

**New Program Proposal  
Bachelor of Arts, Sports Communication  
Clemson University**

**Summary**

Clemson University requests approval to offer a program leading to the Bachelor of Arts degree in Sports Communication to be implemented in Fall 2013. The proposed program is to be offered through traditional instruction on campus. Clemson currently offers a program leading to the B.A. degree in Communication Studies with a minor in Sports Communication; the institution will continue to offer the minor. The following chart outlines the stages for approval of the proposal; the Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal to the Committee on Academic Affairs and Licensing (CAAL). The full program proposal **is attached**.

| <b>Stages of Consideration</b>                             | <b>Date</b> | <b>Comments</b>   |
|--|-------------|---|
| Program Planning Summary received and posted for comment   | 5/1/2012    | Support from USC confirming momentum in communications field; explained nuances between the proposed program and USC's major in Sports Journalism and Mass Communications                     |
| Program Planning Summary considered at ACAP                | 7/12/2012   | Staff suggested that the institution elaborate clearly in the proposal employment opportunities for graduates   |
| Program Proposal Received                                  | 1/15/2013   |   |
| Comments and suggestions from CHE staff to the institution | 2/10/2013   | Staff suggested expansion of justification, need, and employment information for the sports markets; the impact of sports communication on the state's economy; and specific examples of jobs |
| Revised Program Proposal received                          | 2/15/2013   | Revisions to justification and need sections; job opportunities; explanation of collaboration among other departments at Clemson; programs at other institutions in SC                        |
| Program Proposal posted to ACAP members for review         | 2/28/2013   |   |
| ACAP Consideration   | 3/21/2013   | Discussion about curriculum inclusion of law and ethics (they are embedded in the curriculum), and internships but no objections.   |

**Recommendation**

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission the program leading to the Bachelor of Arts degree in Sports Communication at Clemson University, to be implemented in Fall 2013, provided that no additional "unique cost" or other special state funding be required or requested.

**CLEMSON UNIVERSITY**  
**COLLEGE OF ARCHITECTURE, ARTS, AND HUMANITIES**  
**REQUESTING TO OFFER A NEW DEGREE PROGRAM**  
**BACHELOR OF ARTS**  
**IN**  
**SPORTS COMMUNICATION**

Submitted to the South Carolina Commission on Higher Education  
January 15, 2013

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**Classification:**

**Program Title:** Sports Communication

**Academic unit involved:** Department of Communication Studies

**Designation, type, and level of degree:** Bachelor of Arts

**Proposed date of implementation:** August 2013

**CIP code:** 090906

**Program is:** New

**Site:** Clemson University Campus; some courses may be offered online

**Program qualifies for supplemental Palmetto Fellows Scholarship or LIFE Scholarship awards:** Yes \_\_\_\_\_ No  X

**Delivery mode:** Traditional and Blended Traditional and Online

**Institutional Approval**

|                                     |                               |
|-------------------------------------|-------------------------------|
| Board of Trustees                   | Approval Date: April 20, 2012 |
| Department Curriculum Committee     | Approval Date: 9/17/12        |
| Department Chair                    | Approval Date: 9/17/12        |
| Chair, College Curriculum Committee | Approval Date: 9/21/12        |
| College Dean                        | Approval Date: 9/12/12        |
| University Curriculum Committee     | Approval Date: 10/5/12        |
| Provost                             | Approval Date: 11/5/12        |
| President                           | Approval Date: 11/5/12        |

**Purpose and Justification:**

A sports communication degree is needed to reflect the importance of communication in the sports world, as sports professionals must have a comprehensive communicative foundation to be successful and competitive. For example, media relations and public relations personnel must understand how to construct and craft persuasive and well-written messages, anticipate audience reactions, and plan and evaluate campaigns. Additionally, social media is fast becoming a dominant platform for message dissemination in the sports world, and understanding how to utilize these media channels is imperative. Understanding fan behavior and how to cultivate fans also is a crucial task for these sports professionals. These competencies call for courses that extend beyond the sports communication-related courses the Department of Communication Studies currently offers and is able to support with existing resources.

Clemson University is located between two major sports markets – Atlanta and Charlotte. Between these two cities, there are six professional sports teams. Additionally, NASCAR is based in Daytona Beach, Florida and there are several minor league teams in the region and multiple collegiate athletic programs. This provides a strong regional base for students to enter the professional ranks in diverse careers including sales and marketing, media relations, community

relations, public relations, broadcast production, and social media related positions.

The new major would provide a broad-based curriculum that would prepare our students to work as sports media analysts, public relations practitioners in sports organizations, and sports media relations professionals, in addition to other sport-related positions. Additionally, Clemson University's recent launch of the Social Media Listening Center (SMLC), of which our department is a founding partner and collaborator with the department of management, coupled with recent and planned faculty hires in the areas of social media and sports communication, interpersonal sports communication, and organizational sports communication, would allow us to provide excellent opportunities for students and faculty to pursue their interests in sports communication. Whereas mass media as a whole constitutes an essential part of sports communication, there are other dimensions to the field.

