

Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: _____ **or Degree Plan(s): BSSLM New Degree Proposal**

		A	I	R	O
	Campus-Level Academic Review				
	Change to a Course Include signatures from all program directors/chairs for cross-listed courses. ¹				
1.	Title (description unchanged)	A	A	I	I
2.	Description (not affecting content)	A	A	I	I
3.	Course term(s)	A	A	I	I
4.	Content (change of course outcomes)	A	A	I	A
5.	Number of credit hours	A	A	A	A
6.	Course number within the hundred	A	A	I	I
7.	Course number beyond the hundred	A	A	A	A
8.	Prerequisites	A	A	A	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A
11.	Cross list course	A	A	A	A
12.	Program/department of record	A	A	A	A
13.	Open or close a course	A	A	A	A
	Change to a Degree Plan				
14.	Educational Program — Revise	A	A	A	A
15.	Educational Program — Adopt or change admission requirements	A	A	A	A
16.	GPA — Revise program or cumulative requirement	A	A	A	A
17.	Minor — Revise	A	A	A	A

	Full Review	U	P	I	D	A	I	S
	Change to Catalog Information (for Campus)							
18.	General requirements for Bachelor's and Associate Degrees	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	A	A	A	A	I
	Change to a Degree Plan							
21.	Educational Program — Add or Discontinue ²	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	R	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	I
24.	Minor — Discontinue (Provost-proposed)	R	R	A	A	A	A	I
25.	Degree — Add or Discontinue (proposed by Program or College)	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	R	A	A	A	A	I

	Change to General Education Requirements for Undergraduates (System)	U	P	I	D	A	I	S
27.	Change course outcomes of an included course	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	A	-	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	A	-	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	A	A	A	I

Notes

¹ Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

² For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

³ When a program director or dean proposes closing a program, approval routing follows the typical process beginning with the program. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2024

Program Director/Department Chair

Brandon R. Podgorski

Brandon R. Podgorski (Apr 16, 2025 12:56 EDT)

Program Director Signature

Date

Program Director/Department Chair Signature

Date

Dean(s)

Meghan Hope

Signature

Date

Signature

Date

Campus Academic Council

Chair's Signature

Date

Provost

Signature

Date

University General Education Council

Chair's signature

Date

University Faculty

Dallas Faculty Council Chair's signature

Date

Abilene Faculty Senate Chair's signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date

Dallas New Program Application Instructions

Use this template to propose a new degree program. These include undergraduate majors, graduate degrees, or certificates. Use the [New Track or Minor Application](#) if your proposal is not a free-standing degree program.

Process Overview

Step 1: Campus Coordination

The applicant provides a brief sketch of the proposed program and sends to the vice provost, who will share the proposal with the Dallas Executive Leadership Team. The ELT will evaluate the mission fit, value to the university, financial viability, and operational viability and determine whether to move forward with the proposal.

Step 2: Full Proposal

The applicant completes the full proposal and submits it to the vice provost, who requests any revisions necessary to create an accurate, complete picture of the program and ensure that it aligns with institutional policies and processes so that it will be ready to implement upon approval. After the vice provost is satisfied with revisions, the vice provost sends the proposal for review to:

1. the assistant vice president for academic affairs for review of institutional requirements
2. the library dean's designee for library resources review
3. the SACSCOC liaison for substantive change review

Step 3: Curriculum Approval Process

After all reviews are complete, the vice provost will return the full proposal to the applicant, who will begin the process outlined on the [campus approval chart](#) to add a new educational program. This includes approval by the program faculty, dean, campus academic council, provost, senior vice president for academic affairs, and president.

Dallas New Program Application

Step 1: Campus Coordination Information

1. Program Identification

- A. Program title - Sports Leadership and Management
- B. Degree type - Bachelor of Science
- C. Home college - Leadership and Professional Studies
- D. Program developer(s) and credentials - Brandon Podgorski, MBA, MS, PhD in Sport Leadership (in progress with expected completion in Fall 2025); former athletic director, coach, and sports marketer; full-time Sport Management/Leadership professor since 2017
- E. Where program will be offered and delivery method - Dallas, Online
- F. Proposed date of implementation - Fall 2025

2. Program Overview

A. Outlook

- 1. Market need. What students will be drawn to this program? What types of careers will they pursue after graduation? What is the job market/outlook like in this area?

Market Need

The sport industry is one of the fastest-growing sectors globally, with a projected value exceeding [\\$500 billion annually](#)¹. There is a consistent demand for professionals equipped with leadership, management, and communication skills to work in sports organizations, athletic departments, event management, and other related areas. Additionally, the online delivery format addresses the needs of non-traditional students, including working adults, career changers, and those seeking flexibility in pursuing higher education.

What Students Will Be Drawn to This Program?

The program will attract a variety of students, including:

- 1. **Aspiring Sport Professionals:** Students passionate about sports who want to turn their interests into fulfilling careers. [There are over 400 sport-related graduate and undergraduate programs in](#)

¹ The Business Research Company. (2024). *Global sports market report 2024 - sports market opportunities and forecast to 2033*. The Business Research Private Ltd. <https://www.thebusinessresearchcompany.com/report/sports-global-market-report>

[the U.S. which indicates a significant population of students wanting to work in sports](#)².

2. **Current Industry Workers:** Individuals already employed in sports or fitness industries seeking formal education to advance their careers. [Over 2 million people work in the sports-related industry](#)³.
3. **Career Changers:** Professionals in unrelated fields aiming to pivot into sport leadership and management roles. Skills from other industries - for example, sales, marketing, communications, PR, accounting, finance, HR - are transferable into sport.
4. **High School Graduates:** Recent graduates looking for an affordable and flexible pathway to a career in the growing sports industry. [There are over 5,000 internships available in sports and this is a great way for undergraduate students to get their start in the industry](#)⁴.

What Types of Careers Will They Pursue After Graduation?

Graduates of the online Sport Leadership and Management Bachelor's Degree can pursue a variety of career paths, including:

- **Sports Management:** Positions in professional and collegiate sports organizations managing operations, marketing, and events. [5,000 jobs available as of January 2025](#)⁵.
- **Athletic Administration:** Roles in high schools, colleges, and universities overseeing athletic programs. [400 jobs available at the NCAA levels as of January 2025. Over 200 high school AD jobs available in Texas as of January 2025](#)⁶.
- **Community and Recreation Leadership:** Leading community sports programs, nonprofit organizations, or municipal recreation

² Willett, J., Goldfine, B., & Brown, C. (2017, August 29). *An examination of sport management master's programs in the United States*. The Sport Journal.
<https://thesportjournal.org/article/an-examination-of-sport-management-masters-programs-in-the-united-states/#:~:text=There%20are%20over%20400%20sport,at%20the%20graduate%20level%20today>.

