

**PROCEDURES AND TIMELINES FOR AN ACADEMIC APPEAL  
FOR A RECORDED FINAL GRADE IN A  
FACE-TO-FACE, BLENDED, OR FIELD-BASED COURSE**

**BASES FOR GRADE APPEAL:** A student has the right to appeal a final grade if the student believes that:

- The final grade was the result of a miscalculation of work presented by the student, and/or
- The final grade does not reflect the weighted values specified in the course syllabus, and/or
- The final grade does not reflect course requirements as stated in the course syllabus.

A student does not have the right to appeal a final grade just because the student disagrees with the instructor's requirements or grading standards, the student believes that he or she needs a specific grade, or the student desires a specific grade.

**TIMELINE:** The written copy of the process must be obtained from the Dean of Undergraduate Studies or the Director of Graduate Studies and the process begun no later than the end of the first three full weeks of classes of the fall or spring semester following the semester (including the intersession and/or summer session) in which the grade in question was issued. The deadline for filing an appeal is stated in the Academic Calendar published in each Semester Course Schedule. **Note:** The Academic Appeals Committee does not hear appeals in the summer. Therefore, intersession and summer session appeals will be heard in the fall semester.

Because a student's graduation or academic progress could be in jeopardy, it is best to attempt to achieve consensus and resolve an appeal at the lowest level and in a timely manner.

**RESPONSIBILITY:** It is the student's responsibility to assemble all supporting documentation. Documentation must include the course syllabus, tests, quizzes, all other written assignments, and any correspondence or other material relevant to assigning the grade.

**STEPS TO BE TAKEN IN REQUESTING A GRADE APPEAL BY A STUDENT IN A FACE-TO-FACE, BLENDED, OR FIELD-BASED COURSE**

**Step 1:** Within seven (7) calendar days of obtaining the appeals policy/procedures from the Dean of Undergraduate Studies or the Director of Graduate Studies, the student must begin the process with the instructor of the course.<sup>1</sup>

Action

- a. The student requests and participates in a meeting with the instructor of the course to discuss his or her issues of the grade appeal. Using the *Grade Appeal* form (part of the *Grade Appeal Policy and Procedures*), the student states the reason for challenging the recorded final grade.
- b. At the end of the meeting with the student, the instructor records the outcome of the meeting on the *Grade Appeal* form and both the instructor and the student sign and date the form.

Outcome

- c. If the student agrees with the outcome, the process ends at this point and the undergraduate student returns the signed and dated *Grade Appeal* form to the Dean of Undergraduate Studies; the graduate student returns it to the Director of Graduate Studies.
- d. No further appeal on this issue is allowed at a later date.

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<sup>1</sup> If the instructor is no longer associated with Fontbonne or is on leave from the university, regardless of the reason, the department chair /college dean (or his or her designee) in which the course is housed will serve in the capacity of instructor.

**Step 2:** If the issue is not resolved and the student wishes to proceed with the appeal, within seven (7) calendar days of the completion of Step 1, a and b:

Action

- a. The student contacts the chair or dean (hereafter referred to as chair/dean) [or designee] of the department or college in which the course is housed to schedule a meeting.<sup>2</sup>
- b. Before the meeting, the student assembles all supporting documentation and brings it to the chair/dean or designee. The signed and dated *Grade Appeal* form from Step 1 must be attached.
- c. The chair/dean or designee invites the instructor of the course to attend the meeting. At this meeting, the student discusses the issue of the grade appeal.
- d. The chair/dean or designee records the outcome of the meeting on the *Grade Appeal* form and both the chair/dean or designee and the student sign and date the form.

Outcome

- e. If the outcome is acceptable to the student, the undergraduate student returns the signed and dated *Grade Appeal* form to the Dean of Undergraduate Studies; the graduate student returns the signed and dated *Grade Appeal* form to the Director of Graduate Studies.
- f. No further appeal on this issue is allowed at a later date.

**Step 3:** If the issue is not resolved in Step 2, within seven (7) calendar days after the completion of Step 2, a through d, the student may request a meeting with the Dean of Undergraduate Studies or the Director of Graduate Studies to discuss his or her intention to continue the appeal process.

If the student requests a formal hearing at this meeting, the student must also provide all supporting documentation and a copy of the signed and dated *Grade Appeal* form to the Dean of Undergraduate Studies or the Director of Graduate Studies. Within seven (7) calendar days of this meeting, the Dean or Director contacts the chair of the Academic Appeals Committee to request a formal hearing.

**Step 4:** The appeal is heard by the Academic Appeals Committee. The chair of the Academic Appeals Committee assembles, in addition to him/herself, a committee of three faculty and three students (undergraduate students if the appeal relates to an undergraduate course; graduate students if the appeal relates to a graduate course). Unless some extenuating circumstance warrants, the hearing date should be scheduled to occur within three full weeks of the completion of Step 3. The student making the appeal and the instructor of the course attend and present their cases at the hearing.

All materials filed by the student and the instructor will be available to the members of the Academic Appeals Committee before the hearing. The materials will be housed and must be read in the Office of Academic Affairs, Ryan 202.

**THE HEARING:**

- A. A minimum of seven members, including the Committee chair and an equal number of faculty and students, must be present for a hearing. The chair has voting rights only in the case of a tie.
- B. It is expected that the student and instructor are present at the hearing. However, if the student or instructor does not attend the scheduled hearing, the Committee will proceed with the hearing. **Note:** If the appeal involves an instructor who is no longer connected with the University, the department chair/college dean (or designee) may act on the instructor's behalf.

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<sup>2</sup> If the department chair/college dean is the instructor of the course, then another member in the department/college (e.g., the senior member) will serve as the designee.

- C. The Committee chair presides over the hearing and is responsible for maintaining orderly procedures. Subject to being overruled by a simple majority of the members of the Committee, the chair has the power to rule on the relevance of evidence presented.
- D. The Committee must give the parties involved the opportunity to verbally present their cases.
- E. Both the student and the instructor have the right to have an advisor present who must come from the Fontbonne University community. This individual will not be permitted to address the Committee or make statements.
- F. Both the student and the instructor may request to bring in no more than two witnesses. Witnesses are present only for the portion of the hearing in which their statements are to be heard. All parties may ask questions of any witness.
- G. All hearings are closed.
- H. On the basis of the evidence presented at the hearing, the Committee must reach its decision in executive session immediately following the hearing.
  - Committee members will vote by secret ballot. A simple majority of votes is necessary to pass the appeal. In the event of a tie vote, the chair of the Committee will vote for a final determination.
  - The decision made by the Committee **may not be appealed**.

#### **OUTCOME**

1. The chair of the Academic Appeals Committee will communicate the Committee's decision in writing to the student, instructor, department chair/college dean (or designee), and to the Dean of Undergraduate Studies or the Director of Graduate Studies. The chair of the Committee will provide the Dean of Undergraduate Studies or the Director of Graduate Studies with the official file of the proceedings.
2. If a grade change is to be made, the instructor will complete a *Change of Grade* form and submit it to the Office of the Registrar within seven (7) calendar days after the decision is handed down.

***All materials, communications, and discussions are confidential. All written documentation becomes a part of the official file and will be kept in the Office of Academic Affairs for a period of five years, after which it will be destroyed.***

***Records may not be used in any detrimental way against either the student or the instructor.***

Effective: Fall 2010  
4/10

**PROCEDURES AND TIMELINES FOR AN ACADEMIC APPEAL  
FOR A RECORDED FINAL GRADE IN AN  
ONLINE COURSE**

**BASES FOR GRADE APPEAL:** A student has the right to appeal a final grade if the student believes that:

- The final grade was the result of a miscalculation of work presented by the student, and/or
- The final grade does not reflect the weighted values specified in the course syllabus, and/or
- The final grade does not reflect course requirements as stated in the course syllabus.

A student does not have the right to appeal a final grade just because the student disagrees with the instructor's requirements or grading standards, the student believes that he or she needs a specific grade, or the student desires a specific grade.

**TIMELINE:** The written copy of the appeal process must be obtained from the Dean of Undergraduate Studies or the Director of Graduate Studies and the process begun no later than the end of the first three full weeks of classes of the fall or spring semester following the semester (including the intersession and/or summer session) in which the grade in question was issued. The deadline for filing an appeal is stated in the Academic Calendar published in each Semester Course Schedule. **Note:** The Academic Appeals Committee does not hear appeals in the summer. Therefore, intersession and summer session appeals will be heard in the fall semester.

