

# REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: HPHE PROPOSED EFFECTIVE SEMESTER: Spring, 2018 COLLEGE: CED

## PROPOSED IMPROVEMENTS

### Academic Program

- ☐ New degree\*  
☐ New major\*  
☐ New curriculum\*  
☐ New concentration\*  
☐ New certificate  
☐ New minor  
☐ Revised major  
☐ Revised minor  
☐ Admission requirements  
☐ Graduation requirements  
☐ Deletion ☐ Transfer  
☐ Other (explain\*\*)

### Substantive Course Changes

- ☒ New course  
☐ Pre or Co-requisites  
☐ Deletion (required by others)  
☐ Course #, different level  
☐ Credit hours  
☐ Enrollment restriction  
☐ Course-level restriction  
☐ Prefix ☐ Title and description  
 (attach current & proposed)  
☐ General education (select one)  
 Not Applicable  
☐ Other (explain\*\*)

### Misc. Course Changes

- ☐ Title  
☐ Description (attach current & proposed)  
☐ Deletion (not required by others)  
☐ Course #, same level  
☐ Variable credit  
☐ Credit/no credit  
☐ Cross-listing  
☐ COGE reapproval  
☐ Other (explain\*\*)

\*\* Other

Title of degree, curriculum, major, minor, concentration, or certificate: Graduate Sport Management

Existing course prefix and #: Proposed course prefix and #: HPHE 6651 Credit hours: 3

Existing course title:

Proposed course title: Special Topics in Sport Management

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s) None

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s)

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently:

Is there a minimum grade for the prerequisites or corequisites?

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

## Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces): Special Top in Sport Mgmt

b. Multi-topic course: ☐ No ☒ Yes

c. Repeatable for credit: ☐ No ☒ Yes

d. Mandatory credit/no credit: ☐ No ☐ Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

- |  |  |  |
|--|--|--|
| 1. <input checked="" type="checkbox"/> Lecture | 3. <input type="checkbox"/> Lecture/lab/discussion                     | 5. <input type="checkbox"/> Independent study        |
| 2. <input type="checkbox"/> Lab or discussion  | 4. <input type="checkbox"/> Seminar or <input type="checkbox"/> studio | 6. <input type="checkbox"/> Supervision or practicum |

CIP Code (Registrar's use only):

Chair/Director

Date 9/26/17

Chair, College Curriculum Committee

Date

Dean

Date:

Graduate Dean:

Date

Curriculum Manager: Return to dean ☐ Date

Forward to:

Date

Chair, COGE/ PEB / FS President

Date

## FOR PROPOSALS REQUIRING GSC/USC REVIEW:

\* ☐ Approve ☐ Disapprove

Chair, GSC/USC

Date

\* ☐ Approve ☐ Disapprove

Provost

Date

1. Explain briefly and clearly the proposed improvement.

Sport Management changes so quickly that we need the ability in our curriculum to offer a class on topics.

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

The length of time it takes to get a new class approved in the curriculum process often will not allow us to offer classes in the quickly changing profession of Sport Management. As such we will designate one course as a topics course in the Graduate Sport Management program which will allow us to change topics in accordance with needs in the profession

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

There will be no effect on other colleges, departments or programs.

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

A special topics course will allow us to be flexible and respond to the needs of the students.

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

Adding a special topics class will not conflict with any classes in the program. The topics will make it easier for a student to meet graduation requirements because it will give them the opportunity to take a class to substitute in their planned program.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

There is steady demand for classes that address different topics in the field. Estimated enrollment is about 15-20 students each time the class is offered. This type of class allows us to offer a class what might be relevant to something that is very current in the field.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

There will be no effect on resources because the topics can be taught by one of the 4 faculty members (2 new FTE hired in Fall 2017). No effect on advising because graduate students are advised by the faculty in the program and there will be no additional costs to the program.

8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.) Not Applicable

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

1. This course will be designed to provide a foundation in a topic that is current in the profession of sport management.
2. This course will allow a student to understand the rapidly changing issues in sport management.

3. This course will allow a student to understand the role of sport management in society and on a national as well as international scale.
10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

Approximately 5 years ago, the North American Society for Sport Management instituted a curriculum accreditation program for Sport Management. We will start moving toward that accreditation, but our informal assessment has indicated that students enrolled in the Graduate Program desire courses on current issues in the field of sport management. This type of topic class will allow us to teach such a course.

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.