³ Baker, R., & Esherick, C. (2013). *Prevalence of sport creates multiple career opportunities*. Human Kinetics.
<https://us.humankinetics.com/blogs/excerpt/prevalence-of-sport-creates-multiple-career-opportunities?srltid=AfmBOopOugoayhVglxRIImQUI-k5d5bef2aFCrJdeHU40PcWmTRYD8dn7>

⁴ Zippia. (2024, April 5). *Sports internship demographics and statistics in the US*.
<https://www.zippia.com/sports-internship-jobs/demographics/>

⁵ TeamWork Online. (2025). *#1 way to find jobs in sports & entertainment*.
<https://www.teamworkonline.com/>

⁶ Indeed. (2025). *High school athletic director jobs, employment in Texas*.
<https://www.indeed.com/jobs?q=high+school+athletic+director&l=Texas&from=searchOnDesktopSerp&vjk=c2e1c75a1537cf79>

departments. 200 jobs available, combined, in [municipal](#)⁷ and [campus](#)⁸ recreation as of January 2025.

- **Youth and Player Development:** Working in programs focused on athlete growth and character development. [Over 300 jobs available in Texas as of January 2025](#)⁹.

What is the Job Market/Outlook Like in This Area?

The job outlook for sports-related careers is robust, with strong growth in several key areas:

1. **Sports Management Careers:** The U.S. Bureau of Labor Statistics (BLS) projects that management roles in sports and entertainment will grow by 13% by 2032, faster than the national average. [The entire sports-industry averages close to 110,000 open jobs per year](#)¹⁰.
2. **Recreation and Fitness Roles:** [Demand for recreation workers is expected to grow by 5% due to increased emphasis on wellness and physical activity](#)¹¹.
3. **Youth Sports and Development:** Youth sports programs continue to expand, creating opportunities for leadership roles in player development and coaching. [A \\$30 billion industry in the U.S. that desperately needs experienced and ethical leadership](#)¹².
4. **Event Planning and Marketing:** The global nature of sports and the rising popularity of [esports](#)¹³, [tournaments](#)¹⁴, and

⁷ National Recreation and Parks Association. (2025). *Career center*. <https://careercenter.nrpa.org/jobs/?page=2>

⁸ NIRSA. (2025). *NIRSA's bluefish jobs*. <https://careercenter.bluefishjobs.com/jobs/?keywords=&place=>

⁹ Indeed. (2025). *Youth sports jobs, employment in Texas*. <https://www.indeed.com/q-youth-sports-l-texas-jobs.html?vjk=a3276da6dd70337f>

¹⁰ U.S. Bureau of Labor Statistics. (2024, August 29). *Entertainment and sports occupations*. Office of Occupational Statistics and Employment Projections. <https://www.bls.gov/ooh/entertainment-and-sports/>

¹¹ U.S. Bureau of Labor Statistics. (2024, August 29). *Recreation workers*. Office of Occupational Statistics and Employment Projections. <https://www.bls.gov/ooh/personal-care-and-service/recreation-workers.htm#:~:text=in%20May%202023,-,Job%20Outlook,on%20average%2C%20over%20the%20decade.>

¹² Spanberg, E. (2023, May 1). *Youth sports: Supply. demand. access*. Sports Business Journal. <https://www.sportsbusinessjournal.com/Journal/Issues/2023/05/01/In-Depth/youth-sports.aspx>

¹³ Greig, C. (2024, January 15). *The ongoing rise of the esport industry*. Michigan Journal of Economics. <https://sites.lsa.umich.edu/mje/2024/01/15/the-ongoing-rise-of-the-esport-industry/>

¹⁴ Clement, J. (2024, August 13). *Council post: Best practices for investors exploring the youth sports industry*. Forbes. <https://www.forbes.com/councils/forbesbusinesscouncil/2024/01/25/best-practices-for-investors-exploring-the-youth-sports-industry/#:~:text=Growth%20And%20Investment%20Opportunities&text=predicted%20the%20youth%20sports%20market,development%20in%20this%20industry%20segment.>

[mega-events](#)¹⁵ like the Olympics or FIFA World Cup will drive demand for professionals in these fields.

In summary, the combination of an expanding job market, the flexibility of online learning, and a path to leadership positions in the sports industry makes the BSSLM a useful degree program.

2. Which students will this program serve that the campus is not already serving?

The online Sport Leadership and Management Bachelor's Degree will serve several unique populations that may not currently be reached by Abilene Christian University's on-campus offerings, including:

1. **Non-Traditional Students**

- Individuals who are already in the workforce but want to advance their careers. Specifically, those who are interested in coaching or athletic administration at the secondary school level may be drawn to the BSSLM program.

2. **Geographically Distant Students**

- There is only one *online* Sport Leadership program in the U.S. so the BSSLM has the potential to attract students from across the nation who want more than a traditional sport management degree and learn proven methods for effectively leading teams.
- International students seeking a U.S.-based degree but prefer the accessibility and affordability of an online program.

3. **Career Changers**

- Adults in unrelated fields who want to pivot into sport but need an accessible pathway to acquire the necessary education and skills without leaving their current jobs.

4. **Athletes with Demanding Schedules**

- Collegiate athletes seeking a degree in Sport Leadership and Management while balancing demanding practice, competition, and travel schedules. The BSSLM could be a strategic advantage in recruiting for ACU Athletics as it serves an interest in a sport-related field and provides these athletes a flexible major.

By reaching these underserved populations, the online Sport Leadership and Management Bachelor's Degree expands ACU's mission of providing transformative, Christ-centered education to a broader and more diverse audience.

B. Curriculum description

¹⁵ Müller, M., Gogishvili, D., Wolfe, S. D., Gaffney, C., Hug, M., & Leick, A. (2023). Peak event: The rise, crisis and potential decline of the Olympic Games and the World Cup. *Tourism Management*, 95, 1–15. <https://doi.org/10.1016/j.tourman.2022.104657>

1. Describe the focus of this program and why it will be valuable to students.

Establishing a Bachelor of Science in Sports Leadership and Management at Abilene Christian University (ACU) addresses the growing need for leaders in the sports industry. The program aims to prepare students for various roles, such as coaches and athletic administrators, while attracting a new demographic interested in sports and leadership. By incorporating business and Christian leadership principles, ACU can distinguish itself as a leader in this field, enhancing its reputation and potentially increasing enrollment and revenue through strategic partnerships. Furthermore, this undergraduate program can serve as a pathway to the M.S. in Sports Leadership.

Program Outcomes

1. Demonstrate effective leadership and management skills by applying practical leadership and management theories to guide teams, leagues, and organizations in the sports industry.
2. Develop strategic plans for sports organizations, including budgeting, marketing, and talent management, to achieve organizational goals.
3. Evaluate legal and ethical principles to decision-making and practice in sports leadership and management.
4. Exhibit advanced communication skills, including negotiation and interpersonal communication, to effectively interact with diverse stakeholders in sports.
5. Develop team cohesion and conflict management techniques to foster a positive and productive environment within sports organizations
6. Evaluate the diverse cultural, social, and economic factors influencing sports participation and management.

Benefits for ACU Students

1. **Enhanced student engagement:** [Social Sciences have an 81.6% retention rate, second only to Engineering majors](#)¹⁶.
2. **Leadership development:** [These skills are transferable and beneficial in various professional contexts, contributing to a more skilled and versatile workforce](#)¹⁷.
3. **Community and alumni connections:** The program can build connections with local sports organizations, professional teams,

¹⁶ National Student Clearinghouse. (2024, June 7). *Persistence & retention*. National Student Clearinghouse Research Center. <https://nscresearchcenter.org/persistence-retention/>

¹⁷ The Institute of Leadership. (n.d.). *Transferable leadership skills*. The Institute of Leadership & Management. <https://leadership.global/resourceLibrary/leaders-at-play-game-changing-leadership-from-sport-to-workplace.html>

and alumni who are working in the field. These connections can create internship opportunities, networking events, and potential career pathways for students. As well as support our Professional Development efforts (ex. Rangers U).

