



DEPARTMENT OF  
HIGHER EDUCATION &  
WORKFORCE DEVELOPMENT

**New Program Report**

**Date Submitted:**

11/17/2023

**Institution**

Missouri Southern State University

**Site Information**

**Implementation Date:**

8/1/2024 12:00:00 AM

**Added Site(s):**

**Selected Site(s):**

Missouri Southern State University, 3950 E. Newman Road, Joplin, MO, 64801-1595

**CIP Information**

**CIP Code:**

310504

**CIP Description:**

A program that prepares individuals to apply business, coaching and physical education principles to the organization, administration and management of athletic programs and teams, fitness/rehabilitation facilities and health clubs, sport recreation services, and related services. Includes instruction in program planning and development; business and financial management principles; sales, marketing and recruitment; event promotion, scheduling and management; facilities management; public relations; legal aspects of sports; and applicable health and safety standards.

**CIP Program Title:**

Sport and Fitness Administration/Management

**Institution Program Title:**

Sport and Recreation Management

**Degree Level/Type**

**Degree Level:**

Master Degree

**Degree Type:**

Master of Science

**Options Added:**

Collaborative Program:

N

**Mode of Delivery**

Current Mode of Delivery

Online

**Student Preparation**



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### New Program Report

Special Admissions Procedure or Student Qualifications required:

**REGULAR ADMISSION:**

A student has a conferred bachelor's degree from a regionally accredited college or university recognized by Missouri Southern State University, AND has an undergraduate cumulative GPA of at least 2.5 on a 4.0 scale; OR a combined score of 300 on the verbal and quantitative sections of the Graduate Records Examination or minimum score on the GMAT (Business students only) of 450; AND meets specific departmental admission requirements for the program/certificate.

**PROVISIONAL ADMISSION:**

A student who holds a bachelor's degree but does not meet course prerequisites for a specific departmental program/certificate or otherwise approximates but does not meet regular admissions requirements; OR is a senior seeking admission for a subsequent semester. Provisional admission will be granted for up to two consecutive semesters. Regular admission will be granted upon departmental approval.

**Specific Population Characteristics to be served:**

The Master of Science degree program with a major in Sport and Recreation Management is designed to prepare students for management-level positions within the complex and challenging sport and recreation management fields, or for further graduate work in sport or recreation. Along with the requisite knowledge to excel in a career in the sport and recreation industry, the program will enhance student's communication, leadership, and management skills. Career opportunities for graduates include leadership and management positions in various agencies including professional sports organizations, community sport organizations, commercial recreational enterprises, sport facilities, state or federal agencies, YMCAs, campus recreation programs, corporations and fitness clubs, and collegiate athletics.

**Faculty Characteristics**

**Special Requirements for Assignment of Teaching for this Degree/Certificate:**

All assigned faculty will meet HLC standards for faculty qualifications; terminal degree from a closely assigned CIP code is preferred.

**Estimate Percentage of Credit Hours that will be assigned to full time faculty:**

Full Time faculty = 100% credit hours

**Expectations for professional activities, special student contact, teaching/learning innovation:**

Standard faculty teaching, service, and scholarship requirements; student mentoring for capstone experiences; and collaboration with regional industry partners to determine needs of potential employers and shape curriculum and obtain scrubbed data sets to enhance student learning.

**Student Enrollment Projections Year One-Five**

<b>Year 1</b>	<b>Full Time: 5</b>	<b>Part Time: 5</b>	
<b>Year 2</b>	<b>Full Time: 9</b>	<b>Part Time: 9</b>	
<b>Year 3</b>	<b>Full Time: 10</b>	<b>Part Time: 10</b>	<b>Number of Graduates: 3</b>
<b>Year 4</b>	<b>Full Time: 11</b>	<b>Part Time: 11</b>	
<b>Year 5</b>	<b>Full Time: 13</b>	<b>Part Time: 13</b>	<b>Number of Graduates: 10</b>



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**Percentage Statement:**

n/a

**Program Accreditation**

**Institutional Plans for Accreditation:**

Specialized accreditation through the Commission on Sport Management Accreditation (COSMA) will be sought.

**Program Structure**

**Total Credits:**

30

**Residency Requirements:**

A minimum of 18 graduate credit hours must be earned from MSSU.

**General Education Total Credits:**

0

**Major Requirements Total Credits:**

30

**Course(s) Added**

COURSE NUMBER	CREDITS	COURSE TITLE
FIN 550 OR SRM 530	3	Applied Managerial Finance OR Financial Management in SRM
SRM 510	3	Facility Design & Operations in SRM
SRM 540	3	Global Aspects of Sport & Recreation
SRM 520	3	Risk Management & Legal Issues in SRM
MGMT 552 OR SRM 560	3	Strategic Management OR Management in SRM
SRM 595	6	Graduate Capstone in SRM
SRM 500	3	Marketing & Promotion in Sport & Recreation
EDUC 650	3	Research Design
SRM 550	3	Event Design in Sport & Recreation

**Free Elective Credits:**

0

**Internship or other Capstone Experience:**

A 6 credit hour graduate capstone experience is required for all graduates.

**Assurances**

I certify that the program is clearly within the institution's CBHE-approved mission. The proposed new program must be consistent with the institutional mission, as well as the principal planning priorities of the public institution, as set forth in the public institution's approved plan or plan update.

I certify that the program will be offered within the proposing institution's main campus or CBHE-approved off-site location.



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I certify that the program will not unnecessarily duplicate an existing program of another Missouri institution in accordance with 6 CSR 10-4.010, subsection (9)(C) Submission of Academic Information, Data and New Programs.

I certify that the program will build upon existing programs and faculty expertise.

I certify that the program can be launched with minimal expense and falls within the institution's current operating budget.

I certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful. Institutions' decision to implement a program shall be based upon demand and/or need for the program in terms of meeting present and future needs of the locale, state, and nation based upon societal needs, and/or student needs.

Contact Information

First and Last Name: WENDY  
MCGRANE

Email: [mcgrane-w@mssu.edu](mailto:mcgrane-w@mssu.edu)

Phone: 417-625-9801

**MISSOURI SOUTHERN STATE UNIVERSITY  
Graduate Council & Faculty Senate****Proposal for a NEW MAJOR or CERTIFICATE**

1. College: Health, Life Science, & Education Department: Kinesiology Date: 04/14/23
2. Title: \_\_\_\_\_ Course #: \_\_\_\_\_ CIP Code: \_31.0504\_
3. New Major or Certificate: Master's of Science in Sport & Recreation Management or New Option: \_\_\_\_\_ in \_\_\_\_\_
4. Date first offered: Fall 2024 .

Attach information for items 5-12 as needed.

**5. Describe the need for this new major including evidence of student demand for the program and market or societal need for the skills being developed.**

The sport and recreation industries contain high levels of staff burnout and turnover, leading to a consistent need of trained workers to fill these voids. Just last year, several articles were published regarding the turnover specifically within college athletics, leaving many openings for students to have jobs when they graduate, with a valid educational background. Across the country, institutions have noticed the value of expanding curriculum offerings to include sport and recreation management undergraduate and graduate degrees. Establishing a master's degree in sport and recreation management provides a low-cost opportunity for the institution to grow its graduate school programs, allowing students to gain further education in a fast growing industry.

According to the Bureau of Labor Statistics Occupational Outlook Handbook, employment of sport workers and recreational workers is projected to grow over 15% from 2021-2031. As more emphasis is placed on the importance of lifelong well-being, more sport and recreation workers will be needed to work with children and adults across the sport and recreation industries. Employment of Miscellaneous Entertainers and Performers, sports and related workers is expected to increase by 34% between 2020-2030 according to [projectionscentral.org](https://www.projectionscentral.org).

The athletics department has asked several times about a master's degree that would allow them some graduate assistants to help with running the day-to-day operations of a full athletics department. Additionally, current students have even asked about a master's degree option in sport and recreation management. In fact, during the program review session with students several students vocalized their desire for a masters degree here. With some student athletes, mentioning that with them routinely having 5 years of eligibility thanks to redshirting, they have an entire year of eligibility that they will transfer to another school for because there is not a masters degree in sport and recreation management. This is even noticed by our coaches here, who struggle to recruit established college players with remaining eligibility, because there is no master's degree that fits many of the athletes' desires.

Within the sports and recreation industry, many local and regional professionals have supported the need for a new masters' degree in Sport and Recreation Management. Jared Bruggeman, the Joplin Sports Authority Executive Director says:

*"I absolutely think it would be beneficial to the area. Sports is a huge business and collegiate athletics are a good portion of that. I think it would help in regards to better trained and better educated sport's administration. As the previous MSSU AD I can also say it would along ways in retention and education of our newer coaches. Right now they are getting their masters from William woods."*

Rob Mallory, Missouri Southern State University Athletic Director, is also very supportive of adding a Master's degree in Sport and Recreation Management, stating that:

*"I believe a master's degree in Sports & Recreation Management would be of great benefit to Missouri Southern and the sports and recreation industry in this region. This program would be very popular for student-athletes that might be finishing their eligibility while enrolled in a graduate program. Former student-athletes that wish to enter into a career in sports and recreation might also find this program appealing and choose to remain at MSSU after their playing careers have ended. The sports industry tends to prefer candidates to have a master's degree, even in many entry level positions, and an advanced degree is virtually required for continued career progression. There are many opportunities at the university and in the region for students in this program to gain relevant experience while also providing much needed assistance for those organizations."*

Sport and Recreation are an integral part of American society and many communities thrive based on their sports programs. Recently Real Sports with Bryant Gumble did an entire episode deep diving into the youth sports industry and how several communities are built on the sports industry. In fact, the youth and amateur sports industry is worth \$19.2 billion (Wendt, 2022). As of today, roughly 73% of children between the ages of 13 and 17 played some sort of sport (Aspen Project Play, 2022). The proposed master's degree in sport and recreation management would build students awareness and skills needed to work in the sport and recreation industries. Students would gain a deep understanding of program design, management, marketing, facility design, leadership, research application, and legal dimensions. While these skills will be taught through the lens of sport and recreation, they are all transferable to careers outside the sport and recreation industries.

Wendt, R. (2022). *Youth Sports Market Heats Up*. Midwest Meetings. Retrieved from: <https://midwestmeetings.com/2022/06/09/youth-sports-market-heats-up/>

**6. Is the major interdisciplinary? Yes , No . If so, has it been approved by all departments concerned? Yes , No . If Interdisciplinary, how will coordination between the departments be accomplished?**

**7. Are there similar programs offered at other Missouri institutions? Yes , No . If so, how is this program unique or different from existing programs?**

This program is similar to other programs across the state, however the degree can be completed in as little as one year and completely online. Additionally, the closest institution with a similar degree is Missouri State University, who offers a certificate in sport management at the graduate level. Additionally, this program will prepare students for a career in both the sport and recreation industries.

## 8. Describe the curriculum requirements for the major.

Master's of Science in Sport and Recreation Management

The MS in Sport and Recreation Management will be a 30-hour online graduate degree that includes the following courses:

<b>Master of Science in Sport and Recreation Management (Proposed Curriculum)</b>			
<b>Master's Degree in Sport and Recreation Management (30 Credit Hours)</b>			
<u>Course #</u>	<u>Course Name</u>	<u>Cr. Hrs.</u>	<u>Semester Taught</u>
SRM 500	Marketing & Promotion in Sport & Recreation	3	Fall
SRM 510	Facility Design and Operations in SRM	3	Spring
SRM 520	Risk Management & Legal Issues in SRM	3	Spring
SRM 540	Global Aspects of Sport and Recreation	3	Fall
SRM 550	Event Design in Sport & Recreation	3	Fall
FIN 550	Applied Managerial Finance	3	TBD
<b>OR</b>			
SRM 530	Financial Management in SRM	3	Spring
EDUC 650	Research Design	3	Spring
MGMT 552	Strategic Management	3	TBD
<b>OR</b>			
SRM 560	Management in SRM	3	Fall
SRM 595	Graduate Capstone in SRM	6	Summer
<b>Total Program Hours</b>		<b>30</b>	

## 9. What are the student learning objectives for the program?

Graduates of the Sport and Recreation Master's degree will be able to:

1. Demonstrate core administrative duties within the sport and recreation field.
2. Plan/implement/evaluate safe recreational and sport events and spaces.
3. Communicate professionally as a sport and recreation manager.
4. Develop and assess marketing efforts.
5. Identify and analyze issues and trends within sport and recreation.
6. Evaluate economic and social impact.





