



The University of Georgia®

University Council
Athens, Georgia 30602

January 15, 2014

UNIVERSITY CURRICULUM COMMITTEE – 2013-2014

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Graduate Student Representative - Ms. Margaret Robbins

Dear Colleagues:

The attached proposal to offer a new Undergraduate Certificate in Sports Media will be an agenda item for the January 22, 2014, Full University Curriculum Committee meeting.

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

cc: Interim Provost Libby V. Morris
Dr. Laura D. Jolly



The University of Georgia

College of Journalism and Mass Communication

Curriculum Committee
University Council
University of Georgia

November 20, 2013

Dear Curriculum Committee:

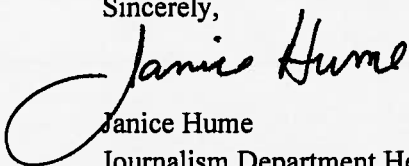
On November 15, 2013, the faculty of the Grady College of Journalism and Mass Communication voted unanimously to approve the key components of the Grady Sports Media program: six courses that, taken together, will form the Grady College's second interdisciplinary certificate program. This vote was the latest and most significant step in a three-year process that has made sports media one of the key areas of excellence for the Department of Journalism and the Grady College.

In 2010, the late Conrad Fink, the William S. Morris Professor of Newspaper Strategy and Management, put together a proposal for a focused program that would make the Grady College a leading center for education and critical analysis in sports journalism and mass communication. Sports media has been one of the growth areas in media over the last 20 years, thanks to the insatiable public appetite for sports programming and the significant social issues that are refracted through the lens of sport: race, gender, sexual orientation, health risks, public finance of teams and facilities, gambling, and drugs, to name just a few. The means by which sports media shapes public perception of these topics calls out for scholarly attention, and student demand for career opportunities in sports media presents a significant growth opportunity for the department and the college.

With these opportunities in mind, the Journalism Department has committed to using sports media as a center of excellence. It hired two faculty members, Vicki Michaelis and Welch Suggs, to direct the program and built its research agenda respectively. It received a \$1 million commitment, with \$750,000 already received, from the John Huland Carmical Foundation to fund the program and make Prof. Michaelis the Distinguished Professor of Sports Journalism and Society. And it has now approved a plan to create one of the most intense programs of study of sports media in the country.

To that end, the Grady College and the Department of Journalism request the University's approval of the Certificate in Sports Media and the six courses established within it. This will take advantage of the University's strengths and its position, and make Georgia a leading voice in teaching and research in an enduring facet of our culture. Thank you for considering this proposal.

Sincerely,



Janice Hume
Journalism Department Head



Charles Davis
Dean

SPORTS MEDIA
UNDERGRADUATE INTERDISCIPLINARY CERTIFICATE PROGRAM
December 13, 2013

Basic Information

1. Institution: University of Georgia Date: Dec. 13, 2013
2. School/College: Grady College of Journalism and Mass Communication
3. Department/Division: Journalism
4. Level (undergraduate or graduate): Undergraduate
5. Proposed starting date for program: Fall 2014

Abstract of the program for the University Council's agenda:

Provide a one or two page summary of the proposed program that includes an overview and highlights of the response to the criteria in Section II.

We are proposing a six-course Sports Media Certificate program based at the Grady College. The program would give students foundational knowledge of the societal impact of sports and sports media, along with in-depth training, multiplatform skills and a distinct job-market advantage in one of the media industry's growth sectors.

The study of sports media is an appealing, expanding specialty in journalism and mass communication education. This program not only would be unique in the Southeastern Conference but would also put UGA at the forefront of a nationwide trend.

Student interest in the sports media classes we have offered at Grady over the past two years has been very robust. For example, 60 students applied for 17 spots in the spring 2014 "Introduction to Sports Reporting and Writing" class.

Industry demand for graduates with sports-specific media skills is strong as well. Unlike other media sectors that are shrinking in the wake of digital disruption, sports online publications are growing, new sports broadcast networks are forming, and sports organizations are boosting their online content and communication.

To meet these demands, many journalism and communication schools are adding one or two classes in sports media. Our program would prepare students more broadly and in depth. The program would be interdisciplinary, across Grady and UGA overall.

Students in the program would do the following:

- Study the interplay of sport in media and society.