4. **Diverse career opportunities:** Graduates from the program can enter a wide range of fields in sport. This diversity in career paths can help address various needs within the sports industry and beyond.

3. Name the existing ACU programs to which it will be most similar.

Abilene campus: Kinesiology (BS)

Dallas campus: Exercise Science (BS)

Of note, Kinesiology and Exercise Science lean heavily on classes in human movement and hard sciences such as biology. Sports Leadership and Management is not as concerned with biomechanics as it is with the effective management of teams.

3. Estimate how many new courses will be needed to deliver the program.

The BSSLM will share classes with Business, Psychology, and Organizational Leadership while developing seven new and SPLD-unique classes. These include Introduction to Sports Leadership; Sports Governance and Policy; Sports Facility and Event Management; Sports Communication; Legal and Ethical Issues in Sports (BSSLM or MSSSL); Sports Analytics; Sports Leadership Capstone.

Below is the proposed BSSLM [degree plan](#).

	Prerequisites	Credit Hours
General Education (54hrs)		54
Major Requirements (45 hrs)		45
SPLD 201 Introduction to Sports Leadership		3
SPLD 221 Introduction to Sports Management		3
SPLD 231 Sports Facility and Event Management		3
SPLD 241 Sports Communication		3
SPLD 331 Sports Law and Ethics		3
SPLD 363 Sports Analytics		3
SPLD 491 Sports Leadership and Management Capstone (writing intensive)	Senior standing	3
ACTO 210 Financial Accounting		3
PSYO 120 Introduction to Psychology		3*
MGMO 330 Management and Organizational	24 earned hours	3

Behavior		
MGMO 335 Leadership in Organizations		3
MKTG 320 Principles of Marketing	24 earned hours	3
LEAD 211 Theories and Practices in Effective Leadership		3
LEAD 214 Self-Assessment in Leadership		3
LEAD 411 Decision Making in Organizations		3
Choose 3 hours from the following options: LEAD, MGMO, PSYO, SOCO, COMO		3
Free Electives (21 hrs)		21
TOTAL 120HRS		120

C. Resource estimates

1. Number of new faculty required to deliver program.

No full-time faculty will need to be hired. 3 to 4 adjuncts will be need to teach specialty courses such as Sports Communication, Legal and Ethical Issues in Sports, and Sports Analytics.

2. Describe and estimate cost of equipment needs or facility renovation.

None. A total of 7 new courses will be developed.

3. Will the program require disciplinary accreditation? Which organization?

No, but possible [COSMA](#) accreditation can be considered in the future.

Stop here and submit to the dean for discussion. The dean may ask for some clarification or revision. If the dean agrees, the dean should send the proposal to the vice provost. Continue with Step 2 after the vice provost approves the proposal to advance. Adjust responses in the Step 1 section as requested by the vice provost.

This proposal

☒ should

☐ should not

advance for further consideration.

Meghan Hope 1/6/25

Dean

Date

Comments:

This proposal

☒ should

☐ should not

advance for further consideration.

J. Scott Self -25-01-06

Vice provost

Date

Comments:

Step 2: Full Proposal Information

3. Program Information

- A. Program description. This 50- to 200-word explanation will be included in the catalog with degree plan.

The purpose of this degree is to prepare students for dynamic careers in the rapidly expanding sports industry. This program equips students with essential leadership, management, and communication skills necessary to excel in various roles, including sports management, athletic administration, event planning, and community recreation. Students will gain expertise in governance, facility management, sports analytics, and ethical decision-making, ensuring they are well-prepared for leadership roles in sports. Graduates can pursue careers with professional sports teams, collegiate athletic departments, recreational organizations, and youth sports programs.

- B. Program mission statement. It should define what students will be equipped to do upon completion of the program.

The mission of the BSSLM is to develop ethical, knowledgeable, and servant-hearted leaders who will impact the sports industry through excellence in leadership, management, and communication. Rooted in Christian values, this program prepares students to lead with integrity, inspire teams, and create positive change in professional, collegiate, and community sports settings. Students will gain expertise in governance, facility management, sports analytics, and ethical decision-making. Upon completion of the program, graduates will be equipped to pursue careers in sports management, athletic administration, event planning, and community recreation, demonstrating Christ-centered leadership in all aspects of the sports industry.

- C. Student learning outcomes. Define the competencies for graduates of your program. They should be specific and measurable. You should have a minimum of three and no more than seven.

Effective Leadership and Team Management – Apply leadership and management theories and principles to effectively guide teams, leagues, and sports organizations while fostering a positive and inclusive environment.

Strategic Planning and Organizational Management – Develop and implement strategic plans for sports organizations, including budgeting, marketing, talent management, and operational decision-making.

Ethical and Legal Decision-Making – Evaluate and apply ethical and legal considerations in sports management, ensuring compliance with industry regulations and promoting integrity within sports organizations.

Advanced Communication – Exhibit strong verbal and written communication skills to engage with diverse stakeholders, including athletes, coaches, sponsors, and media professionals.

Sports Analytics and Data-Driven Decision-Making – Utilize sports analytics to assess performance, optimize team operations, and enhance organizational effectiveness.

Event and Facility Management – Plan, organize, and oversee sports events and facility operations, ensuring efficiency, safety, and a high-quality experience for participants and spectators.

- D. Admission requirements. Describe prerequisites, which may include items such as application to the major, test scores, GPA, courses, skills, academic standing, etc.

- Submit official high school and/or college transcripts.
 - Complete the online program application accompanied by a non-refundable processing fee.
 - Students are not required to submit ACT or SAT test scores.
- *No special prerequisites are required

- E. Enrollment estimate based on Lightcast market analysis. Gray DI predictive analytics suggests that this program will reach 10 completions per year at maturity; however, we do not have sufficient data to accurately predict program growth in the Gray tool, so 10 students should be treated as a floor. Online programs in this space have enjoyed a 95% growth over the past five years nationally at the bachelor's level, with an average of 38 completions per year. These data suggest an estimated TSE range at maturity of between 50 (completions x 5) to 190 students.

- F. CIP code. Identify the 6-digit [CIP code](#) for the program. This is the system by which the government classifies all postsecondary educational programs.

31.0504 Sport and Fitness Administration/Management

- G. SOC code. Use the [crosswalk document provided by IPEDS](#) to take your previously identified CIP code and find the associated occupations in the [Standard Occupational Classification](#) system provided by the Bureau of Labor Statistics. The program may have only one SOC code.

25-1193

4. Rationale and Need for Program

- A. Mission fit. How does the program fit with the university's mission to educate students for Christian service and leadership throughout the world? How does the program fit with the university's current strategic plan or emphases?

