

Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT
(Approved by CAA on 4/13/06 and CGS on 4/18/06)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies. (See <http://www.eiu.edu/~eiucaa/Directions.pdf> for directions on completing this form.)

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** KSS 5214
2. **Title (may not exceed 30 characters, including spaces):** Sports Governance
3. **Long title, if any (may not exceed 100 characters, including spaces):**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** (3-0-3)
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☒ Summer ☐ On demand
6. **Initial term of offering:** ☐ Fall ☐ Spring ☒ Summer **Year:** 2011
7. **Course description (not to exceed four lines):** Overview of the politics and administration of various major sports organizations and areas of sports activity.
8. **Registration restrictions:**
 - a. **Identify any equivalent courses:** There are no equivalent courses
 - b. **Prerequisite(s):** None
 - c. **Who can waive the prerequisite(s):** N/A
 - d. **Co-requisites:** N/A
 - e. **Repeat status:** ☒ Course may not be repeated.
 ☐ Course may be repeated to a maximum of hours or times.
 - f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: graduate students.
 - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: N/A
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] N/A
10. **Grading methods** (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC ("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)
11. **Instructional delivery method:** ☐ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
 ☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☒ other
The course is offered in an asynchronous technology delivered format.

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

- a. Students will analyze the differences in focus between various areas of sport – for example the difference between community, intercollegiate and professional sport
- b. Students will examine the primary governance structures and administrative bodies overseeing the various areas of sport – for example the AAU, IOC, NCAA and NAIA .
- c. Students will evaluate current policy issues across the various areas of sport – examples include drug testing, safety, and eligibility requirements.
- d. Students will analyze the positions and actions of competing interests in the formation of policy across various areas of sport – examples include the actors involved with the NCAA mascot decision, and the on-going struggle to create policy in collective bargaining settings.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

	quizzes	Weekly assignments	Weekly discussions	Final Paper
Students will understand the differences in focus between various areas of sport.	X	X	X	X
Students will identify the primary governance structures and administrative bodies overseeing the various areas of sport.	X	X	X	X
Students will be able to discuss and evaluate current policy issues across the various areas of sport.	X	X	X	X
Students will be able to identify and describe the positions and actions of competing interests in the formation of policy across various areas of sport.		X	X	X

3. Explain how the instructor will determine students' grades for the course:

Chapter quizzes = 50% of grade (280 points)

Weekly assignments = 15% of grade (84 points)

Weekly discussions = 15% of grade (84 points)

Research Paper = 20% of grade (112 points)

Grades assigned as follows: 90-100%= A, 80-89% = B, 70-79%= C, 60-69% = D, below 60% = F

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
 - a. **Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:** The technology will be used to support student achievement by allowing them to interact with one another and the instructor at times which are convenient for them. The technology will be used to assess student achievement by being the vehicle through which all student work is conducted. Specific components of the learning management system (LMS) to be utilized include assessments (for quizzes), assignments (for weekly papers), discussions (for threaded discussions over specific questions), and Email (for answering additional questions students may have, and for submitting their term paper). Please note, these labels ("assessments," discussions," etc.) may change with another LMS, but the functions will remain the same.
 - b. **Describe how the integrity of student work will be assured:** The integrity of student work will be assured through writing, writing, and more writing. Given that students often have signature writing styles or voices, having someone else submit a single assignment will certainly register with the instructor. It is unlikely that a substitute would sit in and take the entire course for another (or at least as unlikely as having a surrogate sit in on a regular course). Finally, all assignments are checked through on-line mechanisms for plagiarism.
 - c. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):** Instructor-student and student-student interaction will be promoted through Email, web-based discussions, and feedback on individual assignments.
5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit.** N/A
6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)** N/A

PART III: OUTLINE OF THE COURSE

The class will meet for six weeks broken down as follows:

SECTION ONE – The Core Ideas

Week One – Introduction to the course and overview of expectations – What is sports governance?

Week Two – Managerial activities related to governance.

Week Three – Conclude managerial activities and begin strategic management and policy development.

Week Four – Conclude strategic management and policy development.

Week Five – Ethics in sports organizations.

SECTION TWO – Applying the Core Ideas

Week Six – Scholastic sport.

Week Seven – Amateur sport in the community.

Week Eight – Campus recreation.

Week Nine – Intercollegiate athletics.

Week Ten – Major games in Amateur sport.

Week Eleven – Olympic sport

Week Twelve – Paralympic sport.

Week Thirteen – North American professional sport.

Week Fourteen – International professional sport.

Week Fifteen – The future of sport governance?

Week Sixteen – Finals

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

Sport governance has been identified by the Commission on Sport Management Accreditation (COSMA), the accrediting body for sport management education programs, as an essential content area. The Kinesiology and Sports Studies Department does not currently offer a course in sport governance, but recognizes that in order to become more in line with COSMA accreditation standards a sport governance course must be added to the current sport administration concentration curriculum.

a. If the course or some sections of the course may be technology delivered, explain why.

The course is being offered online to meet the needs of the current students interested in sport administration programs. The department has recently received multiple inquiries about online classes from both current students as well as professionals interested in taking courses online while maintaining their current professional positions.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

The course is an elective for KSS graduate students completing the sport administration concentration.

3. If the course is similar to an existing course or courses, justify its development and offering.

N/A

4. Impact on Program(s):

In addition to helping the KSS graduate sport administration concentration move one step closer to COSMA accreditation, this course will offer students a more comprehensive knowledgebase in the field of sport administration.

a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Jeffrey. S. Ashley

2. Additional costs to students: none

3. Text and supplementary materials to be used (Include publication dates):

Hums, Mary A. and Joanne C. MacLean. **Governance and Policy in Sport Organizations**, 2nd. (Scottsdale, AZ : Holcolb Hathaway, 2009). We will also be using numerous articles, which will change depending upon current issues.

PART VI: COMMUNITY COLLEGE TRANSFER

N/A

PART VII: APPROVALS

Date approved by the department or school:

Date approved by the college curriculum committee:

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: **CGS:**

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

 http://www.eiu.edu/~success/ 581-6696	 http://www.eiu.edu/~counsctr/ 581-3413	 http://www.eiu.edu/~careers/ 581-2412	 http://www.eiu.edu/~disabity/ 581-6583
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