I. Course Description (from catalog)

KINE 2314 presents an introduction to concepts and practices in the area of sport management. The course uses a unique approach in addressing the substantive aspects of the sports management profession by presenting both the theoretical foundations and subsequent applications of these principles. The course presents a broad overview of the sport management profession including sections on the fundamentals of sport management, human resources management, issues of policy, facility management, marketing and the economics and finance of the sport management industry.

II. Rationale

The increasing complexity of the sport industry has created a demand from sport professionals to identify and meet the needs of sport consumers. This course will provide students with the opportunity to learn about the field of sport management process and apply management principles to sport careers.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors

A. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

B. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

C. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.

D. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

E. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.
IV. **TExES Competencies (if applicable)**

N/A

V. **Course Objectives/Student Learning Outcomes**

Given lectures, demonstrations, out-of-class readings, applied assignments, and class discussions, the student will be able to:

1. To introduce the field of sport management to students, and to increase students’ awareness of the concepts, scope, organization, and common practices in the sports business industry.

2. To identify major issues in sport management and to provide students with the intellectual tools to analyze those issues.

3. To expose students to the wide variety of possible careers in sport management and to assist them in focusing on a personal career path.

VI. **Course Topics**

1. **Introduction to Management of the Sports Industry** – includes a discussion of the evolution of sport management, unique aspects of the sport industry, and understanding sport management environments. Also includes discussion of the globalization of the sports industry, the need for ethics in sports organizations, and managing diversity within sports.

2. **Professional Development within Sport Management** – includes discussion of career development and possible careers within sport management. This unit also includes discussion of necessary leadership skills, professional preparation, and career planning.

3. **Selected Sport Management Sites** – discussion of interscholastic athletics, intercollegiate athletics, youth and community sport, professional sport, sport related tourism, sport management and marketing agencies and the international perspective.

4. **Selected Sport Management Functions** – discussion of specific business segments/functions in the sport industry including marketing, public relations, communication, consumer behavior, finance and economics, facility and event management in the sport industry.

5. **Challenges & the Future of Sport Management** – Questions and their answers are critical to sport managers in our information-based economy. Sport's most successful 21stcentury managers will be the ones who understand the importance of questions and information in their decision-making. Questions must be designed to yield unbiased answers, and the resulting information must be used appropriately in sport managers' decisions. When companies ask good questions and obtain precise answers, their planning is enhanced, and, consequently, their bottom lines are healthier. This unit is designed to help future managers of sport develop the necessary critical thinking skills to ask good questions and develop good solutions.
VII. Instructional Methods and Activities

(Methods and activities should be correlated with objectives/outcomes)

*Methods and activities for instruction include:*

A. Lab Experiences: field experience and interviews.
B. Online Experiences: interactive website assignments, quizzes, exams, online lecture, discussions, instructor demonstrations, video, and online student presentations.
C. Common Intellectual Experiences
   a. Students are assigned readings in which they are required to participate in discussion forums. They are also given activities through blackboard that they are required to complete for each topic.
D. Diversity and Global Learning
   a. Students are educated on the area of sport management from different regions of the country as well as internationally. They are required to examine the differences and discuss them through discussion boards.
   b. Currently, I am working with a former colleague at an institution in North Carolina to offer a collaborative experience between the students at Texas A&M Corpus Christi and North Carolina State University. Students will login to one of the course websites and placed into groups consisting of Texas and North Carolina students. They will discuss various differences regarding sport based on the regions as well as colleges.

VIII. Evaluation and Grade Assignment

*The methods of evaluation and the criteria for grade assignment are:*

(Provide specifics on type of assessments)

**COURSE REQUIREMENTS**

A. Lecture Activities.
B. Career Assignment.
C. Online assignments/discussion forums
D. Final Exams, Quizzes

**NOTE: Late assignments will not be accepted.** All written work must exhibit a high level of competency in spelling, grammar, punctuation, and style. Written work with significant mechanical flaws will not be accepted.

Evaluation will be based on successful completion of the following activities:

<table>
<thead>
<tr>
<th>Category</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment Type</td>
<td>Points</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Online Assignments/Discussion Forums/Participation</td>
<td>100</td>
</tr>
<tr>
<td>5 @ 20 points each</td>
<td></td>
</tr>
<tr>
<td>Career Job Assignment</td>
<td>250</td>
</tr>
<tr>
<td>Quizzes: due by Friday at 11:59pm of the assigned week</td>
<td>300</td>
</tr>
<tr>
<td>15 @ 20 pts each: Two lowest will be dropped</td>
<td></td>
</tr>
<tr>
<td>Lecture Activities: due by Friday at 11:59pm of the assigned week</td>
<td>150</td>
</tr>
<tr>
<td>15 @ 10 pts each: Two lowest will be dropped</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

**Online Quiz Policy:**
You will complete online quizzes during the course this semester. Each quiz will have a **30-minute time limit**, which may not be exceeded. Quizzes submitted after the time limit will not be accepted. **You are responsible for keeping with quiz due dates. Students who miss taking any quiz within the timeframe that the quiz is accessible will receive a grade of zero.**
Quizzes may be located in Blackboard under the content folder. Quizzes are designed to encourage reading of assigned material and to help your instructor assess your understanding of course related materials during this information "packed" class. Due dates for quizzes can be found along with all due dates in the content folder. Note: Once you open a quiz, the 30 minute time count-down begins. You have only one attempt at each quiz.

**Lecture Activities:**

*Lecture Activities: Many of the chapters have graded activities within each lesson. There is no time limit to complete each lesson, however each lesson has a due date that is found under the content folder. Each lesson is worth 10 points. Lessons will either be drop and drag, crossword puzzle activities or some other form.* The softchalk software (which is utilized for the lecture activities) works differently for differing operating systems and browsers. You will have access to a TEST ACTIVITY, which does not count towards your grade. Therefore, try a number of browsers (Google Chrome, Firefox, etc..) to see which one allows you to complete the activity and provides a submit button at the end. Google Chrome seems to work best. Access this activity as many times as needed in order to find the correct browser. **THIS IS VERY IMPORTANT FOR YOU TO COMPLETE!**

**Online Assignments/Activities:**
Multiple short assignments will be completed throughout the semester. Detailed information about each assignment is posted on the course website. Students will not be able to makeup missed assignments due to unexcused absences. Due dates for assignments can be found along with all due dates in the content folder.

**Career Assignment/Mini Project:**
The purpose of this assignment is to gain valuable knowledge about careers within the sport industry. The job market is increasingly becoming more and more competitive within sport, thus students need to become aware of websites that list sport and recreation jobs and need to learn more about what employers are looking for when hiring staff. Knowing this information, you
will learn what you need to do to obtain a desired job within the sport and recreation profession. Detailed instructions and rubric are available on the course website.

**Discussion Board Forums/Online Assignments / Participation:**
Discussion Board Forums are designed to facilitate interactions about a particular thread or topic. You enter the discussion on your time schedule, read the postings, add comments, and introduce new material related to the topic. The purpose of a threaded discussion is to expand your knowledge through the collective research and comments on the subject. All students are expected to actively participate in all Discussion Board Forums. Participation will be graded on the quality of the postings, the use of outside resources, sharing information from agencies and/or specific programs, and contributions to new knowledge in the class. To be successful in online discussion forums, you need to visit the site frequently and become actively engaged in the process.

- Research the topic and add constructive comments and information
- Practice professional netiquette when communicating with others
- Visit the discussion frequently
- Stay on the subject
- Share relevant experiences and external resources
- Strive for quality more than quantity of postings
- Include *open ended questions* in your postings to encourage dialogue

Access to the Discussion Board forums is through Blackboard. Post your responses to the forum no later than **the due date listed in the content folder**.

<table>
<thead>
<tr>
<th>Excellent (20)</th>
<th>Good (15)</th>
<th>Average (10)</th>
<th>Below Avg (5)</th>
<th>Poor (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of analysis, Synthesis and Evaluation</td>
<td>Use of Comprehension and Application</td>
<td>Use of Knowledge</td>
<td>Seemingly, no evidence that readings and lectures were understood or incorporated into the discussion</td>
<td>No participation</td>
</tr>
<tr>
<td>Critical and/or creative contribution</td>
<td>Readings were understood and incorporated into responses</td>
<td>Postings are not on tract with readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very clear that readings were understood and incorporated well into responses</td>
<td>Exhibits good insights and understanding of discussion question</td>
<td>Repeats basic correct information related to discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks questions that extend the discussion and makes insightful, critical comments</td>
<td>Relates the issue to prior material covered in the course</td>
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</tr>
<tr>
<td>Contributes new information and identifies the source</td>
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Examinations:
There will be a Cumulative Final Exam for the course. Questions are primarily derived from lecture presentations/videos, discussion boards, assignments, and the reading materials. Question format may include multiple choice, true-false, short answer, matching, and/or essay.

