

Application for a New Course v9

Instructions:

The first four pages of this document provide instructions, example competencies, and a syllabus checklist. These four pages are for the course-developer's use, and do not need to be submitted along with the application.

Sequence:

- o Consult with the Office of the Registrar to obtain course number.
- o Consult with the Curriculum Office to discuss the degree plan and course number.
- o Complete the New Course Application
- o Create the course Syllabus – *See the associated Syllabus Checklist*
- o Submit both paper and electronic versions of the Application and Syllabus to the Adams Center
- o *Adams Center schedules review appointment within ten days of receipt of all items*
- o Meet with Adams Center review team
- o Make any necessary changes to application / syllabus
- o Obtain the Library Review
- o Obtain Preliminary Approval Signatures (Department Chair, Deans)
- o Gather all attachments to application
- o Submit to College Academic Council
- o Submit to UUAC/UGAC

The course developer completes this application with supporting documentation (Section IV) and approval signatures of department chair and college dean (Section V) before the new course is reviewed by any academic council. **If the course is to be cross-listed, be certain to obtain signatures from all participating departments.**

Specific Instructions:

Before assigning a number (ID) for the course_consult the Office of the Registrar.

Section I. Systems and Catalog Information

Section II. Curriculum

Consult the Director of Curriculum, who will examine impact of new courses on university-wide programs. Curriculum director's signature on your degree plan attachment is required for confirmation.

1. Degree Plan

Explain how this course affects degree requirements. Attach a copy of the degree plan/s in Section IV-C

2. Justification

State the justification for adding this course to the current curriculum. Represent the need.

Attach any relevant documentation in Section IV-H. . (needs assessment, survey results, visiting committee report, market analysis, new government or accrediting body policy, exam scores, programs at other universities, etc.)

Section III. Course Design

III-2 - Competencies and Measurements

List the competencies that must be satisfied in order to pass the course, and indicate how each competency will be measured. *List in corresponding columns as indicated below. Add as many rows to the table as necessary. It is recommended that the identical table be presented in the syllabus, but the competencies and measures may be formatted differently in the syllabus as long as all elements are included in both documents. The wording for the competencies and measurements in the application should be identical to the syllabus.*

For **combined undergraduate/graduate** courses, make two tables and label them appropriately

Section IV. Supporting Documentation

Section V. Preliminary Approvals

Section VI. Approvals

VI-5 - University Budget Committee Action: (when applicable)

Any new or extensively revised program proposal (including new or extensively revised courses for the program) must be reviewed by the University Budget Committee (UBC) prior to the Application for a New Course being submitted to any academic council. Questions should be addressed to the college dean/director or associate provost. **The associate provost will submit materials to the UBC.**

Adams Center - Syllabus Checklist v9

Course ID _____

Developer Odies L. Wright Jr.

NOTE: It is not necessary to submit this checklist with New Course Applications. It is provided to assist the course developer in ensuring that all essential syllabus elements are addressed. The checklist is used by the Adams Center in syllabus review.

About the Course ☐ Title ☐ Course number and Section ☐ Credit hours ☐ Semester and Year ☐ Meeting time and Place About the Teacher ☐ Name and title or rank ☐ Office location ☐ Phone number(s) ☐ Email addresses ☐ Office hours / Contact expectations Course Content ☐ Catalog description (exact) ☐ Course Synopsis ☐ Outline ☐ Main topics Teaching/Learning Methods and Format of Class Sessions ☐ Description of the types of activities students should expect in the course Texts, Readings, and Supplements ☐ Required and Optional materials Evidence Concerning Christian Perspective ☐ Teaching philosophy ☐ Policy regarding questionable materials ☐ Scripture related to course content ☐ Faith / Learning resource	Overall Outcome & Competencies ☐ Specific competencies stated in measurable terms - o Appropriate learning level based upon Bloom's or Krathwohl's taxonomy ☐ Measurement Instrument - State which assignments or instruments will be used to assess the competencies. Grading Criteria ☐ Complete and accurate details of factors and Elements that will comprise the final grade. ☐ Weight or point value of all graded elements ☐ Grading scale with expectations for letter grades Course Policies ☐ Clear statement of expectations concerning penalties for non-compliance regarding: - o Attendance and Tardiness - o Participation - o Late assignment policy - o Late exam policy ☐ Special needs policy(ADA) ☐ Academic integrity policy ☐ Extra credit opportunities (optional) Course Calendar ☐ Exam dates ☐ Assignments ☐ Due dates and other deadlines ☐ Schedule of readings and topics ☐ Statement to reserve right to modify the calendar as necessary
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Writing Course Competencies

	Competency	Measurement Instrument
	<i>Instructions:</i> Competencies should be observable and measurable, and stated in terms of student performance. In some cases it might be valuable to complete the sentence “Students will be able to. ..” If the competencies are primarily cognitive, consider using Bloom's Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the more rare instances where affective or psychomotor competencies are used, give careful attention to measurement techniques.	<i>Instructions:</i> Detail the instrument that will be used to gather the measurement. Examples might include: written papers, quizzes, tests, verbal presentations, video, audio, portfolio artifacts, demonstrations, performances, etc. This column should indicate where you will look for evidence of the type of student work that you expect. <i>Note that this is distinct from the Measurement Standard which provides some detail about what constitutes valid and acceptable student performance.</i>
Ex. 1	Defend dietary goals in light of current research.	Weekly Reading Journal, Research Paper
Ex. 2	Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional. . .	Field Instructor Evaluation
Ex. 3	Integrate terminology from literary history into writing	Research Paper