Communication also plays an integral role in the *management* of sports organizations. For example, professionals in these fields must be able to effectively assess and resolve employee communication issues, manage dissent and actively participate in policy development. Such communication skills are also central to the success of many sports careers, including coaching and directing an athletic program. Sports communication also has significant applied value in family communication settings; for example, we would address family communication issues such as parent-child relationships and family involvement in youth sports in one of our proposed courses. Our program would also include an examination of communication and emotion in sports—for example, new studies have looked at how coaches use communication to regulate players' emotion to increase performance. Other programs that focus on training students in sports journalism or marketing do not address these important sports communication contexts. Our goal with regard to our curriculum would be to fill the gaps that are clear when looking at other institutions in creating a program that would be informative about, and applicable to, the field of sports communication. As graduates will be placed in professional positions, the profile of the program will magnify and position the sports communication major as a hub for sports communication practitioners.

We also expect that some graduates will elect to further their education through graduate programs in sports communication. This will enable our program to serve as a pipeline to prominent sports communication (and sport management) graduate programs, further strengthening the national profile and visibility of our program.

### **Need for Program in South Carolina:**

Sports hold a significant place in American culture and connect people globally. It is not surprising that many students gravitate towards sports-related courses and want to work in the sports industry. This is particularly true for South Carolina, as sports play a large role in the college experience. While the state is not home to professional sports team, there are many sites within the state that have major sporting events (such as Darlington's annual NASCAR race). South Carolina has a rich history of professional golf tournaments. In 2011, golf courses and the off-course expenditures of visiting golfers had a total economic impact in South Carolina in excess of \$2.716 billion in output and sales, included 34,785 jobs, and generated \$312 million in federal, state and local taxes. (Dudley Jackson, SC Department of Parks, Recreation and Tourism, April 2012).

Examples of sports communication jobs include Account Executives (sales), Community Relations Manager/Director, Sports Information Director/Assistant Sports Information Director, Human Resources Assistant/Manager and Social Media Coordinator/Manager.

Relative to other programs of study, sports communication is in its infancy, but the field is clearly advancing, on campus and elsewhere. For example, in 2008 Clemson hosted a Communication and Sport Summit, and this Summit has increased in popularity to the point that an international non-profit organization, the International Association for Communication and Sport has been founded. Two Communication Studies faculty serve on the Executive Board of this organization. In addition, the Association for Education in Journalism and Mass Communication now features a Sports Communication Interest Group. Thus, sports communication, both as a professional field and an academic discipline, appears to be at a “tipping” point.

Additionally, both oral and written communication skills are essential for success in virtually every profession. According to the Job Outlook 2012 survey conducted by the National Association of Colleges & Employers (NACE), among the skills, attributes, and qualities employers prize most are communication skills, a strong work ethic, ability to work in a team, and initiative (retrieved March 21, 2012 from [http://www.naceweb.org/s10262011/candidate\\_skills\\_employer\\_qualities/](http://www.naceweb.org/s10262011/candidate_skills_employer_qualities/)).

This is certainly the case for sports industry professionals. sports practitioners. For example, our program would include the examination of the effects and use of both mass media and communication technologies as primary foci. It would offer students a unique outlet to apply their digital communication skills to answer important sports communication questions for future clients or employers. For instance, in researching how a professional athlete is using Twitter, a student could identify successful and unsuccessful communication strategies, supporting the analysis with communication theory and credible, reliable research methods. The student could then draw on this experience when interviewing for internships and jobs.

At Clemson and elsewhere, strong demands exists for sports communication courses. Our department serves as a vivid exemplar to support this claim. Presently, students may earn a degree in Communication Studies or non-majors may earn a minor in sports communication. We do plan to continue to offer the Sports Communication minor once the new major is established, as the minor serves the needs of students majoring in other areas and provides linkages for collaborations with students and faculty from other departments and programs. Courses such as COMM 326 (Public Relations in Sports) may serve as electives for students majoring in PRTM or Marketing. Recent analyses of the department’s student course request log data reveal that every sports communication-related course currently offered by the Department of Communication Studies maintains. The interest of students in the courses provides further evidence of the interest across the campus in sports communication.

We anticipate a strong demand for admission into this major. An online survey was conducted by the Communication Studies Department in January, 2013. Of the 110 students who responded, 70 students currently enrolled in the Communication Studies major plan to apply to the Sports Communication major. We have also received at least 20 inquiries about the Sports Communication major from potential incoming students (high school students applying as freshmen and transfers from other institutions).

Clearly, current student interest and demand indicates a timely opportunity for Clemson University to expand its course offerings in sports communication. The Department of Communication Studies is seeking to implement a new undergraduate degree program in sports communication, not only to serve the unmet needs and demand among our current students, but also to provide a more formal and concentrated emphasis in sports communication that will serve our students.

Clemson collects data at the University level prior to a departmental faculty proposing a new degree program. While the University notes the enrollment in minors and concentrations, requests for courses, and other signs of program interest, the University collects and reviews data and information on trends in higher education nationally as well. We use proprietary survey data drawn from intended college students (The survey is conducted by the College Board and samples students who take the SAT.) These potential students are located, not just in South Carolina, but in states from which Clemson receives high numbers of student applications. The results are based on over 10,000 prospective college-bound students. The number of prospective students interested in Communication and related programs was 21,919. . We believe that our projections for interest in the program and potential enrollment are sound.

### **Relationship of Program to Mission of Clemson University:**

According to the Clemson University Web site (retrieved May 11, 2012 from <http://www.clemson.edu/administration/president/vision.html>): “The mission of Clemson University is to fulfill the covenant between its founder and the people of South Carolina to establish a ‘high seminary of learning’ through its historical land-grant responsibilities of teaching, research and extended public service.” The mission continues with the statement “The overarching goal is that graduates are creative and entrepreneurial but also are knowledgeable in a discipline and prepared for future opportunities in the global marketplace...” The proposed program meets the intent of the mission statement in addressing an expanded market and interest of students and prepares them for future opportunities.

