UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with attachments in one file to the Chair of the College Curriculum Committee.

COLLEGE (check one):  Arts and Sciences  X  Business  Education

Proposal Submitted By: Dana S. Hall  Date Prepared: Feb.11, 2015 (revised)
Course Title:  Sports Management Internship
Department/discipline and course number*:  PHYD 499 (approved by Betty Bradshaw)

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits proposed:  3  Prerequisites:  PHYD 330
Will this be a new, repeatable “special topics” course? (Do you want students to be able to take this new course more than once if the topic changes?)  NO  X  YES

Date of first offering of this new course:  FALL SEMESTER, 2016
Proposed frequency of offering of the course:  Each Semester and Summer School sessions I & II
List the faculty who will likely teach the course:  Rod Wood, Todd Helbling, Patrick Catullo or Dana Hall
Are ANY new resources required?  NO  X  YES  Document in attached impact statement

This new course will be (check all that apply):
Required in the major  General Elective
Elective in the major  General Education**

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description:
This is a core requirement for the Sports Management minor. Prerequisite for this course is successful completion of PHYD 330 Event & Facility Management. This experience is a supervised on or off-campus experience relating to the field of Sports Management. There will also be multiple seminar sessions throughout the semester relating to the internship experience.

COURSE HISTORY
Was this course taught previously as a topics or experimental course?  YES  □  NO  □  X
Course Number and Title of Previous Course  Semester Offered  Enrollment

CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier “topics” course will only be able to take the new course if they made a C- grade or lower in the earlier course.

NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

REQUIRED ATTACHMENTS:
1. Rationale Statement (Why is this course needed? What purposes will it serve?)
2. Impact Statement (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. Sample Syllabus

Department Chair Approval:  Ken Tyler  Date:  2/10/2015
CCC Chair Approval:  Dana  S  Date:  2/11/15
UCC Chair Approval:  Date:  

New Course Proposal Cover Sheet (July 2013)
Rationale Statement – PHYD 498 Experience

This course supports the proposed Sports Management Minor. PHYD 499 Internship will fulfill the Sports Management minor’s required courses. This course is specifically designed to give students an opportunity to acquire a hands-on supervised experience in the field of sports management on or off-campus. This class will provide students a working and practical knowledge of managing a public facility (Anderson Center, Battleground Complex, and various special events held by the Athletic Department on or off-campus). Students will be able to apply knowledge, skills, and abilities relating to the basic principles of event booking, finance, marketing, operations, scheduling, staffing and ticketing in sports. Students will be challenged to apply knowledge of sport management situations to solve basic problems faced by sports managers. This class will also give them an opportunity to explore career opportunities in professional sports, semi-pro sport organizations, collegiate athletics, sport marketing agencies, sport broadcasting venues, facility management in both community and commercial venues and theme parks (to name a few).

The prerequisite for this course is successful completion of PHYD 330 Event and Facility Management. In addition to the out of classroom experience, each student will attend approximately 8 seminars involving discussions on various topics. Students will complete tasks that will build a strong foundation in the management of sports for students interested in related careers. Students will be responsible to keep a journal which enhances critical thinking skills. Students will also be required to present their results periodically, which enhance oral communication skills.

Though the course has not been offered previously at the University of Mary Washington, it is commonly offered at colleges and universities*. Offering this course will enhance other student options and attract students who could be interested in Sports Management. Student enrollment for this course could be between fifteen and thirty students each semester. This number is based on current and prospective students who have indicated an interest in Sports Management.

Learning Outcomes – PHYD 499 Internship:
(1) To apply the knowledge acquired from coursework successfully completed in the minor to managing a sporting venue at UMW collegiate venue and/or a local venue (such as the Fredericksburg Field House, golf course, JEC).
(2) To identify personal values and learning goals.
(3) To clarify and refine their understanding of their strengths and weaknesses in skills such as time management, organization, professionalism and so forth as it relates to their relevant discipline.
(4) To connect their undergraduate experience to their post graduate lives.

*Sampling of diverse colleges and universities in Virginia with a Sports Management Internship course:
Averett University
Bluefield College
Catholic University of America
Emory & Henry College
Eastern Mennonite University
Ferrum College
The George Washington University
Georgetown University
George Mason University
Hampton University
Liberty University
Lynchburg College
The University of Maryland
Towson University
Virginia Commonwealth University
Virginia State University
Impact Statement

There are no new financial resources required for this course. The plan is to begin offering this course in fall 2016, and every semester thereafter. The University of Mary Washington library and its online databases contain sufficient material for research options to support this course. Additionally, this course contemplates some guest speakers, but speakers will be limited to those who do not seek remuneration. In fact, due to the interdisciplinary aspect of this course, it is possible that a UMW professor from a variety of departments may be invited to be a guest speaker on occasion.