Application for a New Course v9

Course ID <i>Subject and Number</i>	KINE 201
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Odies L. Wright Jr.
2	Course Teacher	Odies L. Wright Jr.
3	Course Title	Introduction to Sport and Recreation Management
4	Course Abbreviation (if title is over 30 characters)	Intro: Sport & Rec Mgmt
5	College	Education and Human Services
6	Department	Kinesiology and Nutrition
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	None unless student fails the course
11	Maximum number of hours credit	3
12	Explanation for variable credit	N/A
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	0
13c	Course contact hours - Practicum	0
13d	Course contact hours - Seminar	0
13e	Course contact hours - Studio	0
13f	Course contact hours - Online	0
13g	Course contact hours - Colloquium	0
13h	Course contact hours – Field Experience	0
13j	Course contact hours - Internship	0
13k	Course contact hours - Research	0
13m	Course contact hours - Workshop	0
13n	Course contact hours – Other (specify)	0
14	Instructor Workload	3
15	Grade Mode (check all appropriate):	☒ _x_ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	30
17	Catalog Description (50 words or less)	KINE 201 examines the meaning of sport and recreation management in terms of scope, issues and future trends and provides the student with an overview of the different facets and career opportunities that are available.
18	List any prerequisites (course/s, test	No

	scores, class standing, major, etc.)	
19	List any co-requisites	N/A
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	N/A
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	Yes
23a	How often will it be offered? Spring	No
23b	How often will it be offered? Summer	No
23c	How often will it be offered? Fall	Each Fall
24	Frequency?	Annually
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2012
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	N/A
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	No
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	KINE 201 introduces concepts treated in various management courses, but there is no overlap.

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course is required within the degree track and is the first class within the track.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	This course introduces students to the field of sport and recreation management. It gives them information about the scope of the field and employment opportunities for graduates in this field.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	The target audience includes students with interest in recreation and sport fields and/or seek challenging activities outside of traditional physical education settings in which to engage themselves and others.
2	State the overarching course goal(s) in performance terms.	The KSRM track prepares students to serve and lead others through living and teaching healthful lifestyles through sport and recreation.

2. Competencies and Measurements

	Student Outcomes After finishing this class, you will be able to:	Measurement Instrument	Measurement Standard
1	Explain the varied views of Sport and Recreation Management	Test, Quizzes	a. explain 3 views of Sport and Recreation
2	Explain why we study Sport and Recreation	Test, Quizzes Class discussion	a. explain 3 reasons why we study Sport and Recreation
3	Explain the history of Sport and Recreation Management	Test Class discussions	a. Explain the roots of sport and recreation
4	Explain philosophy of Sport and Recreation Management	Test	a. Explain why philosophy matters b. describe the contemporary philosophy of sport and recreation c. explain how to solve ethical dilemmas in sport and recreation management
5	Explain sport and recreation for individuals in Society	Observation during site visits Test	a. explain sport, leisure, recreation, and gender a. explain sport, recreation, ethnicity, and race b. explain sport, leisure, recreation, and religion c. identify good and bad sport and recreation
6	Identify the delivery systems in Sport, Recreation and Leisure	Test	a. identify four ways in which recreation, sport, and leisure is delivered b. identify the facets of each of the four systems/ways
7	Explain Ethics and Ethical Decision Making and compare it to Christian Decision making	Test Compare/Contrast Paper	a. define ethics b. explain the four part ethical-reasoning model c. explain the obstacles to ethical decision making d. compare and contrast the text's idea of ethics and ethics from a Christian perspective
8	Explain the legal aspects of sport and recreation	Test Study Question Handout	a. explain negligence b. explain the defenses against negligence d. explain common liability issues regarding participants
9	Describe Sport and Recreation Marketing	Guest speakers Test Learning Activities	a. define Marketing and sport marketing b. discuss market segmentation c. describe Branding and Positioning

10	Explain, Discuss and Summarize Facility Management	Guest speakers Site visits Test, Facility Project	a. explain the history of sport and rec facilities b. discuss risk management c. discuss career opportunities
11	Summarize Travel and Tourism	Site visits and speakers Test Class discussions	a. explain why tourism is the world's largest industry. b. explain sport, religion-based, and health-related, tourism

3. Text and Resources

- McLean, Daniel, Hurd, Amy. *Recreation and Leisure in Modern Society 9th Edition*, Sudbury, MD; Jones and Bartlett, 2011.
- Nagel, Mark, Southall, Richard. *Introduction to Sport Management*. Dubuque, IA; Kendall Hunt 2010. (This book will be on Library Reserve and students will have outside readings in this text.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: _____

Course Title: _____

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ____ Denied ____ _____
College Dean or Director Date

Approved ____ Denied ____ _____
College Dean or Director Date

2. Graduate Council Action: (for graduate level courses)

Approved ____ Denied ____ _____
Dean of Graduate School Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ____ Denied ____ _____
Associate Provost Date

4. University General Education Council Action: (when applicable)

Approved ____ Denied ____ _____
Provost or designee Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ____ Denied ____ _____
Chair, University Budget Committee Date

6. Academic Provost Action: (for all courses)

Approved ____ Denied ____ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ____ Denied ____ _____
President Date

Attach notes, comments, or conditions from appropriate councils: