Minnesota State University, Mankato

Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Complete all that apply):

- College: Allied Health and Nursing
- Department: Human Performance
- Program: CIP #

Type of Change: COURSE PROPOSALS
Proposed: New Course

Title Current:

Title Proposed: Issues in Athletics

24-Char. Abbrev: Issues in Athletics

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

This course is designed to expose students to the unique challenges and opportunities afforded to intercollegiate student-athletes. Class participants will learn valuable information that will assist them in making a positive adjustment to the university environment, while facilitating their adjustment to higher education and college athletics.

Rationale or Justification for change:

It is hoped that this course will result in a higher level of retention, student learning and enhance other academic measures such as grade point average and graduation rates. This will in turn translate to an overall better experience for our student-athletes so that both their first year and future years at MSU and beyond are successful, both academically and personally.

***For General Education or Cultural Diversity Courses Only***

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<th>GE Category #</th>
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? For Writing Intensive Courses, attach a description of the kind and quantity of writing.
? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes associated with each GE competency or CD designation.
c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

***For New Courses***

- (Check all that apply):
  - Instructional Type: Lecture
  - Course is an elective.
  - Course is required for program
  - Pre- or Co-requisites:
  - Other courses are being changed or eliminated. (Explain.)

- Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes.
c. A list of resources required to offer and support this course.
d. A description of how teaching this course will affect department staffing.
e. If 400/500 level course, an explanation of added expectations of graduate students.

Revised September 2002
***For Program Proposals***

Attach paper copies of the following:

a. Student learning outcomes for the program.

b. Minutes from department and college curriculum meetings in which action was taken on this proposal.

c. Program Assessment Plan. Forms are available on the Academic Affairs Web site: http://www.mnsu.edu/acadaf/words/PRA_SempSLCAssessPlan.doc

d. List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.

e. A list of resources required to offer and support this program.

f. A description of how offering this program will affect department staffing.

g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

***For Programs Requiring MnSCU Approval***

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site: http://www.mnsu.edu/acadaf/html/curnormsprocesses.htm

1. Creation of an entirely new program.

2. Redesign of existing programs, which takes any of the following forms:
   
   + Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
   
   + Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
   
   + Change in program name.
   
   + Change in program CIP #.
   
   + Change in TOTAL program credits.
   
   + Change in degree award. For example, changing a B.A. to B.S.
   
   + Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)

3. Relocation of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.

4. Replication of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.

5. Suspension or reinstatement of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.

6. Closure of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.
### Curriculum Page Proposal

#### Department
- **Recommended**
- **Not Recommended**

**Comments:**

**Department Chair**

**Date:**

#### College Curriculum Committee
- **Recommended**
- **Not Recommended**

**Comments:**

**Committee Chair**

**Date:**

#### College Dean
- **Recommended**
- **Not Recommended**

**Comments:**

**Dean**

**Date:**

#### General Education Subcommittee
- **Recommended**
- **Not Recommended**

**Comments:**

**General Education Subcommittee Chair**

**Date:**

#### Undergraduate Curriculum and Academic Policy Committee
- **Recommended**
- **Not Recommended**

**Comments:**

**UCAP Faculty Chair**

**Date:**

#### Faculty Association Graduate Committee
- **Recommended**
- **Not Recommended**

**Comments:**

**Faculty Association Graduate Chair**

**Date:**

#### Graduate Dean
- **Recommended**
- **Not Recommended**

**Comments:**

**Graduate Dean**

**Date:**

#### Academic Affairs Council
- **Recommended**
- **Not Recommended**

**Comments:**

**Assistant Vice President**

**Date:**

#### Senior Vice President and Vice President for Academic Affairs
- **Approved**
- **Not Approved**

**Comments:**

**Sr. Vice President / Vice Pres. Academic Affairs**

**Date:**
October 14, 2004

The Human Performance Department supports the course proposal for Issues in Athletics. The course will be taught by Kevin Buisman and will involve class presentations by a variety of on and off campus professionals. The approval of this proposed course will not require the commitment of any additional University resources and will not adversely impact the current curricular offerings from the Department. The Human Performance Department enthusiastically recommends the addition of this course for not only Minnesota State University, Mankato student athletes, but also as an elective course for students enrolled in other programs within the Department and University.

Respectfully,

[Signature]

Kent K. Kalm
Chairperson
October 13, 2004

To: Curriculum Review Committee  
From: MSU Head Coaches  
Re: Support for Issues in Athletics Course

It is our understanding that the Curriculum Review Committee is currently in the process of evaluating a proposal for the "Issues in Athletics" course. This class is tentatively scheduled to be offered for the first time in Spring 2005. As has been explained to us, this course is designed to expose students to the unique challenges and opportunities afforded to them as a result of their participation in intercollegiate athletics. Class participants will learn valuable information that will assist them in making a positive transition to the university environment and will facilitate a successful adjustment to the demands of higher education and college athletics.

