

Date of request: 06-JAN-2021

Request ID: E-2021-HPHE-1

College: E

Department: HPHE

Initiator name: James Lewis

Initiator email: james.lewis@wmich.edu

Proposed effective term: 202240

Does course need General Education approval?: Y

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: U

Proposed course data:

WES Change Course HPHE 1700

Specific Course Change type selected: WMU Essential Studies - Level 1: Foundations

1. Existing course prefix and number:

HPHE 1700

2. Level 1: Foundations

Indicate which course category the course should be placed in:

Inquiry and Engagement: Critical Thinking in the Arts and Humanities

3. How are you going to address this in your course?

N/A

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 current or new WMU Essential Studies Course. Otherwise, respond No.

Yes

D. Explain briefly and clearly the proposed improvement.

We would like to make this course an Essential Studies Course for the Sport Management and Event Management Curricula.

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

This course fits the Essential Studies Level I: Increase foundational knowledge of the sciences, social sciences or the arts.

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. Learning Objective 1: Increase Foundational Knowledge of the Social Sciences, Humanities or the Arts.

Justification: This class explores key concepts in the field of recreation, sports management and event management – these key concepts include understanding the significance of the discipline, and how this discipline interfaces within the community in both local and global aspects.

Learning Objective 2: Demonstrate and apply information literacy

Justification: This class provides 2 key opportunities for student to be creators of information where they synthesize and use the information in the class to negotiate meaning and to contribute locally through their volunteering. Students engage, locate, and evaluate information and research to support their case study of a relevant and current event that will allow ongoing conversations and discussions in class.

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.

Student assessment outcomes are integrated into the course objectives. This class specifically works to move students from beginning to developing. In the world of sports, recreation, and community engagement, the course provides a discovery of information, the understanding of how information is produced and valued, and how the emerging world of sports and events are supporting community engagement and enhancing economic development.

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.

No effect anticipated. This class has existed for several years and serves as the introduction to the Recreation and Sports Management Majors and the Event Management Minor.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings. This course has existed in the program for many years and is a required course in the program.

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.

No negative effects anticipated. Essential Studies approval would make it easier for our students to meet graduation requirements.

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?

The course is capped at 110 and is offered spring, fall, and summer 1. The enrollment ranges from 60-110 students depending on the semester.

This class currently is a requirement for both the Recreation and Sports Management curriculums as well as the Event Management Minor. This course is beneficial to students because of its introductory analysis of the philosophical, economic, political, social and psychological impacts of recreation, sports, and events.

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 academic year (2019-2020), we offered four sections of this course. It is our intention to offer a similar number of sections each year and we have the capacity to do so. The course will be capped at 110.

Each Fall, two sections of the course are offered. In the Spring one section of the course is offered and one section is offered Summer II. That meets the demand for the course.

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.

There are no anticipated effects on transfers. In fact this course is often transferred in from community colleges because it is an introductory course.

O. Current catalog copy:

This course offers an introductory analysis of the philosophical, economic, political, social and psychological impacts of recreation and sport. The course also offers a contemporary analysis of trends in recreational/sport..

This course satisfies General Education Area V: Social and Behavioral Sciences. 3 hours

P. Proposed catalog copy:

HPHE 1700 Introduction to Recreation, Sports, and Event Management

This introductory course is designed to explore the profession of sports, recreation, and event management. To explore the philosophical, economic, political, social and psychological impacts of recreation, sport and event management.

Furthermore, the class explores theories associated with management, leadership and organizational behavior and how those theories are applied in sport and event enterprises.

Department Curriculum Chair approver: Carol Weideman

Department Curriculum Chair comment: Please review the attachment which has the correct components

Date: 02-SEP-2021

Department approver: Yuanlong Liu

Chair comment:

Date: 03-SEP-2021

Human Performance and Health Education

HPHE 1700 Introduction to Recreation and Sports Management

Updated: August 28, 2021

Instructor information:

Office Hours:

Class Schedule:

Course Description:

This introductory course is designed to explore the profession of sports, recreation, and event management. To explore the philosophical, economic, political, social, and psychological impacts of recreation, sport, and event management. Furthermore, the class explores theories associated with management, leadership, and organizational behavior and how those theories are applied in sport and event enterprises.

This course meets the student learning outcomes in the WMU Essential Studies Level 1-Foundations, Inquiry and Engagement Course Category.

Text: Paul Pederson, Lucie Tibault, Contemporary Sport Management, 6th ed. (Human Kinetics 2015) – ISBN number 978-1492550952

Course Objectives:

- Review the sport industry for interscholastic, collegiate, and professional sport
- Demonstrate understanding of the professional skills and ethics required in the sports/event industry
- Demonstrate critical thinking skills required by sports, recreation, and event professionals
- Demonstrate understanding of the different options within sports, events and recreation careers and recognize which area(s) are best suited to one's own skillset and interests.
- Apply business principles to the management of sports facilities, events, and organizations
- Understand and differentiate between various challenges of sports and events at the recreational, intercollegiate, professional and international levels
- Improve communications skills, particularly writing and preparing a case study analysis. This case study analysis will require critical thinking, baseline research, and creative writing.
- Understand and follow current events as it relates to sports, event, and recreation and determine implications.
- Be introduced to the community through a volunteer experience that helps to connect key learnings understanding society, community, and the humanities.

WES Outcomes:

1. Increase Foundational Knowledge of the Social Sciences, Humanities or the Arts
2. Demonstrate and apply information literacy

Class Format and Expectations:

- There are a number of intensive readings. It is important that you stay current in your readings.
- The class will provide an overview of the Course Slides with online discussions. The class will include inclass polling designed to assist student in learning the materials.
- Students are required to review the Course Slides. These course slides provide updates beyond the text book and should be reviewed.
- The class will also include a current events component to explore curriculum relevancy.
- Case studies will explore questions and answers/reflections to enhance curriculum understanding and implications. Please note that case study requires additional research for context and explorations.
- Students conduct electronic research as part of comparative analysis of the topics under discussion.
- Students submit all papers, quizzes, and exams via eLearning.
- Students are responsible for checking their email regarding updates, changes to the syllabus, online links, and classroom expectations.

- Attendance is taken in class. It is the student's responsibility to check in at the beginning of class and include their name in the attendance portfolio process. Changes to the attendance check-in cannot be made after class has concluded.
- Students are required to place a picture on eLearning to enhance the instructor and student relationship. This counts towards participation points. There is a deadline to the picture submission.

Experiential Learning Experience

Part of the classroom experience is conducting work or real-life learning through volunteering or participating in real event webinars and learning experiences. The Experiential Learning Form outlines the expectation of learning outside of the "classroom" and participating in webinars or volunteer activities. Student safety is the highest priority and opportunities will be shared that provide experiential learning in a safe and student-focused manner. These opportunities will be shared during the class period and through the eLearning newsfeed. Students are required to write an assessment of their experience by completing the question reviews on what was learned and how students connected the class key learnings to actual organizational implementation. The form must be completed for full credit.

Through this volunteer experience, students will build their foundational knowledge through:

1. Experiencing sport management events and understanding the significance of creating sporting opportunities.
2. Witnessing through actual volunteer experiences the dynamic relationship between creating fan engagement and connection to the organization's brand
3. Connecting through journaling the reason why organizations host events and need volunteers to implement the events.

Case Study

One of the major papers in this class is a case study. Please reference the assignment sheet that outlines the steps in which the case study is used, referenced, researched, and contextual connections to the topics discussed in class. The case study will include:

1. Identification of relevant issues, ideas, and circumstances of the case student problem and creating connections and relationships to the context of the problem.
2. The ability to evaluate the information by identifying the problem and the context to which it is explored
3. The ability to synthesize and critically identify the complex issues outlined in the case study and its context
4. And use this information gathering method to assist in the discovery of the information and analysis of the problem through case study analysis.

Reference to the case studies will be used throughout the first part of the semester. Case studies must follow the guidelines as outlined in the Case Study Handout and must be uploaded to eLearning. This is a paper that helps to defend your analysis in defense of the question or problem. This paper is the mid-term.

Let's Take a Sporting Trip

The class culminates by creating a 2-page event trip itinerary that incorporates the tenants of tourism, fan engagement, and participation in either active, event sport, or nostalgia sport tourism. This paper will include the creation of a trip for 10 people to one of the above 3 sport tourism related travel. The itinerary includes the where, the what, the who, and the when. The travel planning form is outlined in eLearning and the form is used to complete the trip. The trip outline covers the following creative and creative thinking elements:

1. Students must identify the options, the outcomes of the trip, and how the 10 people will be engaged in the trip
2. Students must demonstrate an understanding of the need to meet and exceed fan/attendee expectations.
3. Students may be able to identify all the options, and create a one- or two-day trip that will meet those attendee/fan expectations selecting the most appropriate resources
4. And, in the end, the student will have used their foundation of knowledge learned in the class and applied information literacy through the demonstration of the sporting trip tourism plan.

Classroom Ethics and Academic Conduct:

Students are responsible for making themselves aware of and understanding the policies and procedures in the Undergraduate Catalog that pertain to academic integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been

involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Students and instructors are responsible for making themselves aware of and abiding by the “Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures” related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act and Campus Safe. For a complete list of resources and information about the policy see www.wmich.edu/sexualmisconduct.

In compliance with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, reasonable accommodation will be provided to students with documented disabilities on a case-by-case basis. Students must register with Disabilities Services and provide appropriate documentation before any academic adjustment will be provided.

