University of Wisconsin-Whitewater

Curriculum Proposal Form #3

## New Course

**Effective Term:**

**Subject Area - Course Number:** **HELEAD 731 Cross-listing:**

(See Note #1 below)

**Course Title:** (Limited to 65 characters) Budget and Financial Management in Athletics and Higher Education

**25-Character Abbreviation:** Budget and Finance in HE

**Sponsor(s):** Dr. Kristina Navarro

**Department(s):** HPERC /C&I

**College(s):**

# **Consultation took place**: [ ]  NA [x]  Yes (list departments and attach consultation sheet)

Departments: HPERC

**Programs Affected:** **MSE-PD (Higher Education Leadership and Higher Education Athletics Administraton emphases)**

**Is paperwork complete for those programs?** (Use "Form 2" for Catalog & Academic Report updates)

[ ]  NA [x]  Yes [ ]  will be at future meeting

**Prerequisites:** None

**Grade Basis:** [x]  Conventional Letter [ ]  S/NC or Pass/Fail

**Course will be offered:** [x]  Part of Load [ ]  Above Load

 [ ]  On Campus [ ]  Off Campus - Location

**College:**  **Dept/Area(s):** C&I

**Instructor:** Dr. Kristina Navarro

 *Note: If the course is dual-listed, instructor must be a member of Grad Faculty.*

**Check if the Course is to Meet Any of the Following:**

[ ]  Technological Literacy Requirement [ ]  Writing Requirement

[ ]  Diversity [ ]  General Education Option:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Credit/Contact Hours:** (per semester)

Total lab hours: 0 Total lecture hours: 48

Number of credits: 3 Total contact hours: 48

**Can course be taken more than once for credit? (Repeatability)**

[x]  No [ ]  Yes If "Yes", answer the following questions:

No of times in major:       No of credits in major:

No of times in degree:       No of credits in degree:

Proposal Information: ([***Procedures for form #3***](http://acadaff.uww.edu/UCC/Curriculum_Handbook_09/Procedures_form3.docx))

**Course justification:**

The Higher Education Leadership program continues to experience increases in the number of students desiring graduate courses in athletics administration. This is a new course that will be used to develop the Higher Education Athletics Administration MSE-PD emphasis. Graduate students in the MSE-PD forthcoming emphasis in Higher Education Athletics Administration emphasis are able to take this 700 level course to fulfill elective credit requirements.

**Relationship to program assessment objectives:**

This serves as a new MSE-PD graduate 700 level class. This graduate course will assist in efforts to meet student need.

The table below shows relevant student learning outcomes from the MSE-PD assessment matrix and identifies each student learning outcome that is Introduced, Developed, and/or Applied in this course.

|  |  |
| --- | --- |
| **VOICE** | **I-Introduced** **D-Developed** **A-Applied** |
| Present evidence that student can communicate effectively to achieve desired outcomes in the professional setting | **D, A** |
| **RESEARCH** |  |
| Locate and critically read relevant professional research | **D, A** |
| Analyze research in the appropriate professional fields and apply it to practice | **D, A** |
| **PRACTICE** |  |
| Evaluate own assumptions, perspectives and values related to professional practice | **D,A** |
| Create a plan for ongoing professional development  | **D, A**  |

**Budgetary impact:**

The new course would be accomplished as part of load for a current member of the graduate faculty and graduate coordinator (Dr. Kristina Navarro), or on a case by case basis with an adjunct faculty member possessing a terminal degree who has been approved by the C&I Department as a member of the graduate faculty.

**Course description:** (50 word limit)

This course will introduce students to intercollegiate athletics and higher education budget and finance including NCAA Divisions I, II and III financial models. Students will understand and apply how to implement financial models. Students will examine budget challenges and develop proposed solutions, underscoring the strengths and weaknesses of each approach.

**If dual listed, list graduate level requirements for the following: Not Applicable**

1. **Content** (e.g., What are Additional presentation/project requirements?) Not Applicable

2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates? ) Not Applicable

3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

Not Applicable

**Course objectives and tentative course syllabus:**

 Students should gain an in-depth understanding of:

1. The governance and compliance structures of intercollegiate athletics including NCAA Divisions 1, 2 and 3
2. The athletic conference rules and institutional policies that govern intercollegiate athletics.
3. The process of examining and interpreting compliance policies and applying these to practical situations.

Students who complete this course will:

1. Develop an understanding of how to engage in meaningful discourse regarding the key issues in intercollegiate athletics and higher education governance and compliance
2. Apply and appreciate the complex rules and regulations which exist to govern intercollegiate athletics
3. Apply critical ethical issues when enforcing compliance requirements
4. Examine and interpret compliance policies and apply them to practical situations

**University of Wisconsin-Whitewater**

**College of Education and Professional Studies**

**HELEAD 731**

**Budget and Financial Management in Athletics and Higher Education**

**Instructor:** Dr. Kristina M. Navarro

 HPERC, C&I-HELEAD

**Contact Info:** navarrok@uww.edu

**Office Hours:** Monday 2-4pm, Wednesday 12-1pm, 2-4pm

**Course Description:**

This course will introduce students to intercollegiate athletics and higher education budget and finance including NCAA Divisions I, II and III financial models. Students will understand and apply how to implement financial models. Students will examine budget challenges and develop proposed solutions, underscoring the strengths and weaknesses of each approach.

