



Minnesota State University, Mankato HOLD and CLEAR
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.

College: Allied Health and Nursing <input checked="" type="checkbox"/> Undergraduate Department: Human Performance <input type="checkbox"/> Graduate Program: Sport Management CIP # _____ Type of Change: COURSE PROPOSALS Proposed: New Course Title Current: _____ Title Proposed: Analysis of Sport Data 24-Char. Abbrev: _____		(Check all that apply): Proposal # 237 Effective Date of Change: Academic Year 05-06 (For Office Use Only)						
		<table border="1"> <thead> <tr> <th>Course Designator and Number</th> <th>Number of Credits</th> </tr> </thead> <tbody> <tr> <td>HP 464</td> <td>3</td> </tr> <tr> <td colspan="2" style="text-align: center;">(if applicable)</td> </tr> </tbody> </table>	Course Designator and Number	Number of Credits	HP 464	3	(if applicable)	
Course Designator and Number	Number of Credits							
HP 464	3							
(if applicable)								

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
 The introduction of basic principals and procedures of measurement skills used by sport managers in applying and analyzing sport related data such as sport marketing, operational or financial data in a sport organizational setting.

Rationale or Justification for change:
 Sport managers rely upon the analysis of marketing, operations and financial data to make decisions, identify trends and to control the organization. There is currently no single course that provides the basic principals and procedures of measurement skills to help students apply analysis of sport related data.

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

<p style="text-align: center;">General Education Course:</p> <table border="1"> <thead> <tr> <th>GE Category #</th> <th>GE Category Name (Maximum of 3 Categories)</th> </tr> </thead> <tbody> <tr><td>N/A</td><td></td></tr> <tr><td>N/A</td><td></td></tr> <tr><td>N/A</td><td></td></tr> </tbody> </table> <p>? 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.</p> <p>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.</p>	GE Category #	GE Category Name (Maximum of 3 Categories)	N/A		N/A		N/A		<p style="text-align: center;">Cultural Diversity Course:</p> <p>(Please check one.)</p> <p><input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.)</p> <p><input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)</p>
GE Category #	GE Category Name (Maximum of 3 Categories)								
N/A									
N/A									
N/A									

*****For New Courses*****

(Check all that apply): <input type="checkbox"/> Course is an elective. <input checked="" type="checkbox"/> Course is required for program <input type="checkbox"/> Pre- or Co-requisites: <input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) _____	Instructional Type: <input type="checkbox"/> Lecture Grading Format: <input checked="" type="checkbox"/> Grade <input type="checkbox"/> P/N <input type="checkbox"/> _____ <input type="checkbox"/> _____	Course will be offered: <input type="checkbox"/> Fall Semester <input checked="" type="checkbox"/> Spring Semester <input type="checkbox"/> Summer Session
<input type="checkbox"/> 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.		



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*****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/pa/forms/>
- 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/Curriculum/currformsprocess.html>

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.

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Signature Page

Department

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Raymond Rushin 4/6/06
 Department Chair Date

Comments:

College Curriculum Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Paul D. Neukirch 4-6-06
 Committee Chair Date

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 4/9/06
 Dean Date

Comments:

General Education Subcommittee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 UCAP Faculty Chair Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

 Faculty Association Graduate Chair Date

Comments:

Graduate Dean

Recommended
 Not Recommended

 Graduate Dean Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)

 Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

SYLLABUS
HP 464
ANALYSIS OF SPORT DATA

1. Instructor: S. Lee
Office & Phone: HN 170 (389.1471)
Email: soonhwan.lee@mnsu.edu

2. Time Frame: Spring/2007

3. Class Meeting Time: TBA

4. Office Hours: TBA

5. Course Description:
This course will provide knowledge of basic principles and procedures of measurement skills to help students apply analysis in sport related data