- Learn how the relationships among athletes, coaches, sports administrators, sports organizations and the media have evolved and how they affect the evolution of and issues arising within sports.
- Acquire journalism skills with a multimedia, future-oriented mindset.
- Specialize within the specialty, pursuing their particular interests in sports enterprise reporting and writing, sports broadcasting, and sports communications in the advanced courses.
- Gain real-world experience throughout their time in the program, crowned by a practicum in their particular area of interest.

The program would be directed by Vicki Michaelis, the John Huland Carmical Distinguished Professor in Sports Journalism and Society. Dr. Welch Suggs, an associate professor in the journalism department, would teach and assist in the administration of the program, which would be supported by the Carmical Foundation endowment.

We are targeting initiation of the program in fall 2014 and full implementation in spring 2015.

8. Submit letters of support from the various academic unit heads involved in developing the program initiative or whose support is vital to its success.

Not applicable.

II. Response to the Criteria for All Programs

The criteria that proposed new programs are expected to meet in order to be approved and implemented within the University of Georgia are listed below. Please provide sufficient explanation as to how the proposed program satisfies each criterion.

1. The purpose and educational objectives of the program must be clearly stated, and must be consistent with the role, scope, and long-range development plan of the institution.

A. State the purpose and educational objectives of the program and explain how the program complements the role, scope, and long-range development plan of the institution.

The proposed undergraduate certificate program in sports media would create a new area of content specialty within the Grady College of Journalism and Mass Communication, teaching students to apply the same rigorous standards to sports as they would to any other journalism or communication specialty. The program would be unique in the Southeastern Conference and would immediately give the University of Georgia national

prominence in the study of sports media. The program would be interdisciplinary, within Grady College and across the university.

Students in the certificate program will have the following learning objectives:

- Learning how sport, and the media coverage of teams and athletes, affects culture and society.
- Understanding how sport affects and reflects issues such as race, gender, sexuality, and class.
- Building foundational knowledge of how athletes, coaches, teams and sports governing bodies—including professional leagues and college athletic departments—function and interact with media.
- Reporting on events, issues and trends across a wide range of sports and sports events.
- Telling sports stories on multiple platforms, from text to digital and broadcast.

Coursework will combine seminars on sports topics and issues with practicum-style laboratories in which students gather information and produce multimedia content, some for professional outlets.

As an entry point for studying journalism and mass communication, sports has a powerful marketing appeal for a diverse student population. The sports media certificate program would help herald Grady College's relevance and vibrancy at a time when upheaval in the media industry has clouded career prospects.

The undergraduate certificate will be the initial curricular offering in what is envisioned as a comprehensive sports communication program that will include contributions from all disciplines in Grady College and beyond. Plans may include graduate programming in sports communication and a Center for Sports, Media and Society—all elements envisioned in the memorandum of understanding signed by the University and the John Huland Carmical Foundation and noted in Grady College's 2013 strategic plan.

Also, the program would become part of the roadmap as Grady College works to collaborate across its departments to give students the evolving multimedia, interdisciplinary experience they need for success in journalism and mass communication careers.

B. Describe the interdisciplinary nature of the proposed program. Which school(s) or college(s) and department(s) will be involved in the development of the program? Describe the expected stage of development for this program within five years.

The program is designed to attract students from a range of disciplines across the university in addition to mass communication, including, but not limited to, the social sciences, education, business and law. The primary instructors for the program would be from the Department of Journalism, with others joining the program as it grows. Journalism faculty members are working closely with faculty in business, sport management, advertising/public relations, and digital and broadcast journalism to develop collaborative coursework and partnership opportunities.

Within five years, the undergraduate program would be awarding 25-35 certificates per year and have 60-70 students enrolled in coursework in any given semester. The program will have placed dozens of students in careers in sports journalism and sports communication. The director of the program, Vicki Michaelis, Carmical Distinguished Professor of Sports Journalism, will hold the John Huland Carmical Chair of Sports Journalism. Graduate coursework, including a potential master's degree, and a research and training Center for Sports, Media and Society are anticipated in the plans of the College. College leadership views the sports media program as a central development point moving forward and already has plans for two related positions in the planning stages.