**Prerequisite:** Graduate status

**Learning Outcomes and Course Objectives:**

Students should gain an in-depth understanding of:

1. Intercollegiate athletics budget and finance including NCAA Divisions I, II and III, financial models.
2. How to debate, craft, and implement an athletic department financial model with an informed understanding of the anticipated implications as well as alternative options.
3. How to identify strength and weaknesses of budget models.
4. How to examine challenges and the proposed solutions, underscoring the strengths and weaknesses of each approach.
5. How to identify and engage in meaningful discourse regarding the key issues in intercollegiate athletics and higher education budget and finance.
6. The complexities and competing priorities when developing an athletic department budget model.
7. The complexities of athletic department financial data and differences by NCAA Division.

**Required Readings:**

1. Brown, M.T. (2014). *Financial management in the sport industry.* Holcomb Hathaway, Publishers.

2. Paulsen, M. B., & Smart, J. C. (Eds.). (2001). *The finance of higher education: Theory, research, policy, and practice*. Algora Publishing.

1. D2L readings and class handouts

**Recommended Textbooks**

1. American Psychological Association. (2009). *Publication manual of the American* *Psychological association* (6thed.). Washington, DC: Author.

**Dynamics of Class:**

The pace of the course will be rapid, but students are expected to read and study all assigned readings before the specified class period, noting questions, and issues to discuss in class. Course content will be covered with a variety of differentiated instruction methods: lecture, guest lecturers, discussion, critiques, group work, simulations, and student presentations. Students should ask the instructor immediately if they have questions at any time on assignments or expectations.

**Accommodations:**

Students with disabilities will be fully included in this course. Please inform the professor if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. Confidentiality of the shared information will be maintained.

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**General Course Requirements:**

Successful completion of in-class assignments is necessary to fulfill the requirements of this course. Due dates and expectations for course assignments are included in this syllabus. As a matter of fairness and courtesy to everyone in the class, there will be penalties associated with late papers and incompletes (except in reference to emergencies, professional development, or prior approved situations). Work later than one week will not be accepted.

All assignments should be double-spaced and written in paragraph format with 12 size font. When designated by instructor, formal written assignments should be prepared and submitted in accordance with format standards of the American Psychological Association (APA), 6th edition. If you are not familiar with the APA citation and referencing standards, please review the manual.

**Course Grade Policy**

**Total Points Possible: 400**

**Letter Grade Percentage**

**A 94-100**

**A- 90-93**

**B+ 87-89**

**B 83-86**

**B- 80-82**

**C+ 77-79**

**C 73-76**

**C- 70-72**

**D+ 67-69**

**D 63-66**

**D- 60-62**

**F 59 and below**

**Graded Activities and Assignments:**

**1) Class Participation (100 points)**

Class participation is essential for successful completion of the course.Students are expected to demonstrate, during both online discussion and assignments, that they have read the materials and are familiar with the course content. It is expected you stay on track with the assigned readings, modules and activities.

**Please note:**

\*\*Late work will not be accepted unless there is an emergency situation.

\*\* Professional development and emergency situations must be communicated to the instructor and supported with documentation as soon as possible in order for them to warrant additional time.

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERIA** | **Exemplary**  | **Proficient**  | **Unsatisfactory**  |
| **Class Preparation** | Displays an understanding of the specific topic or under discussion in a group and/or small group setting. Has clearly prepared by completing assigned reading. | Displays some understanding of the specific topic or under discussion. Responses are vague and show little preparation for class.  | Displays little understanding of the specific topic under discussion. Does not participate in the class small group discussions. Clearly has not engaged in course activities and assigned readings.  |
| **In-Class Participation**  | Proactively participates in class environment. Discussions are respectful of others' ideas, opinions and feelings and assist in clarification of other participants' perspectives.  | Participates in the class environment. Dialogue with class colleagues is respectful of others' ideas, opinions and feelings.  | Does not comply with established group best practices for learning. Does not adhere to the ground rules of respect, confidentiality, and professionalism.  |
| **Attendance**  | Has attended all class sessions with 0 unexcused/ excused absences.Has made up any work for pre-arranged, excused absences | Has attended the majority of classes, but has one unexcused absence or excused absence which has not been made up. | Has missed more than two class sessions.Has more than two absences without supporting documentation Has not completed any makeup or extra credit work.  |
| **TOTAL POINTS \_\_\_\_\_\_\_\_\_\_** |

**Contemporary Article Review (100 points)**

Students will select a current article which discusses a financial issue or situation at an NCAA athletic department. The review will briefly describe the factual situation, identify the relevant financial issues and solutions. The student should provide their own solutions as well as any discussed in the article. Be prepared to discuss your article review in class.

**Case Studies (100 points)**

5 Case Studies-30 points each

Throughout the course the instructor will present students with case study assignments. Students will be responsible for reading and analyzing the case study answering the questions provided with each assignment. Students should come prepared to discuss the case study. Students may work individually or in pairs.

