

Date of request: 25-OCT-2019

CEHD 1049

Request ID: E-2019-HPHE-105

College: E

Department: HPHE

Initiator name: Carol Weideman

Initiator email: carol.weideman@wmich.edu

Proposed effective term: 202040

Does course need General Education approval?: N

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: U

Proposed course data:

Change Course HPHE 3300

Specific Course Change type selected: Title

Specific Course Change type selected: Description

Specific Course Change type selected: Enrollment restriction

Specific Course Change type selected: Pre or Co-requisites

1. Existing course prefix and number:

HPHE 3300

2. Proposed course title:

Grants and Fund Development in Sports, Recreation and Events.

3. Existing course prerequisites:

Prerequisites and Restrictions:

(HPHE 1550 Minimum Grade of C OR

HPER 1550 Minimum Grade of C OR

HPER 155 Minimum Grade of C) AND

(HPHE 2200 Minimum Grade of D OR

HPER 2200 Minimum Grade of D OR

HPER 220 Minimum Grade of D) AND

(HPHE 2210 Minimum Grade of D OR

HPER 2210 Minimum Grade of D OR

HPER 221 Minimum Grade of D) AND

(HPHE 2220 Minimum Grade of D OR  
HPER 2220 Minimum Grade of D OR  
HPER 222 Minimum Grade of D)

4. Proposed course prerequisites:  
HPHE 1700

5. Existing course corequisites:  
No Corequisites exist for HPHE 3300 in term 202040.

6. Proposed course corequisites:  
HPHE 3760  
HPHE 3100

7. Proposed course prerequisites that may be taken concurrently (before or at the same time):  
none

8. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):  
C

9. Major and/or minor restrictions:  
Include

10. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:  
This course is restricted to the following major(s):  
Recreation: Recreation Management (RCMJ)  
Recreation: Sport Management (RCSJ)  
Event management (TBD)

11. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?  
Not Applicable

12. Existing Banner course title:  
Grant Writing in Health Ed

13. Proposed course title to be entered in Banner:  
Grants and Fund Development

A. Please choose Yes or No to indicate if this class is a Teacher Education class:  
No

B. Please choose the applicable class level:  
Undergraduate

C. Please respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither.

No

D. Explain briefly and clearly the proposed improvement.

Change the name and description of HPHE 3300

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

he course will include a variety of approaches, including class readings, concepts, case analysis, class discussions, and community projects. Students will select an organization as the basis of the papers and grant proposal. Students will be asked to complete a series of marketing/fund development programming grids that will be used to write their series of grants. In class, students will be asked to participate in groups that will serve to support in-class review of papers, projects, and class discussions.

The required co-requisites provide the framework for creating a project for the grant topic. In HPHE 1700, students learn about project and programs that are grant fundable and how grants support the diversified revenue budgetary strategy. The required grant written in the class must include a project that highlights program design, implementation, and evaluation strategies applicable to recreation, sports organizations as well as event organizations. These concepts are learned in HPHE3100 and HPHE3760. Please note that this course will be nonprofit focused as it relates to integrating mission into program development.

F. List the student 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.

By the conclusion of the class, students should know how to:

1. Write a preliminary common form grant that addresses a community need, provides value, creates stakeholder relationships, and addresses program outcomes.
2. Create a basic budget request outline for a grant understanding program expenses, diversified revenues, and balanced budget programming
3. Write a grant cover letter that incorporates business writing and summarization writing tactics.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

Part of the CEHD's strategic plan is to provide students with employable skills that enhance their ability to create impact in their professional jobs. Students will be required to write a grant proposal during the class. Students who are planning on working in the recreational field for a governmental entity or nonprofit will be required to write a basic common grant to support funding programs.

Successful management in a nonprofit organization or governmental organization requires many professional traits and skills, including the ability to efficiently acquire funding for the organization's projects. Grant writing is one of those skills. Students who have taken this class (under the floating number of HPHE3000) have reported that they have had to write grants for their jobs and this class has

provided a core learning opportunity that helped them write grants professionally.

H. 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 is no effect on other colleges.

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

The content of this course has been offered for three years as a special topics and has served to support the other classes offered through the Recreation/Sports Management major. This course is required for the Proposed Event Management program as well as the current Event Management Minor.

J. 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.

There is not effect on enrolled students; the course content has been offered consistently for three years as a special topics course and will now have a permanent course number.

K. 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?

Below is the listing of the number of students that enrolled with no catalog listing. If the course was included in a catalog listing and planned as part of a student's curriculum, enrollment would be 25, with a cap of 30. Including the class in the catalog as well as in curriculum guidelines will open this class to a wider group of students that will enhance the program offerings for sports, recreation, and event management. In the field of recreation and event management, future employers will value the fact that a student was exposed to grant writing. With the evolution and emulation of grant writing, major corporations are using grant submission formats to distribute funds for for-profit projects. This is a real and relevant course for recreation, sport, and event management.

HPHE3000 Floating Number for the proposed course of HPHE4420

|           |             |                      |
|-----------|-------------|----------------------|
| HPHE 3000 | Spring 2019 | 15 students enrolled |
|-----------|-------------|----------------------|

|           |             |                      |
|-----------|-------------|----------------------|
| HPHE 3000 | Spring 2018 | 30 students enrolled |
|-----------|-------------|----------------------|

|           |             |                      |
|-----------|-------------|----------------------|
| HPHE 3000 | Spring 2017 | 25 students enrolled |
|-----------|-------------|----------------------|

L. 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.)

This class has been taught and offered for 3 years. The current FTE 1.0 faculty specialist will continue to teach the class. This will not affect resources since it is currently offered within the FTE 1.0 schedule. The faculty specialist who currently designed and is teaching the class has grant writing experience, and has taught grant writing at WMU for over 12 years, in combined part-time (School of Public Affairs) and full-time positions (HPHE).

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (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.

This course in content and in scope is similar to a business proposal or technical product development proposal. As it is currently designed and proposed, it is not clear that there are community colleges that offer grant writing as a class. The community colleges offer weekend or mini-grant workshops. But, the intensity of these workshops cannot compare with a 16 week course that outlines the art and process of creating a grant proposal or a final common grant.

O. Current catalog copy:

Designed to prepare students with skills necessary to secure external grant funding through grant proposal writing. Emphasis is placed on grant sources and resources, the grant proposal process, grant management, and continued funding.

Prerequisites & Corequisites: Prerequisites: HPHE 1550, HPHE 2200, HPHE 2210, and HPHE 2220.

Credits: 3 hours

P. Proposed catalog copy:

This course is a practical application of grant writing with an emphasis on sports, recreation and event projects. Students will complete a grant application that supports a recreation, sport, or event program or event. Students will outline community need, create program goals and objectives, design a budget, and determine collaborative partners that create sustainability. This is a writing course that incorporates fund development content in addition to completing a grant application.

Course limited to students majoring in Sports Management, Recreation Management and Event Management.

Department Curriculum Chair approver: Carol Weideman

Department Curriculum Chair comment:

Date: 25-OCT-2019

Department approver: Yuanlong Liu

Chair comment:

Date: 25-OCT-2019