We, as head coaches, support this endeavor and anticipate a myriad of benefits to accrue as result of this programming. It is hoped that by focusing on such important outcomes, we will achieve higher levels of student retention and more focused learning, while enhancing other academic success measures, such as grade point average and graduation rates. This will in turn translate into an overall better experience for our student-athletes, ensuring that the entire continuum, including their first year and future years at MSU and beyond are successful, in terms of personal growth, social development, and academic achievement.

Jeff Sommer, Football  
Jeff Vincent, Women's Hockey  
Kari Margenthaler, Men's Basketball  
Jim Breslin, Women's Track & CC  
Dean Bowyer, Baseball  
Jim Markesbery, Wrestling  
John MacDevon, Women's Golf  
Phil Brauer, Tennis  
Chris Miske, Soccer  
Troy Justin, Men's Hockey  
Lori Fish, Women's Basketball  
Mark Schack, Men's Track & CC  
Lori Meyer, Softball  
Doug Tully, Volleyball  
Mike Zinni, Men's Golf  
Nathan Owens, Swimming

OFFICE OF INTERCOLLEGIATE ATHLETICS
135 MYERS FIELD HOUSE · MANKATO, MN 56001
PHONE 507-389-6111 (V) · 800-627-3529 OR 711 (MRS/TTY) · FAX 507-389-2904
An Affirmative Action/Equal Opportunity University
Issues in Athletics Course

Instructor: Kevin Buisman
Office: Office of Intercollegiate Athletics, 135 Myers Field House
Phone: 389-6111
Email: kevin.buisman@mnsu.edu
Office Hours: Variable----Please call 6111 to schedule an appointment

Course Description & Goal:
This course is designed to expose students to the unique challenges and opportunities afforded to intercollegiate student-athletes. Class participants will learn valuable information that will assist them in making a positive adjustment to the university environment, while facilitating their adjustment to higher education and college athletics. It is hoped that by ensuring these outcomes that we will achieve a higher level of retention, student learning, and enhance other academic measures such as grade point average and graduation rates. This will in turn translate into an overall better experience for our student-athletes, so that both their first year and future years at MSU and beyond are successful, both academically and personally.

Course Objectives:
It is expected that by the end of the course class participants will be able to demonstrate the following:

A. Identify their individual values and goals and how they create balance in their life by means of time management.
B. Understand the academic, athletic and social culture of Minnesota State University.
C. Identify the university’s academic requirements for a degree program and how it interfaces with their academic plan, career goals, and athletic eligibility.
D. Identify important emerging issues for student athletes that they will likely encounter during their collegiate experience and applying effective problem-solving strategies as these situations occur or are encountered.
E. Identify campus resources available to assist them in their personal development as both a student and an athlete.

Required Text:
This course is a contemporary, topical-based issues course, which will react to current happenings in the industry and within the college and university athletic setting. Rather than having a required text, a combination of educational tools, including lecture notes, articles, prepared handouts and other similarly related materials will be used.

Attendance:
Class attendance is mandatory and will be taken at each class session. Attendance contributes to 10% of the overall final grade. The instructor must be notified in advance if students will be late or will not be attending class.

Assignments:
All assignments are due at the beginning of class. Late assignments will not be accepted. All assignments will be neatly typed, double-spaced with 12-point font and 1-inch margins, and free of grammatical usage and spelling errors.
Group Presentation
The group presentation is a 15-minute presentation on an assigned topic. Each student will be assigned to a group of 4-5 other students and will present on one of several potential topical areas relevant to today's intercollegiate athlete. Students will be expected to use 5-8 resources from the MSU library and cite those resources on a reference page using either MLA or APA format. Each student will also need to develop a 3-5 page handout on their topic to distribute to the class to support their presentation. Each group member is expected to be actively involved in the presentation. All group presentations will use a Power Point format.

Competencies addressed: a, b and d
This assignment will challenge you to apply critical thinking skills, and to effectively communicate within your group as you develop and prepare your presentation and within the larger classroom setting as your group presents the research project to classmate peer groups. Finally, by actively engaging in research, application of your knowledge of the MSU library and other available resources will become a practical outcome of the exercise.

Weekly Journal - - -Due each class period, week 1 – 13.
Each student will keep a weekly typed journal, reacting to lecture presentation and/or other materials or topics of interest assigned by the instructor. Journal entries will be collated and compiled in a 3-ring notebook. Each student will be expected to submit a one-page typed journal entry for each week of the class, reflecting on activities, assignments, and discussion.

Competencies addressed: a, d, and e
The goal of the journal is to allow for active personal reflection over structured topics, while examining areas of challenge for each individual in their unique role as an MSU student-athlete. This active reflection will enable students to bring a sense of connection to their experiences in and out of the classroom, with the opportunity to develop a higher understanding of their personal values and growth opportunities.