Assignments:
All assignments, forums, and quizzes must be submitted online via Blackboard by the due date listed in the content folder. After the deadline, late assignments will NOT BE ACCEPTED, therefore plan on completing each task accordingly.

GRADING SCALE (percent of total grade):

A = 90 – 100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = Below 59

Detailed instructions for specific assignments can be found on the KINE 2314 Blackboard homepage

IX. Course Schedule and Policies (see attached) [develop each semester as outlined and attach to syllabus]
A. Tentative course schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assessments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/21</td>
<td>Managing Sport in the 21st Century</td>
<td>Ch. Quiz and Activity (due by Fri at 11:59pm)</td>
</tr>
</tbody>
</table>
| 1/26 | Developing a Professional Perspective History of Sport Management | Ch. Quiz and Activity (due by Fri at 11:59pm)
   |       | Ch. Quiz and Activity (due by Fri at 11:59pm) Discussion Board #1 |
| 2/2  | Management Concepts | Ch. Quiz and Activity (due by Fri at 11:59pm)
   |       | Discussion Board #2 |
| 2/9  | Managerial Leadership | Ch. Quiz and Activity (due by Fri at 11:59pm)
   |       | Discussion Board #3 |
| 2/16 | Professional Sport | Ch. Quiz and Activity (due by Fri at 11:59pm) |
| 2/23 | Collegiate Athletics | Ch. Quiz and Activity (due by Fri at 11:59pm)
   |       | Discussion Board #4 |
| 3/2  | Interscholastic Athletics Youth and Community Sport | Ch. Quiz and Activity (due by Fri at 11:59pm)
   |       | Ch. Quiz and Activity (due by Fri at 11:59pm) |
| 3/9  | Sport Agencies Sport Tourism | Ch. Quiz and Activity (due by Fri at 11:59pm)
   |       | Ch. Quiz and Activity (due by Fri at 11:59pm) |
| 3/23 | Sport Marketing | Ch. Quiz and Activity (due by Fri at 11:59pm) |
| 3/30 | Communication in the Sport Industry | Ch. Quiz and Activity (due by Fri at 11:59pm) |
| 4/6  | Finance and Economic in Sport | Ch. Quiz and Activity (due by Fri at 11:59pm) |
| 4/13 | Sport Facilities | Ch. Quiz and Activity (due by Fri at 11:59pm) |
| 4/20 | Sport Consumer Behavior | Ch. Quiz and Activity (due by Fri at 11:59pm) |
B. Class Policies (Must include the following policies (italicized and in bold) in relation to your course.)

**Attendance/tardiness**
Students are required to login to Blackboard daily Monday - Friday. The instructor will be checking student access. Failure to login will result in a deduction from the participation grade. One point will be deducted for every two days in which students failed to login.

**Late work and Make-up Exams**
No late work will be accepted nor make-up exams will be given except for at the discretion of the instructor.

**Extra Credit**
No Extra Credit will be given except for at the discretion of the instructor.

**Cell Phone/Electronic Device Usage**
N/A

**Academic Integrity/Plagiarism.**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:
1. Written reprimand.
2. Requirement to re-do work in question.
3. Requirement to submit additional work.
4. Lowering of grade on work in question;
5. Assigning grade of 'F' to work in question;
6. Assigning grade of 'F' for course;
7. Recommendation for more severe punishment, such as dismissal from the program or from the University.
See the University Catalog for more information.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary.
or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. (Include date for semester) is the last day to drop a class with an automatic grade of “W” this term.

Preferred methods of scholarly citations
APA style of citation.

Classroom/professional behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or
guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**Disabilities Accommodations**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

X. **Required or Recommended Readings**
(Lists of required/recommended texts and reading)

**Recommended or Supplemental Reading:**

**Website:** (required if on-line course)
The Website that accompanies and is coordinated with this course …
https://bb9.tamucc.edu/webapps/portal/frameset.jsp?tab_tab_group_id=2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Dtype%3DCourse%26id%3D33093_1%26url%3D

XI. **Bibliography**
The knowledge bases that support course content and procedures include:


XII. **List of Supplies** (if applicable)
N/A