This program will serve the state of South Carolina by educating students to join the thriving and competitive sports industry. Our graduates will be prepared to immediately contribute and make a difference in their workplace. They will evaluate and assess problems, and using research methods, develop and initiate effective solutions, understand the media landscape and craft strategic messages for sports audiences (e.g. fans, media organizations). As the sports industry continues to evolve, and communication technologies play an increasingly influential role, there will be strong demands for the skills and expertise that graduates of this program will possess.

### **Relationship of Program to Other Related Programs at Clemson:**

While sports communication is not a major on campus at this time, we do have relationships and partnerships that are available through our current minor. The most closely related program at Clemson University is found within the Department of Parks, Recreation, and Tourism Management (PRTM), which offers an undergraduate degree with concentrations in Community Recreation, Sport and Camp Management and in PGA Golf Management.

According to the PRTM website (Retrieved May 11, 2012, from <http://www.clemson.edu/hehd/departments/prtm/undergrad-program/concentrations.html>) the Community Recreation, Sport and Camp Management concentration, “is focused on programming and managerial positions in a wide variety of recreation related fields including the public and non-profit sectors such as municipal parks and recreation, state and national agencies, voluntary youth serving agencies, religious-affiliated social agencies, university campus recreation programs and much more.” Additionally, “Students will take classes in a wide

variety of areas including management, leadership, programming, risk management, facility operations and more.”

The primary focus of the proposed program is communication, not leadership, programming, risk management, or facility operations. Whereas communication is involved in these tasks, and there may be brief overlap in some courses, the sports communication degree is not designed as a leadership, programming, risk management, or facility operation program.

According to the PRTM website (Retrieved May 11, 2012, from <http://www.clemson.edu/hehd/departments/prtm/undergrad-program/concentrations.html>) the PGA Golf Management program, “provides an academic program that develops well-rounded, service-oriented golf professionals who can meet and respond to the personal as well as business management requirements of golf facilities” and prepares “graduates [to] have a greater understanding of environmental issues as they relate to golf operations, and the ability to promote and expand golf to youth, women, minorities and those with disabilities.”

Again, although there may be minor overlap (e.g., mutual interest in how golf professionals use social media to engage fans) preparing students to manage golf facilities and promote golf is not the purpose of the sports communication program.

The College of Business and Behavioral Science offers students the opportunity to obtain a Bachelor of Science degree with an option in Sports Marketing. According to the description on the College of Business and Behavioral Science’s website (Retrieved on May 11, 2012, from <http://www.clemson.edu/cbbs/departments/marketing/options.html>), “The concentration consists of three courses including principles of sport marketing, services marketing and either professional selling or promotional strategy. In addition, the student selects supporting courses (15 credits in five courses) from an advisor-approved list that includes several additional marketing courses created specifically to support this concentration area. These include sport promotion, sport strategy, best practices in sport marketing and international sport marketing.”

There is a great opportunity for students in the two majors to work together. For example, sports communication faculty and sports marketing faculty have opportunities to partner on projects to investigate how sports teams use social media to increase ticket sales or to develop campaigns to increase season-ticket purchases. We have a program at Clemson, Creative Inquiry, that brings teams of faculty and students from many disciplines together, to address problems (research, scholarship, projects, etc.) and seek solutions. This is an example of another format that encourages and allows us to collaborate across campus.

Sports communication faculty will develop relationships with the faculty in College of Business and Behavioral Science to explore research partnerships and collaboration. For example, we will build upon our current partnership with Management faculty who oversee the Sistine Hall Social Media Listening Center to develop new projects focusing on sports-related social media data mining and profiling.

Other possible collaborations include faculty in areas such as computer science to develop technology such as computer or smartphone applications designed to enhance sports media experiences for fans; with faculty in areas such as psychology to conduct research to explore deviant fan behavior; and with faculty in areas such as sociology to conduct research examining parental pressure in sports and the positive or negative effects of parental communication at youth sporting events.



In summary, the sports communication degree is distinct from other programs and majors at Clemson as we are concerned with providing students with a broad toolbox of communication theories and methods that are essential in the sports industry. These areas of expertise and skill sets are not targeted to one particular area (e.g., facility management, marketing) or one particular sport (e.g., golf) but will translate to multiple domains and sports. However, we do see multiple areas where possible future collaborations could be pursued to connect sports communication with related areas in other disciplines and programs on campus.

## **Comparisons with Other Programs in South Carolina, the South, and the Country:**

### *Overview*

Sports media classes have become increasingly popular at schools such as Indiana University, Michigan State, Penn State, and the University of Texas. One school, Oklahoma State University, offers a degree program in sports media, supported by the Welch-Bridgewater Chair of Sports Media in the School of Media and Strategic Communications. Sport-related courses at each of the universities mentioned above are offered in the context of journalism and mass communication. There are only a few institutions that offer sports communication concentrations to students and these emphases are generally focused on sports broadcasting and journalism. Whereas these areas will be components of our program, our graduates will have more diverse course offerings that extend beyond sports journalism and broadcasting. Specifically, our course offers will explore a broader array that fall outside the purview of traditional Sports Journalism and Broadcasting programs. These topics include, but are not limited to: family communication in sports, the role of social media and sports, public relations in sports, fandom and sports identity, sports and politics, sports and race/ethnicity/gender, ethical issues in sports, communication between coaches/athletes, and organizational dissent in sports.