Because a student's graduation or academic progress could be in jeopardy, it is best to attempt to achieve consensus and resolve an appeal at the lowest level and in a timely manner.

**RESPONSIBILITY:** It is the student's responsibility to assemble all supporting documentation. Documentation must include the course syllabus, tests, quizzes, all other written assignments, and any correspondence or other material relevant to assigning the grade.

**STEPS TO BE TAKEN IN REQUESTING A GRADE APPEAL BY A STUDENT IN AN ONLINE COURSE**

**Step 1:** Within seven (7) calendar days of having obtained the appeal policy/procedures from the Dean of Undergraduate Studies or the Director of Graduate Studies:

Action

- a. The student begins the process by sending an e-mail to the instructor. The subject line should be: final grade in XXX999; XXX is the course code and 999 is the course number. The purpose in sending the e-mail is to record the date the concern was raised.
- b. The instructor acknowledges receipt of the e-mail within 24 hours and replies to the concern presented by the student within seven (7) calendar days.

Outcome

- c. If resolution is reached, the student indicates this to the instructor in an e-mail with a copy to the Dean of Undergraduate Studies or the Director of Graduate Studies, and the process is complete.
- d. No further appeal on this issue is allowed at a later date.

**Step 2:** If the issue is not resolved and the student wishes to proceed with the appeal:

Action

- a. The student must, within five (5) calendar days of receiving the response from the instructor, complete an online form requesting that the department chair or college dean (hereafter referred to as chair/dean) becomes involved. This form may be obtained via a link in the Blackboard course room or on the Fontbonne University website at

**THIS NEEDS TO BE ADDED LATE SUMMER 2010**

The form requires the student to provide contact and course information and to summarize the issue to date.

- b. The form is automatically submitted to the Director of Online Programs. Based on the information provided by the student, the Director of Online Programs forwards the online form to the appropriate chair/dean. The chair/dean is responsible for handling the appeal or forwarding it to his or her designee and the instructor. **Note:** In the case where the instructor is also the program director and/or the chair/dean, the Director of Online Programs forwards the online form to the Dean of Undergraduate Studies or the Director of Graduate Studies. The Dean or Director then contacts the student via Fontbonne University e-mail to advise the student of his/her right to continue the appeal process with Step 3, omitting Step 2 c and d.
- c. The chair/dean schedules a conference call and arranges for a recorder to be present during the call.
- d. A conference call occurs among the student, instructor, chair/dean, and recorder; minimally the chair, student, and recorder must be present.

Outcome

- e. At the conclusion of the conference call, the chair/dean sends a formal letter to the student summarizing the conference call and outcomes. This letter is copied to the Dean of Undergraduate Studies or Director of Graduate Studies, instructor, and other appropriate parties.
- f. If resolution is reached, no further appeal on this issue is allowed at a later date.

**Step 3:** If a resolution is not reached, and the student would like to pursue a formal grade appeal hearing:

Action

- a. Within seven (7) calendar days of the formal letter from the chair/dean, the student must e-mail the Dean of Undergraduate Studies or the Director of Graduate Studies and request a formal hearing.

Outcome

- b. The Dean of Undergraduate Studies or the Director of Graduate Studies notifies the chair of the Academic Appeals Committee to initiate a hearing.

**Step 4:** The appeal is heard by the Academic Appeals Committee. The chair of the Academic Appeals Committee assembles, in addition to him/herself, a committee of three faculty and three students (undergraduate students if the appeal relates to an undergraduate course; graduate students if the appeal relates to a graduate course) to hear the appeal. Unless some extenuating circumstance warrants, the hearing date should be scheduled to occur within three full weeks of the completion of Step 3.

Both the instructor and the student may be present. However, attendance via conference call is acceptable. The student and the instructor who wishes to attend the hearing via conference call must inform the chair of the Academic Appeals Committee via e-mail a minimum of three (3) calendar days prior to the hearing. The chair of the Academic Appeals Committee is responsible for setting up the conference call as she or he arranges the details of the hearing.

All materials filed by the student and the instructor will be available to the members of the Academic Appeals Committee before the hearing. The materials will be housed and must be read in the Office of Academic Affairs, Ryan 202.