**Project with Class Presentation (100 points)**

The student will complete an essay (10-12 pages) and a PowerPoint presentation that will be presented in class. The instructor will give the student a factual situation which describes an athletic department financial situation. The student will: 1) analyze the factual situation, 2) identify the relevant budget and financial issues, 3) discuss the procedural aspects to possibly resolve the issues, 4) discuss the implications of the proposed solution (s). You may complete the project as an individual or with a partner(s). Groups may be no larger than 3 persons.

**Weekly Course Content:**

**\*\*Note: The instructor reserves the right to modify class activities. The dates of assigned course readings will remain constant.**

|  |
| --- |
|  |
| **Week #** | **Topic/Assignments** | **Readings** |
| 1 | **Welcome & Course Overview** | **Required Readings**: D2L Articles  |
| 2 | **Introduction to Intercollegiate Athletics Budget and Finance** | **Required Readings:**Brown Chapter 1-3 |
| 3 | **NCAA Division I Financial Models**  | **Required Readings:**Brown Chapter 4-7 |
| 4 | **NCAA Division II Financial Models**  | **Required Readings:** Brown Chapter 8-11 |
| 5 | **NCAA Division III Financial Models**  | **Required Readings:**Brown Chapter 12-15 |
| 6 | **Intercollegiate Athletics Budget Development Theory and Process**  | **Required Readings:**D2L Readings |
| 7 | **Intercollegiate Athletics Budget Development Theory and Process**  | **Required Readings:** D2L Readings |
| 8 | **Higher Education Financial Reporting** | **Required Readings:**D2L Readings |
| 9 | **Reviewing and Interpreting Budget Policies** | **Required Readings:**Paulsen and Smart Chapter 1-4 |
| 10 | **The Changing Landscape of Athletics Budget and Finance** | **Required Readings:**Paulsen and Smart Chapter 5-7 |
| 11 | **The Power of Commercialization and the Impact on Intercollegiate Athletics** | **Required Readings:** D2L Readings |
| 12 | **Conference Affiliation and the Impact on Intercollegiate Athletics**  | **Required Reading:** D2L Readings |
| 13 | **Higher Education Institution Athletic Finance** | **Required Readings:**Paulsen and Smart Chapter 8-10 |
|   14 | **Higher Education and Athletics Relationships: Budget and Financial Management** | **Required Readings:**Paulsen and Smart Chapter 11-12 |
| 15 | **Presentations** | **Due: Final Paper and Presentation**  |
| 16 | **Presentations**  | **Due: Final Paper and Presentation**  |

**Bibliography:** (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

Colombo, J. D. (2010). NCAA, Tax Exemption, and College Athletics, The. *U. Ill. L. Rev.*, 109.

Fried, G., DeSchriver, T. D., & Mondello, M. (2013). *Sport finance*. Human Kinetics.

Fulks, D. L. (2010). Revenues & Expenses, 2004-2009. NCAA [R] Division I Intercollegiate Athletics Programs Report. *National Collegiate Athletic Association (NJ1)*.

Lilia, R. (2010). Equalization of the budget incomes in the administrative-territorial structures in the Republic of Moldova.

Matthews, D. (1998). Transforming Higher Education: Implications for State Higher Education Finance Policy. *Educom Review*, *33*(5).

Pine, N. (2010). The role of athletics in the academy: An alternative approach to financial investment. *Journal of Sport & Social Issues*, *34*(4), 475-480.

Sawyer, T. H., Hypes, M. G., & Hypes, J. A. (2004). *Financing the Sport Enterprise*. Sagamore Publishing, 804 N. Neil St., Champaign, IL 61820.

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Smith, B. T. (2010). Tax-Exempt Status of the NCAA: Has the IRS Fumbled the Ball, The. *Sports Law. J.*, *17*, 117.

Stewart, M. E. (2012). *The exploration of the" Flutie factor" and philanthropic contributions to NCAA Divsion II football championship institutions from 1997-2010* (Doctoral dissertation, University of Missouri--Columbia).

Walker, M., & Mondello, M. J. (2007). Moving beyond economic impact: A closer look at the contingent valuation method. *International Journal of Sport Finance*, *2*(3), 149-160.

West, R. (1998). Learning for life: review of higher education financing and policy: final report [West report].

Williams, G. (1992). *Changing patterns of finance in higher education* (p. 125). Buckingham: Society for Research into Higher Education.

Williams, G. L. (1995). The “marketization” of higher education: Reforms and potential reforms in higher education finance. *Emerging patterns of social demand and university reform: Through a glass darkly*, 170-193.

Yiamouyiannis, A., & Osborne, B. (2012). Addressing gender inequities in collegiate sport examining female leadership representation within NCAA sport governance. *SAGE Open*, *2*(2), 2158244012449340.

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**Course Objectives and tentative course syllabus** with [mandatory information](http://www.uww.edu/acadaff/UCC/Mandatory_Info_Course_Syllabi.docx)(paste syllabus below):

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**College of Education and Professional Studies**

**HELEAD 731**

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