There are currently institutions that offer degrees in sports communication: Ashland University, Bradley University, Marist College, Mississippi State University, and Indiana University. Oklahoma State University offers a degree in sports media, and Indiana University on the Indianapolis campus, offers a graduate degree in sports media. Formal requests for information from Oklahoma State University have been met with resistance, and no information has been provided. However, through back-channel contacts with a faculty member there, we learned that the first group of seniors in the program will be graduating this May, thus, data about students who have graduated and their job placements are not currently available.

### *South Carolina:*

To our knowledge, no other institution in South Carolina offers a sports communication degree. The University of South Carolina does offer a Journalism and Mass Communication degree. While there is some overlap, these programs are complementary, rather than adversarial. As a matter of fact, administrators at the Journalism and Mass Communication program at the University of South Carolina have expressed an interest in ways our programs can collaborate. We will pursue such opportunities, which will only broaden the reach of our program to more students in the South Carolina educational system.

Benedict College does offer a Bachelor of Science degree in Sports Management. A review of the courses in this major on the Benedict College website (<http://www.benedict.edu/cms/?q=node/398>) indicates that this degree is focused on management and operations of sports organizations, and not communication in sports organizations.



The Bachelor of Arts in Sports Communication at Clemson University is distinct from the Bachelor of Science Sports Management degree at Benedict College. Our Bachelor of Arts in Sports Communication will offer students a variety of courses in sports media, interpersonal communication in sports, public relations in sports, and social media in sports, and is not focused on operations and management of sports organizations. Students will be exposed to communication theory and research methods that are different from the organizational and economic theories taught in Sports Management programs.

Coker College does offer a Bachelor of Science degree that allows students to have an emphasis area in Sports Communication. A review of the courses that comprise this degree as contained in the academic catalog indicates that the majority of the courses are grounded in exercise science and management of physical education. Students can select a sports and society course, and communication courses that can be used are Introduction to Mass Communication and Public Relations writing.

The Sports Communication program at Clemson University will be centered on sports communication, and does not offer classes in recreation operations and management and kinesiology, which compose the sports communication emphasis area at Coker College.

The Sports Communication program at Clemson University will be a major, not an emphasis area, and is housed in the Department of Communication, not Physical Education, Health, or Kinesiology. Moreover, our communication courses are specifically centered on sports and as such our program is distinct from the emphasis area offered at Coker College.

#### *Peer Institutions in the Southern Region*

MISSISSIPPI STATE UNIVERSITY: The Department of Kinesiology, through the Division of Sports Studies, offers students the opportunity to pursue an undergraduate cognate in either sports communication or sports business. A review of course offerings (Retrieved on May 11, 2012, from (<http://www.kinesiology.msstate.edu/sports/sportstudies/pdf/SportStudies2011.pdf>) reveals that students are offered the following courses: Communication Management, Communication Theory, Mass Media, Digital Communication, Television Production, Public Relations, and News Writing.

Whereas there is some overlap, it should be noted that this cognate is affiliated with the Department of Kinesiology, and is more of a secondary than a primary foci. At Clemson, the sports communication degree will be housed within the Department of Communication studies and is a primary offering, rather than a secondary supplement.

#### *Other Institutions Nationally*

ASHLAND UNIVERSITY: The Department of Communication Studies offers students a sports communication major. According to their website (Retrieved on May 11, 2012, from <http://www.ashland.edu/programs/sport-communication>), the program offers students, “immersion in broadcast, print journalism, public relations, culture studies and rhetoric.” This program emphasizes broadcast and print journalism, which is encapsulated through statements on their website such as “As early as your freshman year, you can be covering NCAA Division II athletic teams for the campus TV or radio station or for The Collegian, the university’s award-winning student newspaper. You will complete a practicum in TV, radio and print communications on campus as well as an internship off campus.”

While there is some overlap, our program is distinct as we are not solely focused on broadcast and print journalism. We will offer students a more comprehensive approach to sports communication, which will enable them to adapt their knowledge to the chosen direction they wish to pursue in the sports industry.

BRADLEY UNIVERSITY: The Department of Communication offers students a Bachelor of Arts or Bachelor of Science degree with a concentration in sports communication. According to the program's website (Retrieved on May 11, 2012, from <http://slane.bradley.edu/communication/sports-communication>), "The program familiarizes students with diverse aspects of sports communication including sports journalism, promotion and publicity, production and performance, and sports media relations. Students are prepared for management positions in professional, collegiate and amateur sports; jobs in sports media including radio and television stations and networks, print publication and Internet sports; and as sports information and communication specialists."

A review of course offerings (Retrieved on May 11, 2012, from <http://com.bradley.edu/sportscom/ourprogram/>) does reveal some overlap (e.g., courses in Sports Ethics and Sports and Society) however, many of the courses are centered on sports writing and journalism as well as business (e.g., Accounting Principles – Financial, Global Media Systems). Our program will be grounded in communication. Whereas there are various appendages one may take with this background (e.g., human resources, marketing) our program positions communication as the anchor.

FERRIS STATE UNIVERSITY: The Department of Communication Studies at Ferris State University offers a Bachelor of Arts degree with a sports communication concentration. No course offerings are listed on the Department's website (<http://www.ferris.edu/HTMLS/colleges/artssands/Humanities/comm/sports-concentration.htm>), but through networking, we have discovered that this concentration includes broadcasting, journalism, sports management and public relations.