### THE HEARING

- A. A minimum of seven members, including the Committee chair and an equal number of faculty and students, must be present for a hearing. The chair has voting rights only in the case of a tie.
- B. It is expected that the student and instructor are present at the hearing, whether physically or via conference call. However, if the student or instructor is not present physically or via conference call, the Committee will proceed with the hearing. **Note:** If the appeal involves an instructor who is no longer connected with the university, the department chair/college dean (or designee) may act on the instructor's behalf.
- C. The Committee chair presides over the hearing and is responsible for maintaining orderly procedures. Subject to being overruled by a simple majority of the members of the Committee, the chair has the power to rule on the relevance of evidence presented.
- D. The Committee must give the parties involved the opportunity to verbally present their cases.
- E. Both the student and the instructor may request to bring in no more than two witnesses. Witnesses are present only for the portion of the hearing in which their statements are to be heard. All parties may ask questions of any witness.
- F. All hearings are closed.
- G. On the basis of the evidence presented at the hearing, the Committee must reach its decision in executive session immediately following the hearing.
  - Committee members will vote by secret ballot. A simple majority of votes is necessary to pass the appeal. In the event of a tie vote, the chair of the Committee will vote for a final determination.
  - The decision made by the Committee **may not be appealed**.

### OUTCOME

- A. The chair of the Academic Appeals Committee will communicate the Committee's decision in writing to the student, instructor, department chair/college dean, and to the Dean of Undergraduate Studies or the Director of Graduate Studies. The chair of the Committee will provide the Dean of Undergraduate Studies or the Director of Graduate Studies with the official file of the proceedings.
- B. If a grade change is to be made, the instructor will complete a *Change of Grade* form and submit it to the Office of the Registrar within seven (7) calendar days after the decision is handed down.

*All materials, communications, and discussions are confidential. All written documentation becomes a part of the official file and will be kept in the Office of Academic Affairs for a period of five years, after which it will be destroyed.*

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Effective: Fall 2010

## **Addendum for Concentration in Apparel Studies**

**Program Objectives:** After completion of the M.A. in HES: Apparel Studies, students will be able to:

- a. Better relate their field of work to the broad discipline of Human Environmental Sciences.
- b. Use multiple frames to examine and critique the issues confronting individuals, families, and communities, to better address their job related roles in improving the quality of life for others.
- c. Identify the competing and complementary needs and values of individuals, families, and communities that exist globally, in terms of their implications for local job related roles.
- d. Develop and implement skills for advocating with, and on behalf of, individuals, families, and communities within the context of one's work.
- e. Investigate, analyze, and apply various models for leadership in HES appropriate to their field of work.
- f. Demonstrate understanding of the development-production-distribution process in relation to human needs.
- g. Articulate the complexities of the human need for dress as it symbolizes their culture, values, status, and roles.
- h. Collect, evaluate, and critique information useful to professional decision making.

**Estimated enrollment in this major/concentration/minor:** Five to ten (5-10) students initially: we anticipate growth through concentrated marketing efforts targeting regional employers in the fashion industry.

### **Financial Impact:**

Faculty: There will be no financial impact to the university regarding faculty. The M.A. in HES: Apparel Studies concentration will be staffed with current full-time faculty (salary and benefits already accounted for) and adjunct faculty, whose remuneration will come from the current part-time budget.

New Library holdings: Yes. As the course development proceeds, the HES department anticipates the need for additional library holdings, including books and periodicals. The HES Department is exploring ways to fund new library holdings without increasing budgetary needs.

Equipment: None

Audio/visuals/software: Yes. As the course development proceeds, the HES department anticipates the need for additional audio visual holdings. The HES Department is exploring ways to fund new library holdings without increasing budgetary needs.

Generated Revenue: Based on \$582/credit projected for FY11, the new concentration will generate roughly \$209,000 per 10 new students upon completion of their programs.

**How many students will this affect:** This change in degree will affect students new to enroll at Fontbonne University (total n projected at initial offering 5-10 students).

