

Curriculum Proposal Cover Sheet – form is available on-line as an interactive PDF

LSC Use Only Proposal No:
LSC Action-Date:

UWUCC Use Only Proposal No: 12-562
UWUCC Action-Date: AP-10/30/12 Senate Action Date: App-12/4/12

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Dr. Robert Kostelnik	Email Address bkostel@iup.edu
Proposing Department/Unit Health and Physical Education	Phone 357 7645

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

Current course prefix, number and full title _____

Proposed course prefix, number and full title, if changing: HPED 465 Sport Management Capstone

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)
 Learning Skills Knowledge Area Global and Multicultural Awareness Writing Intensive (include W cover sheet)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)
 Global Citizenship Information Literacy Oral Communication
 Quantitative Reasoning Scientific Literacy Technological Literacy

3. Other Designations, as appropriate

Honors College Course Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

Catalog Description Change Program Revision Program Title Change New Track
 New Degree Program New Minor Program Liberal Studies Requirement Changes Other

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)		9-17-12
Department Chairperson(s)		9-17-12
College Curriculum Committee Chair		10-10-12
College Dean		10/10/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs		11/1/12

Received Received
 NOV 2 2012 OCT 10 2012

Part II. Description of Curriculum Change

1 Syllabus of Record

I. Catalog Description

HPED 465 Sport Management Capstone	3 class hours 0 lab hours 3 credits
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Prerequisites: HPED 292 and HPED 320 90 credits completed	(3c-0l-3cr)
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Emphasis will be on improving personal effectiveness in the work environment for sport managers. Students will develop observational skills and survey techniques needed for the sport industry. Thinking critically, problem solving and applying transformative change models will be emphasized. Discipline specific research articles will be examined and critiqued. Prepares students to market their skills to the sport industry.

II. Course Outcomes

Upon completion of this course the student will be able to:

1. Develop habits that lead to personal effectiveness.
2. Create solutions to the current and future challenges of the sport industry.
3. Analyze results of their observational study project related to managing sport.
4. Plan a job search strategy with a completed resume, cover letter, and job search tools.
5. Create a transformative change plan for a sport organization.
6. Develop problem solving strategies to evaluate case studies in selected sports industry settings.
7. Analyze results of their survey project related to managing sport.
8. Analyze discipline specific articles related to operating a sport organization.

III. Course Outline

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|----|--|-----------|
| A. | Habits that lead to personal effectiveness | 5 hours |
| | 1. Principles of personal vision | |
| | 2. Principles of personal leadership | |
| | 3. Principles of priority | |
| | 4. Principles of leading others | |
| | 5. Principles of empathetic communication | |
| | 6. Principles of creative cooperation | |
| | 7. Principles of self renewal | |
| B. | Current challenges to managing sport | 2.5 hours |
| | 1. Analysis of discipline specific articles | |
| | 2. Strategies for solutions | |
| C. | Future prospects for sport management | 2.5 hours |
| | 1. Analysis of discipline specific articles | |
| | 2. Strategies for solutions | |
| D. | Observational study | 6 hours |
| | 1. Concepts of conducting effective observations | |
| | 2. Methods to conduct observations | |
| | 3. Constructing a plan | |
| | 4. Implementing a plan | |
| | 5. Analysis of findings | |
| E. | Interview strategies and resumes | 3 hours |
| | 1. Strategies for effective interviews | |
| | 2. Cover letter construction | |
| | 3. Polishing a resume | |
| F. | Current challenges in managing professional franchises | 2 hours |
| | 1. Analysis of discipline specific articles | |
| | 2. Strategies for solutions | |
| G. | Transformative change planning | 6 hours |
| | 1. Directing change | |
| | 2. Motivating the main players | |
| | 3. Shaping the path | |
| | 4. Overcoming obstacles | |
| | 5. Final and future steps | |
| H. | Problem solving strategies | 3 hours |
| | 1. Overview of problem solving strategies | |
| | 2. Effective use of strategies | |

I.	Surveys for managing sports organizations	6 hours
	1. Concepts of conducting effective surveys	
	2. Creating survey questions	
	3. Constructing a survey	
	4. Constructing a plan	
	5. Implementing a plan	
	6. Analysis of results	
J.	Current challenges in managing college athletics	2 hours
	1. Analysis of discipline specific articles	
	2. Strategies for solutions	
K.	Searching for a job in the sport industry	2 hour
	1. Networking	
	2. Sport industry job search sites	
L.	Analysis of case study	2 hour
	Final Exam	2 hours

IV. Evaluation Methods

The final grade will be determined as follows:

1. 20% Exam: A final essay exam will occur during final exam week.
2. 15% Observation Study Plan and Report: Students will develop, implement, and report findings for a sport related observational study.
3. 15% Survey Study Plan and Report: Students will develop, implement, and report findings for a sport related survey study.
4. 10% Resume, cover letter, and interview plan.
5. 20% Discipline Article Reports: Students will create 5 reports of articles related to important topics in the sport industry.
6. 20% Student Journal: Student journal entries related to reflections of personal effectiveness habit changes and entries based on change planning

V. Grading Scale

A: $\geq 90\%$; B: 80 – 89%; C: 70 – 79%; D: 60 – 69%, F: $<60\%$

VI. Attendance Policy

The course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

VII. Required Textbook

Zimbalist, Andrew. (2011). *Circling the Bases: Essays on the Challenges and Prospects of the Sport Industry*. Philadelphia, PA: Temple Publishing.