Although some overlap exists with areas such as public relations, our sports communication degree is more than just a concentration, and provides students with a theoretical and methodological foundation to strengthen their communication competence regardless of the career trajectory they choose.

INDIANA UNIVERSITY: The Department of Kinesiology, in conjunction with the Department of Telecommunications, offers students a sports communication major. Students select from one of two emphases – broadcast or print (Retrieved on May 11, 2012, from <http://www.indiana.edu/~kines/undergraduate/sport.shtml#overview>).

Similar to the program at Mississippi State University, Indiana University's program is housed in the Department of Kinesiology. Our program will be housed in the Department of Communication Studies, enabling prospective students to easily identify where the program is located and positioning Clemson as one of the few communication programs to offer a sports communication degree. As already noted, our program extends well beyond sports broadcasting and journalism.

MARIST COLLEGE: Marist College offers students a Bachelor of Arts with a sports communication focus. A review of course offerings (Retrieved on May 11, 2012, from <http://sportscomm.marist.edu/undergraduate.html>) reveals that the primary focus of this program is sports broadcasting and reporting. For example, five of the seven sports

communication concentration courses students take center on sports journalism or sports broadcasting.

Our sports communication degree program is distinct from Marist College's as we are offering a more comprehensive approach to sports communication that encompasses much more than sports broadcasting and sports journalism.

In summary, to the best of our knowledge, the Department of Communication Studies at Clemson will be the only program to offer a comprehensive sports communication degree. That is, our program extends well beyond sports broadcasting and sports journalism, encompassing multiple communicative domains (e.g., interpersonal, organizational) that underpin much of the sport industry, yet which in our review, are virtually non-existent in academic training to those desiring to work in the sports industry. In combining sports media, social media, communication theory, and methods will provide students with a comprehensive foundation to succeed in a variety of careers within the sports industry.

### **Admissions Criteria**

The University's admission is highly selective and considers standardized test scores, class standing, high school curriculum, and grade point average. Course work meets all standards set by the SC CHE. The University suggests three years of foreign language. Students identify their first and second choice of majors on the application and are accepted into a major as a freshman. Transfer students are expected to present 30 hours of completed college credits with a minimum of 2.5 GPA.

Candidates for admission in the Sports Communication program should have credentials comparable to those required of all students who apply for the Communication Studies major:

- Completed 15 credit hours, including ENGL 103 or COMM 201 with a grade of B or better
- Attained a 3.0 minimum GPA
- Demonstrate strong writing skills through a writing sample and resume
- Demonstrate a focused reason for pursuing the Sports Communication major in résumé and through the required written interest statement

Accordingly, when evaluating candidates for admission, those individuals with higher GPA's, who possess exceptional writing skills and who clearly articulate their rationale for pursuing the Sports Communication major will be given primacy over those applicants with lower GPA's, average writing skills, and who do not competently articulate their rationale for pursuing the Sports Communication Major.

### **Enrollment**

The following two tables have been generated with the expectation that there will be 19 new students admitted to the program each year. These students will be new to the university. The program will recruit students interested in sports communication. Students dropping from the program or graduating will be replaced to maintain a steady enrollment.

| PROJECTED TOTAL ENROLLMENT |           |              |           |              |           |              |
|----------------------------|-----------|--------------|-----------|--------------|-----------|--------------|
| YEAR                       | FALL      |              | SPRING    |              | SUMMER    |              |
|                            | Headcount | Credit Hours | Headcount | Credit Hours | Headcount | Credit Hours |
| 2013 – 2014                | 19        | 228          | 19        | 228          | 1         | 3            |
| 2014 – 2015                | 38        | 456          | 38        | 456          | 2         | 6            |
| 2015 – 2016                | 57        | 684          | 57        | 684          | 2         | 6            |
| 2016 – 2017                | 76        | 912          | 76        | 912          | 3         | 9            |
| 2017 – 2018                | 76        | 912          | 76        | 912          | 6         | 18           |

These estimates were calculated with responsible growth in mind, to ensure a high level of quality and support for our students and faculty. We expect to enroll 19 students in the major per year for a period of five years, through a competitive application process consistent with our current undergraduate admissions practices. The total growth of the program will be capped at 76 majors. Attrition of students through graduation or leaving the program will be managed by change of majors within the University using the stated criteria and review process so that during an academic year the total enrollment will remain constant.

### **Curriculum**

The overall curriculum is 120 hours and includes general education requirements, the sports communication required courses, foreign language requirements, minor and electives across the four academic years.

#### **First Semester**

- 1 – COMM 101 Communication Academic and Professional Development I
- 3 – ENGL 103 Accelerated Composition
- 4 – Foreign Language Requirement<sup>1</sup>
- 3 – Mathematics Requirement<sup>2</sup>
- 3 – Social Science Requirement<sup>3</sup>

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#### **Second Semester**

- 4 – COMM 201 Intro. to Communication Studies
- 3 – COMM 250 Public Speaking

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<sup>1</sup> The foreign language requirement is a proficiency requirement. Students must complete through 202 in Arabic, Chinese, French, German, Italian, Japanese, Latin, Portuguese, Russian, or Spanish.

<sup>2</sup> EX ST 222 or 301 or MTHSC 203

<sup>3</sup> See General Education Requirements. Six of these credit hours must also satisfy the Cross-Cultural Awareness Requirement and, if EX ST 222 is not selected, the Science and Technology in Society Requirement.

- 4 – Foreign Language Requirement<sup>i</sup>
- 3 – Mathematics or Natural Science Requirement<sup>iii</sup>
- 3 – Elective

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## **Sophomore Year**

### **First Semester**

- 3 – Arts and Humanities (Non-Lit.) Requirement<sup>iii</sup>
- 3 – Emphasis Area Requirement<sup>4</sup>
- 3 – Foreign Language Requirement<sup>i</sup>
- 4 – Natural Science Requirement<sup>iii</sup>
- 3 – Social Science Requirement<sup>iii</sup>

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### **Second Semester**

- 3 – COMM 301 Communication Theory *or*
  - 3 – COMM 302 Mass Comm. Theory *or*
  - 3 – Critical Discourse Theory
- 3 – Arts and Humanities (Literature) Requirement<sup>iii</sup>
- 3 – Foreign Language Requirement
- 6 – Elective

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## **Junior Year**

### **First Semester**

- 3 – COMM 324 – Sport, Communication, and Society
- 3 – Emphasis Area Requirement<sup>iv</sup>
- 6 – Minor Requirement
- 3 – Elective

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### **Second Semester**

- 3 – COMM 306 Discourse, Criticism and Soc. *or*
  - 3 – COMM 310 Quantitative Research Methods in Communication Studies *or*
  - 3 – COMM 311 Qualitative Research Methods in Communication Studies
- 3 – COMM 325 – Survey of Sports Communication
- 3 – Minor Requirement
- 3 – Emphasis Area Requirement<sup>iv</sup>
- 3 – Elective

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<sup>iv</sup> See advisor. Emphasis area courses consist of 12 credit hours at the 300/400-level that fit an approved theme. 6 credit hours must be Sports Communication courses.

## **Senior Year**

### **First Semester**

- 3 – Emphasis Area Requirement <sup>iv</sup>
- 3 – Minor Requirement
- 3 – COMM 425 – Advanced Sports Communication
- 6 – Elective

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### **Second Semester**

- 3 – COMM 495 Senior Capstone Seminar
- 1 – COMM 498 Communication Academic and Professional Development II
- 3 – Minor Requirement
- 6 – Elective

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120 Total Semester Hours

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<sup>i</sup> The foreign language requirement is a proficiency requirement. Students must complete through 202 in Arabic, Chinese, French, German, Italian, Japanese, Latin, Portuguese, Russian, or Spanish.

<sup>ii</sup> EX ST 222 or 301 or MTHSC 203

<sup>iii</sup> See General Education Requirements. Six of these credit hours must also satisfy the Cross-Cultural Awareness Requirement and, if EX ST 222 is not selected, the Science and Technology in Society Requirement.

<sup>iv</sup> See advisor. Emphasis area courses consist of 12 credit hours at the 300/400-level that fit an approved theme. 9 credit hours must be Sports Communication courses.

## **Assessment**

The University engages in program evaluation and assessment that focuses on program outcomes as well as student learning outcomes. While assessment of students is essential, program assessment is an important component as well. The faculty examines a number of factors related to program quality and effectiveness including, but not limited to, enrollment and graduate rates, admission to graduate programs, GRE and ETS proficiency scores, research, publications and presentations of faculty and students, student assessment of instructors, and exit interviews. These data assist faculty in evaluating and improving program implementation. The University provides annual data for department chairs to use in conducting program reviews. The student learning outcomes are of particular importance between of the distributed competencies required of all undergraduate students and relate directly to the curriculum plan of study.

### *Assessment of Student Learning Outcomes*

Upon graduation with a BA in Sports Communication, students will demonstrate mastery of the following:

1. The history and distinguishing characteristics of the sports communication field.
2. Relevant communication theory and its applications to sports contexts.
3. Range of research methods used in sports communication research.
4. Communication law and ethics as they apply to sports communication.

5. How communication in sports contexts may be used to pursue long-term professional goals in communication within the student's context of interest (e.g., mass media, public relations, workplace/business, etc.)
6. Academic and professional writing characterized by elegance in presentation (i.e., mechanics and style) as well as intellectual and practical sophistication appropriate to a graduate of a BA program at a major research university.

In addition to grades in individual classes, overall student learning outcomes will be assessed by annual focus groups with graduating students, as well as feedback from program alumni and review of samples of students' work by faculty at peer or aspirant institutions. Additional indicators of program success will be factors such as four-year graduation rate (for full-time students) and placement rate in internships and positions in the sports communication professions or in prestigious graduate programs.

We recognize that not all students who major in sports communication may seek a career in the sports industry. However, given the strong communicative foundation underpinning the degree, these students will have career opportunities in other fields. For example, a student who takes sport organization communication classes will be prepared to work in a human resources position at a non-sports organization. Similarly, students who take public relations classes will be qualified to work in public relations and/or communication positions for a variety of non-sports related organizations.

*Four New Courses to be Added in the Next Five Years:*

**COMM 324: Sport, Communication, and Society**

Examines the cultural influence of communication of sports on society. Explores how communication enables cultural meanings and values to become associated and established within sports. Exposes students to the ways that factors such as race, gender, and nationalism manifest and perpetuate via communication in sport. *Preq:* COMM 201 with a *C* or better or consent of instructor.

**COMM 426: Social Media and Sport Communication**

Examines the influence of communication and social media in sports and how these technologies are changing the communicative infrastructure of sports. Students will explore how social media is re-configuring sports media, how sports organizations are managing social media, and how social media affects fan behavior and athlete communication. *Preq:* COMM 201 with a *C* or better or consent of instructor.

**COMM 427: Communication in Sports Organizations**

Examines communication dynamics in sports organizations. Among other topics, identifies how sports organizations manage crisis communication, communication with stakeholders, sexual harassment, ethical issues, and dissent. *Preq:* COMM 201 with a *C* or better or consent of instructor.

**COMM 428: Interpersonal/Family Communication and Sport**

Examines how communication functions in interpersonal and family contexts as it pertains to sports. Exposes students to the both the positive and negative communicative behavior with athletes, coaches, and families. Challenges students to identify ways that sports can be a healthy, rather than destructive, communicative topic for families and to think about how communication can bolster interpersonal relationships in sport. *Preq:* COMM 201 with a *C* or better or consent of instructor.



**Faculty:**

| <b>List Staff by Rank<br/>(e.g. Professor #1,<br/>Professor #2,<br/>Associate<br/>Professor #1, etc)</b> | <b>Highest<br/>Degree<br/>Earned</b> | <b>Field of Study</b>  | <b>Teaching<br/>in Field<br/>(Yes/No)</b> |
|--|--------------------------------------|--|---|
| Professor #1   | Ph.D                                 | Sports Sociology, Sport Media,<br>Theory/Methods   | Yes                                       |
| Assistant Professor #1   | Ph.D                                 | Sports Communication, Social<br>Media, Theory/Methods  | Yes <sup>1</sup>                          |
| Associate Professor #2   | Ph.D                                 | Sports Communication,<br>Theory/Methods  | No  |
| Assistant Professor #3   | Ph.D                                 | Sports Communication,<br>Interpersonal/Organizational/Group<br>Communication, Theory/Methods | No  |
| Assistant Professor #4   | Ph.D                                 | Sports Communication,<br>Theory/Methods  | No  |

<sup>1</sup> The first two faculty members listed will have primary responsibility in teaching required sports communication courses and sports communication emphasis area courses. Three additional faculty lines will be added over three years to accommodate the demand for these courses. These faculty lines are included in the budget below.

*Qualifications for New Faculty Hires*

New hires for the sport communication major must possess a terminal degree in Communication and maintain a program of scholarship that contributes to the understanding of sport communication. All hires wishing to teach in the major must have an active scholarly agenda, be consistently presenting work at academic conferences and publishing in appropriate outlets, and be involved in academic sport organizations.

*Change in Assignment for Currently-Employed Faculty or Administrators*

There are no anticipated changes at this time. Faculty who currently teach sports communication-related courses in the existing major will continue to do so, supporting both the new major as well as our existing minor in sports communication.

*Institutional Plan for Faculty Development*

Given the already rigorous scholarly expectations of current and future faculty members, little would change in regard to expectations for attending and presenting at conferences, etc.

However, faculty who teach in the sport communication major would be periodically eligible to receive summer research stipends as well as stipends to broaden the exposure of the program.

*Institutional Definition of Full-Time Equivalent (FTE)*

Full-time enrollment for a student in the Sport Communication major is defined as 12 credits per semester. Full time employment is 100%=1FTE.

| <b>UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT</b> |            |            |                 |            |              |            |
|--|------------|------------|-----------------|------------|--------------|------------|
| <b>YEAR</b>                                      | <b>NEW</b> |            | <b>EXISTING</b> |            | <b>TOTAL</b> |            |
|  | Headcount  | FTE        | Headcount       | FTE        | Headcount    | FTE        |
| <b>Administration</b>                            |            |            |                 |            |              |            |
| 2013 – 14  | 1          | 0.1        | 0               | 0          | 1            | 0.1        |
| 2014 – 15  | 0          | 0          | 1               | 0.1        | 1            | 0.1        |
| 2015 – 16  | 0          | 0          | 1               | 0.1        | 1            | 0.1        |
| 2016 – 17  | 0          | 0          | 1               | 0.1        | 1            | 0.1        |
| 2017 – 18  | 0          | 0          | 1               | 0.1        | 1            | 0.1        |
| <b>Total</b>                                     | <b>1</b>   | <b>0.1</b> | <b>1</b>        | <b>0.1</b> | <b>1</b>     | <b>0.1</b> |
| <b>Faculty</b>                                   |            |            |                 |            |              |            |
| 2013 – 14  | 1          | 1.0        | 2               | 2.0        | 3            | 3.0        |
| 2014 – 15  | 1          | 1.0        | 3               | 3.0        | 4            | 4.0        |
| 2015 – 16  | 1          | 1.0        | 4               | 4.0        | 5            | 5.0        |
| 2016 – 17  | 0          | 0          | 5               | 5.0        | 5            | 5.0        |
| 2017 – 18  | 0          | 0          | 5               | 5.0        | 5            | 5.0        |
| <b>Total</b>                                     | <b>3</b>   | <b>3.0</b> | <b>5</b>        | <b>5.0</b> | <b>5</b>     | <b>5.0</b> |
| <b>Staff</b>                                     |            |            |                 |            |              |            |
| 2013 – 14  | 1          | 1.0        | 0               | 0          | 1            | 1.0        |
| 2014 – 15  | 0          | 0          | 1               | 1.0        | 1            | 1.0        |
| 2015 – 16  | 0          | 0          | 1               | 1.0        | 1            | 1.0        |
| 2016 – 17  | 0          | 0          | 1               | 1.0        | 1            | 1.0        |
| 2017 – 18  | 0          | 0          | 1               | 1.0        | 1            | 1.0        |
| <b>Total</b>                                     | <b>1</b>   | <b>1.0</b> | <b>1</b>        | <b>1.0</b> | <b>1</b>     | <b>1.0</b> |

**Physical Plant:**

Additional space will be required. This will include three office spaces to accommodate the new faculty hires as well as an area for administrative support. As with all new hires, the Dean of the College will assign space to new faculty by reallocating office and laboratory resources from recently retired faculty. There are no costs associated with the reallocation of space.