Sample Syllabus

UNIVERSITY OF MARY WASHINGTON
SPORTS MANAGEMENT INTERNSHIP

PHYD 499
FALL 2016
Instructor: Staff
Office: ______________
Telephone: __________
Email: ______________
OFFICE HOURS: TBD and by appointment

REQUIRED TEXT:

COURSE DESCRIPTION:
Students have a choice to stay on-campus or go off-campus to complete the requirements for the course.

ON-CAMPUS: This selection is a supervised, on-campus experience. This 3 credit course requires 126 hours with the Athletic Department during the semester (14 weeks at 9 hours/week). Students will have four (4) rotations throughout the semester with different offices in the athletic department; Sports Information, Marketing & Promotions, Daily Operations and Facilities. It fulfills the General Education requirement for Experiential Learning as well as the Sports Management minor requirement for an Out-of-Class learning experience.

OFF-CAMPUS: This selection is a supervised, off-campus experience. This 3 credit internship requires 126 hours at the internship site during the semester (14 weeks at 9 hours/week). It fulfills the General Education requirement for Experiential Learning as well as the Sports Management minor requirement for an Out-of-Class learning experience.

Prerequisites: successful completion of PHYD 330 Event & Facility Management Course (C or better).

EXPERIENTIAL LEARNING OUTCOMES:

1. Students will be able to apply what was learned in coursework to new scenarios outside standard university courses.

2. Students will be able to identify their personal values and learning goals and direct themselves by creating personalized learning experiences that may include alternative means of learning.
3. Students will be able to clarify and refine their understanding of their strengths and weaknesses in content of relevant disciplines and in skills such as time management, organization, professionalism, and so forth.

4. Students will be able to recognize their knowledge and lack of knowledge.

5. Students will be able to connect their undergraduate experiences and their post-graduation lives.

**DEPARTMENTAL OBJECTIVES:**

1. Students will be able to discuss their experiences with other students and gain support.

2. Students will be able to problem solve any difficulties they are having with their faculty supervisor and other students.

3. Students will be able to make connections between their experience and material learned in academic classes.

4. Students will be able to learn about topics that will help improve their experience on ethics, stress, and diversity.

5. Students will be able to conduct a research paper on a topic related to this course.

**ASSIGNMENTS:**

**Experience Evaluation (50%).** Your supervisor will evaluate your performance at your assigned rotation. You will be evaluated on a number of dimensions including punctuality, attitude, and skills learned/attained. If you are concerned about your relationship with your supervisor and the quality of your evaluation, please talk to me and your supervisor before evaluations are completed. Failure to complete your experience hours will result in a grade of "F" in the course.

**Reflection Journal (15%).** You should keep a journal reflecting on your experiences that you will turn in at each class meeting. Each entry should be about 1-2 pages in length, and contain four sections. First, summarize the experiences you had during the week. Second, explicitly relate the experiences to the assigned reading material for that week as well as make connections to prior readings or relevant courses you have taken (e.g., prerequisite courses for this class). This section of the assignment should comprise the bulk of the journal entry. Third, list questions you would like to raise during class discussion based on the readings and/or your experience in your current rotation. I expect the first three parts of the journal entry to be typed and written in complete sentences with proper spelling and grammar. In the fourth section of the journal entry, you will document your participation in the class discussion (see below). This portion will be completed at the end of class.

**Class Participation (10%).** In addition to completing your experience hours on site, you are required to meet as a class approximately every other week (see course schedule) to discuss what is going on in your rotation and relate experiences to assigned readings. Attendance at the class meetings is mandatory. At the end of each class, you will be asked to describe your participation for the day. At the end of the semester, you will be asked to evaluate your own class participation. One full letter grade will be deducted from your final
grade in the course for each class missed (i.e., if your overall grade in the course is an A-, it will be reduced to a B-if you miss one supervision meeting).

**Discussion Leader (5%)**: Although you should be prepared to discuss what is happening during your rotation and relate it to the reading at each class meeting, you will sign up to co-lead class on a topic from the syllabus. This is an informal presentation that does not require a PowerPoint, but should take between 10 to 15 minutes of class time including facilitation of class discussion on the topic.