**MSSU**  
**Draft of New Program/Option/Certificate Proposal Outline**  
**Fall 2023**

Information already in Curriculog for new proposals:

**School/Dept name:** Health, Life Science, & Education/ Kinesiology

**Program Information:**

**Program Title:** Master of Science in Sport & Recreation Management

**Program description:** The Master of Science degree program with a major in Sport and Recreation Management is designed to prepare students for management-level positions within the complex and challenging sport and recreation management fields, or for further graduate work in sport or recreation. Along with the requisite knowledge to excel in a career in the sport and recreation industry, the program will enhance student's communication, leadership, and management skills. Career opportunities for graduates include leadership and management positions in various agencies including professional sports organizations, community sport organizations, commercial recreational enterprises, sport facilities, state or federal agencies, YMCAs, campus recreation programs, corporations and fitness clubs, and collegiate athletics.

**Required to be reviewed by TEC?** No

**CIP Code:**31.0504

**Academic level:**

UG

Grad X

**Degree type:** Master of Science

**Program type:** graduate

**Total number of credit hours:** 30

**Options or areas?** Master's of Science in Sport & Recreation Management

**Is this program replacing another program? If yes, how many hours are new? How many hours have been revised?**

No

**Collaborative with another school?** No

**Proposed site-** MSSU

**Mode of delivery-** online

**If grad level – how does program exhibit rigor of a graduate program?**

Each course will stretch students critical thinking skills and will be research intensive. Upon graduation, students will be able to critically assess relevant research within sport and recreation to make informed business decisions. A research-intensive class (EDUC 650) is included in the curriculum to provide

students with experience in developing research proposals and conducting research at the graduate level. Additionally, SRM 595 is a capstone course where students will be applying critical thinking, and higher-level communication skills in the field of SRM. For every one hour of course load a student will be expected to spend 3 hours on course material.

**NEW/ADDITIONAL INFORMATION:**

Some links will be provided for this, but some investigation made be necessary for #1.

1. What schools in Missouri have like programs? - 7 institutions

Lindenwood University- St. Charles, MO- MBA in Sport Management

Missouri Baptist University- St. Louis, MO- M.Ed. in Sport Management; M.S. in Sport Management

Missouri Western State University- St. Joseph, MO- Master of Applied Science in Sport & Fitness Management

Northwest Missouri State University- Maryville, MO- M.S. in Applied Health & Sport Science; M.S. in Recreation; M.S. in Sport & Exercise Psychology

University of Central Missouri- Warrensburg, MO- M.S. in Sport Management

University of Missouri- Columbia- Columbia, MO- M.S. in Natural Resources- Parks, Recreation, Sport & Tourism

Missouri State University- Springfield, MO- Master of Professional Studies- Sport Management

a. How many graduates have they produced in the last five years?

Completions/Awards at the Graduate Level for CIP Code 31.0504, Parks, Recreation, Leisure, Fitness, and Kinesiology

<b>Institution Name</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>
<b>Private Institutions</b>					
Avila University - Master's Degree	12	9	0	0	0
Lindenwood University - Master's Degree	23	23	16	20	29
Missouri Baptist University - Master's Degree	24	14	18	27	13
Missouri Baptist University - Graduate Certificate	2	0	1	0	0
<b>Public Institutions</b>					
Missouri State University - Master's Degree	3	7	15	13	9
Missouri State University - Graduate Certificate	14	3	3	5	4
Missouri Western State University - Master's Degree	11	0	0	0	0



Northwest Missouri State University - Master's Degree	24	22	28	38	24
University of Central Missouri - Master's Degree	35	38	51	26	51
University of Missouri-Columbia - Master's Degree	4	7	2	3	7

**b. What makes or will make the MSSU program more attractive?**

- i. The proposed master's degree will be more attractive to students due to its accessibility, expedited nature of the degree, and practitioner focused. The degree will be fully online and consist of 30 credit hours and students can complete the degree in one year (includes summer). Each course will target tasks and responsibilities of sport and recreation workers to help prepare graduates for a leadership role within the sport and recreation industry.

**2. What is projected for job growth in the career field or fields associated with this program?**

**a. In Missouri.**

According to [meric.mo.gov](http://meric.mo.gov), the careers within the sports industry are expected to grow over the next decade by 23-32% depending on the specific career.

**b. In the region that includes Missouri, Kansas, Illinois, Iowa, and Nebraska.**

According to [edeps.org](http://edeps.org), in the state of Illinois, by 2030 miscellaneous recreation and entertainment workers are project to grow from 20-123%; parks, recreation, and fitness jobs are expected to grow from 15-25%; and health, physical education and fitness careers are expected to grow by 2-42%. In Iowa by 2030 miscellaneous recreation and entertainment workers are project to grow from 20-77%; parks, recreation, and fitness jobs are expected to grow from 18-29%; and health, physical education and fitness careers are expected to grow by 12-45%. In Kansas by 2030 miscellaneous recreation and entertainment workers are project to grow from 15-51%; parks, recreation, and fitness jobs are expected to grow from 13-18%; and health, physical education and fitness careers are expected to grow by 20-333%. In Nebraska by 2030 miscellaneous recreation and entertainment workers are project to grow from 16-1800%; parks, recreation, and fitness jobs are expected to grow from 14-27%; and health, physical education and fitness careers are expected to grow by 6-38%. In Arkansas by 2030 miscellaneous recreation and entertainment workers are project to grow from 25-42%; parks, recreation, and fitness jobs are expected to grow from 15-27%; and health, physical education and fitness careers are expected to grow by 15-30%.

- c. **In the U.S.** According to the Bureau of Labor Statistics Occupational Outlook Handbook, employment of recreation workers is projected to grow 10% over the next 5-10 years, much faster than the average for other occupations. As more emphasis is placed on the importance of lifelong well-being, more recreation and sport workers will be needed to work with children and adults in a variety of settings. Employment of entertainment and sports occupations is projected to grow 7% over the next 5-10 years. Employment is projected to increase by about 60,600 jobs.
- d. Other data collected by the program, including survey data (this won't be from Analyst)

Since the undergraduate degree began in the Fall of 2022, many students have inquired about a master's degree in sport and recreation management. Several students even vocalized their desire for a sport and recreation management master's degree during the Kinesiology departments Program Review process in the Spring 2023 semester.

**3. How was the curriculum designed? (choose all that apply)**

- Input from existing and potential employers  
Please list the employers from whom you gathered input
- Input from advisory board  
Date and time of meetings or record of surveys/emails
- Requirements of accreditor or licensing body  
Please list and provide link to requirement documentation
- Change in external environmental factor(s) (competitive, political, economic, technology, social) indicate potential demand.  
Please explain
- Other – Curriculum was designed through an analysis of the top 20 programs in the country and through input from industry professionals.

**4. How many new courses are in the proposed curriculum? When and how often will they be offered? (For example – once a year, fall semester of even years, etc.)**

- a. 6 new courses taught once a year.

<b>Master's Degree in Sport and Recreation Management (30 Credit Hours)</b>			
<u>Course #</u>	<u>Course Name</u>	<u>Cr. Hrs.</u>	<u>Semester Taught</u>
SRM 500	Marketing & Promotion in Sport & Recreation	3	Fall
SRM 510	Facility Design and Operations in SRM	3	Spring
SRM 520	Risk Management & Legal Issues in SRM	3	Fall
SRM 540	Global Aspects of Sport and Recreation	3	Spring
SRM 550	Event Design in Sport & Recreation	3	Fall
FIN 550	Applied Managerial Finance	3	TBD
<b>OR</b>			Spring
SRM 530	Financial Management in SRM	3	
EDUC 650	Research Design	3	Spring
MGMT 552	Strategic Management	3	TBD
<b>OR</b>			Fall
SRM 560	Management in SRM	3	
SRM 595	Graduate Capstone in SRM	6	Summer
<b>Total Program Hours</b>		<b>30</b>	
*All courses will be offered online, 8-weeks			

**5. Faculty plan – How many FTE faculty do you have currently teaching who would be qualified to teach in the proposed program? How many total courses and total sections do your faculty teach per academic year?**

We currently have 1 FTE and a 20% FTE in the program. The 20% FTE would not be qualified to teach in the MS program as they do not have a terminal degree. Another faculty member will eventually be needed to help cover the additional courses within the SRM degrees. While courses will be available for students to take within other disciplines, the required SRM courses for the master's degree will need to be taught by someone who holds a terminal degree in either Sport Management, Recreation Management, Leisure Studies, or a related field. We request that this position be considered for Academic Year 2025-26

<u>1 FTE Fall semester</u>		<u>Spring semester</u>	
5 courses	5 sections	5 courses	5 sections

20% FTE – 1 course / section in Fall and Spring semesters.

**6. What impact would the proposed program have on faculty load? If you are adjusting current faculty load to accommodate the new program, please indicate the plan for how that will work. (i.e., teaching fewer sections to free up faculty).**

It would have a very large impact with only 1 faculty currently in the SRM program. An additional faculty member with an advanced degree in the field will be needed to teach the required courses and advise students. While courses will be available for students to take within other disciplines, the required SRM courses for the master's degree will need to be taught by someone who holds a terminal degree in either Sport Management, Recreation Management, Leisure Studies, or a related field. We request that this position be considered for Academic Year 2025-26

a.

**7. Please complete the attached assessment plan for the proposed program. (this will include student learning outcomes, identify where assessments will occur, how and when data will be reviewed, and who and how changes to curriculum will be determined.)**

Graduates of the Sport and Recreation Master's degree will be able to:

1. Demonstrate core administrative duties within the sport and recreation field.
2. Plan/implement/evaluate safe recreational and sport events and spaces.
3. Communicate professionally as a sport and recreation manager.
4. Develop and assess marketing efforts.
5. Identify and analyze issues and trends within sport and recreation.
6. Assess economic and social impact.

Each objective will be assessed through a capstone project within each course. Specific SLOs will be evaluated through projects in each of the following courses:

- Demonstrate core administrative duties within the sport and recreation field.
  - Marketing in SRM- creating a marketing plan for a sport and recreation business.
  - Facility Design and Operation- facility evaluation and proposal final project.
- Plan/implement/evaluate safe recreational and sport events.
  - Event Design- proposal of a new community event
  - Risk Management and Legal Issues- Risk Management plan for a large-scale event
  - Facility Design and Operation- Facility event plan
- Communicate professionally as a sport and recreation manager.

- Marketing- Creating a marketing plan for a sport and recreation business and presenting it.
- Risk Management and Legal Issues- Communicate the findings of a court case.
- Develop and assess marketing efforts.
  - Marketing in SRM- creating a marketing plan for a sport and recreation business.
  - Global Aspects of Sport and Recreation- Global Marketing Assessment
- Identify and analyze issues and trends within sport and recreation.
  - Global Aspects of Sport and Recreation- Global Trends paper
  - Event Design- proposal of a new community event
- Assess economic and social impact.
  - Event Design- Event reflection
  - Global Aspects of Sport and Recreation- National Sport Report

Assessment measures will include assignments, tests, projects, data set analysis, project assignments, and final exams. Each instructor will develop assessment assignments that measure competency in the above program learning objectives.

Data will be evaluated on an annual basis by the program coordinator.

- 8. Please complete the attached marketing plan template to indicate how the program will be advertised, how and will recruiting will occur, indicate budget dollars to be spent, etc.**

Recruiting will be done through social media, updates to the university website, and word of mouth. Additionally, open house sessions will be planned throughout the year to for prospective students to come and learn more about the faculty and the program. The program coordinator will market the program at local gyms, athletic departments, etc. The program has a course fee associated with it to assist in funding the recruitment of students.