COVID and Facial Coverings

Please familiarize yourself with the outlines and expectations due to the current COVID Pandemic, and consistent with the State of Michigan* requirements and the WMU Safe Return plan (<https://wmich.edu/safereturn>), safety requirements are in place to minimize exposure to the Western Michigan University community. *For current State of Michigan Executive orders, see: https://www.michigan.gov/whitmer/0,9309,7-387-90499_90705---,00.html **For the WMU Facial Covering (Mask) Policy, see: <https://wmich.edu/policies/facial-covering-mask>

Paper Grading Scale

<i>Grade Criteria:</i>	In-class Discussion/Online Discussion	35 points
	eLearning picture	05 points
	Case Study	30 points
	4 quizzes	60 points
	Experiential Learning Activities	20 points
	Let's Take a Trip	20 points
	Final Exam	30 points

This class uses the University's scale for grading. The scale is automatically determined through eLearning grade book. For a reference on the letter grade scale, please check your eLearning settings to reflect the University Scale for grading purposes.

Class Schedule/Topics, Tasks and Assignments

The syllabus is subject to change due to the needs of the class.

Please refer to the eLearning Content Section for specifics on each Module.

Module 1 HISTORY, PROFESSION, & PRACTICES

Week 1-2 Introduction & Historical Aspects

Readings: Chapters 1 & 3

Understanding sport and sport management, the nature of the industries,

Historical aspects of the sports business industry

Connection of sports management to event planning

Week 3 The Profession, Management and Sports Practices

Readings: Chapters 2 & 4

The profession, organizations, environments, culture, structures
Critical thinking

Module 2 SPORTS ORGANIZATIONS

Week 4 Managing and Leading in Sports Organizations
Readings: Chapter 5
Management functions, managerial skills, decision making,
classification of managers

[Quiz 1 on chapters 1-4]

Week 5 Community Sports
Readings: Chapter 6
Origins of community sports and youth sports, adult community sports

Module 3 ATHLETICS AND FACILITY MANAGEMENT

Week 6 Interscholastic Athletics
Readings: Chapter 7
Interscholastic sports, event management, community engagement

[Quiz 2 on chapters 5 and 6]

Week 7 Intercollegiate Athletics
Readings: Chapter 8
Athletic governance, collegiate sport finance, athletic administration

Week 8 Sport Facility Management
Readings: Chapter 16
Types of facilities, facility management, incorporation of events, community development
Positioning of facility and neighborhood impact

Week 9 Case Study Due - **ASSESSMENT of WES OUTCOME 2: Demonstrate and apply information literacy**

Module 4 CONSUMER BEHAVIOR, TOURISM & MARKETING

Week 10 Sports Consumer Behavior
Readings: Chapter 13
Understanding the individual as the sports consumer, group influences, individual engagement

[Quiz 3 on chapters 7, 8 and 16]

Week 11 Sports Tourism and Event Management
Readings: Chapter 11
Tourism and the tourism industry
Tournaments, Sporting Events, Event Management

Week 12/13 Communications, Sports Marketing
Readings: Chapter 12, 14
Sports communication, media relations, community relations,
Marketing agencies, careers

Paper Due: Let's Take a Trip – Assessment of WES Outcome 2. Demonstrate and apply information literacy

Module 5 PROFESSIONAL SPORTS

Week 14 Professional Sports

Readings: Chapter 9

The evolution of professional sports, the impact on the event industry

Future challenges,

[Quiz 4 – Chapters 11, 12, 13]

Experiential Learning Sheet Due

Volunteer Activity Due - ASSESSMENT of WES OUTCOME 1. Increase Foundational Knowledge of the Social Sciences, Humanities or the Arts

Week 15 Final Exam Review

	HPHE 1700 Introduction to Recreation and Sport Management WES Essential Studies		
	WMU Essential Studies Student Learning Outcome	Assignments and/or learning activities that meet the criteria within the rubric that is aligned with the SLO	When the SLO Assessment will take place
□	Increase foundational knowledge of the social sciences, humanities or the arts	<p>Students are required to volunteer in the community for sport/event opportunities. Through this volunteer experience, students will build their foundational knowledge through:</p> <ol style="list-style-type: none"> 4. Experiencing sport management events and understanding the significance of creating sporting opportunities. 5. Witnessing through actual volunteer experiences the dynamic relationship between creating fan engagement and connection to the organization's brand 6. Connecting through journaling the reason why organizations host events and need volunteers to implement the events. <p>Student culminate the foundational knowledge of sport and event management through the creation of a sport directed tour itinerary that supports:</p> <ol style="list-style-type: none"> 1. Identification of active, event sport, or nostalgia sport tourism 2. Demonstrate an understanding to meet and exceed fan engagement 3. Apply the knowledge learned into a marketable trip that addresses tourism benchmarks. 	<p>The volunteer opportunities are designed to spread out throughout the semester, the last submission will be evaluated at the end of the 5th module</p> <p>The sport tourism trip itinerary assignment is due at the conclusion of Module 4 (out of 5)</p>
□	Demonstrate and apply information literacy	<p>Case Study –</p> <p>Students are required to research a critical topic that impacts sport, recreation and events.</p> <p>Demonstration and applied literacy include:</p> <ol style="list-style-type: none"> 5. Identification of relevant issues, ideas, and circumstances of the case student problem and creating connections and relationships to the context of the problem. 6. The ability to evaluate the information by identifying the problem and the context to which is it explored 7. The ability to synthesize and critically identify the complex issues outlined in the case study and its context 	The case study is due at mid-terms.