events Management, Tourism Planning and Policy, Local Economic Development, Sports Tourism, Event Planning, Implementation and Evaluation

Craig R. Esherick, J.D., 1982, Georgetown University, Assistant Professor in Sport Management, Sport History, Basketball and Basketball History, The Club Sports System in Europe, US Interscholastic and Intercollegiate Athletics, Coaching, Parenting, and Leadership of Athletes

Laurie Harmon, Ph.D., 2005, The Pennsylvania State University, Assistant Professor and Coordinator of Parks, Recreation, and Leisure Studies, Social Psychological Perspectives of Person/Place Relationships, Using Technology in Natural Environments, Motivations of Natural and Wilderness Areas, Psychometric Properties and Development of Place Construct Scales

James C. Kozlowski, J.D., Ph.D., 1986, The University of Maryland, Associate Professor in Parks, Recreation, and Leisure Studies, Legal and Legislative Aspects of Recreation, Recreational Injury Liability, Park Resources Law, First Amendment Issues in Parks and Recreation, Disability Rights Law in Sport and Recreation

John Nauright, Ph.D., 1992, Queen's University, Professor in Sport Management and Director, Academy of International Sport, Sport and International Development, Sport, Mega-Events and Legacies, Globalization and Sport, International Issues in Sport Management, Race and Sport, Gender and Sport, History of Golf, Sport in the English Speaking World, Tourism and Identities

Ellen B. Drogin Rodgers, Ph.D., 1991, The Pennsylvania State University, Associate Professor in Parks, Recreation, and Leisure Studies and Associate Dean for Teaching and Academic Affairs in the College of Education and Human Development, Director of the Center for Recreation and Tourism Research and Policy, Human Dimensions of Natural Resources, Research Methodology and Evaluation, Social Psychology of Leisure, Demography, Community and Park Planning

R. Pierre Rodgers, Ph.D., 1991, The Pennsylvania State University, Associate Professor in Sport Management and Co-Coordinator of the Graduate Program in Exercise, Fitness and Health Promotion, Race and Sport, Rhetoric and Popular Culture, Sport Communication, Interracial/Intercultural Communication, Communication and Gender/Racial/Social Marginalization, Sport as Cultural Phenomenon

Lori Shelby, Ph.D., 2006, Colorado State University, Assistant Professor in Parks, Recreation, and Leisure Studies, Human Dimensions of Natural Resources, Research Methodology, Nature-based Tourism, Recreation Resource Management

Cindy Waddell, Ph.D., 2003, The University of Maryland, Assistant Professor of Sport Management and Coordinator of Internships and Academic Advising, Sport Performance Enhancement through Psychological Interventions, Optimism and Sport Participation, Perceptions of Competence in Sport and Physical Activity

Brenda P. Wiggins, Ph.D., 1984, University of Oregon, Associate Professor in Parks, Recreation, and Leisure Studies and Coordinator of Student Affairs, Co-Coordinator of the Graduate Program in Exercise, Fitness and Health Promotion, Programming and Inclusion Across the Lifespan, Leisure Interests Among People with Developmental and Physical Disabilities, Social Psychology of Leisure

David K. Wiggins, Ph.D., 1979, The University of Maryland, Professor of Sport Management and Director of the School of Recreation, Health and Tourism, History of African American Participation in Sport, Sport Biography; Race and Ethnic Issues in Contemporary Sport

Appendix C – Sample Job Announcements with URL and Date

Note: Sample announcements have been sent to Robin Parker. She will save these as PDF files and they will be added here.

Appendix D – Sample Survey Instrument

George Mason University is developing a Master of Science degree in Sport and Recreation Studies for implementation in Fall 2010. The program is proposed, in part, to meet the growing need for professionals in these areas, as well as to better serve those students who have attempted to pursue graduate studies in sport and recreation at Mason. As a result of successfully completing this program, students should be able to:

- demonstrate superior skills in scholarship, practicality, and leadership
- manifest high quality expertise in sport and recreation-related aspects of assessment, evaluation, practice, and research
- assume leadership roles that advance the missions of your chosen academic and/or pragmatic professions

We have prepared the survey below to gauge interest in the program. Your answers to the following questions will be used in summary form only. No personally-identifiable information will be released. Please feel free to contact us at prodgers@gmu.edu or bwiggins@gmu.edu if you would like more information about the proposed program.

Thank you.

1. Would you be interested in enrolling in a program like this? (If no, then skip to question 3.)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. If yes, would you prefer to attend the program on a full-time or part-time basis?	<input type="checkbox"/> Full-time <input type="checkbox"/> Not sure	<input type="checkbox"/> Part-time
3. Have you ever applied to an institution offering a similar program? If so, which program, at which school?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4. Are you currently attending George Mason University? If so, in what program:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5. FOR STUDENTS CURRENTLY IN MASON PROGRAMS AT THE SAME LEVEL: If this program had been available when you initially applied to Mason, would you have applied for admission to it?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6. FOR STUDENTS WHO LEFT MASON TO PURSUE EDUCATION ELSEWHERE: If this program had been available when you completed your current program, would you have applied for admission?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7. FOR STUDENTS WHO LEFT MASON BUT HAVE NOT PURSUED FURTHER EDUCATION: If this program had been available when you completed your current program, would you have applied for admission?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
8. In which state do you currently live?	<input type="checkbox"/> Virginia <input type="checkbox"/> DC	<input type="checkbox"/> Maryland <input type="checkbox"/> Other
9. Do you plan to live in this state for the next three or four years?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
10. Are you currently employed? (If no, then skip to 14.)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
11. If you are employed, please identify the state in which you work.	<input type="checkbox"/> Virginia <input type="checkbox"/> DC	<input type="checkbox"/> Maryland <input type="checkbox"/> Other
12. If you are employed, are you employed full-time or part-time?	<input type="checkbox"/> Full-time	<input type="checkbox"/> Part-time
13. If you are employed, would the proposed program help you in your work?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
14. Please feel free to provide additional comments about the program.		

Appendix E – Summary of Survey Results

Appendix F – Sample E-Mail Inquiries About Program

Note: Sample e-mail inquiries have been sent to Robin Parker. She will save these as PDF files and they will be added here.