The M.A. in HES: Apparel Studies concentration consists of three main sections (see graphic outline below):

- HES Graduate Core Block (12 hours): The HES Graduate Core is designed to develop the student's understandings of both the foundational perspectives and the global reach of the HES field, and seeks to foster growth in advocacy and leadership skills appropriate to the profession. The HES Graduate Core will integrate studies in research to introduce all HES graduate students to the purpose and purposeful selection of research methods including, but not limited to: quantitative and qualitative methods; historical analyses; philosophical inquiries; and action research.
- Research Block or a Management Block (12 hours): The differentiated research and management blocks will permit students to tailor their programs to their respective professional needs and interests. The research block will foster development of skills that are appropriate for the workplace and/or eventual advanced graduate studies. The management block provides the essential content knowledge necessary for successfully functioning in the day-to-day operations associated with professional management roles.

The HES department sought and received support from the Business Department, which will be providing the coursework for the management block.

In addition, the HES Department has sought and received the support from the Math Department, which has developed a graduate course in statistics and research design (RMD 500 Statistical Methods for Research) appropriate for all graduate degrees at Fontbonne University.

- Concentration Block (12 hours): Apparel Studies concentration course block provides graduate students with both theoretical and practical knowledge to inform professional practice, attending to social-psychological aspects of dress; the contextualized nature of production/distribution; and the global movement of fashion from concept to consumer. The additional elective(s) permit students to specifically tailor their program to best fit their needs and interests, through additional coursework that develops an appreciation for historical/cultural place and commitment to social responsibility/sustainability as it pertains to fashion.



## Plan for M.A. in HES: Apparel Studies

<b>Core Courses for All HES Masters Students:</b>	<b>12 hours</b>
▪ Cornerstone: HES 532 Framing Critical Issues in HES	3 hrs
▪ HES 533 Advocacy and Public Policy: Addressing a World in Need	3 hrs
▪ HES 534 Globalization and Internationalization in HES Professions	3 hrs
▪ Capstone: HES 535 Leadership Development for Professional Practice	3 hrs

<b>Research Block Option:</b>	<b>12 hours</b>
▪ RMD 500 Statistical Methods for Research	3 hrs
▪ EDU 585 Research Methods in Education	3 hrs
▪ HES 568 Research in HES I	2/0 hrs
▪ HES 578 Research in HES II	1/0 hrs
▪ HES 588 Research in HES III	3 hrs

<b>Management Block Option:</b>	<b>12 hours</b>
▪ RMD 500 Statistical Methods for Research	3 hrs
▪ HMT 503 Legal and Ethical Environment of Business	3 hrs
▪ HMT 507 Budgeting	3 hrs
▪ HMT 515 Project Management	3 hrs

<b>Apparel Studies Concentration</b>	<b>12 Hrs</b>
▪ HES 52X The Human Element of Dress	3
▪ HES 52Y Softgoods Diaspora	3
▪ HES 52Z Strategies in Dissemination of Fashion	3
▪ HES Elective	3

<b>Electives for All HES Students</b>	<b>3 Hrs</b>
▪ HES 52A Social Responsibility: From Producer to Consumer	3
▪ HES 52B Historic and Cultural Textiles and Apparel	3
▪ HES 544 Ethical Implications for Health Communication	3
▪ HES 545 Cultural Competence in Health Communication	3
▪ HES 554 Critical Readings	3
o Section 03: Apparel Studies	
▪ HES 552 Curriculum Theory and Development for Children and Families	3
▪ HES 590 Independent Study	1-3

**Course distribution: Include all the courses required for the major/concentration/minor.**

Please see Plan for M.A. in HES: Apparel Studies illustrated above.

### Existing Courses

#### **HES Graduate Core**

- Cornerstone: HES 532 Framing Critical Issues in HES (3 hrs.)
- HES 533 Advocacy and Public Policy: Addressing a World in Need (3 hrs.)
- HES 534 Globalization and the Human Condition (3 hrs.)
- Capstone: HES 535 Leadership Development for Professional Practice (3 hrs.)

### **Research Block**

- EDU 585 Research Methods in Education (3 hrs.)
- RMD 500 Statistical Methods for Research (3 hrs.) Offered through the Math Department.
- HES 568 Research in HES I (2 hrs.)
- HES 578 Research in HES II (1 hr.)
- HES 588 Research in HES III (3 hrs.)
- HES 590 Independent Study (1-3 hrs.)

### **Management Block**

- RMD 500 Statistical Methods for Research (3 hrs.) Offered through the Math Department.
- HMT/MGT 503 Legal and Ethical Environment of Business (3 hrs.)
- HMT/MGT 507 Budgeting (3 hrs.)
- HMT/MGT 515 Project Management (3 hrs.)