- 9. What other new resources will be needed to make the proposed program successful?**

- a. Faculty- Another faculty member would be needed to help cover courses at both the undergraduate and graduate levels.
- b. Library
- c. Equipment
- d. Travel- Funding towards conferences for students to attend and present.
- e. Supplies, materials, and services
- f. Software

- 10. Please complete the attached Financial Form required by MDHEWD.**

NEW

Proposal No. \_\_\_\_\_

**MISSOURI SOUTHERN STATE UNIVERSITY  
Academic Policies Committee/Graduate Council**

**Proposal for a NEW COURSE**

1. College: HLSE Department: Kinesiology Date: 6/6/2023

2. Course Title: Marketing & Promotion in Sport & Recreation Subject/Course# SRM 500

3. CIP Code: 31.0504 (contact Associate VP for Academic Affairs)

4. Credit Hrs: 3 Lecture: 3 Lab:     

5. Term first offered: Fall 2024 To be offered: Fall X Spring      Summer     

6. COURSE DESCRIPTION: Attach a syllabus prepared according to established guidelines.

7. Will this course duplicate any courses now offered? No X Yes       
If yes, list for which programs below

\_\_\_\_\_

8. This course is designed for which curricula? Masters of Science in Sport & Recreation Management  
Will it be cross-listed? If so, list courses. \_\_\_\_\_

9. How does this course address the student learning objectives for the curricula?  
This course applies marketing, promotion, and sales tools and techniques to the specific domain of sporting events, sporting activities, and sports related products. It will directly address SRM student learning objectives #1: Demonstrate core administrative duties within the sport and recreation field; #3 Communicate professionally as a sport and recreation manager; and #4: Develop and assess marketing efforts.

10. Will this course be required or elective? Required X Elective       
If this course is required, which list the programs that require it below  
This course is required as part of the Masters of Science in Sport & Recreation Management

11. Has this course been approved by the faculty of the department(s) concerned? Yes X No     

12. If this course is approved -  
a. Will additional staff be needed? Yes X No       
b. Will additional space, equipment, or any major expensed be involved? Yes      No X  
c. Will a course and/or program fee will be added to this course? Yes X No       
Amount \$120 Description Graduate Course Fee  
d. What library resources would you like to have for this course?  
\_\_\_\_\_

IF THE ANSWER TO ANY PART OF QUESTION 12 IS "YES", PLEASE EXPLAIN  
\_\_\_\_\_

13. Will this course be part of our general education offerings? Yes      No X



# REQUIRED SYLLABUS CONTENT

For School Curriculum Oversight Committees, (*Academic Policies*), and Faculty Senate approval.  
(pp. 58-59 Faculty Handbook)

**SCHOOL:** Health, Life Sciences and Education

**DEPARTMENT:** Kinesiology

**COURSE NUMBER:** SRM 500

**COURSE TITLE:** Marketing & Promotion in Sport & Recreation

**COURSE CIP NO:** 31.0504

**CREDIT:** 3 cr. hrs.

**PREPARED BY:** Zach Beldon

**DATE APPROVED BY DEPARTMENT:** 6/6/2023

*For course changes, include  
approval & revision dates*

**SIGNATURE:**                     Andrea Cullers                      
Andrea Cullers Department Chair

## **COURSE DESCRIPTION FOR CATALOG**

SRM 500 (Fall) 3hrs. cr.  
Outdoor Recreation

Course Description: Designed to provide students with opportunities for understanding and applying marketing principles with various aspects of the sport and events industries. Focus is on the elements that make the sport product distinctive from other businesses. Provides a broad overview of the important tenets of marketing and provides students with opportunities to apply this knowledge by creating marketing plans for actual sport organizations. Consists of multiple teaching techniques designed to promote a learning environment that is both theoretically and practically driven.

### • **LEARNING OBJECTIVES**

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

- Articulate basic and advanced concepts in the strategic sport marketing process.
- Understand and apply theories related to strategic sport marketing.
- Identify and assess various market segments through market research.
- Evaluate and create strategic sport marketing strategies and promotional tactics.
- Identify current trends and issues in strategic sport marketing.
- Advance critical thinking skills by reading, synthesizing, and critiquing relevant sport consumer behavior research.

- **ASSURANCE OF LEARNING**

- Time on task – how much time student is expected to spend on various tasks in order to succeed? Estimate the hours per week spent in class time as well as out of class time for a typical student.

(You may wish to provide the minimum expectations according to the federal credit hour:

*In 34 CFR 600.2 of the final regulations, we defined a credit hour for Federal programs, including the Federal student financial assistance programs, as--An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:*

*1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*

*2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.)*

NEW

Proposal No. \_\_\_\_\_

MISSOURI SOUTHERN STATE UNIVERSITY  
Academic Policies Committee/Graduate Council

Proposal for a NEW COURSE

1. College: HLSE Department: Kinesiology Date: 6/6/2023

2. Course Title: Facility Design and Operations in SRM Subject/Course# SRM 510

3. CIP Code: 31.0504 (contact Associate VP for Academic Affairs)

4. Credit Hrs: 3 Lecture: 3 Lab: \_\_\_\_\_

5. Term first offered: Spring 2025 To be offered: Fall \_\_\_\_\_ Spring x Summer \_\_\_\_\_

6. COURSE DESCRIPTION: Attach a syllabus prepared according to established guidelines.

7. Will this course duplicate any courses now offered? No x Yes \_\_\_\_\_

If yes, list for which programs below

\_\_\_\_\_

8. This course is designed for which curricula? Masters of Science in Sport & Recreation Management

Will it be cross-listed? If so, list courses. \_\_\_\_\_

9. How does this course address the student learning objectives for the curricula?

This course applies facility management and design to the specific domain of sporting events, sporting activities, and sports related products. It will directly address SRM student learning objectives #1: Demonstrate core administrative duties within the sport and recreation field; and #2: Plan/implement/evaluate safe recreation and sport events and spaces.

10. Will this course be required or elective? Required x Elective \_\_\_\_\_

If this course is required, which list the programs that require it below

This course is required as part of the Masters of Science in Sport & Recreation Management

11. Has this course been approved by the faculty of the department(s) concerned? Yes x No \_\_\_\_\_

12. If this course is approved -

a. Will additional staff be needed? Yes x No \_\_\_\_\_

b. Will additional space, equipment, or any major expensed be involved? Yes \_\_\_\_\_ No x

c. Will a course and/or program fee will be added to this course? Yes x No \_\_\_\_\_

Amount \$120 Description Graduate Course Fee

d. What library resources would you like to have for this course?

\_\_\_\_\_

IF THE ANSWER TO ANY PART OF QUESTION 12 IS "YES", PLEASE EXPLAIN

\_\_\_\_\_

13. Will this course be part of our general education offerings? Yes \_\_\_\_\_ No x

# REQUIRED SYLLABUS CONTENT

For School Curriculum Oversight Committees, (*Academic Policies*), and Faculty Senate approval.  
(pp. 58-59 Faculty Handbook)

**SCHOOL:** Health, Life Sciences and Education

**DEPARTMENT:** Kinesiology

**COURSE NUMBER:** SRM 510

**COURSE TITLE:** Facility Design and Operations in SRM

**COURSE CIP NO:** 31.0504

**CREDIT:** 3 cr. hrs.

**PREPARED BY:** Zach Beldon

**DATE APPROVED BY DEPARTMENT:** 6/6/2023

*For course changes, include  
approval & revision dates*

**SIGNATURE:** Andrea Cullers  
Andrea Cullers Department Chair

## **COURSE DESCRIPTION FOR CATALOG**

SRM 510 (Spring) 3hrs. cr.  
Facility Design and Operations in SRM

### **Course Description:**

Designed to provide students with opportunities for understanding and applying the design, construction, and maintenance of sport and recreation facilities. The focus in this course is on the key elements of managing and designing safe and usable spaces within sport and recreation facilities. Provides a broad overview of the building of sport and recreation facilities.

### **• LEARNING OBJECTIVES**

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

- Understand the diversity of sport and recreation facilities, factors that influence demand, and the diversity of design and needs of the public.
- Complete written assignments that apply ethical and professional practices and the techniques of facility management in terms of operation cost analysis, budgeting, and accountability techniques; the need for positive public relations; procedures used in promoting and marketing.
- Apply the principles, process, procedures, and usage of valuation as it relates to planning and designing spaces and services; and to formulate and implement evaluations to demonstrate outcome measures.

- **ASSURANCE OF LEARNING**

- Time on task – how much time student is expected to spend on various tasks in order to succeed? Estimate the hours per week spent in class time as well as out of class time for a typical student.

(You may wish to provide the minimum expectations according to the federal credit hour:

*In 34 CFR 600.2 of the final regulations, we defined a credit hour for Federal programs, including the Federal student financial assistance programs, as--An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:*

*1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*

*2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.)*

NEW

Proposal No. \_\_\_\_\_

MISSOURI SOUTHERN STATE UNIVERSITY  
Academic Policies Committee/Graduate Council

Proposal for a NEW COURSE

1. College: HLSE Department: Kinesiology Date: 6/6/2023
2. Course Title: Risk Management and Legal Issues in SRM Subject/Course# SRM 520
3. CIP Code: 31.0504 (contact Associate VP for Academic Affairs)
4. Credit Hrs: 3 Lecture: 3 Lab:
5. Term first offered: Spring 2025 To be offered: Fall      Spring x Summer
6. COURSE DESCRIPTION: Attach a syllabus prepared according to established guidelines.
7. Will this course duplicate any courses now offered? No x Yes       
If yes, list for which programs below
8. This course is designed for which curricula? Masters of Science in Sport & Recreation Management  
Will it be cross-listed? If so, list courses.
9. How does this course address the student learning objectives for the curricula?  
This course applies legal theory and risk management to the specific domain of sporting events, sporting activities, and sports related products. It will directly address SRM student learning objectives #2: Plan/implement/evaluate safe recreation and sport events and spaces, and #3 Communicate professionally as a sport and recreation manager.
10. Will this course be required or elective? Required x Elective       
If this course is required, which list the programs that require it below  
This course is required as part of the Masters of Science in Sport & Recreation Management
11. Has this course been approved by the faculty of the department(s) concerned? Yes x No
12. If this course is approved -
- |                                                                         |                 |                |
|-------------------------------------------------------------------------|-----------------|----------------|
| a. Will additional staff be needed?                                     | Yes <u>x</u>    | No <u>    </u> |
| b. Will additional space, equipment, or any major expensed be involved? | Yes <u>    </u> | No <u>x</u>    |
| c. Will a course and/or program fee will be added to this course?       | Yes <u>x</u>    | No <u>    </u> |
- Amount \$120 Description Graduate Course Fee
- d. What library resources would you like to have for this course?

IF THE ANSWER TO ANY PART OF QUESTION 12 IS "YES", PLEASE EXPLAIN

    

13. Will this course be part of our general education offerings? Yes      No x

## REQUIRED SYLLABUS CONTENT

For School Curriculum Oversight Committees, (*Academic Policies*), and Faculty Senate approval.  
(pp. 58-59 Faculty Handbook)

**SCHOOL:** Health, Life Sciences and Education

**DEPARTMENT:** Kinesiology

**COURSE NUMBER:** SRM 520

**COURSE TITLE:** Risk Management and Legal Issues in SRM

**COURSE CIP NO:** 31.0504

**CREDIT:** 3 cr. hrs.

**PREPARED BY:** Zach Beldon

**DATE APPROVED BY DEPARTMENT:** 6/6/2023

*For course changes, include  
approval & revision dates*

**SIGNATURE:** Andrea Cullers  
Andrea Cullers Department Chair

### **COURSE DESCRIPTION FOR CATALOG**

SRM 520 (Spring) 3hrs. cr.  
Risk Management & Legal Issues in SRM

#### **Course Description:**

Examines key issues and applications of law related to sport, recreation, entertainment, and event settings. Focus is on contract law, ambush marketing, constitution law, Title IX, liability. Special emphasis is placed on risk management for the sport, entertainment, recreational, and event industries.

#### • **LEARNING OBJECTIVES**

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

- Understand pertinent court cases to the sport and recreation industries.
- Apply pertinent court cases to the sport and recreation industries.
- Identify the risks for sport organizations and examine risk reduction strategies for the organization.
- Analyze the impact risk management has on the business of sport and recreation.
- Apply risk management concepts to the sports and recreation environment.
- Analyze and evaluate risk management concepts in the sport and recreation environment.
- Apply risk management sport concepts in the context of “real-world” examples.

#### • **ASSURANCE OF LEARNING**

- o Time on task – how much time student is expected to spend on various tasks in order to succeed? Estimate the hours per week spent in class time as well as out of class time for a typical student.