- Academics
 - This will be one of a few *online* Bachelor in Sport Leadership and Management programs in the country
- Spiritual formation and student experience
 - Actively engage Christian leaders in sport to support or teach in the BSSLM program
 - Timely updates of classes to reflect the fast-paced nature of change in sports
- Diversity, equity, and inclusion
 - Engaging a diverse mix of SMEs and adjuncts to reflect the diversity of sports and keep content culturally relevant
- Finances
 - Sharing courses with other programs and keeping costs to a minimum while delivering an in-demand degree

B. Employment demand and career possibilities.

1. Identify jobs that graduates would be qualified to pursue.

- Teaching, coaching, and scouting
- Sport management
 - Sales
 - Facility and event management
 - Athletic Director
 - Team operations
- Media and marketing
 - Business manager
 - Brand manager
 - Community relations
 - Fan engagement
- Health and fitness
 - Consultant
- Umpire, referee, official

2. Use official databases to establish the job market for graduates of the program. Use the U.S. Bureau of Labor Statistics and Texas Workforce Commission; other sources that may be helpful are authorities on regional labor markets (e.g., metropolitan Chambers of Commerce) and current industry reports.

- 331,149 jobs (2023)
- +2.6% change (2023-24)
- \$23.15/hr and \$48.2k/yr median earnings
- 59,651 annual openings¹⁸

¹⁸ Data from Lightcast Q3 2024 Data Set

3. Using the SOC code chosen in 3.G., find entry-level and mean wages in that field in Texas from the Texas Workforce Commission ([Texas Wages](#) — Wages by Workforce Development Area).

Mean¹⁹ / Entry-level²⁰ (annual)

South Plains: \$76,227 / \$40,564
 North Central: \$78,841 / \$48,344
 Tarrant County: \$83,970 / \$54,225
 East Texas: \$78,974 / \$49,471
 West Central: \$68,082 / \$39,955
 Capital Area: \$88,833 / \$48,236
 Rural Capital: \$55,924 / \$34,947
 Brazos Valley: \$66,511 / \$39,939
 Alamo: \$85,191 / \$45,696
 Central Texas: \$90,575 / \$47,289
 Gulf Coast: \$92,955 / \$60,844
 Statewide: \$80,161 / \$47,016

- C. Prospective student interest. Share any data from your discipline that shows student demand for the program. Is the program likely to draw students who are already at ACU, or will it draw new students to the university? Whom should we recruit, and with whom will we compete for students?

Top Contenders

These schools offer online Sport and Fitness Administration/Management majors

Institution	Distance Offered Completions	Growth % YOY (2023)
Grand Canyon University (Private - Christian)	165	10.0%
Louisiana State University	159	-3.0%
University of Florida	119	1.7%
Southern New Hampshire University	109	2.8%
Liberty University (Private - Christian)	102	21.4%

¹⁹ Texas Wages and Employment Projections. (n.d.). *Recreation and fitness studies teachers, postsecondary mean wages for SOC 25-1193*.
<https://texaswages.com/WDAWages/WDASocDetails?soc=25-1193&wgeType=mean>

²⁰ Texas Wages and Employment Projections. (n.d.). *Recreation and fitness studies teachers, postsecondary entry wages for SOC 25-1193*.
<https://texaswages.com/WDAWages/WDASocDetails?soc=25-1193&wgeType=entrywg>

American Public University System	81	-12.0%
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Target Audience for Recruitment:

1. **Prospective Students:** Individuals seeking online education in sports leadership and management, including:
 - Working professionals aiming to advance or transition into sports management roles.
 - High school graduates passionate about sports and looking for flexible learning options.
 - Student-athletes desiring a career in sports administration post-athletic tenure.
 2. **Current ACU Students:** Students enrolled in related disciplines, such as business or kinesiology, who may be interested in specializing in sports leadership. This could be an attractive options for students who want to continue their education but struggle with the math and science demands of related majors.
- D. Disciplinary benchmarking. Use the benchmark schools that the vice provost named in Step 1. The Lightcast market analysis will tell you about their enrollment, and you should review their curriculum and co-curricular offerings online. You may add any other programs you find relevant. How does this program curriculum compare to other programs in your discipline? What market opportunities do you see based on the market analysis?

These schools offer a Sport Leadership-related major, but they are all **residential**

Institution	Type (Private or Public)	Tuition & Fees (2024-2025 COA)	Versus ACUD Tuition & Fees
Pacific Oregon University	Private	\$56,374	+352.8%
Emporia State University	Public	\$15,594 (non-res)	+25.3%
Miami University of Ohio	Public	\$40,822 (non-res)	+45.9%/\$227.9%
University of Texas at Arlington	Public	\$27,494 (non-res)	-1.9%/+120.8%
Viterbo University (Catholic)	Private	\$34,250	+175.1%

The BSSLM at ACU has some core similarities with the above schools, namely our Introduction to Sport Leadership, Introduction to Sports Management, Legal

and Ethical Issues in Sports, Facility and Event Management, and our marketing and communication classes.

Key Differentiators

- **Sports Analytics:** ACU offers *Sports Analytics*, a growing field. **Pacific University** and **Miami University of Ohio** also include analytics courses, but not all institutions have this.
- **Capstone Experience:** ACU has a *Sports Leadership Capstone*, similar to **Pacific University** (*Senior Capstone*), ensuring applied learning.
- **Self-Assessment & Leadership Theory:** ACU uniquely includes *Self-Assessment in Leadership* and *Theories and Practices in Effective Leadership*, indicating a stronger emphasis on personal development compared to other programs.

Market Opportunities

1. **Online Flexibility & Christian Identity**
 - Many of our competitors (e.g., Emporia State, UTA, Miami University) offer traditional in-person degrees. ACU's online program can target working professionals, student-athletes, and adult learners looking for flexible, faith-based education.
2. **Emerging Demand for Sports Analytics**
 - With growing emphasis on data-driven decision-making in sports ([27% job growth](#)²¹), the inclusion of *Sports Analytics* positions it well for students looking for cutting-edge skills in a field that not all competitors emphasize.
3. **Christian-Based Leadership Training**
 - The BSSLM's leadership and ethical focus align well with Christian athletes, faith-based sports organizations, and students interested in values-driven leadership—a niche not explicitly served by many competitors.
4. **Athletic Finance Specialization**
 - Finance is a [critical](#)²² yet often overlooked aspect of sports leadership. ACU can attract aspiring athletic directors and sports finance professionals looking for specialized knowledge.
5. **Strong Management & Organizational Behavior Courses**
 - Integration of *Decision Making in Organizations* and *Leadership in Organizations* makes it appealing to aspiring sports executives, administrators, and managers.

5. Curriculum

²¹ Vilorio, D. (2015, September). *Sports statistical analyst*. U.S. Bureau of Labor Statistics. <https://www.bls.gov/careeroutlook/2015/interview/sports-statistical-analyst.htm>

²² Axson, D. A. J. (2023, November 7). *Accounting for sports - it's more than a game*. FM Magazine. <https://www.fm-magazine.com/news/2023/nov/accounting-for-sports-its-more-than-a-game.html>

- A. Degree plan. List the major requirements ***as they would appear in the catalog***. For undergraduate degree plans, include 66 credit hours of major requirements and electives, and mark which courses are the capstone and writing-intensive courses. A master's degree must have a minimum of 30 credit hours. A doctoral degree must have a minimum of 30 hours beyond the master's degree.