**Course Modification** The course identified below will be modified to address the broader needs of all HES students, whereby sections will be created for each concentration

- HES 554 Critical Readings (3 hrs)  
Developed around student need and interest, a selection of readings will be identified that further examine the current status of the particular concentration. Students will participate in discussions, provide written summaries of readings, and develop an analysis of the current scene, synthesizing the given body of readings in an effort to evaluate the current issues related to each concentration.
  - Section 03: Apparel Studies

### **New Courses**

#### **Apparel Studies Concentration Courses**

- HES 52X The Human Element of Dress (3 hrs)  
Survey of the classic and contemporary theories of dress and fashion, with attention to the significance of dress in human experience. Theories will be explored to provide a base from which to examine the motives and meanings associated with individuals' presentation of self via dress. The theories will be applied to design, merchandising, manufacture and consumption of fashion-oriented products to understand how fashion is embedded in a psychological, social, and cultural milieu.
- HES 52Y Softgoods Diaspora (3 hrs)  
This course will examine the contemporary economic, technical, and political structures that influence the production and distribution of soft good products. Special emphasis on globalization, trade policies, political and legislative influences, and labor supply will enhance discussions of

design, production, sourcing, and delivery of products. Students will evaluate competitiveness, innovation, technology, and human well-being in light of cost-benefit decision making processes.

- HES 52Z Strategies in Dissemination of Fashion (3 hrs)  
Examines strategies involved in creating and disseminating a successful fashion concept. In-depth analysis of licensing arrangements, the process of developing a fashion brand, strategies in managing branded product lines to attract and retain customer loyalty, as well as measures to create effective marketing campaigns will be conducted.

### **HES Electives**

- HES 52A Social Responsibility: From Producer to Consumer (3 hrs)  
Issues related to sustainability, resource management, and human rights will enhance understanding of the relationship of the apparel industry to environmental and human well-being. Students will evaluate the quality of contemporary sources of information, consider costs and benefits of socially and ethically responsible decision making, and make recommendations for current and future professionals in the apparel industry.
- HES 52B Historic and Cultural Textiles and Apparel (3 hrs)  
The history of the production and adoption of dress will be examined from a human needs perspective. Students will develop appreciation for the social, political, economic, and technological influences on the dress of humans across time and geographic location. Personal experience with textile production will supplement the understanding of human interaction with textiles.

## **Addendum for Graduate Certificates in Technology**

### **CED 552 Creating a Presence in a Virtual World**

Provides students with an opportunity to become participating citizens of an innovative and creative virtual world. Students will go beyond the basics of virtual worlds to become competent builders, scriptors, animators, designers and movie makers in a virtual world. Students will apply basic elements of game design to produce quality educational activities and simulations for use in both virtual and real worlds.

**Prerequisites:** CED 551, CED 515 and CED 565

### **CED 553 An Immersive Experience in a Virtual Learning Community**

Provides students with an opportunity to define and create their own personal learning paths. Based on skills and experiences gained from CED 551 and CED 552, students will explore and examine individual interests in the virtual environment under the guidance and direction of the instructor. Areas of interest in a virtual world could include researching behaviors, creating unique environments or learning communities, designing educational strategies, starting a business venture, or addressing other relevant virtual world issues.

**Prerequisites:** CED 551, CED 552 , CED 515 and CED 565

### **CED 587 Instructional Design and Technology**

Focuses on understanding, planning and production of highly effective technology-rich training that meets educational and organizational goals. This course will be based on effective practices in instructional design and technology utilization. Students will learn various elements of instructional design such as needs assessment, task analysis, assessment of instructional objectives as well as effective course evaluation methods.

**Prerequisites:** CED 515, CED 565, CED 580

**Addendum**  
**Bachelor of Science in Sports Management (BSM)**  
**Program Modifications Rationale/Recommendation**  
**Fontbonne University**

**Introduction**

The Bachelor of Science in Sports Management program exists within the College of Global Business and Professional Studies (CGBPS). The program aims to prepare students to succeed and excel in the sports management field in a variety of settings. To further capitalize on these program qualities, the College continually evaluates curriculum and assessment techniques to adequately prepare graduates of the program to be successful citizens and employees in a sports business environment.