(You may wish to provide the minimum expectations according to the federal credit hour:

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*2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.)*



NEW

Proposal No. \_\_\_\_\_

**MISSOURI SOUTHERN STATE UNIVERSITY  
Academic Policies Committee/Graduate Council**

**Proposal for a NEW COURSE**

1. College: Health, Life Science, & Education Department: Kinesiology Date: 9/7/2023

2. Course Title: Financial Management in SRM Subject/Course# SRM 530

3. CIP Code: 31.0504 (contact Associate VP for Academic Affairs)

4. Credit Hrs: 3 Lecture: 3 Lab:     

5. Term first offered: Fall 2024 To be offered: Fall x Spring      Summer     

6. COURSE DESCRIPTION: Attach a syllabus prepared according to established guidelines.

7. Will this course duplicate any courses now offered? No X Yes       
If yes, list for which programs below

\_\_\_\_\_

8. This course is designed for which curricula? Masters of Science in Sport & Recreation Management  
Will it be cross-listed? If so, list courses. \_\_\_\_\_

9. How does this course address the student learning objectives for the curricula?  
This course applies financial management tactics to the specific domain of sporting events, sporting activities, and sports related products. It will directly address SRM learning objectives 1) demonstrate core administrative duties within the sport and recreation field and 6) Evaluate economic and social trends.

10. Will this course be required or elective? Required      Elective X  
If this course is required, which list the programs that require it below  
This course can be taken in lieu of FIN 550- Applied Managerial Finance

11. Has this course been approved by the faculty of the department(s) concerned? Yes X No     

12. If this course is approved -  
a. Will additional staff be needed? Yes x No       
b. Will additional space, equipment, or any major expensed be involved? Yes      No X  
c. Will a course and/or program fee will be added to this course? Yes X No       
Amount \$120 Description Graduate Course Fee  
d. What library resources would you like to have for this course?  
n/a

IF THE ANSWER TO ANY PART OF QUESTION 12 IS "YES", PLEASE EXPLAIN  
\_\_\_\_\_

13. Will this course be part of our general education offerings? Yes      No

# REQUIRED SYLLABUS CONTENT

*Academic Policies and/or Faculty Senate approval  
(pp. 58-59 Faculty Handbook)*

**COLLEGE:** Health, Life Sciences, & Education

**DEPARTMENT:** Kinesiology

**COURSE NUMBER:** SRM 530

**COURSE TITLE:** Financial Management in SRM

**COURSE CIP NO:** 31.0504 (available from Associate VPAA)

**CREDIT:** 3 cr. hrs.

**PREPARED BY:** Zachary Beldon

**DATE APPROVED BY DEPARTMENT:**

*For course changes, include  
approval & revision dates*

**SIGNATURE:**                   Andrea Cullers                    
Andrea Cullers Department Chair

## **COURSE DESCRIPTION FOR CATALOG**

### **Example:**

SRM 530 (Fall) 3 hrs. Cr.

Financial Management in SRM

This course is intended to provide students with an overview of financial management and economics in sport and recreation industries, specifically the application and understanding of financial concepts within sport and recreation businesses. Focus is placed on revenue generating processes of various sport and recreational organizations. Particularly, students learn about the importance of pricing strategies for maximizing revenue in sport and events.

### • **LEARNING OBJECTIVES**

By the end of the course, students will be able to:

- Describe basic/advanced terminology, principle, and theory used in the finance and economics of the sport and recreation industries;
- Utilize financial statements to perform financial performance analyses;
- Demonstrate their knowledge of the economic impact of sport and recreation events;
- Discuss current financial issues in sport and recreation industries;
- Advance critical thinking skills by reading, synthesizing, and critiquing relevant sport finance research.

- **ASSURANCE OF LEARNING**

- Time on task – how much time student is expected to spend on various tasks in order to succeed? Estimate the hours per week spent in class time as well as out of class time for a typical student.

(You may wish to provide the minimum expectations according to the federal credit hour:

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- 2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.)*

NEW

Proposal No. \_\_\_\_\_

**MISSOURI SOUTHERN STATE UNIVERSITY  
Academic Policies Committee/Graduate Council**

**Proposal for a NEW COURSE**

1. College: HLSE Department: KINE Date: 6/6/2023

2. Course Title: Global Aspects of Sport and Recreation Subject/Course# SRM 540

3. CIP Code: 31.0504 (contact Associate VP for Academic Affairs)

4. Credit Hrs: 3 Lecture: 3 Lab:     

5. Term first offered: Spring 2025 To be offered: Fall      Spring x Summer     

6. COURSE DESCRIPTION: Attach a syllabus prepared according to established guidelines.

7. Will this course duplicate any courses now offered? No x Yes     

If yes, list for which programs below

\_\_\_\_\_

8. This course is designed for which curricula? Masters of Science in Sport & Recreation Management

Will it be cross-listed? If so, list courses. \_\_\_\_\_

9. How does this course address the student learning objectives for the curricula?

This course evaluates trends and issues related to sport and recreation programs and entities around the world. The course will directly address SRM student learning objectives #4: Develop and assess marketing efforts and #5: Identify and analyze issues and trends within sport and recreation.

10. Will this course be required or elective? Required X Elective     

If this course is required, which list the programs that require it below

This course is required as part of the Masters of Science in Sport & Recreation Management

11. Has this course been approved by the faculty of the department(s) concerned? Yes X No     

12. If this course is approved -

a. Will additional staff be needed? Yes X No     

b. Will additional space, equipment, or any major expensed be involved? Yes      No X

c. Will a course and/or program fee will be added to this course? Yes X No     

Amount \$120 Description Graduate Course Fee

d. What library resources would you like to have for this course?

\_\_\_\_\_

IF THE ANSWER TO ANY PART OF QUESTION 12 IS "YES", PLEASE EXPLAIN

\_\_\_\_\_

13. Will this course be part of our general education offerings? Yes      No X

## REQUIRED SYLLABUS CONTENT

For School Curriculum Oversight Committees, (*Academic Policies*), and Faculty Senate approval.  
(pp. 58-59 Faculty Handbook)

**SCHOOL:** Health, Life Sciences and Education

**DEPARTMENT:** Kinesiology

**COURSE NUMBER:** SRM 540

**COURSE TITLE:** Sociology of Sport and Recreation

**COURSE CIP NO:** 31.0504

**CREDIT:** 3 cr. hrs.

**PREPARED BY:** Zach Beldon

**DATE APPROVED BY DEPARTMENT:** 6/6/2023

*For course changes, include  
approval & revision dates*

**SIGNATURE:** Andrea Cullers  
Andrea Cullers Department Chair

### COURSE DESCRIPTION FOR CATALOG

SRM 530 (Spring) 3hrs. cr.  
Sociology of Sport and Recreation

#### Course Description:

Examines the global forces impacting sport and recreation in the USA and around the world. Provides graduate students with a comprehensive view of global sport management and an understanding of cross-cultural influences on sport and recreation. Emphasis is placed on the application of research and critical thinking related to key issues in global sports.

#### • LEARNING OBJECTIVES

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

1. Differentiate between the sport organizational structures used in different countries/regions
2. Assess how Olympic sports governance has established itself in international sport management landscape
3. Evaluate the issues that sport managers face in international operations of employee management
4. Summarize the expansion of sports athlete labor in a global market at both amateur and professional levels
5. Explain how sport operates within different geopolitical environments, cultures, and economies throughout the world

- **ASSURANCE OF LEARNING**

- Time on task – how much time student is expected to spend on various tasks in order to succeed? Estimate the hours per week spent in class time as well as out of class time for a typical student.

(You may wish to provide the minimum expectations according to the federal credit hour:

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*2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.)*

NEW

Proposal No. \_\_\_\_\_

**MISSOURI SOUTHERN STATE UNIVERSITY  
Academic Policies Committee/Graduate Council**

**Proposal for a NEW COURSE**

1. College: HLSE Department: KINE Date: 6/6/2023
2. Course Title: Event Design in Sport & Recreation Subject/Course# SRM 550
3. CIP Code: 31.0504 (contact Associate VP for Academic Affairs)
4. Credit Hrs: 3 Lecture: 3 Lab:
5. Term first offered: Fall 2024 To be offered: Fall X Spring      Summer

6. COURSE DESCRIPTION: Attach a syllabus prepared according to established guidelines.

7. Will this course duplicate any courses now offered? No X Yes     

If yes, list for which programs below

8. This course is designed for which curricula? Masters of Science in Sport & Recreation Management

Will it be cross-listed? If so, list courses.     

9. How does this course address the student learning objectives for the curricula?

This course applies event design and delivery to the specific domain of sporting events, sporting activities, and sports related products. It will directly address SRM student learning objectives #2: Plan/implement/evaluate safe recreational and sport events and spaces; #5: Identify and analyze issues and trends within sport and recreation; #6: Assess economic and social impact of sport and recreation programs.

10. Will this course be required or elective? Required X Elective     

If this course is required, which list the programs that require it below

This course is required as part of the Masters of Science in Sport & Recreation Management

11. Has this course been approved by the faculty of the department(s) concerned? Yes X No     

12. If this course is approved -

a. Will additional staff be needed? Yes X No     

b. Will additional space, equipment, or any major expensed be involved? Yes      No X

c. Will a course and/or program fee will be added to this course? Yes      No X

Amount      Description     

d. What library resources would you like to have for this course?

IF THE ANSWER TO ANY PART OF QUESTION 12 IS "YES", PLEASE EXPLAIN

13. Will this course be part of our general education offerings? Yes      No X

# REQUIRED SYLLABUS CONTENT

For School Curriculum Oversight Committees, (*Academic Policies*), and Faculty Senate approval.  
(pp. 58-59 Faculty Handbook)

**SCHOOL:** Health, Life Sciences and Education

**DEPARTMENT:** Kinesiology

**COURSE NUMBER:** SRM 550

**COURSE TITLE:** Event Design in Sport & Recreation

**COURSE CIP NO:** 31.0504

**CREDIT:** 3 cr. hrs.

**PREPARED BY:** Zach Beldon

**DATE APPROVED BY DEPARTMENT:** 6/6/2023

*For course changes, include  
approval & revision dates*

**SIGNATURE:** Andrea Cullers  
Andrea Cullers Department Chair

## **COURSE DESCRIPTION FOR CATALOG**

SRM 550 (Spring) 3hrs. cr.  
Event Design in Sport & Recreation

### **Course Description:**

Design to introduce students to the theory and techniques for developing sport and recreational event programs. Topics in this course include the program development cycle, marketing SRM programs and events, the case study approach to program analysis, program design and planning, applying creativity to the program design process and program supervision and evaluation.

### **• LEARNING OBJECTIVES**

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

- Learn the scope of the job duties and planning strategies of an event coordinator/producer.
- Learn to evaluate operation delivery.
- Learn to assess the scope and delivery of an event product.
- Understand how the industry defines the event experience.
- Develop an event experience model.
- Identify viable partnerships between event experiences and external organizations.

### **• ASSURANCE OF LEARNING**



- Time on task – how much time student is expected to spend on various tasks in order to succeed? Estimate the hours per week spent in class time as well as out of class time for a typical student.

(You may wish to provide the minimum expectations according to the federal credit hour:

*In 34 CFR 600.2 of the final regulations, we defined a credit hour for Federal programs, including the Federal student financial assistance programs, as--An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:*

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*2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.)*

NEW

Proposal No. \_\_\_\_\_

**MISSOURI SOUTHERN STATE UNIVERSITY  
Academic Policies Committee/Graduate Council**

**Proposal for a NEW COURSE**

1. College: Health, Life Science, & Education Department: Kinesiology Date: 9/7/2023

2. Course Title: Management in SRM Subject/Course# SRM 560

3. CIP Code: 31.0504 (contact Associate VP for Academic Affairs)

4. Credit Hrs: 3 Lecture: 3 Lab:     

5. Term first offered: Fall 2024 To be offered: Fall X Spring      Summer     

6. COURSE DESCRIPTION: Attach a syllabus prepared according to established guidelines.

7. Will this course duplicate any courses now offered? No      Yes       
If yes, list for which programs below

\_\_\_\_\_

8. This course is designed for which curricula? Masters of Science in Sport & Recreation Management  
Will it be cross-listed? If so, list courses. \_\_\_\_\_

9. How does this course address the student learning objectives for the curricula?  
This course applies management tactics to the specific domain of sporting events, sporting activities, and sports related products. It will directly address SRM learning objectives 1) demonstrate core administrative duties within the sport and recreation field, and 2) identify and analyze issues and trends within sport and recreation.

10. Will this course be required or elective? Required      Elective X  
If this course is required, which list the programs that require it below  
This course is an option for masters students to take in lieu of Contemporary Management MGMT 550.

