

Eastern Illinois University

NEW/REVISED COURSE PROPOSAL FORMAT

(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** KSS 2761
2. **Title (may not exceed 30 characters, including spaces):** Intro to Sport Management
3. **Long title, if any (may not exceed 100 characters, including spaces):** Introduction to Sport Management
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:** 2012
7. **Course description:** Provide an overview of the field of sport management by introducing the historical aspects of the discipline and key content areas. Topics to be included are managerial leadership, marketing, communications, finance and economics, sport sociology, and law and their application in professional, intercollegiate, interscholastic, and youth and community sport programs.
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
There are no equivalent courses.
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. Yes No
 - b. **Prerequisite(s)**
 - **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
None.
 - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). Yes No
If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
 - c. **Who can waive the prerequisite(s)?**
 No one Chair Instructor Advisor Other (Please specify)
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): N/A
 - e. **Repeat status:** Course may not be repeated.
 Course may be repeated once with credit.
Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
KSS Majors

g. Degree, college, major(s), level, or class to be excluded from the course, if any:
Non-KSS Majors

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

10. Grading methods (check all that apply): Standard letter CR/NC Audit ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

The grade for this course will not count in a student’s grade point average.

The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

- lecture lab lecture/lab combined independent study/research
 internship performance practicum or clinical study abroad
 Internet hybrid other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Discuss the key content areas of sport management	Effective critical thinking Effective written communication
Discuss the various sectors of the sport industry.	Effective critical thinking Effective written communication
Analyze the application of the key content areas of sport management to the various sectors of the sport industry	Effective critical thinking Effective written communication Effective oral communication

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Discuss the variety of career opportunities available in the field of sport management	Effective oral communication Effective written communication
Examine current issues and trends affecting sport managers.	Effective critical thinking Effective written & oral communication Responsible global citizenship
Discuss the impact of sport on society internationally.	Responsible global citizenship Effective critical thinking Effective written communication

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

	Exams (37.5%)	Written Assignments (25%)	Case Studies (25%)	Global Sport Project (12.5%)
Discuss the key content areas of sport management	X	X		X
Discuss the various sectors of the sport industry.	X			X
Analyze the application of the key content areas of sport management to the various sectors of the sport industry	X	X	X	
Discuss the variety of career opportunities available in the field of sport management	X	X		
Examine current issues and trends affecting sport managers.	X		X	X
Discuss the impact of sport on society internationally.	X	X		X

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

<u>Evaluation Criteria:</u>		<u>Grading Scale:</u>
Exams (2)	150 pts	360-400 A
Written Assignments (2)	100 pts	320-359 B
Case Studies (2)	100 pts	280-319 C
<u>Research Project (1)</u>	<u>50 pts</u>	<u>240-279 D</u>
Total:	400 pts	<240 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:**
 - b. Describe how the integrity of student work will be assured:**
 - 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.):**

- 5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**

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

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Week 1	Sport Management: A Professional Perspective Topics – Nature and scope of the industry, Unique aspects of the industry, Career planning & preparation
Week 2	Historical Aspects of the Sport Industry Topics – Commercialization of sport, Developing the sport market, Influences on society
Week 3	Management Concepts, Practice, and Leadership Topics – Organizational design, structure, and effectiveness, Theoretical approaches, Management functions
Week 4	Professional Sport Topics – Nature of professional sport, Unique aspects and challenges, Revenue sources and management
Week 5	Intercollegiate Athletics Topics – Governance, NCAA, Role of administrators
Week 6	Interscholastic Athletics Topics – Governance, Value, Operating models
Week 7	Youth and Community Sport Topics – Size and scope of community sport, Youth and adult sport offerings, Challenges to managing youth sport

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Week 8	Sport Tourism Topics – The tourism industry, Defining sport tourism, Sustainable sport tourism
Week 9	Sport Marketing Topics – Strategic marketing management, Marketing plans, Consumer behavior
Week 10	Sport Communications Topics – Strategic sport communications, Media relations, Community relations
Week 11	Finance and Economics in Sport Topics – Financial state of the sport industry, The sport economic system, Financial management
Week 12	Facilities and Event Management Topics – Types of sport facilities, Facility management, Event management
Week 13	Sport Law Topics – Legal basics, Federal and state law, Fundamentals of sport law
Week 14	Sport Sociology Topics – Social significance of sport, Benefits of sport, Sport as a vehicle for social transformation
Week 15	International Perspectives on the Sport Industry Topics – Current issues in international sport, International expansion, Essentials for international sport managers

PART IV: PURPOSE AND NEED

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

Sport management is a complex field that requires a basic understanding of management, marketing, finance, economics, sociology, and law. This multifaceted nature leads to a need for an introductory level course that can provide students with a full appreciation of the field and the skills involved to succeed as practitioners. The Kinesiology and Sports Studies Department does not currently offer a course that introduces students to the field of sport management but recognizes that in order to best prepare students for academic and career success an introduction to sport management course must be added to the current sport curriculum.

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

This course provides an introduction to the business of sport that is necessary to prepare students for upper level sport management courses.

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

No EIU course exists that serves as an introduction to the field of sport management.

4. Impact on Program(s):

The addition of the course will help the KSS undergraduate sport management concentration better prepare its students for the rigor of upper level coursework. More importantly, the course will help KSS undergraduate students obtain a more comprehensive understanding of the sport industry prior to examining each area of sport management in detail later in their academic program.

PART V: IMPLEMENTATION

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

Jon Oliver, Clinton Warren, Brent Walker, or other qualified faculty

2. Additional costs to students:

No additional cost beyond textbook rental.

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

Pedersen, Paul M., Parks, Janet B., Quarterman, J., & Thibault, L. (2011). *Contemporary Sport Management*. Human Kinetics: Champaign, IL.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: February 3, 2012

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).

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