	Prerequisites	Credit Hours
General Education (54hrs)		54
Major Requirements (45 hrs)		45
SPLD 201 Introduction to Sports Leadership		3
SPLD 221 Introduction to Sports Management		3
SPLD 231 Sports Facility and Event Management		3
SPLD 241 Sports Communication		3
SPLD 331 Sports Law and Ethics		3
SPLD 363 Sports Analytics		3
SPLD 491 Sports Leadership and Management Capstone (writing intensive)	Senior standing	3
ACTO 210 Financial Accounting		3
PSYO 120 Introduction to Psychology		3*
MGMO 330 Management and Organizational Behavior	24 earned hours	3
MGMO 335 Leadership in Organizations		3
MKTG 320 Principles of Marketing	24 earned hours	3
LEAD 211 Theories and Practices in Effective Leadership		3
LEAD 214 Self-Assessment in Leadership		3
LEAD 411 Decision Making in Organizations		3
Choose 3 hours from the following options: LEAD, MGMO, PSYO, SOCO, COMO		3
Free Electives (21 hrs)		21
TOTAL 120HRS		120

D.

- B. Course coordination. Attach a memo or email of support from the program director of each course outside the home program that will provide a course for the program.

2/26/25, 4:30 PM

myACU Mail - BSSL update



Brandon Podgorski <brp24a@acu.edu>

BSSL update

3 messages

Brandon Podgorski <brp24a@acu.edu>
To: Stephanie Wanamaker <slw21b@acu.edu>

Fri, Feb 14, 2025 at 9:13 AM

Good morning, Stephanie:

I hope you're doing well! I'm reaching out because we are finishing the new program application for the Bachelor's in Sports Leadership and I wanted to confirm that you still support the inclusion of PSYO 120 Intro to Psychology as part of the major. I reached out to all the affected programs back in the fall, when I first made the BSSL pitch to the EFL, but I wanted to get the final ok before moving forward.

Please let me know if you have any questions or concerns. Our hope is to launch the BSSL in the fall and you are free to view the proposed curriculum [here](#).

Thanks!
Brandon



Brandon R. Podgorski, MBA, MS
Program Director, M.S. in Sports Leadership
brandon.podgorski@acu.edu | 325-674-6715
Abilene Christian University
16633 Dallas Parkway, Suite 800
Addison, TX 75001

Stephanie Wanamaker <slw21b@acu.edu>
To: Brandon Podgorski <brp24a@acu.edu>

Fri, Feb 14, 2025 at 5:31 PM

Yes, I approve. Have a great weekend!

Warmly,
Stephanie
[Quoted text hidden]



Stephanie Wanamaker, M.S.
Program Director, B.S. Psychology & Integrated Studies
Assistant Professor, College of Learning and Development
stephanie.wanamaker@acu.edu
[Faculty council communication form](#)

2/26/25, 4:28 PM

myACU Mail - BSSL update



Brandon Podgorski <brp24a@acu.edu>

BSSL update

3 messages

Brandon Podgorski <brp24a@acu.edu>
To: Dena Counts <dcd99b@acu.edu>

Fri, Feb 14, 2025 at 9:15 AM

Good morning, Dena:

I hope you're staying warm this morning! I'm reaching out because we are finishing the new program application for the Bachelor's in Sports Leadership and I wanted to confirm that you still support the inclusion of LEAD 211, LEAD 214, and LEAD 411 as part of the major. I reached out to all the affected programs back in the fall, when I first made the BSSL pitch to the EFL, but I wanted to get the final ok before moving forward.

Please let me know if you have any questions or concerns. Our hope is to launch the BSSL in the fall and you are free to view the proposed curriculum [here](#).

Thanks!
Brandon



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16633 Dallas Parkway, Suite 800
Addison, TX 75001

Dena Counts <dcd99b@acu.edu>
To: Brandon Podgorski <brp24a@acu.edu>

Fri, Feb 14, 2025 at 10:24 AM

Brandon, yes, I support your using those LEAD courses. Glad to see it coming together. Dena
[Quoted text hidden]



Brandon Podgorski <brp24a@acu.edu>

Re: BSSL update

Nancy Kucinski <nrk21a@acu.edu>
To: Brandon Podgorski <brp24a@acu.edu>

Wed, Mar 5, 2025 at 12:06 PM

Brandon,
I spoke to Andy about adding ACTO 210 to the required courses, and as long as there are less than 25% of the course credits offered from us, this will be fine. So, in other words, the degree is 120 credit hours and we will be teaching 15 credit hours of the full degree, well under 25%.
-Nancy

2/26/25, 4:29 PM

myACU Mail - Re: BSSL update

Hi Brandon,
I just met with Andy Little and we are in support of your proposal to use some of our courses in the BSSL program.
-Nancy

On Thu, Feb 20, 2025 at 9:27AM Nancy Kucinski <nrk21a@acu.edu> wrote:

Hi Brandon,
Andy Little has just returned from a trip to Spain to check out our new study abroad program. I have emailed him to confirm that we are all okay with you using our courses in the proposal for the BSSL. I will let you know as soon as I hear back from him. I have a regular meeting with him scheduled for Tuesday, Feb. 25th. I will put this on our agenda if I don't hear back from him before then.

One thing I noticed is that you listed MGMO and MGMT course prefixes as possible electives. All of our undergraduate management courses use the MGMO prefix. We have 3 graduate-level management courses that use the MGMT prefix. I suppose one of your undergrads who wants to take up to 6 graduate credit hours as an undergrad could take 2 of these, we might need to establish some guardrails for that option. I think the registrar already has some rules about this, so it might not be a big deal.

-Nancy

On Fri, Feb 14, 2025 at 8:33AM Brandon Podgorski <brp24a@acu.edu> wrote:

No problem, thanks Nancy!

-Brandon

On Fri, Feb 14, 2025 at 9:33AM Nancy Kucinski <nrk21a@acu.edu> wrote:

Morning, Brandon.
Thank you for circling back about the BSSL program. I don't see a problem with using up to 12 credit hours of MGMO and MKTO courses in your program. But, would you allow me to run this by Andy Little (COBA Academic Dean) one more time? I'll be back to you as soon as possible.
-Nancy

On Fri, Feb 14, 2025 at 8:14AM Brandon Podgorski <brp24a@acu.edu> wrote:

Good morning, Nancy:

Thanks for the chat on Tuesday. It was nice to catch up with you and Kip! I'm reaching out because we are finishing the new program application for the Bachelor's in Sports Leadership and I wanted to confirm that you still support the inclusion of MGMT 330, MGMT 335, and MKTG 320 as part of the major. I reached out to all the affected programs back in the fall, when I first made the BSSL pitch to the EFL, but I wanted to get the final ok before moving forward.

Please let me know if you have any questions or concerns. Our hope is to launch the BSSL in the fall and you are free to view the proposed curriculum [here](#).