**Final Paper (20%)**: You will write a final research paper on a topic of your choice relevant to this course. This paper will have at least 3 peer-reviewed research articles and a reference section using APA format. We will spend some supervision time planning these papers.

**POLICIES AND STANDARDS:**

**Assignments**: Most students complete assignments satisfactorily and on-time. Out of respect for the majority of students who meet deadlines, one letter grade is deducted per day for any work turned in late.

I must be notified in advance if a student will be unable to meet one of the specified due dates. Only severe illness and legitimate emergencies are considered acceptable reasons for missing a due date.

**Midterm Grade**: Students whose average in the class is 70% or higher based on the material completed at the time mid-semester grades are due will receive a “satisfactory.” All other students will receive an “unsatisfactory.”

**Classroom Accommodations for Students with Disabilities**: If you are a student with a disability who requires an academic accommodation, please register with the Office of Disability Services in 401 Lee Hall and communicate your requests for accommodation as soon as possible.

**Honor Code**: The University of Mary Washington’s Student Honor Code governs all work in this course. All students are expected to follow and affirm the Honor Code guidelines by writing and signing the Honor Code pledge on all assignments, quizzes, and exams. If you have any questions about how the Honor Code applies to any assignment in this course, please ask me – not another student – for clarification. Uncertainty about application of the Honor Code does not excuse a violation.

**Student Responsibilities**: You are expected to take responsibility for your own learning in this course. This includes:
- attending assigned hours,
- reading the material assigned carefully before coming to class,
- fully participating in class discussions and activities,
- demonstrating curiosity about the material,
- completing all assigned work (even if not graded), and
- asking for additional assistance if needed.

You are also expected to have an open-mind about your ability to succeed in this course as well as to show respect for the professor and other students in the class (e.g., refrain from participating in non-class activities such as texting or using Facebook). Anyone who exhibits disruptive behaviors that detract from my ability to teach or other students’ ability to learn will be asked to leave the classroom.
EVALUATION AND GRADING:

<table>
<thead>
<tr>
<th>Final Grade</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Rotation Evaluations 50%</td>
<td>A = 95-100</td>
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<tr>
<td>Reflection Journal 15%</td>
<td>A- = 90-94</td>
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<tr>
<td>Participation 10%</td>
<td>B+ = 87-89</td>
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<tr>
<td>Discussion Leader 5%</td>
<td>B = 83-86</td>
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<tr>
<td>Paper 20%</td>
<td>B- = 80-82</td>
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<tr>
<td><strong>Total 100%</strong></td>
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<table>
<thead>
<tr>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>77-79</td>
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<tr>
<td>73-76</td>
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<tr>
<td>70-72</td>
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<tr>
<td>67-69</td>
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<td>63-66</td>
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<tr>
<td>60-62</td>
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<td>F = 59 or below</td>
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COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/11</td>
<td>Introduction to Rotations within the Athletic Department</td>
<td>Sweitzer &amp; King/Ch.1 &amp; 2</td>
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<tr>
<td>1/25</td>
<td>Getting Started &amp; Stages of the Internship</td>
<td>Sweitzer &amp; King Ch 3 &amp; 4</td>
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<tr>
<td>2/08</td>
<td>Staying Engaged &amp; Self Understanding</td>
<td>Sweitzer &amp; King Ch 5 &amp; 6</td>
</tr>
<tr>
<td>2/22</td>
<td>Anticipation, Contracts, &amp; Supervision</td>
<td>Sweitzer &amp; King Ch 7 &amp; 13 &amp; Paper Topic Due</td>
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<tr>
<td>3/08</td>
<td>Clients &amp; Ethics (chapter out of order)</td>
<td>Sweitzer &amp; King Ch 8 &amp; 9</td>
</tr>
<tr>
<td>3/22</td>
<td>Exploration &amp; Moving Forward</td>
<td>Sweitzer &amp; King Ch 10 &amp; 11</td>
</tr>
<tr>
<td>4/05</td>
<td>Sites &amp; Community</td>
<td>Sweitzer &amp; King Ch 12 &amp; 14</td>
</tr>
<tr>
<td>4/19</td>
<td>Competence &amp; Culmination</td>
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<tr>
<td>5/03</td>
<td><strong>FINAL JOURNAL, HOUR LOG, SELF EVALUATION, &amp; PAPER DUE @ 3:30PM</strong></td>
<td></td>
</tr>
</tbody>
</table>

Note: Bring journal entries to each class meeting!
This outline is tentative and subject to change. (Tentative dates are a Wed. evening)