6. Ideas, Objectives, & Competencies as Apply to Sport:
 - Have an understanding of statistics terminology
 - Distinguish between descriptive and inferential statistics and apply the interpretation skill into sport setting data
 - Distinguish between parametric and nonparametric statistics and apply the interpretation skill into sport setting data
 - Use of mathematics, particularly statistics, as a means of communicating ideas and relationships in sport
 - Draw inferences and test hypotheses concerning sport consumer population based on a sample
 - Utilize the basic concepts of probability, correlation, and regression to predict sport consumer behavior and to develop sport product and service marketing projection
 - Become knowledgeable about the basic tenets of normal bell curve theory and apply into sport industry and economic trends
 - Understand the importance of presenting statistical results in tables and graphs for ease of interpretation in sport industry

7. Textbook: Pyrczak, F. (2004). Success at Statistics (3rd edition). Glendale, CA: Pyrczak Publishing. This resource will be used extensively and **PURCHASING THE TEXTBOOK IS MANDATORY!**

8. Specific Course Contents:

<u>Week</u>	<u>Topics</u>
1	Introduction Introduction of Statistics Importance of utilizing statistics in sport
2	Types of Statistics Scales of Measurement Frequency, Percentage, and Proportion Histograms and Polygons Cumulative Frequencies Cumulative Percentages Frequency Distribution (based on NBA, NFL, MLB, and NHL attendance rate)
3-4	Shape of Distribution Measures of Central Tendency Mean, Median, and Mode Comparison of Mean, Median, and Mode Standard Deviation (based on data regarding sport consumers' purchasing behavior on licensed sport products) Test # 1 (Date)
5-6	Sampling Marketing Information System (MIS): (collecting, saving, categorizing, and utilizing data regarding the data such as season ticket holders or loyal consumers) Probability Standard Scores Standard Scores and Normal Curve Null & Alternative Hypothesis Type I and II Errors (by using sport venue sponsorship data)
7	Correlation Scattergram Pearson r Coefficient of Determination (by using sport consumer Loyalty Model; high, spurious, latent, and low or non loyalty fans) Test # 2 (Date)
8	t-test (by using sport consumers' demographics)
9	Analysis of Variance (ANOVA) (by using sport consumers' psychographic information)
10	Analysis of Variance (ANOVA) by using sport consumers' sociographic information Test # 3 (Date)

11	Regression Analysis (by using professional sports ticket pricing; data of elastic market, inelastic market, unitary market, skim pricing, and penetration market)
12	Regression Analysis (by using professional sports ticket pricing; data of elastic market, inelastic market, unitary market, skim pricing, and penetration market)
	Introduction of Nonparametric Statistics (by using types of sport consumers; escalator concept of consumer)
13-14	Nonparametric Statistics Chi-Square (one-way and two-way) (by using types of sport consumers; escalator concept of consumer) Test # 4 (Date)
15	Median Test Mann-Whitney <i>U</i> Test (by using types of sport consumers; escalator concept of consumer)
16	Review Final Exam (Date)

8. Students are required to bring a **CALCULATOR** in every class and exam

9. Attendance Policy:

ATTENDANCE IS MANDATORY! Student interaction during class is a prime method of learning and cannot be duplicated if you are not in class. A percentage of the student's grade will be based on daily attendance and participation. Arriving late to class will negatively impact your overall grade

10. Test Policy:

FOUR (4) Tests and Final Exam (1) will be taken on the dates designated. The Final Exam will cover all course materials and chapters. NO MAKE-UP TESTS WILL BE GIVEN. MAKE-UP TESTS WILL ONLY BE GIVEN IF APPROVED IN ADVANCE BY THE INSTRUCTOR. Tests are made up largely of questions from lectures and the textbook.