Thanks!
Brandon



Brandon R. Podgorski, MBA, MS
Program Director, M.S. in Sports Leadership
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Abilene Christian University
16633 Dallas Parkway, Suite 800
Addison, TX 75001

- C. Courses. Create a table with one row for every course, existing and new, included in the program/major requirements. Create five columns that provide the following information:

1. Rotation and frequency (e.g., every third part of term)
2. Whether the course is required or on a menu
3. Which track(s) the course serves, if applicable
4. Current faculty credentialed to teach (everyone who is eligible to teach the course, not just who *will* teach the course)

Course	Rotation/ Frequency	Required?	Tracks Served	Names of Credentialed Faculty
SPLD 201 Introduction to Sports Leadership	On the 1s	Yes	N/A	-Brandon Podgorski -Nicholas Zoroya -Paul Weir
SPLD 221 Introduction to Sports Management	On the 1s	Yes	N/A	-Brandon Podgorski -Nicholas Zoroya
SPLD 231 Sports Facility and Event Management	On the 1s	Yes	N/A	-Brandon Podgorski -Nicholas Zoroya

				-Paul Weir
SPLD 241 Sports Communication	On the 2s	Yes	N/A	N/A (Possible faculty available in Organizational Communications)
SPLD 331 Sports Law and Ethics	On the 2s	Yes	N/A	-Alidu Salifu
SPLD 363 Sports Analytics	On the 2s	Yes	N/A	N/A (Possible faculty available in Business)
SPLD 491 Sports Leadership and Management Capstone	Spring 2 / Summer 2	Yes	N/A	-Brandon Podgorski -Nicholas Zoroya -Paul Weir
ACTO 210 Financial Accounting	Spring 1 / Summer 2	Yes	N/A	-Nancy Kucinski
PSYO 120 Introduction to Psychology	On the 2s	Yes	N/A	-Stephanie Wanamaker
MGMO 330 Management and Organizational Behavior	On the 2s	Yes	N/A	-Nancy Kucinski

MGMO 335 Leadership in Organizations	Spring 1 / Summer 2	Yes	N/A	-Nancy Kucinski
MKTG 320 Principles of Marketing	On the 1s	Yes	N/A	-Nancy Kucinski
LEAD 211 Theories and Practices in Effective Leadership	On the 1s	Yes	N/A	-Dena Counts
LEAD 214 Self-Assessment in Leadership	On the 2s	Yes	N/A	-Dena Counts
LEAD 411 Decision Making in Organizations	Spring 1 / Summer 2	Yes	N/A	-Dena Counts

- D. New courses. For each new course included in the program requirements, list the following information. The vice provost will insert a curriculum approval schedule to set deadlines for introducing each new course.

1. Proposed subject code and course number
2. Course title and description
3. Existing programs in which the courses will also be used, if applicable

Subject code, course number, and title	Course description
SPLD 201 Introduction to Sports Leadership	The course provides students with a foundational understanding of leadership principles in the sports industry. Through discussions on leadership theory, ethics, communication, and team dynamics, students will explore how effective leadership impacts athletic organizations and teams.
SPLD 221 Introduction to Sports Management SPLD 221 Sports Governance and Policy	This course provides an overview of the key principles and practices involved in managing sports organizations and events. Students will explore topics such as leadership, marketing, finance, operations, and ethics within the sports industry. This course equips students with foundational knowledge and practical insights to prepare for careers in sports business, administration, and leadership. This course examines the structures, rules, and decision-making processes that shape the sports industry at the amateur, collegiate, and professional levels. Students will explore the roles of governing bodies, legal and ethical considerations, and the impact of policy on sport organizations.
SPLD 231 Sports Facility and Event Management	Students will be provided an in-depth look at the planning, operation, and management of sports venues and events. Students will explore key topics such as facility design, risk management, event logistics, and fan experience.
SPLD 241 Sports Communication	This course explores the essential principles of communication in the sports industry, including media relations, public relations, and digital media strategies. Students will examine the role of storytelling, crisis communication, and brand management in engaging

	audiences and shaping public perception.
SPLD 331 Sports Law and Ethics	This course examines the ethical dilemmas and legal challenges facing athletes, coaches, and sports organizations. Students will explore topics such as contracts, liability, compliance, and ethical decision-making in sports leadership.
SPLD 363 Sports Analytics	This course explores the use of data and statistical analysis to enhance decision-making in sports. Students will examine performance metrics, team strategy, fan engagement, and business operations through data-driven approaches.
SPLD 491 Sports Leadership and Management Capstone	Students will engage in critical thinking, strategic decision-making, and professional writing to develop comprehensive solutions for contemporary issues in the sports industry. This course prepares graduates to articulate their leadership philosophy, refine their communication skills, and apply best practices in sports management.

Development Schedule	Deadline for Curriculum Approval
SPLD 201 Introduction to Sports Leadership	July, 2025
SPLD 221 Introduction to Sports Management SPLD 221 Sports Governance and Policy	September, 2025
SPLD 231 Sports Facility and Event Management	November, 2025
SPLD 241 Sports Communication	January, 2026
SPLD 331 Sports Law and Ethics	March, 2026
SPLD 363 Sports Analytics	May, 2026
SPLD 491 Sports Leadership Capstone (writing intensive)	October, 2026

Course	Term Launch	SME Contract Deadline	Kickoff Deadline	Textbooks Finalized Deadline	Development Template Deadline
SPLD 201 Introduction to Sports Leadership	Fall 1 2025	3/10/2025	3/24/2025	5/23/2025	7/7/2025
SPLD 241 Sports Communication	Fall 2 2025	5/5/2025	5/19/2025	5/23/2025	9/1/2025
SPLD 221 Introduction to Sports Management	Spring 1 2026	7/14/2025	7/28/2025	10/10/2025	11/10/2025
SPLD 331 Sports Law and Ethics	Spring 2 2026	9/22/2025	10/6/2025	10/10/2025	1/19/2026
SPLD 231 Sports Facility and Event Management	Summer 1 2026	11/17/2025	12/1/2025	2/27/2026	3/16/2026
SPLD 363 Sports Analytics	Summer 2 2026	1/12/2026	1/26/2026	2/27/2026	5/11/2026
SPLD 491 Sports Leadership Capstone (writing intensive)	Fall 1 2026	3/9/2026	2/23/2026	5/22/2026	7/6/2026

6. Assessment Plan

- A. Curriculum map. Prepare a table that lists all required courses in the degree plan and program outcomes. Identify the program outcomes that each course supports and mark whether the course addresses the program outcome at an introductory, reinforcing, or advanced level (see example).

Program Outcomes

1. Demonstrate effective leadership and management skills by applying practical leadership and management theories to guide teams, leagues, and organizations in the sports industry.
2. Develop strategic plans for sports organizations, including budgeting, marketing, and talent management, to achieve organizational goals.
3. Evaluate legal and ethical principles to decision-making and practice in sports leadership and management.
4. Exhibit advanced communication skills, including negotiation and interpersonal communication, to effectively interact with diverse stakeholders in sports.
5. Develop team cohesion and conflict management techniques to foster a positive and productive environment within sports organizations
6. Evaluate the diverse cultural, social, and economic factors influencing sports participation and management.

Course	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Introduction to Sports Leadership	I		I		I	I
Introduction to Sports Management	I	R				R
Sports Facility and Event Management	I	I			I	
Sports Communication				A	R	
Sports Law and Ethics	I	I	A	R		I
Sports Analytics		R		I		
Sports Leadership and Management Capstone	A	A		R		

- B. Outcome assessment measures. For each program outcome (from Section 3.C), identify *at least* two measures. These may be course-embedded components (e.g., assignments, projects, exams) or other measures, such as pre- and post-tests, external certification or licensure, portfolio assessment, standardized exams, research presentation, juries, etc. You should be able to collect each

measure every year unless the course is offered less frequently. Each measure will include:

1. Measure description. These are details about the artifact or assignment
2. Measure location. This is the course (or other exam or jury source) in which the measure occurs.
3. Student target. What percentage of students will meet what threshold of performance? This is the minimum acceptable target (e.g., 80% of students will demonstrate competency; 75% of students will earn a C or higher) that defines success.
4. Timeline. When will you measure the outcome? This may happen every time the class is taught, during a particular semester (e.g. annually in fall), or on a regular basis (e.g., every other year).