11. Has this course been approved by the faculty of the department(s) concerned? Yes X No     

12. If this course is approved -  
a. Will additional staff be needed? Yes X No       
b. Will additional space, equipment, or any major expensed be involved? Yes      No X  
c. Will a course and/or program fee will be added to this course? Yes x No       
Amount \$120 Description Graduate Course Fee  
d. What library resources would you like to have for this course?  
n/a

IF THE ANSWER TO ANY PART OF QUESTION 12 IS "YES", PLEASE EXPLAIN  
\_\_\_\_\_

13. Will this course be part of our general education offerings? Yes      No

## REQUIRED SYLLABUS CONTENT

*Academic Policies and/or Faculty Senate approval  
(pp. 58-59 Faculty Handbook)*

**COLLEGE:** Health, Life Sciences, & Education

**DEPARTMENT:** Kinesiology

**COURSE NUMBER:** SRM 550

**COURSE TITLE:** Management in SRM

**COURSE CIP NO:** 31.0504 (available from Associate VPAA)

**CREDIT:** 3 cr. hrs.

**PREPARED BY:** Zachary Beldon

**DATE APPROVED BY DEPARTMENT:**

*For course changes, include  
approval & revision dates*

**SIGNATURE:** Andrea Cullers  
Andrea Cullers Kinesiology Department Chair

### **COURSE DESCRIPTION FOR CATALOG**

#### **Example:**

SRM 550 (Fall) 3 hrs. cr.  
Management in SRM

The application of management principles and practices as they relate to the successful operations of sport and recreation organizations. Emphasis is on management techniques and research focusing on management of functions.

#### • **LEARNING OBJECTIVES**

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

- Identify the functions of management and the roles of a manager;
- Describe the development of management theory;
- Understand the strategic planning process and goal setting;
- Identify emerging leadership theories
- Utilize self-enhancement instruments to assess management competencies.

#### • **ASSURANCE OF LEARNING**

- o Time on task – how much time student is expected to spend on various tasks in order to succeed? Estimate the hours per week spent in class time as well as out of class time for a typical student.

(You may wish to provide the minimum expectations according to the federal credit hour:

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- 2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.)*

NEW

Proposal No. \_\_\_\_\_

**MISSOURI SOUTHERN STATE UNIVERSITY  
Academic Policies Committee/Graduate Council**

**Proposal for a NEW COURSE**

1. College: HLSE Department: KINE Date: 6/6/2023
2. Course Title: Graduate Capstone in SRM Subject/Course# SRM 595
3. CIP Code: 31.0504 (contact Associate VP for Academic Affairs)
4. Credit Hrs: 6 Lecture: 6 Lab:
5. Term first offered: Summer 2025 To be offered: Fall      Spring      Summer x
6. **COURSE DESCRIPTION:** Attach a syllabus prepared according to established guidelines.
7. Will this course duplicate any courses now offered? No x Yes       
If yes, list for which programs below
8. This course is designed for which curricula? Masters of Science in Sport & Recreation Management  
Will it be cross-listed? If so, list courses.
9. **How does this course address the student learning objectives for the curricula?**  
This course provides students an opportunity to engage with the professional sport and recreation industry in an individualized/specialized manner. This course will directly address SRM student learning objective ##3: Communicate professionals as a sport and recreation manager, #5: Identify and analyze issues and trends within sport and recreation, and #6: Assess economic and social impact.
10. Will this course be required or elective? Required x Elective       
If this course is required, which list the programs that require it below  
This course is required as part of the Masters of Science in Sport & Recreation Management
11. Has this course been approved by the faculty of the department(s) concerned? Yes x No
12. If this course is approved -
- |                                                                         |                 |                |
|-------------------------------------------------------------------------|-----------------|----------------|
| a. Will additional staff be needed?                                     | Yes <u>x</u>    | No <u>    </u> |
| b. Will additional space, equipment, or any major expensed be involved? | Yes <u>    </u> | No <u>x</u>    |
| c. Will a course and/or program fee will be added to this course?       | Yes <u>    </u> | No <u>x</u>    |
- d. What library resources would you like to have for this course?
- IF THE ANSWER TO ANY PART OF QUESTION 12 IS "YES", PLEASE EXPLAIN**
13. Will this course be part of our general education offerings? Yes      No x

## REQUIRED SYLLABUS CONTENT

For School Curriculum Oversight Committees, (*Academic Policies*), and Faculty Senate approval.  
(pp. 58-59 Faculty Handbook)

**SCHOOL:** Health, Life Sciences and Education

**DEPARTMENT:** Kinesiology

**COURSE NUMBER:** SRM 595

**COURSE TITLE:** Graduate Internship in SRM

**COURSE CIP NO:** 31.0504

**CREDIT:** 6 cr. hrs.

**PREPARED BY:** Zach Beldon

**DATE APPROVED BY DEPARTMENT:** 6/6/2023

*For course changes, include  
approval & revision dates*

**SIGNATURE:** Andrea Cullers  
Andrea Cullers Department Chair

### COURSE DESCRIPTION FOR CATALOG

SRM 595 (Summer) 6hrs. cr.  
Graduate Capstone in SRM

#### Course Description:

Provides an opportunity to engage in high-level inquiry focusing on an area of specialization within the sport and recreation professions. The learning experiences aim to bridge theory and practice and positively impact the students' professional lives and careers.

#### • LEARNING OBJECTIVES

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

- Develop one primary individual research (or activity) assignment using IRB approved research data and the submission materials that coincide with the project of their selection.
- Propose either a research study or an industry based project
- Apply existing research to their proposed project.
- An abstract for conference submission
- A co-authored paper ready for presentation
- An event operation manual

#### • ASSURANCE OF LEARNING

- Time on task – how much time student is expected to spend on various tasks in order to succeed? Estimate the hours per week spent in class time as well as out of class time for a typical student.

(You may wish to provide the minimum expectations according to the federal credit hour:

*In 34 CFR 600.2 of the final regulations, we defined a credit hour for Federal programs, including the Federal student financial assistance programs, as—An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:*

- 1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or*
- 2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.)*

**MISSOURI SOUTHERN STATE UNIVERSITY**  
**COURSE SYLLABUS**  
**EDUC 650 Research Design**

SCHOOL: Education  
DEPARTMENT: Curriculum and Instruction  
COURSE TITLE: EDUC 650 Research Design  
COURSE CIP NO: 13.0601- 650  
CREDIT: 3 cr. hrs.  
LOCATION: N/A  
CLASS MEETINGS: Online Course

**COURSE DESCRIPTION FOR CATALOG**  
EDUC 650 (Fall, Spring, Demand) 3 hrs. cr.

***Research Design***

This course is an overview of the various methods used in conducting educational research. The goals are to provide information about qualitative, quantitative, and action research methods and give examples of how each is used in P-12 educational settings. Students will design an action research project that could be used in their educational environment. Students will also examine concepts such as establishing reliability and validity and research ethics. Prerequisites: Acceptance to the MSSU Masters of Curriculum and Instruction and advisor approval.

**CONCEPTUAL FRAMEWORK: TEACHER AS A REFLECTIVE DECISION MAKER**

In this course, students will compare and contrast different research methods used in educational research. They will be asked to synthesize and apply information gained from course readings, collaboration, and instructor lecture to identify a project that applies to their educational environment.

**INSTRUCTOR INFORMATION**

**Instructor Name:** Dr. Jamie Foister  
**Office Location:** Taylor Hall, 235  
**Virtual Office Hour: Mondays 3:30-4:30**  
Other times/days- Just email me with a requested time!

**Office Telephone:** (417) 625-9676  
**Email Address:** Foister-j@mssu.edu  
**Preferred Contact:** email

**COURSE INTERACTION**

Students can expect regular and ongoing interaction between themselves and the course instructor. The course instructor will periodically (at least once every two weeks) post



announcements in the course Blackboard site regarding course content, assignments or other information relevant to student success in this class.

This course will require students to complete individual and collaborative assignments. Upload of these assignments into Blackboard Learning Management System is required. Students may expect instructor feedback on course assignments and graded discussion boards through usage of rubrics and commentary as needed for clarification and enrichment. The instructor's contact information and links are listed both in Syllabus and through Blackboard Meet the Instructor section.

## **PROGRAM COMPETENCIES**

**Missouri Model Leader Standards and Indicators: Principal Standards (2018)** are based on the national Interstate Leaders Licensure Consortium (ISLLC) Standards and employ a developmental sequence to define a professional continuum that illustrates how leaders' knowledge and skills mature and strengthen throughout their career. Professionals in school leadership positions are expected to exercise good professional judgment and to use these standards to inform and improve their own practice.

*Source <https://dese.mo.gov/sites/default/files/PrincipalStandards.pdf>*

**Professional Standards for Educational Leaders (2015)** convey the National Policy Board for Educational Administration expectations of performance for professional leaders in Missouri. Missouri Leader Standards evolve from the national Interstate Leaders Licensure Consortium (ISLLC) standards. Thus these standards recognize that leaders continuously develop knowledge and skills; regard leaders as competent managers and instructional leaders who continuously acquire new knowledge and skills; and, emphasize leaders are constantly seeking to improve their leadership practice to provide for high academic achievement for all students.

*Source <https://dese.mo.gov/sites/default/files/Prof-Standards-Educ-Leaders.pdf>*

### **Missouri Model Leader Standards and Indicators (M.L.S.): Principal Standards**

#### **Domain Standard 1: Visionary Leadership**

The Principal as the Visionary Leader develops and implements a vision for the school to guide the learning of all students.

*Leadership Competency 1: Develops a clear, measurable and shared vision (PSEL 1a,b,d,e; 5f; 7c; 10c)*

*Leadership Competency 2: Communicates the vision to stakeholders (PSEL 1c,d,f,g; 5f; 8c,h; 9l)*

*Leadership Competency 3: Collects, analyzes and interprets data to evaluate results for continuous school*

*improvement (PSEL 1d,e; 4a; 6e; 9a; 10a,b,g)*

#### **Domain Standard 2: Instructional Leadership**

The Principal as the Instructional Leader ensures a guaranteed and viable curriculum, guarantees effective instructional practice, coordinates the use of effective assessments and promotes professional learning.

*Leadership Competency 4: Engages and supports staff to vertically and horizontally align curriculum to state/district standards (PSEL 4a,b; 6d; 9i; 10a,e)*

*Leadership Competency 5: Supports staff use of a variety of research-based practices appropriate to the intended content (PSEL 2b; 4b,c,d,e; 6d,e; 10a,f)*

*Leadership Competency 6: Observes classroom instruction and provides meaningful and timely feedback on*

*teacher practice and student response (PSEL 2b; 4b,d; 6a,e,f; 10c,e,f)*

*Leadership Competency 7: Supports teacher use of formative, summative and other assessments*

Updated December 2022

*(PSEL 4a,b,f; 6d)*

*Leadership Competency 8: Analyzes multiple sources of student, school and district-level data to improve*

*student learning (PSEL 2c; 3a; 4b,g; 6e; 7g; 9g; 10a,c,e,g,h)*

### **Domain Standard 5: Innovative Leadership**

The Principal as the Innovative Leader continues professional growth, actively engages in reflective practice and applies new knowledge and understanding to drive appropriate change.  
*Leadership Competency 26: Collects knowledge, skills and best practices for improving teaching and learning*

*(PSEL 4c,e; 6f; 10a,c,f,i)*

*Leadership Competency 27: Engages in a professional network as a means for growth (PSEL 6i; 10g)*

*Leadership Competency 28: Demonstrates self-awareness and a commitment to ongoing growth and development (PSEL 2b; 6i; 10c,g,h)*

*Leadership Competency 29: Seeks feedback to improve performance (PSEL 6i; 10c,g,h)*

*Leadership Competency 30: Maintains a focus on high priorities (PSEL 6i)*

*Leadership Competency 31: Develops and acts on well-reasoned beliefs based on new knowledge and understanding (PSEL 2a; 3g,h; 7f; 8h; 9f; 10d,i)*

*Leadership Competency 32: Constructively manages and adapts to change (PSEL 2b; 3f; 7f; 8j; 9f; 10d,e,i)*

### **Professional Standards for Educational Leaders (P.S.E.L.)**

#### **Standard 1: Mission, Vision, and Core Values**

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

#### **Standard 2: Ethics and Professional Norm**

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

#### **Standard 3: Equity and Cultural Responsiveness**

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

#### **Standard 4: Curriculum, Instruction, and Assessment**

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

#### **Standard 6: Professional Capacity of School Personnel**

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

#### **Standard 7: Professional Community for Teachers and Staff**

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

#### **Standard 10: School Improvement**

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

### **OBJECTIVES**

1. Students will identify the most frequently used educational research designs and the contexts in which they are appropriate.

2. Students will frame research questions and identify appropriate ways to collect research data.
3. Students will identify and describe how validity and reliability are measured with different research designs.
4. Students will identify and describe ethical issues and common errors related to educational research.
5. Students will identify and describe potential research projects they could conduct in their educational environment.
6. Students will complete an action research project within their field.

## COURSE OUTLINE

Tasks/Assignments	Points
Class Activities and Assignments	110
Formative Paper Submissions	100
Final Research Paper	250
<b>*Note: The AR paper is over 50% of your grade.</b>	
<b>Total:</b>	<b>460</b>

### Classroom Assignments & IRB Approval

For the purposes of this course, the Action Research Project will include the following activities and, as a general rule, are not systematic data collection efforts intended to develop or contribute to generalizable knowledge and, thus, do not meet the federal regulatory definition of research (45 CRF 46.102(l)).

- Conducted during, or outside of class, with students enrolled in an official course (for credit or not for credit)
- Conducted in fulfillment of class assignments involving interactions with individuals other than the members of the class
- Typically initiated and completed within a single term
- Designed to teach research methods through student interaction with individuals or data about individuals, or designed to help students understand concepts covered by the course
- Not intended to create new knowledge or to lead to scholarly publication

As a rule, student class assignments do not fall under the jurisdiction of the IRB and do not require IRB applications, approval, or oversight. However, students will be required to complete the CITI Training: <https://about.citiprogram.org/>.

### Instructor approved projects will require the following:

- Research conducted in established or commonly accepted education settings involving normal education practices such as: (a) research on regular and special education instructional strategies and (b) research on the effectiveness of, or the comparison, among instructional techniques, curricula, or classroom management methods.

- Use of anonymous. If this is not possible, all data collected should be de-identified, coded, and the coding key should be kept separately from the information collected from those individuals.
- No presentation of research at local, state, national or international level.
- No student and/or parent surveys or interviews will be allowed.

## **TEXTBOOK**

### **Inclusive Access:**

Efrat Efron, S. & Ravid, R. (2020). *Action Research in Education*, 2<sup>nd</sup> Edition. Guilford. [ISBN-13: 9781462541621]

## **REFERENCES**

Leedy, P.D. & Ormrod, J. E (2016). *Practical research: Planning and design*, 11Ed. Pearson Education [ISBN-13: 978-0134013503]

## **LIBRARY RESOURCES**

Please access this link for access to Educational Databases

<https://libguides.mssu.edu/az.php>

### **Reference Books:**

Abbott, M. & McKinney, J. (2013). *Understanding and applying research design*. John Wiley and Sons, Inc. [SWAN: b3179603]

Vogt, W. P., Gardner, D. C., & Haeffele, L. M. (2012). *When to use what research design*. New York, NY, USA: Guilford Press.

## **PROCEDURES**

1. Blackboard group discussions.
2. Textbook readings and assignments.
3. Activities and projects.
4. Final Project

## **ASSIGNMENTS & LATE WORK POLICY**

All written work will be graded for content, spelling, grammar, mechanics, proper crediting of sources and overall professionalism. Late work will be accepted for up to 7 days after the original due date at a grade reduction of 20% from original point value. No late work will be accepted after day 7 of the original due date. No late work will be accepted for Final examination(s) and/or projects.

- The instructor reserves the right to deny late/make-up work associated with unexplained absences (see below).
- It is the responsibility of the student to recover notes, assignments and materials provided during their absence(s). This includes university-sponsored activities.

- Inclement weather/campus closure does not excuse online-submission assignment dates.

**TIME ON TASK:**

Students should expect to spend at least 3-6 hours a week each week on course activities such as reading and quizzes and 2-4 hours a week on the Action Research Project (Final Project).

**EVALUATION/GRADING POLICY**

**1. Grades:** Evaluation is based on discussions, individual assignments, and group projects. The course requires a grade of C or above to pass. Grades will be posted into Blackboard Gradebook in a timely manner. The grading scale and common course point allocations are:

93 - 100% A	85 - 92 % B	77 - 84% C	70 - 76 % D	Below 70% F
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*The instructor reserves the right to adjust assignments/points as needed.*

**UNIVERSITY POLICIES**

**Academic Integrity Statement**

Missouri Southern State University is committed to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Academic work is evaluated on the assumption that the work presented is the student’s own, unless designated otherwise. Submitting work that is not one’s own is unacceptable and is considered a serious violation of university policy. Cheating is a serious offense that invalidates the purpose of a university education. Any student who takes credit for the work of another person, offers, or accepts assistance beyond that allowed by an instructor, or uses unauthorized sources for a test or assignment is cheating. Students must be conscious of their responsibilities as scholars, to learn to discern what is included in plagiarism as well as in other breaches of the Student Handbook, and must know and practice the specifications for citations in

scholarly work. When dealing with cases of academic dishonesty, the course instructor may choose to use the campus judicial system; this includes filing an incident report with the Dean of Students, who may act on the report by issuing a written warning or by recommending disciplinary probation, suspension or expulsion. Penalties for academic dishonesty may include a failing grade on the assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate.

**Disability Accommodation Statement**

If you are an individual with a disability and require an accommodation for this class, please notify the instructor or the Coordinator of Student Disability Services, at the Student Success Center (417) 659-3725.

## **Non-Discrimination and Title IX Statement**

Missouri Southern State University emphasizes the dignity and equality common to all persons and adheres to a strict non-discrimination policy regarding the treatment of individual faculty, staff, students, third parties on campus, and applicants for employment and admissions. In accord with federal law and applicable Missouri statutes, the University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, pregnancy, ancestry, age, disability, genetic information, veteran status, or any other legally protected class, in employment or in any program or activity offered or sponsored by the University, including, but not limited to, athletics, instruction, grading, the awarding of student financial aid, recruitment, admissions, and housing. Questions, concerns, and reports about Title IX, including sexual misconduct or pregnancy educational planning, should be directed to the Title IX Coordinator in the Student Affairs Office at (417) 625-9532.

I will seek to keep information private to the greatest extent possible. However, as an instructor, I have a mandatory reporting responsibility. I am required to share information regarding sexual misconduct or information about a crime that may have occurred related to Title IX. Students may speak to someone confidentially by contacting a counselor in the Advising, Counseling, and Testing Services Office (ACTS) at (417) 625-9324. Crime reports to law enforcement can be made at (417) 623-3131.

## **Basic Needs Statement**

Students experiencing personal or academic distress, food insecurity, and/or difficulty navigating campus resources are encouraged to contact the Office of Student Affairs (417.625.9392 / studentaffairs@mssu.edu) for support. If you are uncomfortable making this contact, please notify your instructor so they can assist you in locating the needed resources.

## **Copyright Statement**

You are encouraged to use the materials from these courses to learn. You can listen, read, view and interact with the pages. You can print them out for your own use.

You may not, however, let others not registered in the courses hear audio, view or read pages, either on the screen or printed out. You may not make copies of these copyrighted and all rights reserved materials electronically or optically without express permission from the copyright holder. You may not incorporate these copyrighted materials or derivatives into other works. The copyright includes the course artwork.

Some portions of the courses use material from other copyrighted material. These materials are noted and are used with permission of the author, or under compliance with federal guidelines.

You are encouraged to use materials you create as part of the course; however, you may not use materials created by others taking the course without their written permission. This includes but is not limited to written assignments submitted to the instructor, postings to discussion groups or any online comments or other collaborative events.

MSSU will not use any of your work for purposes other than your learning without getting your written permission. If we use your materials with your permission, we will credit your work if you so desire.

**APPLIED MANAGERIAL FINANCE**  
**FIN 550**  
**Summer 2023**

**Instructor:** Dr. Brian Nichols  
**Office phone:** 417-625-9599  
**E-mail address:** [nichols-b@mssu.edu](mailto:nichols-b@mssu.edu)  
**Office:** Plaster Hall Room 310C

**Required Texts:**

Finance for Nonfinancial Managers ebook, Siciliano, 2<sup>nd</sup> edition, 2015, McGraw-Hill. ISBN 9780071824361.

Analysis for Financial Management through Connect, Higgins, 13<sup>th</sup> edition, 2023, McGraw-Hill. ISBN 9781264435494.

**Purpose and Objectives:** This course will familiarize students with the financial terminology and tools used by managers to evaluate and forecast financial performance. Topics will include financial statement construction and performance indicators; investing and financing; business planning, including budgeting and forecasting; and business growth.

**Grading:** Course grade will be based on:

	<u>Points</u>
Group Cases	180
Midterm exam	100
Group Term Paper	100
Final exam	<u>100</u>
	480 points total

Final grades will be based on the percentage of total points achieved: A = 90%, B=80%, C=70%, D=60%, F<60%. Grades, homework assignments, handouts, and the syllabus will be available on the Blackboard site for this class at [mssu.blackboard.com](http://mssu.blackboard.com).

**PowerPoints and supplementary resources:** The PowerPoint presentations for the Higgins text are posted under the Course Documents tab. They are a good way to get an overall sense of the chapter, and a good summary of the main points in the chapter. I encourage you to use them along with your reading of the chapters. I may also post other supplementary resources under the Course Documents tab during the semester.

**Group Cases:** We will construct groups of 4-5 members. Group cases will be assigned weekly. Each case assignment will be worth 30 points. Only one member of the group needs to submit the answers. All cases must be turned in by midnight on the due date. Any cases turned in within 2 days after the due date will be assessed a 50% penalty; no assignments will be accepted afterwards.

**Exams:** There will be a midterm exam and a final exam for the course. These will consist of short answer problems from the Higgins textbook. I will post each exam at least three days before it is due; it must be completed by midnight on the due date. The course outline below lists what chapters will be covered on each exam.



**Group Term Paper:** You will complete a group paper that consists of analyzing the financial performance of two competitor firms. Details of the paper will be posted under the Week 6 content area in Blackboard.

**Discussion board:** I have posted a Discussion Board forum for each week as well as for starting the class and the term paper. If you have questions about the material or the class, please post them in the forum, and I will respond quickly.

**Office visits:** If you need to arrange a face-to-face visit, we can set up a time to meet, or you can just stop by during my office hours.

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### **Academic Impact for University-Sponsored Academic and Athletic Absences**

Students participating in University sponsored academic and athletic events are considered representatives of the University and scheduled activities/competitions resulting in a missed class may be considered excused absences. Missed classes qualify as excused absences if the student informs the instructor(s) in advance, is responsible for all information, tests, materials and assignments, and completes assigned work prior to the departure, unless the instructor has agreed to other arrangements.

Faculty are encouraged to work with students, whenever possible, to facilitate their participation in University sponsored academic and athletic events; however, in some cases, it is not possible to replicate missed course content. In these cases, students may need to attend class.

Whenever possible, students participating in University sponsored academic and athletic events should work with their advisor to create a schedule that will avoid missed class time.

Students should not be penalized if absent from a test, lecture, lab or other activity because of an excused absence. Policies should be fair and equitable in application. For example, excused absences should not be penalized with point reductions or require students utilize the dropped grade option for a University sponsored activity or athletic event. Inclement weather and other factors may preclude a student's ability to provide notification in advance and/or to complete assigned work prior to departure or return to campus. It may be necessary to provide make-up opportunities in these cases. No class time shall be missed for practices or home events except for time required to prepare or warm-up before the activity/competition. Logistics necessary for home activities or competitions will vary by activity/sport so students and instructors should collaborate to handle this missed class time as part of the absence if possible. For away competitions students shall not miss class prior to 30 minutes before the scheduled time of departure.

Students who will miss class due to participation will identify themselves to their instructors at the beginning of each semester using the approved documentation and provide a schedule with departure times to identify class meetings in conflict with event dates. In addition, the student is responsible for reminding the instructor by e-mail and/or in person of each upcoming absence. The student who fails to properly communicate with her/his instructor in this regard may be penalized for an absence per the course syllabi. The amount of lead time for upcoming absences should be discussed by the instructor and student as this may vary with the situation. Sponsors and coaches are asked to confirm an accurate roster of students traveling for each event. Students who are unable to participate or have not been cleared to play should attend class.

**Professional Conduct:** Attendance is expected and required. If class is missed, the student is responsible for determining what was covered. Cell phone usage, texting, and non-medical ear devices are unprofessional in a business setting. Leaving class without prior notice or visiting with other students while the professor or another student is talking is also unprofessional.

**Disclaimer:** The instructor reserves the right to alter the syllabus or the schedule during the semester as needed. Any deviations will be announced in class and a revised syllabus will be made available.

### Course Outline

WEEK	TOPIC	CHAPTERS	
		SICILIANO	HIGGINS
1	Intro, Financial Statements	1, 2, 3, 4	1
2	Cash Flows, Performance Evaluation	5, 6, 7	1, 2
3	Investments & Financing	9, 13	5, 7
4	Midterm Exam		
5	Risk & Breakeven	10	8
6	Planning & Forecasting	11	3
7	Budgeting	12	3
8	Final Exam		

### Course Calendar With Due Dates for Assignments and Exams

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	JUNE 5	JUNE 6	JUNE 7	JUNE 8	JUNE 9	JUNE 10
JUNE 11	JUNE 12	JUNE 13 Group Case 1	JUNE 14	JUNE 15	JUNE 16	JUNE 17
JUNE 18 Group Case 2	JUNE 19	JUNE 20	JUNE 21	JUNE 22	JUNE 23	JUNE 24
JUNE 25 Group Case 3	JUNE 26	JUNE 27	JUNE 28	JUNE 29	JUNE 30	JULY 1
JULY 2 Midterm Exam	JULY 3	JULY 4	JULY 5	JULY 6	JULY 7	JULY 8
JULY 9 Group Case 4	JULY 10	JULY 11	JULY 12	JULY 13	JULY 14	JULY 15 Group Paper
JULY 16 Group Case 5	JULY 17	JULY 18	JULY 19	JULY 20	JULY 21	JULY 22
JULY 23 Group Case 6	JULY 24	JULY 25	JULY 26	JULY 27 Final Exam		

**MISSOURI SOUTHERN STATE UNIVERSITY**  
**COURSE SYLLABUS**  
EDUC 650 Research Design

SCHOOL: Education  
DEPARTMENT: Curriculum and Instruction  
COURSE TITLE: EDUC 650 Research Design  
COURSE CIP NO: 13.0601- 650  
CREDIT: 3 cr. hrs.  
LOCATION: N/A  
CLASS MEETINGS: Online Course

**COURSE DESCRIPTION FOR CATALOG**  
EDUC 650 (Fall, Spring, Demand) 3 hrs. cr.

***Research Design***

This course is an overview of the various methods used in conducting educational research. The goals are to provide information about qualitative, quantitative, and action research methods and give examples of how each is used in P-12 educational settings. Students will design an action research project that could be used in their educational environment. Students will also examine concepts such as establishing reliability and validity and research ethics. Prerequisites: Acceptance to the MSSU Masters of Curriculum and Instruction and advisor approval.

**CONCEPTUAL FRAMEWORK: TEACHER AS A REFLECTIVE DECISION MAKER**

In this course, students will compare and contrast different research methods used in educational research. They will be asked to synthesize and apply information gained from course readings, collaboration, and instructor lecture to identify a project that applies to their educational environment.

**INSTRUCTOR INFORMATION**

**Instructor Name:** Dr. Jamie Foister  
**Office Location:** Taylor Hall, 235  
**Virtual Office Hour: Mondays 3:30-4:30**  
Other times/days- Just email me with a requested time!

**Office Telephone:** (417) 625-9676  
**Email Address:** Foister-j@mssu.edu  
**Preferred Contact:** email

**COURSE INTERACTION**

Students can expect regular and ongoing interaction between themselves and the course instructor. The course instructor will periodically (at least once every two weeks) post

announcements in the course Blackboard site regarding course content, assignments or other information relevant to student success in this class.

This course will require students to complete individual and collaborative assignments. Upload of these assignments into Blackboard Learning Management System is required. Students may expect instructor feedback on course assignments and graded discussion boards through usage of rubrics and commentary as needed for clarification and enrichment. The instructor's contact information and links are listed both in Syllabus and through Blackboard Meet the Instructor section.

## **PROGRAM COMPETENCIES**

**Missouri Model Leader Standards and Indicators: Principal Standards (2018)** are based on the national Interstate Leaders Licensure Consortium (ISLLC) Standards and employ a developmental sequence to define a professional continuum that illustrates how leaders' knowledge and skills mature and strengthen throughout their career. Professionals in school leadership positions are expected to exercise good professional judgment and to use these standards to inform and improve their own practice.

Source <https://dese.mo.gov/sites/default/files/PrincipalStandards.pdf>

**Professional Standards for Educational Leaders (2015)** convey the National Policy Board for Educational Administration expectations of performance for professional leaders in Missouri. Missouri Leader Standards evolve from the national Interstate Leaders Licensure Consortium (ISLLC) standards. Thus these standards recognize that leaders continuously develop knowledge and skills; regard leaders as competent managers and instructional leaders who continuously acquire new knowledge and skills; and, emphasize leaders are constantly seeking to improve their leadership practice to provide for high academic achievement for all students.

Source <https://dese.mo.gov/sites/default/files/Prof-Standards-Educ-Leaders.pdf>

### **Missouri Model Leader Standards and Indicators (M.L.S.): Principal Standards**

#### **Domain Standard 1: Visionary Leadership**

The Principal as the Visionary Leader develops and implements a vision for the school to guide the learning of all students.

*Leadership Competency 1: Develops a clear, measurable and shared vision (PSEL 1a,b,d,e; 5f; 7c; 10c)*

*Leadership Competency 2: Communicates the vision to stakeholders (PSEL 1c,d,f,g; 5f; 8c,h; 9l)*

*Leadership Competency 3: Collects, analyzes and interprets data to evaluate results for continuous school*

*improvement (PSEL 1d,e; 4a; 6e; 9a; 10a,b,g)*

#### **Domain Standard 2: Instructional Leadership**

The Principal as the Instructional Leader ensures a guaranteed and viable curriculum, guarantees effective instructional practice, coordinates the use of effective assessments and promotes professional learning.

*Leadership Competency 4: Engages and supports staff to vertically and horizontally align curriculum to state/district standards (PSEL 4a,b; 6d; 9i; 10a,e)*

*Leadership Competency 5: Supports staff use of a variety of research-based practices appropriate to the intended content (PSEL 2b; 4b,c,d,e; 6d,e; 10a,f)*

*Leadership Competency 6: Observes classroom instruction and provides meaningful and timely feedback on*

*teacher practice and student response (PSEL 2b; 4b,d; 6a,e,f; 10c,e,f)*

*Leadership Competency 7: Supports teacher use of formative, summative and other assessments*

Updated December 2022

*(PSEL 4a,b,f; 6d)*

*Leadership Competency 8: Analyzes multiple sources of student, school and district-level data to improve*

*student learning (PSEL 2c; 3a; 4b,g; 6e; 7g; 9g; 10a,c,e,g,h)*

### **Domain Standard 5: Innovative Leadership**

The Principal as the Innovative Leader continues professional growth, actively engages in reflective practice and applies new knowledge and understanding to drive appropriate change.  
*Leadership Competency 26: Collects knowledge, skills and best practices for improving teaching and learning*

*(PSEL 4c,e; 6f; 10a,c,f,i)*

*Leadership Competency 27: Engages in a professional network as a means for growth (PSEL 6i; 10g)*

*Leadership Competency 28: Demonstrates self-awareness and a commitment to ongoing growth and development (PSEL 2b; 6i; 10c,g,h)*

*Leadership Competency 29: Seeks feedback to improve performance (PSEL 6i; 10c,g,h)*

*Leadership Competency 30: Maintains a focus on high priorities (PSEL 6i)*

*Leadership Competency 31: Develops and acts on well-reasoned beliefs based on new knowledge and understanding (PSEL 2a; 3g,h; 7f; 8h; 9f; 10d,i)*

*Leadership Competency 32: Constructively manages and adapts to change (PSEL 2b; 3f; 7f; 8j; 9f; 10d,e,i)*

### **Professional Standards for Educational Leaders (P.S.E.L.)**

#### **Standard 1: Mission, Vision, and Core Values**

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

#### **Standard 2: Ethics and Professional Norm**

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

#### **Standard 3: Equity and Cultural Responsiveness**

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

#### **Standard 4: Curriculum, Instruction, and Assessment**

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

#### **Standard 6: Professional Capacity of School Personnel**

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

#### **Standard 7: Professional Community for Teachers and Staff**

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

#### **Standard 10: School Improvement**

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

### **OBJECTIVES**

1. Students will identify the most frequently used educational research designs and the contexts in which they are appropriate.

2. Students will frame research questions and identify appropriate ways to collect research data.
3. Students will identify and describe how validity and reliability are measured with different research designs.
4. Students will identify and describe ethical issues and common errors related to educational research.
5. Students will identify and describe potential research projects they could conduct in their educational environment.
6. Students will complete an action research project within their field.

## COURSE OUTLINE

Tasks/Assignments	Points
Class Activities and Assignments	110
Formative Paper Submissions	100
Final Research Paper	250
<b>*Note: The AR paper is over 50% of your grade.</b>	
<b>Total:</b>	<b>460</b>

### Classroom Assignments & IRB Approval

For the purposes of this course, the Action Research Project will include the following activities and, as a general rule, are not systematic data collection efforts intended to develop or contribute to generalizable knowledge and, thus, do not meet the federal regulatory definition of research (45 CRF 46.102(l)).

- Conducted during, or outside of class, with students enrolled in an official course (for credit or not for credit)
- Conducted in fulfillment of class assignments involving interactions with individuals other than the members of the class
- Typically initiated and completed within a single term
- Designed to teach research methods through student interaction with individuals or data about individuals, or designed to help students understand concepts covered by the course
- Not intended to create new knowledge or to lead to scholarly publication

As a rule, student class assignments do not fall under the jurisdiction of the IRB and do not require IRB applications, approval, or oversight. However, students will be required to complete the CITI Training: <https://about.citiprogram.org/>.

### Instructor approved projects will require the following:

- Research conducted in established or commonly accepted education settings involving normal education practices such as: (a) research on regular and special education instructional strategies and (b) research on the effectiveness of, or the comparison, among instructional techniques, curricula, or classroom management methods.

- Use of anonymous. If this is not possible, all data collected should be de-identified, coded, and the coding key should be kept separately from the information collected from those individuals.
- No presentation of research at local, state, national or international level.
- No student and/or parent surveys or interviews will be allowed.

## **TEXTBOOK**

### **Inclusive Access:**

Efrat Efron, S. & Ravid, R. (2020). *Action Research in Education*, 2<sup>nd</sup> Edition. Guilford. [ISBN-13: 9781462541621]

## **REFERENCES**

Leedy, P.D. & Ormrod, J. E (2016). *Practical research: Planning and design*, 11Ed. Pearson Education [ISBN-13: 978-0134013503]

## **LIBRARY RESOURCES**

Please access this link for access to Educational Databases

<https://libguides.mssu.edu/az.php>

### **Reference Books:**

Abbott, M. & McKinney, J. (2013). *Understanding and applying research design*. John Wiley and Sons, Inc. [SWAN: b3179603]

Vogt, W. P., Gardner, D. C., & Haeffele, L. M. (2012). *When to use what research design*. New York, NY, USA: Guilford Press.

## **PROCEDURES**

1. Blackboard group discussions.
2. Textbook readings and assignments.
3. Activities and projects.
4. Final Project

## **ASSIGNMENTS & LATE WORK POLICY**

All written work will be graded for content, spelling, grammar, mechanics, proper crediting of sources and overall professionalism. Late work will be accepted for up to 7 days after the original due date at a grade reduction of 20% from original point value. No late work will be accepted after day 7 of the original due date. No late work will be accepted for Final examination(s) and/or projects.

- The instructor reserves the right to deny late/make-up work associated with unexplained absences (see below).
- It is the responsibility of the student to recover notes, assignments and materials provided during their absence(s). This includes university-sponsored activities.



- Inclement weather/campus closure does not excuse online-submission assignment dates.