Community service
In groups of not more than 6-8, students will be expected to develop and implement a plan for not less than 2 hours of community service for each member of their group (i.e. 8 members equals 16 cumulative hours of community service). Students selected community service project is subject to approval by their instructor and a written post-project event follow-up and evaluation is required.

Competencies addressed: a, b, d, and e
Through community service, students will become sensitized to issues within the community and develop a broader appreciation for their place as a potential role models and as an ambassadors for the university. The value of making meaningful contributions within the community will create a means of introspective thinking that will result in a personal review of the student’s core values.

Athletic Department/University “Job Shadow”
In pairs, students will seek out members of the athletic department or university to “job shadow” for a period of not less than two hours. This “job shadowing” experience will include an interview period and/or actual observation of job-related duties and responsibilities. This exercise will be followed up with a detailed narrative of the student’s evaluation of the experience.

Competencies addressed: a, b, c, and e
Through this experience, students will have a better sense of appreciation for the support resources that are in place at the university to support them in the mission of total personal development as both a student and an athlete. Through observation and interview, students will also gain insight into career planning and achieve an outlet for personal and professional development.
Reflection paper
This is a five-page, typed paper examining the semester as a whole. Students will be asked to highlight the successes/failures, challenges/frustrations, along with an overall evaluation of personal goal completions during their first year as freshmen student-athlete at the university. Ultimately, the student will determine whether the freshman year was what they thought it would be. The summary will conclude with students establishing 3-5 goals for their sophomore year as both a student and athlete at MSU, along with an overview of personal longer term goals for the same.

Competencies addressed: a, b, d, and c
This is an assignment designed to bring together all the class components in a comprehensive reflection piece.

Grading:
All course work will be graded on content, neatness, and timeliness. Students will be expected to submit only their best work and to have taken the time to proofread and correct papers ahead of submission, understanding that the work they turn in is a personal reflection of their time, dedication, and effort.

Each assignment will be worth the following points:
* Attendance (5 pts deducted for each unexcused absence) 50 points
* Weekly Journal 150 points
* Group Research Presentation 100 points
* Community Service Project 50 points
* Athletic Department Job Shadow 50 points
* Final Reflection Paper 100 points
Total points available 500 points

Grades will be based on the following point scale:

A = 90-100% 450-500 points
B = 80-89% 400-450 points
C = 70-79% 350-400 points
D = 60-69% 300-350 points
F = below 60% 299 or fewer points

Participation:
The class is designed to be experiential, and learning will occur through in-class activities and discussions. Meaningful contribution and participation in all course activities is expected and will be a factor in each students overall final grade.

Academic Honesty:
As members of the University community, students assume the responsibility to fulfill their academic commitments in a fair and honest manner. This responsibility includes avoiding such inappropriate activities as plagiarism, cheating, or collusion. Students found responsible for these activities may face both academic sanctions and disciplinary sanctions.

Course Outline:
- Week 1-Defining expectations for today’s college athlete
  - Your conduct on and off the field
  - Leadership
✓ Sportsmanship

- Week 2 - Organized for Life
  ✓ Time Management
  ✓ Dealing with Stress

- Week 3 - Goal Setting
  ✓ Athletic goals
  ✓ Academic goals
  ✓ Lifetime goals

- Week 4 - Developing an Academic Plan
  ✓ Compliance
  ✓ Eligibility
  ✓ Degree Progress

- Week 5 - University & Campus Involvement
  ✓ “Mainstreaming”
  ✓ Clubs and organizations
  ✓ Campus activities

- Week 6 - Dating & Relationships
  ✓ Building friendships and relationships
  ✓ The “athletic community”
  ✓ Sexual orientation issues
  ✓ Date rape/relationship violence

- Week 7 - Health Issues in Sports
  ✓ Sexual health issues (birth control, pregnancy, sexually transmitted disease)
  ✓ Stress/Anxiety/Depression
  ✓ Alcohol & Social Drugs on the College Campus

- Week 8 - Health Issues in Sports
  ✓ Nutrition/Hydration
  ✓ Performance Enhancement/Supplements

- Week 9 - Understanding the Athletic Department
  ✓ Administrative
  ✓ Budgets
  ✓ Marketing & Fundraising
  ✓ Media Relations
  ✓ Athletic Training

- Week 10 - Dealing with the Media
  ✓ Public relations
  ✓ Interview skills

- Week 11 - University & Community Relations
  ✓ Building and maintaining an image within the community
✓ Surviving in the spotlight
✓ Community service

- Week 12- Career Skills
  ✓ Choosing your major
  ✓ Internships and other pre-professional experiences

- Week 13- Budgeting & Financial Management
  ✓ Managing your money
  ✓ Financial aid/scholarship process
  ✓ Building a personal budget
  ✓ Basic personal financial skills

- Week 14- Repaying your debt
  ✓ Giving back as an athlete through financial support of your university

- Week 15- Course wrap-up