

New 400 and 500-Level Graduate Course Proposal

Illinois State University - Graduate Curriculum Committee

Program Department School of Kinesiology and Recreation
Subject Kinesiology and Recreation
Initiator Elizabeth Sattler
Phone 438-8661
Initiator Department School of Kinesiology and Recreation
Coauthor(s) None
Graduate Course Number 452
Title of New Course Administration of Intercollegiate Athletics
Associated Program Proposal(s):
New Graduate Program proposal titled *Sport Management Sequence (Online)*

Submission Date Thursday, October 19, 2023
Email easattl@ilstu.edu
Campus Address 5120 Kinesiology
Version 3 **ID** 3132
Proposed Starting Catalog Year 2024-2025
Abbreviated Title Administration of Intercollegi

1. Provide a course description for new course including course number, title, hours, prerequisites/restrictions, and 50-word description.

KNR 452: Administration of Intercollegiate Athletics

3 credit hours

An in-depth exploration of principles, techniques, and processes related to the administration of intercollegiate athletics.

Prerequisites: None

2. Provide a rationale for why the course should be taught.

The vast majority of students enrolled in the sport management master's program have an interest in working in intercollegiate athletics administration. While the required courses teach them fundamental skills and principles to prepare them for these experiences, currently the program offers no elective courses focused on the administration of intercollegiate athletics. This elective course will likely also appeal to other KNR graduate students interested in careers in coaching, athletic training, exercise science, and sport psychology.

3. Course Information.



If new window does not appear after clicking the View Syllabus button, please disable the "pop-up blocker" feature of your internet browser.

3 contact hours of lecture per week.

0 contact hours of lab per week.

Provide a one paragraph description of the course.

This course is designed to examine and analyze critical management principles needed in administration of an athletics program within higher education. Students will be provided an opportunity to identify and critically analyze contemporary problems and issues within intercollegiate athletics, such as governance, amateurism, recruiting, compliance/rule enforcement, image retention rights, equity, academic standards, and media relations. Consequently, students will experience the expectations placed on intercollegiate administrators and create solutions designed to positively impact higher education institutions and student-athletes through policy development, analysis, implementation, and evaluation.

Provide a sample topical outline for the course.

Topical Outline:

- I. Foundational concepts of administration in intercollegiate athletics
 - A. Athletics' role within higher education and the student experience
 - B. The NCAA and the foundations of a college sport governance structure
 - C. The roles and responsibilities of athletic administrators within an athletic department's organizational structure
 - D. Financial distinctiveness of intercollegiate athletics
 - E. The role of compliance as a critical foundation within an athletic department
 - F. Why recruiting is the lifeblood of college athletics
- II. Reform measures in intercollegiate athletics
 - A. How reactive decision making to unethical behavior has led to reform efforts within the NCAA
 - B. Legal decisions creating the boundaries for amateurism
 - C. The evolving academic standards for college athletes
- III. Current issues in intercollegiate athletics
 - A. How the transfer market has transformed recruiting and team roster construction
 - B. The various ways that name, image, and likeness has altered the landscape of college athletics
 - C. Types of careers available within college athletics
 - D. Best strategies for securing a full-time position in college athletics in the current job market

What types of assignments/tasks will this course require (including the number, length, and types of assignments; papers, projects, community experiences, etc.)?

Mock Gameday Assignment (x1): Students will be divided into groups and have the opportunity to explore gameday responsibilities for each administrative unit (i.e., ticketing, marketing, development, compliance, etc.) within a college athletic department.

Intercollegiate Athletics Case Study + Presentation (x1): Students will be divided into groups and provided with a case study regarding intercollegiate athletics, in which they will offer solutions in the form of a written paper and presentation.

Critical Events Discussion/Responses (x15): Each week a prevailing critical issue in college athletics will be selected for research, discussion, and debate for the next class meetings.

Environmental Scan (x1): Students will record their personal perceptions and existing knowledge regarding the current state of college sport and compare their perceptions to that of three friends/family members.

Performance Evaluation (x2): Each student will receive a performance evaluation regarding their performance throughout the semester.

Final Exam (x1): A final exam will be given, including material from power points, assigned readings, class assignments, and presentations.

Provide a list of text(s) used and required reading lists, if applicable.

Administration of Intercollegiate Athletics (Latest Ed.). Wright, E. & Zullo, R. ISBN-10: 9781450468152
NCAA Division I, II, & III Manuals (available online)

Additional readings will be posted to the learning management system prior to each class meeting. Students are expected to read all additional material and be prepared to discuss at length in class.

List student learning outcomes upon course completion.