2. *There must be a demonstrated and well-documented need for the program.*

A. Explain why this program is necessary.

The appetite for sports coverage is growing insatiably in this country and worldwide. Media outlets recognize this. Even during the recent economic downturn, they have invested in and, in some cases, increased their sports coverage. New ventures such as the SEC Network, the *USA Today* Sports Media Group, and Fox Sports 1 are examples of the expanding opportunities in sports media. In an era in which the job prospects for some media careers are uncertain, the study of sport is growing rapidly across all mass communication disciplines.

In the Internet age, the market for sports media professionals is growing well beyond the traditional or "legacy" media. Nearly every sports governing body, from the NFL to college athletic departments to Little League Baseball, is self-disseminating its information through various online platforms rather than pushing it through traditional media channels. In addition, corporations of all kinds and sizes are increasingly focusing on sports as an

important marketing venue. All of these organizations are hiring people with journalistic backgrounds and multimedia skills.

Very few universities offer substantive coursework in sports media. Among them, only Clemson, Indiana (graduate only), Maryland, Penn State and Texas have a degree- or certificate-granting program. Upon establishment of this certificate program, UGA would assume a leadership role in the field, especially in the Southeastern Conference. Auburn, Florida and Tennessee currently are adding faculty with expertise in sports media, and Alabama recently started offering coursework in sports communication.

B. In addition, provide the following information:

1. Semester/Year of Program Initiation Fall 2014
2. Semester/Year Full Implementation of Program Spring 2015
3. Semester/Year First Certificates will be awarded Spring 2015
4. Annual Number of Graduates expected (once the program is established) 25-35
5. Projected Future Trends for number of students enrolled in the program 75-100

3. *There must be substantial evidence that student demand for the program will be sufficient to sustain reasonable enrollments in the program.*

A. Provide documentation of the student interest in the program, and define what a reasonable level of enrollment is for a program of this type. Provide evidence that student demand will be sufficient to sustain reasonable enrollments.

Every semester since Grady College began offering sports media courses in fall 2011, student demand has met or exceeded enrollment caps. In spring 2012, 54 students applied for 17 spots in "Sports Reporting and Writing." In spring 2013, that same course was fully enrolled and "Social Media in Sports" also was fully enrolled with 40 students. Another 90 students applied for 40 available spots in the fall 2013 "Introduction to Sports Reporting and Writing" course. Also this fall, we offered "Sports, Media and Society" for the first time, and we have 134 students enrolled. We plan to open that enrollment to 300 students in future years. When we held information sessions about the program last spring, 147 students attended.

B. In addition, provide the following information: To what extent will minority student enrollments be greater than, less than, or equivalent to the proportion of minority students in the total student body?

Based on interest and current enrollment in the sports media classes, the program has the potential to have greater minority student enrollment than the proportion of minority

students in the total student body. In the fall 2013 “Introduction to Sports Reporting and Writing” course, approximately one-third of 33 students were from minority groups. Grady College undergraduate minority enrollment in fall 2012 was 16.8%.

4. The design and curriculum of the program must be consistent with appropriate disciplinary standards and accepted practice.

Provide the following information:

A. Present a detailed curriculum outline of the program listing specific course requirements (to include programs of study, course prefix, number, and title).

The certificate would be comprised of three core courses, two elective topics courses and a capstone course. Each would be three credits, for a total of 18 credits:

Core course 1: JRLC 3850, Introduction to Sports Reporting and Writing:

This course is an introduction to concepts and skills necessary to multimedia coverage of sports events. Topics and competencies to be covered include reporting and writing for print and digital platforms, interviewing, source cultivation, statistics, sources, interviews, game preparation, sports style and grammar guidelines, ethics and conduct, blogs, deadline writing, social media, infographics, basic photo and video, and profile writing. New course, but has been taught successfully as JOUR 5990, an elective, four times.

Core course 2: JRLC 4800, Multiplatform Storytelling for Sports:

This course will teach students to tell a variety of sports stories—from breaking news to enterprise—across a range of digital platforms, including text, podcasts, infographics, photo and video. Emphasis will be on storytelling, although proficiency with the various platforms will be a primary course objective. New course.

Core course 3: JRLC 5800, Sports Enterprise Reporting and Writing; ADPR(JRLC) 5810, Sports Media Relations; or TELE(JRLC) 5820, Sports Broadcast and Production

Students will choose one of these three classes, depending upon the sports media specialty they want to pursue:

- *Sports Enterprise Reporting and Writing* will focus on in-depth reporting and interviewing competencies, as well as advanced writing practices. Coursework will be designed around one or two sports enterprise projects, likely in collaboration with professional media outlets. The projects will be a laboratory for working with investigative reporting tools, such as data gathering and analysis; for developing

long-form writing skills; and for experimenting with various platforms for story presentation. New course.

- *Sports Media Relations* will teach students interested in sports communications how to build relationships, make story pitches, produce multimedia journalistic content tailored to sports-information needs, effectively use social media, and manage in- and out-of-game media demands during a sports event. The course will explore these concepts through real-world experience as well as theoretically, with an emphasis on the role of media relations in mainstream sports event coverage. New course.
- *Sports Broadcast and Production* will train students in the practices of producing and covering sports events for mass distribution. Students will work behind and in front of the microphone and camera, with the goal of giving them a technical foundation in production as well as experience in on-air sports reporting, play-by-play and analysis. The course will include background on the history of sports broadcasting and sports media partnerships, the economics of television sports media, and implications of the trending “second-screen experience.” New course.

Elective topics courses (choose two): JRLC 3800, Sports, Media and Society, and JRLC 5880, Advanced Topics in Sports Media (students may repeat or substitute other courses with approval from certificate program faculty)

These courses will focus on topics central to a deeper understanding of issues that influence or converge with sports and/or sports media. Examples include sports law, sports analytics and economics, social change in sports, sports integration, race and gender in sports, and social media in sports. Students will learn how sports, through media coverage, can both reflect and drive legal, economic, societal and cultural change. We already have offered a sampling of these courses, including “Sports, Media and Society” offered as JRLC 5990 in Fall 2013, “Social Media in Sports” offered as JOUR 5990 in Spring 2013, “College Sports and the Media” offered as JOUR 5990 in Fall 2012, and “Sports Communications” offered as JOUR 5990 in repeated semesters. The Advertising and Public Relations Department in Grady College also has a course in sports communications that could be used to meet the topics requirement. We plan to collaborate with the College of Education, through its Sport Management program in the Department of Kinesiology, and possibly other colleges for these course offerings. Some existing courses.

Capstone course: JRLC 5900, Sports Media Capstone

This course, in partnership with a professional organization, will allow students to explore their specific sports media interests and possible career paths in a real-world setting. Course instructors will provide learning parameters and objectives for the students’ supervisors and give critical feedback on student work as the term progresses. Students

will learn to apply their knowledge and skills in a professional environment. They also will learn to adapt to daily demands in the ever-evolving sports media industry. New course.

B. Identify which aspects of the proposed curriculum already exist and which constitute new courses.

All of the above courses are new additions to the Grady College curriculum and have been approved by the journalism department and faculty of the Grady College and forwarded to Curriculum Systems. Some students may choose to substitute existing topics courses, such as those in the sport management program in the College of Education's Department of Kinesiology.

C. Identify model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist.

Penn State was the first university in the country to put an emphasis on sports journalism with the establishment of a Knight Chair in Sports Journalism and Society in 2003. While Indiana has since established a graduate program in sports journalism, and Maryland and Texas also offer sports journalism programs, Penn State's undergraduate "Sports Journalism Certificate Program" remains the standard.

Penn State's program, based in the College of Communications, offers two topics courses—"Introduction to the Sports Industry" and "Sports Media and Society"—as well as a choice of three core courses: "Sports Writing," "Sports Broadcasting" or "Sports Information." Students who earn six course credits (equal to two of these courses), work with an on-campus sports media outlet, complete a sports media internship, and receive a bachelor's degree in communications are awarded the certificate. Penn State graduates 50 to 60 students a year with this credential.

Our proposed curriculum expands on this model. Because of the digital revolution in media, we believe all students who want to work in sports media need the multimedia reporting, writing and storytelling skills they will learn in our first two core courses, whether they intend to pursue careers in journalism, media relations, broadcast, marketing, or other areas. We also believe they need more than one topics course to inform their understanding of and work in sports media.

We are putting the same kind of emphasis on professional experience as the Penn State program. We are developing relationships with on-campus and local professional media outlets and encouraging our students to work with them through the extracurricular Grady Sports Bureau. Within the curriculum, we believe the practicum with a professional outlet will set our students apart and give them the kinds of industry connections, experience and knowledge that will lead to top jobs.

By offering our program to all UGA students, not just Grady College students, we will be fostering interdisciplinary learning and introducing a broader population of students to the opportunities available and skills needed to succeed in the information age. We also have observed that the ranks of sports media professionals are filled with people who majored in a wide variety of subjects, from philosophy to engineering. We want to embrace and encourage this diversity.

D. If program accreditation is available, provide an analysis of the ability of the program to satisfy the curricular standards of such specialized accreditation.

No program accreditation is available.

5. Faculty resources must be adequate to support an effective program.

A. Define the size, experience, and specializations of the full-time faculty needed to support an effective program. Identify the extent to which such faculty resources currently exist at the institution, and what additions to the faculty will be needed to fully implement the program. Specify how many full-time faculty will provide direct instructional support to this program.

The journalism department hired two full-time faculty members to launch this program, both with professional backgrounds in sports media. They are supported by a graduate student. At present, this is sufficient to support an effective program.

B. In addition, for each faculty member directly involved in this program, list:

1. Name, rank, degrees, academic specialty, educational background
2. Special qualifications related to this program
3. Relevant professional and scholarly activity for past five years
4. Projected responsibility in this program and required adjustments in current assignments

Vicki Michaelis, John Huland Carmical Distinguished Professor in Sports Journalism and Society

- B.S.J. and M.S.J., Medill School of Journalism, Northwestern University
- Twenty years of sports journalism experience, including 12 years (2000-2012) as chief Olympics correspondent and Denver bureau sports writer for *USA Today*
- Former chairperson and president of the Association for Women in Sports Media
- Grady Sports Media program director since 2012
- Hired under the Presidential Hiring Initiative to match \$1 million commitment from Carmical Foundation
- Will teach three courses per academic year in this program, which matches current assignment

David Welch Suggs, Jr., Associate Professor

- Scholar in intercollegiate athletics, higher education, and sports media
- Ph.D., Institute of Higher Education, University of Georgia; B.A., Rhodes College
- Ten years of journalism experience, eight years of advocacy experience with the Knight Commission on Intercollegiate Athletics, and four years in university administration (assistant to the president)
- Liaised with UGA Athletic Association from president's office; worked on issues management, strategy, and constituent relations with Knight Commission; vice head of the Sports Interest Group in the Association for Education in Journalism and Mass Communication.
- Grady Sports Media associate director for research
- Will teach one course per term in this program, which matches current assignment

C. Where it is deemed necessary to add faculty in order to fully develop the program give the desired qualifications of the persons to be added.

Current faculty are qualified to teach coursework as listed, with the assistance of adjuncts (paid from dedicated program funds) in certain areas. Plans are under way to add components of sports marketing and promotion as well as sports broadcasting as development efforts create opportunities in those areas. The Advertising and Public Relations department currently offers a topics course in sports communications and offers an ideal next step for the college's efforts in this area, as does exploration of sports broadcasting opportunities. Development potential in both areas is strong.

6. Library, computer, and other instructional resources must be sufficient to adequately support the program.

A. Describe the available library resources for this program and the degree to which they are adequate to support an effective program. Identify the ways and the extent to which library resources need to be improved to adequately support this program.

Library resources are more than adequate for this program. We teach students to use online databases for background research and to do deep historical research in the stacks, and the UGA Libraries offer a rich collection of both.

B. Likewise, document the extent to which there is sufficient computer equipment, instructional equipment, laboratory equipment, research support resources, etc. available to adequately support this program. Specify improvements needed in these support areas.

Courses can be taught in existing journalism laboratory classrooms. Students will be required to have their own laptop computers, and instructors will use university resources and other applications to create systems for students to submit and edit coursework.

Should we move towards a center, additional resources would be sought through external fundraising.

7. Physical facilities necessary to fully implement the program must be available.

Describe the building, classroom, laboratory, and office space that will be available for this program and evaluate their adequacy to fully support an effective program. Plans for allocating, remodeling, or acquiring additional space to support the program's full implementation of the program should also be identified.

Current classrooms and laboratory facilities in the Grady College are sufficient to meet the needs of the program.

8. The expense to the institution (including personnel, operating, equipment, facilities, library, etc.) required to fully implement the program must be identified.

A. Detailed funding to initiate the program and subsequent annual additions required to fully implement the program are needed below. Estimates should be based upon funding needed to develop an effective and successful program and not upon the minimal investment required to mount and sustain a potentially marginal program.

	First year	Second year	Third year
i. Personnel	\$10,000	\$10,000	\$10,000
ii. Operating Costs	\$17,000	\$17,000	\$30,000*
iii. Capital Outlays	\$0	\$0	\$0
iv. Library Acquisitions	\$0	\$0	\$0

All of these costs are covered by income from the Carmical Foundation gift described in section 9 below. Personnel estimates are for adjunct instructors, but do not include salaries and benefits for Michaelis and Suggs and a graduate assistant. These are covered by the Grady College. Operating costs include travel, equipment, marketing, and other administrative expenses associated with the program.

*The increased amount in Year 3 is based on likely financial support for students enrolled in the sports media certificate program to cover the 2016 Summer Olympics in Rio de Janeiro.

B. Indicate the extent of student support (fellowships, assistantships, scholarships, etc.) available for this program, and evaluate the adequacy of this support. Assistantships funded from institutional (as opposed to sponsored) funds should be included in this funding analysis as well.

Currently, the Grady College assigns one graduate assistant to the Carmical Professor. We believe this is adequate for the program as set forth here. According to the Memorandum of Understanding to establish the John Huland Carmical Professorship, the University of Georgia and Grady College will provide two graduate assistants and two student workers for classroom and research support, which may be needed in the future.

9. Commitments of financial support needed to initiate and fully develop the program must be secured.

A. Identify the sources of additional funds needed to support the program and the probability of their availability.

The Carmical Foundation has transferred \$750,000 to the UGA Foundation to endow the Carmical Professorship. The Foundation will pledge an additional \$250,000 to upgrade the Carmical Distinguished Professorship to a Chair by Dec. 31, 2018. By December 2019, the Carmical endowment is expected to yield approximately \$40,000 annually in perpetuity to support the sports media programs of the Carmical Chair. The current-year available balance from the Carmical endowment is \$14,576. In addition, the James M. Cox, Jr.,

Institute for Newspaper Management Studies, located in the Grady College, has agreed to pay \$18,000 per year for at least two years to train students in sports media.

B. It is particularly important to include in this response the long-range plans for additional or expanded facilities necessary to support an effective program. Evaluate the timing and likelihood of such capital funding.

No additional or expanded facilities are anticipated at this time. The dean views the sports media program extremely favorably and sees it as a strong development opportunity, particularly as we work to make the program more multi- and interdisciplinary in scope.

10. Provisions must be made for appropriate administration of the program within the institution and for the admission to and retention of students in the program in keeping with accepted practice.

Describe and evaluate the structure for the administration of the program. Explain the degree to which that structure is in keeping with good practice and accepted standards. Similarly, explain how and by what criteria students will be admitted to and retained in the program, and how these procedures are consistent with accepted standards for effective and successful programs.

Prof. Vicki Michaelis will be director of the program, and Dr. Welch Suggs will be associate director for research. This is closely parallel to the leading programs in the country, including Indiana and Penn State, in which a prominent practitioner leads the program with an associate director in a research/academic position. In this case, both faculty have strong professional backgrounds and connections in the industry, enabling them to stay current with trends and workplace needs as well as to help students build their own professional networks. They will advise students and provide directions on both career and academic choices. The graduate assistant provides support to teaching faculty and administrative needs, such as marketing and student relations.

Students will be admitted to the program based on their performance in the first core course. They will be selected based on their demonstrated competencies and ability to understand the norms and practices of multiple areas of sports media. Retention will be predicated on passing progressively advanced courses, continuing to acquire skills and demonstrating mastery of content knowledge.

Finishing the capstone class, and thus completing the certificate, will require students to compile a professional portfolio of their best work in all of their courses, enabling them to

demonstrate both what they have learned and the capacity they have for learning new skills and content. With that portfolio in hand, students will have a clear track record of their own accomplishments and a means of showing potential employers where those abilities might take them.