#### **TIME ON TASK:**

Students should expect to spend at least 3-6 hours a week each week on course activities such as reading and quizzes and 2-4 hours a week on the Action Research Project (Final Project).

#### **EVALUATION/GRADING POLICY**

**1. Grades:** Evaluation is based on discussions, individual assignments, and group projects. The course requires a grade of C or above to pass. Grades will be posted into Blackboard Gradebook in a timely manner. The grading scale and common course point allocations are:

93 - 100% A	85 - 92 % B	77 - 84% C	70 - 76 % D	Below 70% F
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*The instructor reserves the right to adjust assignments/points as needed.*

#### **UNIVERSITY POLICIES**

##### **Academic Integrity Statement**

Missouri Southern State University is committed to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Academic work is evaluated on the assumption that the work presented is the student's own, unless designated otherwise. Submitting work that is not one's own is unacceptable and is considered a serious violation of university policy. Cheating is a serious offense that invalidates the purpose of a university education. Any student who takes credit for the work of another person, offers, or accepts assistance beyond that allowed by an instructor, or uses unauthorized sources for a test or assignment is cheating. Students must be conscious of their responsibilities as scholars, to learn to discern what is included in plagiarism as well as in other breaches of the Student Handbook, and must know and practice the specifications for citations in

scholarly work. When dealing with cases of academic dishonesty, the course instructor may choose to use the campus judicial system; this includes filing an incident report with the Dean of Students, who may act on the report by issuing a written warning or by recommending disciplinary probation, suspension or expulsion. Penalties for academic dishonesty may include a failing grade on the assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate.

##### **Disability Accommodation Statement**

If you are an individual with a disability and require an accommodation for this class, please notify the instructor or the Coordinator of Student Disability Services, at the Student Success Center (417) 659-3725.

## **Non-Discrimination and Title IX Statement**

Missouri Southern State University emphasizes the dignity and equality common to all persons and adheres to a strict non-discrimination policy regarding the treatment of individual faculty, staff, students, third parties on campus, and applicants for employment and admissions. In accord with federal law and applicable Missouri statutes, the University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, pregnancy, ancestry, age, disability, genetic information, veteran status, or any other legally protected class, in employment or in any program or activity offered or sponsored by the University, including, but not limited to, athletics, instruction, grading, the awarding of student financial aid, recruitment, admissions, and housing. Questions, concerns, and reports about Title IX, including sexual misconduct or pregnancy educational planning, should be directed to the Title IX Coordinator in the Student Affairs Office at (417) 625-9532.

I will seek to keep information private to the greatest extent possible. However, as an instructor, I have a mandatory reporting responsibility. I am required to share information regarding sexual misconduct or information about a crime that may have occurred related to Title IX. Students may speak to someone confidentially by contacting a counselor in the Advising, Counseling, and Testing Services Office (ACTS) at (417) 625-9324. Crime reports to law enforcement can be made at (417) 623-3131.

## **Basic Needs Statement**

Students experiencing personal or academic distress, food insecurity, and/or difficulty navigating campus resources are encouraged to contact the Office of Student Affairs (417.625.9392 / [studentaffairs@mssu.edu](mailto:studentaffairs@mssu.edu)) for support. If you are uncomfortable making this contact, please notify your instructor so they can assist you in locating the needed resources.

## **Copyright Statement**

You are encouraged to use the materials from these courses to learn. You can listen, read, view and interact with the pages. You can print them out for your own use.

You may not, however, let others not registered in the courses hear audio, view or read pages, either on the screen or printed out. You may not make copies of these copyrighted and all rights reserved materials electronically or optically without express permission from the copyright holder. You may not incorporate these copyrighted materials or derivatives into other works. The copyright includes the course artwork.

Some portions of the courses use material from other copyrighted material. These materials are noted and are used with permission of the author, or under compliance with federal guidelines.

You are encouraged to use materials you create as part of the course; however, you may not use materials created by others taking the course without their written permission. This includes but is not limited to written assignments submitted to the instructor, postings to discussion groups or any online comments or other collaborative events.

MSSU will not use any of your work for purposes other than your learning without getting your written permission. If we use your materials with your permission, we will credit your work if you so desire.

MSSU New Program Proposal  
Proposed Marketing Plan

Name of Program Sport and Recreation Management

Department Kinesiology

College Health, Life Sciences, and Education

Product

1. Describe the program in a way that would be understandable to potential students.

This degree is designed to help students that are interested in working in sports or recreation. This degree helps prepare students for management-level positions within the sports and recreation industries. Students will learn not only how to do various upper-management level duties, but also why they are doing the tasks. Students will learn necessary business skills, facility and event management, marketing and promotion, and more. This degree will help students advance in their careers and opens up opportunities in other fields.

Target Market

2. Indicate which type of students to which you feel this program will appeal?

Age:

Traditional 18-24 years- student athletes with eligibility remaining

Adult students over 24 years

Life Style:

Working professional

Returning military

Full time parent

Part-time worker

Other (please specify)- student-athletes with a year of eligibility left

Home Geography:

Local

Regional

National

International

With the degree being offered online, students can complete the degree from anywhere in the world.

What are the potential career paths for graduates of this program?

Potential career paths for graduates of this program include: college athletic administration, interscholastic athletic departments, professional sports, health and country clubs, charitable and youth organizations, sport marketing and promotions, facility/event management and planning, activity programming, community recreation departments, and program management.

Will this program compete with other programs

On campus (name which programs)

at other regional universities (name programs and universities)

Place

How will this program be delivered? Please give a brief explanation why this delivery method(s) was chosen.

traditional face-to-face

asynchronous online only- this method was selected to allow for students across the region, and globally, to complete the degree at their own pace, in as little as 1-year. Workers within the sports industry work various hours throughout the day, so scheduling courses where students would be able to attend would limit many industry workers from being able to enroll in courses.

hybrid

synchronous online

Promotion

Personal selling (recruiting)

Identify at least three methods of recruiting for this program

- Posts through social media advertising the degree
- Graduate program open house opportunities to help interested students learn more
- Attending graduate student fairs at regional colleges
- Mailings advertising the degree to those with a passion for sport and recreation

## PR

Identify at least three ways you can increase awareness of this program (speak at civic organizations, press releases, etc.)

- Press Releases regarding the creation of the degree and student employment success within the degree
- Speak at industry events (MoPRA, NIRSA Region IV, MIAA Conference, etc.)
- Social media posts- we already have accounts and images created for the undergraduate programs, so it is updating to reflect the new degrees)
- Sponsorships of regional sport and recreational events

## Advertising

Identify what you would want featured in advertising, such as tag lines, program's unique features, faculty expertise, or expect employer demand for graduates, etc.

- Tagline: "Master the Game: Build Your Legacy with a Master's in Sport and Recreation Management at Missouri Southern State University"
- Unique Features: Complete a masters in as little as 1 year **ONLINE!**
- Faculty: Students are taught by leaders within the sport and recreation industry

Given the Target Market you identified above, what would be the best media outlets to reach the students?

- Promoted social media posts
- Sponsoring sport and recreational events

What marketing materials would you like to develop?

- Billboard designs and sponsored social media posts

What is your estimated budget to market this program for the first year?

- \$500 from Kinesiology Activity Budget
- \$500 from Kinesiology Department Budget

**MSSU Assessment Plan**  
**Name of Program: Sport and Recreation Management Master's of Science**  
**For Six Year Period 2024 to 2026**

Student Learning Outcome	Objectives	Process for Collecting Evidence (e.g., course, assignment)	Target/Expectation	Planned Assessment Year(s)	When Data will Be Reviewed and Recommendations Made (Closing the Loop) Who is responsible?
Students will demonstrate core administrative duties within the sport and recreation field.	1. students will demonstrate effective understanding of marketing plans and strategies.	Marketing plan proposal and analysis with rubric in SRM 500.	At least 85% of students will score a 3 or above on the rubric.	Fall 23 semester Fall 24 semester Fall 25 semester	Spring 25 SRM Assessment Committee
	2. student will demonstrate an effective understanding of facility design and management	Facility evaluation in SRM 510	At least 85% of students will score a 3 or above on the rubric	Spring 25 semester Spring 26 semester Spring 27	Fall 25 SRM Assessment Committee
Students will be able to plan/implement/evaluate safe recreational and sport events.	1. Students will be effectively plan a recreational or sport event.	Event proposal in SRM 550	At least 85% of students will score a 3 or above on the rubric.	Fall 23 semester Fall 24 semester Fall 25 semester	Spring 25 SRM Assessment Committee
	2. Students will effectively assess risks associated with an event.	Event analysis in SRM 520	At least 85% of students will score a 3 or above on the rubric.	Spring 25 semester Spring 26 semester	Fall 25 SRM Assessment Committee
	3. Students will effectively evaluate a facility used for	Facility evaluation in SRM 510	At least 85% of students will score a 3	Spring 27 semester Spring 25 semester Spring 26 semester	Spring 25 SRM Assessment Committee

	sport and recreational activities.		or above on the rubric.	Spring 27 semester	SRM Assessment Committee
Students will communicate professionally as a sport and recreation manager	<ol style="list-style-type: none"> <li>Students will demonstrate effective written communication.</li> <li>Students will demonstrate effective oral communication</li> </ol>	<p>Marketing Proposal in SRM 500</p> <p>Court brief presentation in SRM 520</p>	<p>At least 85% of students will score a 3 or above on the rubric.</p> <p>At least 85% of students will score a 3 or above on the rubric.</p>	<p>Fall 23 semester</p> <p>Fall 24 semester</p> <p>Fall 25 semester</p> <p>Spring 25 semester</p> <p>Spring 26 semester</p> <p>Spring 27 semester</p>	<p>Spring 25</p> <p>SRM Assessment Committee</p> <p>Fall 25</p> <p>SRM Assessment Committee</p> <p>Spring 25</p> <p>SRM Assessment Committee</p>
Students will develop and assess marketing efforts.	<ol style="list-style-type: none"> <li>Students will effectively identify different marketing efforts</li> <li>Students will identify marketing strategies for sport around the world</li> </ol>	<p>Marketing analysis in SRM 500</p> <p>Global Sport Analysis in SRM 540</p>	<p>At least 85% of students will score a 3 or above on the rubric.</p> <p>At least 85% of students will score a 3 or above on the rubric.</p>	<p>Fall 23 semester</p> <p>Fall 24 semester</p> <p>Fall 25 semester</p> <p>Fall 23 semester</p> <p>Fall 24 semester</p> <p>Fall 25 semester</p>	<p>Spring 25</p> <p>SRM Assessment Committee</p> <p>Spring 25</p> <p>SRM Assessment Committee</p> <p>Spring 25</p> <p>SRM Assessment Committee</p>
Students will identify and analyze issues and trends within sport and recreation.	<ol style="list-style-type: none"> <li>Students will identify emerging trends on the sport and recreational global level.</li> <li>Students will demonstrate an ability to plan an event utilizing trends within the industry.</li> </ol>	<p>Global Trends Paper in SRM 540</p> <p>Event Proposal in SRM 550</p>	<p>At least 85% of students will score a 3 or above on the rubric.</p> <p>At least 85% of students will score a 3 or above on the rubric.</p>	<p>Fall 23 semester</p> <p>Fall 24 semester</p> <p>Fall 25 semester</p> <p>Fall 23 semester</p> <p>Fall 24 semester</p> <p>Fall 25 semester</p>	<p>Spring 25</p> <p>SRM Assessment Committee</p> <p>Spring 25</p> <p>SRM Assessment Committee</p> <p>Spring 25</p> <p>SRM Assessment Committee</p>
Students will assess economic and social impact of sport and recreation.	<ol style="list-style-type: none"> <li>Students will identify the economic effect of an event on the community.</li> </ol>	<p>Event evaluation in SRM 550</p>	<p>At least 85% of students will score a 3 or above on the rubric.</p>	<p>Fall 23 semester</p> <p>Fall 24 semester</p> <p>Fall 25 semester</p>	<p>Spring 25</p> <p>SRM Assessment Committee</p> <p>Spring 25</p> <p>SRM Assessment Committee</p>



	<p>2. Students will identify the social benefit of sports and recreation within a country.</p>	<p>National Sport Report in SRM 540</p>	<p>At least 85% of students will score a 3 or above on the rubric.</p>	<p>Fall 23 semester Fall 24 semester Fall 25 semester</p>	<p>Spring 25 SRM Assessment Committee</p>
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