Course Learning Outcomes:

Upon successful completion of the course, students will be able to:

1. Analyze and examine the history and evolution of intercollegiate athletics within landscape of higher education in the United States
2. Compare and contrast organizational structures of intercollegiate athletics with varying levels of affiliation
3. Examine the economic vehicle of intercollegiate athletics within higher education utilized to attract students, money, and prestige to the institution
4. Demonstrate how the business of intercollegiate athletics impacts the student-athlete experience via academics, compensation, equity, mental health, & personal/professional development
5. Analyze and examine the various functions within an intercollegiate athletic department
6. Assess the strategic management process and how to effectively implement impactful change in intercollegiate athletics.
7. Formulate communication skills through class discussions and collaborative problem-solving presentations

Describe the approximate student performance evaluation methods (including a possible grading scale) that will govern the course.

Course Components are weighted as follows:

ASSIGNMENTS/PROJECTS:

- MOCK GAMEDAY ASSIGNMENT - 17%
- CASE STUDY + PRESENTATION - 33%
- CURRENT EVENTS DISCUSSION/RESPONSES - 17%
- ENVIRONMENTAL SCAN - 11%
- PERFORMANCE EVALUATION - 11%
- FINAL EXAM - 11%

Grading Scale:

- A = 90 -100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 68%
- F = Below 60%

4. Explanation of Prerequisites.

No Will this course have prerequisites or other restrictions?

5. Associated Proposal Information.

Yes Is this course a requirement or an elective in a new or revised program proposal which has been or will be submitted?

Enter Program Title(s).

Online sport management sequence

No Does this 400-level course have a 300-level equivalent?

No Is this course cross-listed?

No Is this course intended to serve graduate students from outside the proposer's department?

No Has this course been previously offered as a temporary course?

No Will this course replace any existing courses?

No If this course substantially duplicates content in another course and the catalog should read "not for credit if had", indicate by clicking YES.

No May multiple enrollments be allowed? (Formerly known as "May be repeated for credit if content is different").

No Does this course count towards teacher licensure or other professional educator endorsements?

No Is this a study abroad course?

No Is this class only offered CREDIT/NO-CREDIT?

N.A. If this course has a lecture and lab will you be offering the lecture and lab during the same meeting time?

Yes Discussed with proper Milner Librarian?

The discussion with the librarian is intended to assure that all proposers are fully informed as to what Milner will be able to provide if the proposed course is approved and offered--including any resources that the proposer expects that the library already has and will not need to purchase, as well as any expected purchases. The librarian's signature confirms only that the discussion has taken place--it is not a "veto" line or an opinion on whether or not the proposed course should be offered. If the librarian reports to the proposer that a particular resource will not be available, it remains up to the proposer to decide whether that item is essential to his or her proposed course--and thus not to send the course proposal forward to the CCC until access to that item can be secured; or else that the item is helpful but not essential--and thus to proceed with the course proposal with the knowledge that the resource will not be available.

Yes Will this course be offered as distance education?

Check appropriate distance education statement.

√ Whether or not this course is offered through distance education varies by semester.

6. [Proposal Routing](#)

Routing and action summary for New Course:

1. Librarian Approver (Verify discussion with proper Milner Librarian)

Susan Franzen (website)

Signature

Susan Franzen

Print

5/3/2023 5:05:05 PM

Date

2. School of Kinesiology and Recreation Department Curriculum Committee Chair

<u>Justin Stanek (website)</u> Signature	<u>Justin Stanek</u> Print	<u>10/3/2023 9:51:48 AM</u> Date
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3. School of Kinesiology and Recreation Department Chair/School Director

<u>Brent Beggs (website)</u> Signature	<u>Brent Beggs</u> Print	<u>10/3/2023 1:23:24 PM</u> Date
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4. College of Applied Science and Technology College Curriculum Committee Chair

<u>Elizabeth Sattler (website)</u> Signature	<u>Elizabeth Sattler</u> Print	<u>10/20/2023 9:37:17 AM</u> Date
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5. College of Applied Science and Technology College Dean

<u>Cara Rabe-Hemp (website)</u> Signature	<u>Cara Rabe-Hemp</u> Print	<u>10/20/2023 9:40:24 AM</u> Date
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6. Director of Graduate School

<u>Noelle Selkow (website)</u> Signature	<u>Noelle Selkow</u> Print	<u>11/3/2023 9:46:21 AM</u> Date
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Comments

Comments from Version 1 from Justin Stanek (Department Curriculum Committee Chair):

See notes

Comments from Version 2 from Elizabeth Sattler (College Curriculum Committee Chair):

- Section 3; types of assignments; Final exams, add commas after assigned readings and after class assignments
- Section 3; student learning outcomes; change to "Students will be able to:"
- Section 5; first question should be Yes
- Syllabus; student learning outcomes; change to "Students will be able to:"
- Motion to approve as is pending FIF; motion approved

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