In order to further legitimize and enhance the quality of the BSM program, it is necessary that the College strive toward excellence in sports management. This standard of excellence has been set by the Commission on Sport Management Accreditation (COSMA) established jointly through the National Association for Sports and Physical Activity (NASPE) and the North American Society for Sport Management (NASSM). COSMA “recognizes that sport management education exists within a dynamic, complex environment that requires innovative approaches to achieving quality educational outcomes.” Regardless of whether the program be housed within the School or College of Education, Kinesiology, Physical Education, Business, etc., COSMA will “focus on the mission and learning outcomes that are achieved” ([www.nassm.com/accrediation](http://www.nassm.com/accrediation)). COSMA accreditation promises accountability, enhanced reputation, evidence of quality, continuous improvement, and supports and promotes best practices ([www.iweb.aahperd.org/naspe/cosma](http://www.iweb.aahperd.org/naspe/cosma)).

**COSMA Principles**

COSMA recommends eight accreditation principles: outcomes assessment, strategic planning, curriculum, faculty, scholarly and professional activities, resources, internal and external relationships, and educational innovation. COSMA accreditation should be a future goal of all the sports management programs within the College. The Fontbonne University College of Global Business team believes that a first step necessary in this process is to adequately address BSM curriculum concerns. Within the accreditation principle of curriculum, COSMA recommends following common professional components (CPC) which are main discipline areas or courses that should be offered within any sports management program. These include social, psychological and international foundations of sports, management (principles, sports leadership, operations, and governance), ethics, sports marketing, sports communication, finance, accounting, economics, sports law, and integrative experiences (strategic management, internships, capstone experience). The current BSM core curriculum does address many of these CPC’s. However, some of the courses within the existing curriculum do not focus on sports business and some courses should be added to address curriculum issues. The business team believes that, overall, the curriculum and program could benefit from a new direction. An examination of the curriculum was conducted to analyze alignment with COSMA standards and the curriculum that comprises the BSM program.

**Steps in the Review Process**

Dr. Erin McNary, Assistant Professor and Program Director of the Sports Management program at Fontbonne University, conducted an examination of the BSM curriculum. Her 12 years of personal and professional experience aided in the examination process. Various colleges and university sports management programs, predominantly situated in business schools, were examined. Specifically, information was collected regarding core curriculum as well as areas of emphases/minors offered within the programs. Dr. McNary also reviewed current publications found in *Sport Management Review* and the *Journal of Sport Management* that specifically address sports management curriculum issues. Dr. McNary, a member of NASSM & SMAANZ, consulted COSMA, the only organization offering discipline specific accreditation in sports management. Finally, in an article accepted by the *Sport Management Education Journal*, Dr. McNary and a colleague examined 227 sports management

programs and their respective curriculums. The data collection from this study allowed Dr. McNary to be mindful of current trends in sports management programs especially those similar in size to Fontbonne. The examination resulted in the following recommendation.

**Recommendation:**

Continue six of the required courses in the BSM major as well as four courses required in other disciplines, add six existing courses (italicized below), add five new courses, and take out seven courses. Students would be required to complete all of the core curriculum courses. The SPT 480 course would be taken during the student's senior year.

**The following specific general education courses must be chosen to meet the requirements for this major (12 credits):**

- CIS 110          Microcomputer Applications: Spreadsheets (3 credits)
- MTH 115        Introduction to Statistics (3 credits)
- PSY 100        *Introduction to Psychology* (3 credits)
- PHL 221        *Business Ethics* (3 credits)

**Courses Required in the Major (45 credits):**

- SPT 101        Introduction to Sports Management (3 credits)
- BUS 202        *Principles of Macro Economics* (3 credits)
- BUS 203        *Principles of Micro Economics* (3 credits)
- BUS 205        Financial Accounting (3 credits)
- BUS 233        Marketing Principles (3 credits)
- SPT 300        Legal Issues in Sports (3 credits)
- BUS 354        Sports and Entertainment Marketing (3 credits)
- BUS 357        *Consumer Behavior* (3 credits)
- BUS 365        *International Business* (3 credits)
- SPT 310        Social Aspects of Sports (3 credits)
- SPT 320        Sports Psychology (3 credits)
- SPT 330        Leadership and Governance in Sports (3 credits)
- SPT 340        Sports Event and Venue Management (3 credits)
- SPT 480        Strategic Management in the Sports Industry (3 credits)
- SPT 495        Internship in Sports Management (3 credits)

**Courses Required in Other Disciplines (12 credits):**

- ENG 201        Business Writing (3 credits)
- HES 119        Essential Concepts for Health and Fitness (3 credits)
- COM 350        Organizational Communication (3 credits)
- HES 213        Nutrition for Fitness and Physical Performance (3 credits)

**New Course Offerings (15 credits):**

The following courses currently are not offered. These courses are CPC's recommended by COSMA and NASSM. Offering of these courses would strengthen the curriculum and offer a comprehensive perspective of sports management. In terms of course sequencing, the first four courses would be offered as 300 level courses. The final course would be a 400 level course.

**New course recommendations for core curriculum:**

- SPT 310 Social Aspects of Sports (3 credits)
- SPT 320 Sports Psychology (3 credits)
- SPT 330 Leadership and Governance in Sports (3 credits)
- SPT 340 Sports Event and Venue Management (3 credits)
- SPT 480 Strategic Management in the Sports Industry (3 credits)

**The following courses would be removed (20 hours\*):**

- CIS 111: Microcomputer Applications: Database (3 credits)
- BIO 108: Introduction to Life Science with Lab (3 credits)
- SPT 200: Dynamics of Coaching (3 credits)
- BIO 206: Essentials of Human Anatomy and Physiology with lab (4 credits)
- BIO 306: Introduction to Kinesiology with Lab (4 credits)
- BUS 336: Advertising Principles\* (3 credits)
- BUS 369: Marketing Research\* (3 credits)

**Summary of Proposed Curriculum**

<b>Courses</b>	<b>Credits</b>
Courses that meet General Education Requirements (see page 2)	12
Courses Required in the Major (see page 3, number includes new course offerings)	45
Courses Required in Other Disciplines (see page 3)	12
New Course Offerings (see top of page 4)	15
Courses Removed (see above table, page 4)	20*

\*Current curriculum allows choice of either course; thus only 3 credits removed instead of 6

**Financial Impact of Modifications**

There will no financial impact in fiscal year 2010-2011 since none of the new courses will be offered until Fall 2011. Using the current average faculty pay rate per credit, the financial impact in fiscal year 2011-2012 will be \$8,019 (9 new credits X \$891). This figure was determined using the following calculation:

New Course Credits Offered	15
Minus Credits for courses discontinued	<u>6</u>
Equals Additional Credits to be taught	9

**Conclusion**

The proposed changes to the BSM link directly to the strategic plans of both the university and the CGBPS. The connections between the proposed changes and the strategic plans occur directly and overlap in an integrated manner. The recommendation to enhance reputation, improve quality, and legitimize the BSM is supported by Fontbonne tactic II.2.i to pursue appropriate accreditation of academic programs, and CGBPS tactic II.3.a to build business and sports relationships. The College’s Statement of Vision mandates that we deliver “business programs that are responsive to current and future business needs.” These changes are a step in the direction of making graduates of the BSM program more attractive to future employers.

In general, these changes support Fontbonne goal II.2 and the CGBPS goal II.8 to enhance academic quality. Specifically, they link to CGBPS Goal II.4 and Fontbonne tactic II.4.b to strengthen and support existing programs, and revise under-enrolled programs if necessary. They also support CGBPS tactic II.6.c to increase equivalency across academic majors.

COSMA outlines several accreditation principles and emphasizes innovative approaches to quality educational outcomes. These are in alignment with Fontbonne tactics III.2.b, II.3.b, and II.3.c that emphasize creative approaches to teaching and learning. Additionally, Fontbonne tactic II.4.j to refine the assessment of student learning and CGBPS's tactic II.1.b to increase the number of full-time faculty are congruent to COSMA's framework and the proposed program changes. Finally, adding SPT330 contributes to Fontbonne tactic III.2.a to apply concepts of leadership development.

These program recommendations were based on the examination of COSMA standards, collection of other information from various colleges and universities, and the examination of the literature in the field of sports management. New program offerings as well as cross-listings between other undergraduate degree programs (e.g., College of Global Business & Professional Studies, Human Environmental Sciences and English & Communication) would enhance the quality and quantity of courses offered as well as adding unique and comprehensive perspectives to the curriculum.