**Equipment:**

We do not anticipate any significant equipment needs, beyond standard start-up needs for new incoming faculty (computers and related hardware).

**Library Resources:**

Given the Department of Communication Studies current undergraduate offerings, the library holdings necessary for offering the Sports Communication major are ample at this time. Individual incoming faculty may request additional resources, so we have included a small budget for new library holdings in the following table. The Library maintains a subscription to a number of international, national, and regional communication journals, in which sports communication scholarship is published as well as the leading sports journals that publish sports communication research including International Journal of Sports Communication, Journal of Sports Management, Journal of Sport and Social Issues and Journal of Sports Media.

**Accreditation, Approval, Licensure, or Certification:**

- The proposed program is not subject to specialized or professional accreditation or approval by any state agency other than the Commission.
- Graduates of the program are not subject to licensure or certification by any public or private agency.

**Articulation:**

Students coming into the program from two-year colleges or four-year colleges will be subject to the usual rules concerning transfer credits. We have an active process for reviewing and accepting credit. As with all of Clemson's programs, we look forward to building articulation agreements with other institutions to facilitate transfer of students.

**Estimated Costs:**

**NEW COSTS TO THE INSTITUTION AND SOURCES OF FINANCING**

| <b>ESTIMATED COSTS BY YEAR</b>              |                       |                       |                       |                       |                       |                  |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------|
| <b>CATEGORY</b>                             | <b>1<sup>st</sup></b> | <b>2<sup>nd</sup></b> | <b>3<sup>rd</sup></b> | <b>4<sup>th</sup></b> | <b>5<sup>th</sup></b> | <b>TOTALS</b>    |
| Program Administration                      | 10,000                | 10,000                | 10,000                | 10,000                | 10,000                | 50,000           |
| Faculty Salaries (plus fringes)             | 75,780                | 151,560               | 227,340               | 227,340               | 227,340               | 909,360          |
| Graduate Assistants (plus fringes)          | 12,000                | 24,000                | 36,000                | 36,000                | 36,000                | 144,000          |
| Clerical/Support Personnel                  | 35,000                | 35,000                | 35,000                | 35,000                | 35,000                | 175,000          |
| Supplies and Materials (including software) | 1,000                 | 2,000                 | 3,000                 | 3,000                 | 3,000                 | 12,000           |
| Library Resources                           | 1,000                 | 1,000                 | 1,000                 | 1,000                 | 1,000                 | 5,000            |
| Equipment (computers)                       | 5,000                 | 5,000                 | 5,000                 |                       |                       | 15,000           |
| Facilities                                  | 30,000                | 10,000                | 10,000                | 0                     | 0                     | 50,000           |
| Other (Lab Supplies)                        | 5,225                 | 5,225                 | 5,225                 | 5,225                 | 5,225                 | 26,125           |
| <b>TOTALS</b>                               | <b>175,005</b>        | <b>243,785</b>        | <b>332,565</b>        | <b>317,565</b>        | <b>317,565</b>        | <b>1,365,585</b> |

| <b>SOURCES OF FINANCING BY YEAR</b>          |                |                |                |                  |                  |                  |
|--|----------------|----------------|----------------|------------------|------------------|------------------|
| Tuition Funding (New and returning students) | 240,000        | 494,000        | 741,000        | 988,888          | 988,888          | 3,452,776        |
| Other State Funding (Legislative Approp.)    |                |                |                |                  |                  |                  |
| Reallocation of Existing Funds               |                |                |                |                  |                  |                  |
| Federal Funding                              |                |                |                |                  |                  |                  |
| Lab Fees                                     | 5,225          | 5,225          | 5,225          | 5,225            | 5,225            | 26,125           |
| Other Funding (Endowment, Auxiliary etc.)    | 14,000         | 14,000         | 14,000         | 14,000           | 14,000           | \$70,000         |
| <b>TOTALS</b>                                | <b>259,225</b> | <b>512,225</b> | <b>733,225</b> | <b>1,008,113</b> | <b>1,008,113</b> | <b>3,548,901</b> |

The University typically has an instate/out of state ratio of 70%/30%. The tuition for the program has been calculated in Table D using that student ratio.

No special legislative appropriations are needed to support the program.

Academic administration will be required at 10% commitment from a faculty member. This person will serve as the program coordinator. A new support person will also be required. The new degree will require three new faculty positions. Because of the current number of majors in the department, new administration, staff, and faculty are required and will be phased in as needed to manage the enrollment. The curriculum phase in allows for a new faculty member each year for the first three years. The tuition will cover the operational cost of the program. Lab fees are used to cover the cost of equipment and supplies used by students in the lab.

The department receives a small endowment on an annual basis.