11. Academic Dishonesty:

Minnesota State University's academic dishonesty policies will be enforced if an occurrence takes place. You must be the original author of all work. If not this is considered **PLAGIARISM! DO YOUR OWN WORK**

12. THE PROFESSOR RESERVES THE RIGHT TO ADD TO THE SYLLABUS.
Handouts concerning individual assignments, research papers, group projects, presentations, testing, grading, etc. will given to the student at the appropriate time

13. Grading Criteria:

Participation	10%
Test #1 (TBA)	15%
Test #2 (TBA)	15%
Test #3 (TBA)	15%
Test #4 (TBA)	15%
Final Exam (TBA)	<u>30%</u>
TOTAL	100%

14. Grading System: The grading scale for this course is:

90% ~ 100%	A
80% ~ 89.9%	B
70% ~ 79.9%	C
60% ~ 69.9%	D
Below 60%	F

15. INCLEMENT WEATHER OR CANCELLED CLASS:

If a class is cancelled any test or assignment scheduled for that date will be rescheduled for the next scheduled class

16. NO FOOD OR BEVERAGES are to be taken into the classroom

17. **BRING THIS SYLLABUS TO CLASS WITH YOU EVEY DAY!!!!**

HUMAN PERFORMANCE DEPARTMENT MEETING
April 3, 2006

Present: Rob Confessore, Ken Ecker, Sherry Folsom-Meek, Chad Grabau, Heidi Henschel Pellett, Soonhwan Lee, Theresa Mackey, Bruce Pietz, Gary Rushing, Patrick Sexton, Joe Walsh

1. **Minutes of February 20th Meeting.** Rob Confessore moved minutes be accepted. Pat Sexton seconded motion. Carried.
2. **Relationship with Athletics.** Gary sent you a revision to the Athletic/Human Performance Faculty Employment Procedures proposal for review prior to the meeting. Discussion followed on the degree requirement (Bachelor's or Master's). Heidi stated that faculty with Bachelor's degrees can't teach our majors or we will have licensure problems. Sherry suggested in item I, number 3, that lifetime sports be changed to lifetime physical activities. Also in this section, number 6 Pat Sexton suggested that we put "in cases of emergency hire" after the wording "If a search committee is not formed". Gary will make changes to the document and send it out to faculty again. Once proposal is approved, Gary will send a copy to the IFO (Steve Bohnenblust).
3. **Undergraduate Statistics Course.** A copy of the latest proposal was put in your mailbox by Soonhwan Lee. Discussion again centered on the title of the course. Ken Ecker wanted Soonhwan to use the word "statistics" in the title if that is the type of course it is. He doesn't feel that any department on campus should be able to dictate that we can't use the word in a title. Pat Sexton suggested the title be "Analysis of Sport and Exercise Data". Measurement and Evaluation will be the required statistics course for the teaching major. Ken Ecker moved the title be "Analysis of Sport Data". Heidi Henschel Pellett seconded the motion. Motion carried.
4. **Athletic Training Curriculum Update.** Pat Sexton wanted everyone to know that based on senior exit interviews, he will be proposing that HP 442 and HP 444 (which are currently 2 credits each) each be 3 credit courses with a 2 hour lab required for each. He also stated that this will add 2 credits to the major. Pat also passed out a sports medicine minor proposal that he will be submitting. A new course that is proposed for this minor is Advanced Sports Medicine. Theresa Mackey will probably teach this course and HP 340 (Prevention and Care) which she teaches could be taught by adjunct faculty. He states that this is a popular minor with students. No votes will be taken yet until he is able to put together the proposal.
5. **Graduate Coordinator.** We will have an election in two weeks (April 17th) for the purpose of electing a graduate coordinator. Anyone interested in serving in this capacity should inform Gary Rushing. Currently the only person we know that is interested is Ken Ecker. Faculty felt it should be a presentation and question format as conducted previously. Joe will get a copy of the previous questions to Gary.