Choice of one book:

Covey, Stephen. (2004). *The 7 Habits of Highly Effective People*. New York: Free Press.

Heath, C, & Heath, D. (2010). *Switch: How to Change Things When Change is Hard*.
New York: Broadway Press.

VIII. Special resource requirements

None

IX. Bibliography

Beshara, Tony. (2011). *Unbeatable Resumes*. New York: AMACOM Publishing.

Covey, Stephen. (2004). *The 7 habits of highly effective people*. New York: Free Press.

Dell, Donald. (2009). *Never make the first offer*. New York: Penguin Group.

Freeman, Skip. (2010). *Headhunter Hiring Secrets: The rules of the hiring game have changed forever*. Lawrenceville, GA: The HTW Group.

Gratton, Chris and Jones, I. (2010). *Research Methods for Sport Studies*. New York:
Routledge

Heath, C. & Health, D. (2007). *Made to Stick: Why some ideas survive and others die*.
New York: Random House.

Heath, C, & Heath, D. (2010). *Switch: How to change things when change is hard*. New
York: Broadway Press.

Journal of Intercollegiate Sport. (2008-2012). Champaign, IL: Human Kinetics.

Journal of Sport Management. (2000-2012). Champaign, IL: Human Kinetics.

Noe, Raymond et.al. (2005) *Human Resource Management 5th ed*. Boston, MA: McGraw
Hill.

Pederson, Paul et. al. (2011). *Contemporary Sport Management 4th ed*. Champaign, IL:
Human Kinetics.

SportsPro. (2009-2012). London, UK: Trans-World House.

Street & Smith's Sports Business Journal. (2000-2012). Charlotte, NC: American City
Business Journal.

Vaske, Jerry. (2008). *Survey Research and Analysis: Applications in parks, recreation,
and human dimensions*. State College, PA: Venture Publishing

New Catalog Description

HPED 465 Sport Management Capstone

3 c-0l-3cr

Prerequisites: HPED 292 and 320; 90 credits completed

Emphasis will be on improving personal effectiveness in the work environment for sport managers. Students will develop observational skills and survey techniques needed for the sport industry. Thinking critically, problem solving and applying transformative change models will be emphasized. Discipline specific research articles will be examined and critiqued. Prepares students to market their skills to the sport industry.

2 Course Analysis Questionnaire

Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

This course will serve as a required culminating course for students enrolled in the Sport Administration Program.

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

Yes, this course will replace another course, HPED 442 Seminar in HPE, currently required for this program of study. The current seminar course combines three department majors in one course. The new course will be specific for Sport Administration majors.

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

This course has been offered as a HPED 481 course in the spring 2011 and fall 2012 with 45 students per section.

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

This course is not intended to be dual level.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

This course is not to be taken for variable credit.

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

**Similar courses are offered at the following institutions, among others:
Slippery Rock University: SPMT 494, Sport Management Senior Seminar
California University of PA: SPT 430, Sport Management Seminar
Nova Southern University: SPT 4850, Seminar in Sport and Recreation Management**

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

Yes. This course will provide content to the Sport Administration Program of study recommended in the educational standards by the Commission on Sport Management Accreditation (COSMA).

Section B: Interdisciplinary Implications

B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

This course will be taught by one instructor from the Department of Health and Physical Education.

B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

This course does not overlap with others at the University.

B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

This course is not cross-listed.

Section C: Implementation

C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

- a. **No new faculty member will be required to teach this course. Majors will take HPED 465 instead of HPED 442. HPED 465 will be offered with 45 students per section while HPED 442 is capped at 25 students which will result in less sections of HPED 442.**

C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

- **Space – Current classroom space is adequate for this course.**
- **Equipment – No additional equipment is required to teach the course.**
- **Laboratory Supplies and other Consumable Goods – None needed.**
- **Library Materials – Current library holdings are adequate.**
- **Travel Funds – No travel funds required.**

C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

No grant funds are required for this course.

C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

The course will be offered once each year during the fall semester. Spring and summer offering may occur should student need warrant additional sections.

C5 How many sections of this course do you anticipate offering in any single semester?

One section of the course will be offered each fall semester.

C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

Each section of this class will accommodate 45 to 55 students. This number should be sufficient to reach the students currently enrolled in this course of study. The current HPED 442 has a seat capacity of 25.

C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

No

C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

This course does not entail distance education.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

None.

Part III. Letters of Support or Acknowledgement.

None necessary