Outcome 1: Demonstrate effective leadership and management skills by applying practical leadership and management theories to guide teams, leagues, and organizations in the sports industry.

Measure 1: Leadership Case Study Analysis

Measure Description: Students analyze real-world leadership scenarios in sports, applying leadership theories to propose effective solutions.

Measure Location: Introduction to Sports Leadership course

Student Target: 75% of students will score 80% or higher on the case study analysis.

Measurement Timeline: Every term

Measure 2: Strategic Leadership and Management Portfolio

Measure Description: Students will integrate knowledge from previous coursework, apply leadership theories, and propose solutions to real-world challenges in sports management.

Measure Location: Sports Leadership and Management Capstone

Student Target: 80% of students will score 75% or higher on the project.

Measurement Timeline: Annually

Outcome 2: Develop strategic plans for sports organizations, including budgeting, marketing, and talent management, to achieve organizational goals.

Measure 1: Analytical Ticketing Plan

Measure Description: Students will be provided with raw ticket sales data and will analyze attendance patterns and pricing strategies, to develop a strategic ticketing plan. The final plan must include recommendations on pricing, targeted promotions, and revenue optimization strategies, which could be presented to a team's marketing, finance, and sales departments.

Measure Location: Sports Analytics

Student Target: 75% of students will score 80% or higher on the event plan.

Measurement Timeline: Annually

Measure 2: Sports Facility and Event Risk Assessment

Measure Description: Students complete a facility and event risk assessment on a sports facility of their choice.

Measure Location: Sports Facility and Event Management

Student Target: 80% of students will score 80% or higher on the event plan.

Measurement Timeline: Every term

Outcome 3: Evaluate legal and ethical principles to decision-making and practice in sports leadership and management.

Measure 1: Ethics in Sports Leadership Research Paper

Measure Description: Students analyze a legal or ethical issue in sports, apply ethical decision-making frameworks, and propose solutions.

Measure Location: Ethics and Legal Issues in Sports

Student Target: 75% of students will earn a 80% or higher

Measurement Timeline: Every term

Measure 2: Mock Compliance Review

Measure Description: Students design a multi-day sport event plan including management strategies for budgeting, marketing, staffing, and operations.

Measure Location: Introduction to Sports Management

Student Target: 80% of students will earn a 80% or higher

Measurement Timeline: Annually

Outcome 4: Exhibit advanced communication skills, including negotiation and interpersonal communication, to effectively interact with diverse stakeholders in sports.

Measure 1: Contract Negotiation Simulation

Measure Description: Students will participate in a mock negotiation involving a real-world sports legal or ethical issue, such as contract disputes, endorsement deals, collective bargaining agreements, or compliance infractions. Each student will assume the role of an agent, athlete, or team executive, negotiating terms based on financial, legal, and ethical considerations.

Measure Location: Ethical and Legal Issues in Sports

Student Target: 75% of students will earn a 80% or higher

Measurement Timeline: Every term

Measure 2: Capstone Presentation

Measure Description: Students present a final Capstone research project to faculty demonstrating advanced interpersonal and intrapersonal communication skills.

Measure Location: Sports Leadership Capstone

Student Target: 80% of students will earn a 80% or higher

Measurement Timeline: Annually

Outcome 5: Develop team cohesion and conflict management techniques to foster a positive and productive environment within sports organizations

Measure 1: Team Culture Development Plan

Measure Description:

Measure Location: Students design a comprehensive plan to build and sustain a positive team culture, incorporating team cohesion theories.

Student Target: 75% of students will earn a 80% or higher

Measurement Timeline: Every term

Measure 2: Conflict Resolution Role-Play Assessment

Measure Description: Students engage in role-play scenarios to demonstrate conflict resolution techniques and leadership in team settings.

Measure Location: Sports Communication

Student Target: 80% of students will earn a 80% or higher

Measurement Timeline: Annually

Outcome 6: Evaluate the diverse cultural, social, and economic factors influencing sports participation and management.

Measure 1: Diversity and Inclusion in Sports Analysis Paper

Measure Description: Students analyze how cultural, social, and economic factors impact sports participation and management, offering policy recommendations.

Measure Location: Sports Governance and Policy

Student Target: 80% of students will earn a 80% or higher

Measurement Timeline: Every term

Measure 2: Economic Impact Report on a Sporting Event

Measure Description: Students assess the economic influence of a sporting event on a local community, evaluating revenue generation and social impact.

Measure Location: Sports Facility and Event Management

Student Target: 75% of students will earn a 80% or higher

Measurement Timeline: Annually

7. Required Institutional Support

A. Faculty requirements and availability.

1. Describe the new program's impact on faculty workload. Your narrative should provide supporting evidence that the number of full-time faculty members will be adequate to support the program.

Since there are only seven new SPLD classes, and assuming they are equally spread out through the academic year, impact on full-time faculty should be minimal to moderate. The Program Director should have the bandwidth to teach BS classes, in addition to their MS classes, with adjunct faculty picking up the rest of the load.

2. If program delivery requires a faculty hire, provide an expected salary range and forecast potential faculty availability.

N/A

3. If the plan includes part-time instructors, include total cost per year for adjunct pay.

Classes such as Sports Facility and Event Management, Sports Communication, Ethics and Legal Issues in Sports, and Sports Analytics will likely require adjunct faculty who have advanced degrees and experience in these fields. Assuming each of these classes run twice each year, at a class load of ten students, it would cost \$8,040/yearly.

- B. Impact on existing programs. Identify any existing programs/majors from which the new program would draw students and estimate enrollment effects on existing programs in the home department or other departments.

The BSSLM will share classes with Exercise Science, Psychology, Business, and Organizational Leadership. After one year of the program's launch, the MSSL has approximately 25 students. Impact on existing programs should be minimal but care should be taken to spread out student registration in shared classes.

- C. Program director. Identify the program director (who may or may not be the department chair). If the program director does not have a terminal degree in the discipline, provide a justification of the director's qualifications.

Program Director - Brandon Podgorski, MBA, MS

Academic and Teaching Experience

Mr. Podgorski has been deeply involved in higher education, with over a decade of experience in teaching and program leadership. Currently serving as the Program Director for the Master of Science in Sports Leadership at ACU, he has successfully overseen curriculum development and faculty management. His experience also includes developing and teaching courses across multiple institutions, including Trine University, Indiana University Kokomo, and Darton State College..

Notable achievements include:

- Designing and implementing the Sport Management minor at Trine University.
- Leading the Trine Center for Sports Studies, which incorporated a podcast, research initiatives, and industry networking.
- Receiving multiple awards for excellence in teaching and dedication to student success.

Leadership and Administrative Expertise

Beyond teaching, Mr. Podgorski has demonstrated strong leadership and administrative capabilities. His role as Director of the Center for Sports Studies at Trine University involved program oversight, student mentorship, and external engagement. Additionally, his tenure as Fitness Center & Athletics Director at IU Kokomo showcased his ability to manage facilities, develop strategic initiatives, and enhance student-athlete academic success.