6. **Printer.** Sherry asked that faculty be careful with other people's materials in the printer. We will try and get a laser printer in the Highland North equipment room.
7. **Class Schedule.** Gary requests that you inform him earlier of any possible changes to the teaching schedule. Also be aware that when you request classes to meet one hour and 15 minutes that this reserves the room for two hours preventing any other class from using the room for the last 45 minutes. Jill will send out a memo informing faculty of the dates when the schedules are due to the Registrar's Office.
8. **Other.** We haven't heard yet from the mediator regarding our next meeting. Also, if you have any other supply/equipment requests we still have some money that we will need to spend by June 30. Get requests to Jill or Gary.

Sport Management Graduate/Undergraduate Program Assessment Plan

Student Learning Outcomes (performance, knowledge, attitudes)	Related College Goals	Related University Goals	Method(s) of Assessment	Who Assessed (Students from what courses - population)	When Assessed (dates)	Standard of Mastery Criterion of Achievement	What is Hoped to Be Learned?
1. To gain and maintain national accreditation of the Sport Management program	Provide innovative accessible high quality graduate educational programs and continuing education programs responsive to the needs of students and health service professionals.	The university will enhance advising, support services, and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.	<ul style="list-style-type: none"> Cooperatively working with SMPRC (review board) until program approval Comparing published standards to our Program and adjusting accordingly* Complete a thesis acceptable to chair and committee members 	The total SM program is assessed.	This assessment will take place by Fall 2005 and every five years thereafter.	Meeting or exceeding the SMPRC review standards in each of the eight assessment areas determines mastery.	Approval of the SM program will bring national recognition and credibility to the program. We will know that we meet the national standards.
2. A sport management student will gain practical experience and knowledge in Sport Management through on job training	Provide innovative accessible high quality graduate educational programs and continuing education programs responsive to the needs of students and health service professionals.	The university will enhance advising, support services, and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.	<ul style="list-style-type: none"> Though Student Logs Job Site supervisor evaluation Student Final Self evaluation Advisor final evaluation 	HP 694 Internship	This assessment will take place though out the course and a summative evaluation upon completion	SM advisor to determine if the student is receiving a meaningful educational experience will assess weekly logs.	The student should gain specific on job experience in some specific area of sport management.

Partial General Graduate Program Assessment Plan: Research and Writing Skills

Student Learning Outcomes (Performance, knowledge, attitudes)	Related College Goals	Related University Goals	Method(s) of Assessment	Who Assessed (Students from what courses - population)	When Assessed (Dates)	Standard of Mastery Criterion of Achievement	What is Hoped to Be Learned?
3. A sport management student understands the knowledge and applies the skills necessary to conduct a sport event.	Provide innovative accessible high quality graduate educational programs and continuing education programs responsive to the needs of students and health service professionals.	The university will enhance advising, support services, and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.	Develop a sport event management plan.	HP 638 HP 469	These assessments take place when the course is offered.	All successful event management plan needs to reflect a standard above basic (see attached scale).	That student have a satisfactory understanding of the function areas of a sport event and the process in developing, planning and conducting a sporting event.
A sport management student is able to identify legal issues in a fact scenario, has a general knowledge of legal concepts and can critically analyze the facts to the law.	Provide innovative accessible high quality graduate educational programs and continuing education programs responsive to the needs of students and health service professionals.	The university will enhance advising, support services, and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.	Critically analyze and problem solve an actual sport legal case.	HP 465 HP 565	These assessments take place when the course is offered.	All successful case analysis needs to reflect a standard above basic (see attached scale).	That student have a general foundation in sport law concepts and have acquired the skill to critically analyze fact scenarios for management decisions.

<p>A sport management graduate student understands the accounting, budgeting, controlling and development of revenue of a sport entity.</p>	<p>Provide innovative accessible high quality graduate educational programs and continuing responsive to the needs of students and health service professionals education programs.</p>	<p>The university will enhance advising, support services, and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.</p>	<p>Develop a sport entity business plan.</p>	<p>HP 660</p>	<p>These assessments take place when the course is offered.</p>	<p>All successful sport entity business plan needs to reflect a standard above basic (see attached scale).</p>	<p>That student have a general foundation in sport law concepts and have acquired the skill to critically analyze fact scenarios for management decisions.</p>
<p>A sport management student demonstrates an understanding of the principles and concepts of marketing in and through sport.</p>	<p>Provide innovative accessible high quality graduate educational programs and continuing responsive to the needs of students and health service professionals education programs.</p>	<p>The university will enhance advising, support services, and learning experiences that aid students in identifying life goals, planning academic careers, and achieving timely graduation.</p>	<p>Develop a sport marketing plan.</p>	<p>HP 468 HP 568</p>	<p>These assessments take place when the course is offered.</p>	<p>All successful sport marketing plan needs to reflect a standard above basic (see attached scale).</p>	<p>That student have an understanding and skills to market a sport entity or market a business through sports.</p>

Dr. Gary Rushing Class/Credit Load
Chair of Human Performance¹

Course/Sec #	Title	Required	Credit Hrs	Term	Professor
Fall					
465	Legal Aspects	YES	3	Fall	Rushing
Spring					
465	Legal Aspects	YES	3	Spring	Rushing
Summer					
465	Legal Aspects	YES	3	Sum	Rushing

Rayla Allison, J.D. Credit/Class Load
Coordinator Sport Management²

Course/Sec #	Title	Required	Credit Hrs	Term	Professor
Fall					
HP 160	Intro to HP	YES	2	Fall	Allison
HP 665	Sport Law	YES	4	Fall	Allison
HP 637	Sport Media, Sales & Sponsorship	NO	4	Fall	Allison
			10		
Spring					
HP 160	Intro to HP	YES	2	Spring	Allison
HP 638	Managing Sporting Events	NO	4	Spring	Allison
HP 665	Sport Law	YES	4	Spring	Allison
HP 462	Sport Administration	YES	3	Spring	Allison
			13		
Summer					
HP 665	Legal Aspects (alt)	YES	4	Sum	Allison
HP 638	Managing Sport (alt) Events	NO	4	Sum	Allison

Soonwhan Lee Credit/Class Load

Course/Sec #	Title	Required	Credit Hrs	Term	Professor
Fall					
360	Foundations of Sport Management	YES	3	Fall	Lee

¹ As the Chair of Human Performance Dr. Rushing receives release time of 6 credits in the fall and spring.

² As Coordinator of the Sport Management program Ms. Allison receives release time of 2 credits in the fall.

468	Sport Marketing	YES	3	Fall	Lee
668	Advanced Sport Marketing	YES	4	Fall	Lee
661	Man & Adm. of Intra & Rec Sports	NO	4	Fall	Lee
			14		
Spring					
460	Foundations of Sport Management	YES	3	Spring	Lee
468	Sport Marketing	YES	3	Spring	Lee
435/540	Planning Sport Facilities	YES	4		Lee
660	Financial Aspects	NO	4	Spring	Lee
			14		
Summer					
HP 435/640	Planning Sport Facilities (alt w/468)	NO	4	Sum	Lee
HP 468	Sport Marketing (alt w/460/660)	YES	3	Sum	Lee
HP 668	Advanced Sport Marketing	YES	4	Sum	Lee

New Fixed Term Faculty Credit/Class Load

Course/Sec #	Title	Required	Credit Hrs	Term	Professor
Fall					
462	Sport Administration	YES	3	Fall	New
650	Principles of Sport Management	YES	4	Fall	New
469	Event Management	YES	3	Fall	Lee
403	Meas & Eval	YES-Ped	3	Fall	New
			13		
Spring					
464	Analysis of Sport Data	YES	3	Spring	New
651	Sport Management Seminar	YES	4	Spring	New
649	Sport in American Culture	NO	4	Spring	New
176	Lifetime Activities or other activity	NO	1	Spring	New
			12		
SUMMER					
HP 651	Sport Management Seminar	YES	4	Sum	New