Key leadership highlights include:

- Managing faculty hiring and program accreditation requirements at ACU.
- Member of curriculum and academic standards committees at Trine University.
- Coordinating fundraising efforts, securing over \$40,000 through program-driven initiatives at IU Kokomo.

Industry Experience and Professional Impact

Mr. Podgorski brings a wealth of industry experience, having worked as a Sports Marketing Director, coach, and business owner. His work with organizations such as the National Basketball Association, the National Football League, and ROC Ventures has given him firsthand knowledge of sport business operations, corporate partnerships, and sales strategies.

Additional contributions include:

- Coaching a National Collegiate Sport Sales Championship team, with a top-4 finish and an individual runner-up placement.
- Securing sponsorships and managing corporate partnerships valued at over \$400,000 as the Sports Marketing Director at ROC Ventures.
- Producing and co-hosting a sports radio show, showcasing his ability to engage with the broader sports community.

Conclusion

While Mr. Podgorski's Ph.D. in Sports Leadership is expected to be completed by December 2025, his exceptional academic leadership, curriculum development expertise, and industry experience provide more than sufficient qualifications for the role of Program Director for the undergraduate Sports Leadership program at ACU. His ability to bridge academic theory with practical application makes him an ideal leader to prepare students for careers in the sports industry.

- D. Staff requirements. Indicate need for new staff (providing expected salary range and forecast suitable applicant availability) and evaluate effect on existing loads of current staff who will serve the program.

No new staff are required.

- E. Library resources. Identify discipline-specific library resources necessary to serve the requirements of the program. These may be existing holdings and services and new ones.

This section highlights electronic resources that the ACU Library currently provides in support of the proposed BSSLM program:

SPORTDiscus With Full-Text - The leading bibliographic database for sports and sports medicine research. It includes millions of records from leading sports medicine journals, books, dissertations and more. Subjects covered include nutrition, physical therapy, occupational health, exercise physiology and kinesiology.

Journal Publisher Content:

Sage Premier - Contains full-text of American Journal of Sports Medicine

Wiley Online Library

SpringerLink

ScienceDirect

Journal of Strength and Conditioning Research

Strength and Conditioning Journal

The following textbooks have been identified for possible use in the program:

[Sport Leadership in the 21st Century](#)

[Principles and Practice of Sport Management](#)

[Sport Facility Management: Organizing Events and Mitigating Risks](#)

[Strategic Sport Communication](#)

[Legal & Ethical Issues in Sport](#)

[Applied Sport Business Analytics](#)

Additionally,

1. Describe how faculty and students will access information electronically and on site, and explain how they will receive instruction about how to do this.

Students and faculty will access the library via the website. Instruction will come from the program director, instructors of courses, and librarians.

Describe requirements to support students in their access to and use of learning resources.

Students will need access to Canvas, the online writing center, Team 55, Brown Library website that explains access to library resources, and librarians on duty.

- F. Physical resources. Identify needs for classroom, lab, and office space and impacts on existing space use. List necessary equipment. Provide costs for any construction or equipment.

None

- G. Scholarships. Will the unit provide any unique scholarships to students in the program?

No

- H. Recruiting. To whom should the degree be marketed? What additional recruiting beyond general recruiting to the university will be needed, and what costs will we incur?

To effectively recruit students for the BSSLM program, we need to focus on the following demographics:

1. **Aspiring Sport Professionals** – High school graduates passionate about sports and interested in careers in sports management, coaching, and athletic administration.
2. **Current Industry Workers** – Individuals already in the sports industry (e.g., coaches, trainers, event managers) seeking formal education to advance their careers.
3. **Career Changers** – Professionals in unrelated fields who want to transition into sports leadership and management.
4. **Student-Athletes** – Collegiate and high school athletes looking for a degree aligned with their passion and future career aspirations.

This should not result in additional recruiting cost above what ACU is already spending to recruit undergraduate students.

- I. Additional cost to deliver program. Total expenses from sections A to H. Clarify which expenses are one-time and which are ongoing.

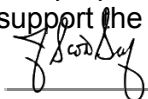
Recurring total for adjunct faculty will be \$8,040/year

Stop here and resubmit to the vice provost. Section 8 is not required for all applications, and you will only need to complete it if requested by the SACSCOC liaison.

8. Additional Information Required for Substantive Changes
- A. Student support services. Describe specific programs, services, and activities that will support students enrolled in the program. Some examples of academic support services are teaching and resource centers, tutoring, academic advising, counseling, disability services, diversity and inclusion offices, teaching laboratories, career services, testing centers, student life, and information technology.
 - B. Describe financial resources available to support the new program, including a budget for the first year of the program; projected revenues, expenditures, and cash flow; amount of resources going to external institutions or organizations contracted to provide support services for the program; the operational, management, and physical resources available for the change.
 - C. Provide contingency plans in the event required resources do not materialize.

Approvals

The proposal aligns with institutional policies and processes, and the campus is prepared to support the proposed program as presented.



Vice Provost

Date

This proposal connects the program's student learning outcomes, curriculum, and assessment plan completely and has designed a program that institutional systems can support.

Jessica Smith

Assistant Vice President for Academic Affairs

Date

The library has sufficient resources to support the program, or the comments below outline additional acquisitions required and their associated costs.

Mark McCallon

Associate Dean of the Library

Date

Comments, if needed:

This proposal does not require additional review for institutional accreditation purposes, or I have worked with the faculty to gather the information necessary to notify SACSCOC or gain its approval.

Chris Riley

SACSCOC Liaison

Date

Step 3: Curriculum Approval Process

When all signatures are complete, attach a [Dallas Approval Chart for Curriculum Changes](#), conduct the department faculty vote to approve the new program, and continue the approval process as specified by the approval chart.

Updated 8/19/2024

Addendum A

General Education Requirements (54 hours)

Major Requirements

Sports Leadership

SPLD 201 - Introduction to Sports Leadership: 3 hours

SPLD 221 - Introduction to Sports Management : 3 hours

SPLD 231 - Sports Facility and Event Management: 3 hours

SPLD 241 - Sports Communication: 3 hours

SPLD 331 - Sports Law and Ethics

SPLD 363 - Sports Analytics: 3 hours

Total: 18 hours

Leadership

LEAD 211 - Theories and Practices in Effective Leadership: 3 hours

LEAD 214 - Self-Assessment in Leadership: 3 hours

LEAD 411 - Decision Making in Organizations: 3 hours

Total: 9 hours

Supplements to the Major

ACTO 210 - Financial Accounting: 3 hours

PSYO 120 - Introduction to Psychology: 3
hours*

MGMO 330 - Management and Organizational Behavior: 3 hours

MGMO 335 - Leadership in Organizations: 3 hours

MKTG 320 - Principles of Marketing: 3 hours

Total: 12 hours

Major Electives

Choose 3 hours from the following options: LEAD, MGMO, PSYO, SOCI, COMO

Total: 3 hours

Capstone

SPLD 491 - Sports Leadership Capstone (writing intensive): 3 hours

Total: 3 hours

Electives

21 hours

Total Major Hours: 66

