I. Course Description
The study of operating principles for programs in intercollegiate athletics, professional sports, recreational sports, and community sports associations.

II. Rationale
The course introduces the disciplinary foundations of sport and physical activity, providing insights into sport as an influential cultural practice and formidable industry. It presents the theoretical and applied foundations of organizations and management and discusses how these concepts apply to the sports industry. Furthermore, the course discusses opportunities available in various segments of the sports industry and explains how to employ traditional management skills in sports organizations. In conclusion, this course will discuss concepts in professional preparation and development with emphasis on image, style, and communication for success.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors
1. 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.
2. 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.
3. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.
4. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
5. 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
Physical Education (09 – all Level) - Domain I – Movement Skills and Knowledge
Competency 005 – The teacher understands principles, techniques, skills, and safety practices for dance, personal performance activities, cooperative, and nontraditional games, recreational activities, and outdoor pursuits.
V. Course Objectives and Outcomes
This course is designed to enable students to:
At the conclusion of this course, the student will be able to:
1. Define sport management and discuss the scope of opportunities the sport industry presents,
2. Discuss major challenges confronting various segments of the industry;
3. Understand the historical, psychological, sociological, and philosophical foundations of sport;
4. Grasp management and organizational concepts and their application in sport enterprises;
5. Apply information about sport management to diverse populations in an unbiased fashion; and
6. Demonstrate critical professional skills.

VI. Course Topics
The major topics to be considered are
- History of sport management
- Management, marketing, financial, legal & ethical principles applied to sport management
- International, professional, collegiate, high school and youth sports
- Sports agency
- Facility and event management
- Sport sales, sponsorship, communications, and broadcasting
- The sporting goods and licensed products industries
- The health and fitness industry
- Recreational sport
- Strategies for career success

VII. Instructional Methods and Activities
Methods and activities for instruction include:
A. Traditional Experiences include weekly readings, discussions, and podcasts.
B. Clinical Experiences include applied assignments that compliment lectures

VIII. Evaluation and Grade Assignment
The methods of evaluation and the criteria for grade assignment are:
A. Methods and Percentage of Final Course Grade Each Assessment constitutes Evaluation will be based on successful completion of the following activities:
4 Test (50 pts each) 40%
Chapter Quizzes (10 pts each) 20%
4 Applied Assignments (15 pts each) 20%
Discussions (10 pts each) 20%
TOTAL 100%
Discussions: Weekly discussions will cover material in Chapter and ancillary material. Discussions should demonstrate understand from readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, to support important points. Well-edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation.

Assignments: Assignments will be linked to required reading material and discussions.

Tests: Each test will be over chapters covered and assignments.

Applied Assignments: Writing assignments given for the purpose to ensure theoretical lectures become applied knowledge.

B. Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
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<tr>
<td>B</td>
<td>80 – 89</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
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<tr>
<td>D</td>
<td>60 – 69</td>
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<tr>
<td>F</td>
<td>Below 59</td>
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</tbody>
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IX. Course Schedule and Policies

Tentative Course Outline:

- **Week #1**: Review Syllabus & Ch. 1, 2, & 3
- **Week #2**: Ch. 4, 5, 6, & Test #1
- **Week #3**: Ch. 7, 8, 9, & Intercollegiate/Professional Assignment
- **Week #4**: Ch. 10, 11, 12, Sport Tourism Assignment & Test #2
- **Week #5**: Ch. 13, 14, 15, & Test #3
- **Week #6**: Ch. 16, 18, 19, & Sociology Assignment
- **Week #7**: International Assignment, Test #4

“Students majoring in Kinesiology must complete ALL kinesiology/health-related courses (e.g. courses with a KINE or HLTH prefix) with a grade of “C” or better (page 155, Undergraduate Catalog).

X. Policies:

A. Attendance online is asynchronous meaning that readings, discussions and assignments will be posted at the beginning of the week (Monday morning) and will be due at the end of the week (Sunday evening at 11:59pm). Students are expected to actively participate in class discussions and activities. With the flexibility of the online class and assignment due dates, all students should have sufficient time to complete all quizzes, assignments and quizzes. The student is responsible for informing the instructor if class participation will be affected by “approved university business”. Excused absences are limited to medical emergencies that can be verified in writing by a physician, or participation in a TAMU-CC sanctioned event. Late assignments and quizzes will NOT be
accepted. In addition, quizzes and tests cannot be retaken other than for an excused absence. The student must provide the instructor reasonable warning of the absence at the earliest opportunity (such as a schedule of out-of-town games). Documentation of university-approved commitments is required by the instructor. Documentation for absences due to personal emergencies may be requested by the instructor. Make up opportunities will NOT be permitted for class-work or assignments missed due to UNEXCUSED absences.

These policies are for your benefit and growth. As you are registered and committed to this class, I am committed to helping you to the best of my ability. If you are unwilling to be responsible for your own learning then you need to understand there are consequences that may affect your grade.

B. **Assignments are due the day they are scheduled to be due at the time they are scheduled via the appropriate link (discussion, quiz, etc).**

C. MAKE-UP EXAMS are given only under dire circumstances in which prior permission from the instructor is required.

D. **Appropriate Classroom Behavior:** Professional behavior is expected of all students. Students are expected to be prepared and focused on the activities of the class. Appropriate questions and discussions are welcome during the class. Although this is an online course, RESPECT and COURTESY are expected at all times. Students, who are exhibit rude or disrespectful behavior to other students may result in a reduced final grade or failure of the course.

F. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic or scholastic dishonesty, including plagiarism, collusion, or cheating on any examination, test, or classroom assignment will be treated with the greatest severity. See the student catalog for consequences of student misconduct.

XI. **Textbook(s)**

XII. **Bibliography**

XIII. **Grade Appeals:**
   As stated in University Rule 13.02.99.C2, Student Grade Appeals, 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 Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at
For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Academic Honesty:**

As per the university catalog, “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, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own). Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved.

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

The faculty member involved will be responsible for determining the appropriate penalty or penalties for individual cases of academic dishonesty, and may file a record of such offenses in his classes along with any materials involved to his or her college dean. The office of the academic dean of the college which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. The Appeals Procedure will be the same as that specified for grade appeals. The grade appeals procedure may be found in the University Rules manual at: [http://www.tamucc.edu/~pioweb/rules/index.htm](http://www.tamucc.edu/~pioweb/rules/index.htm).

**XIV. 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 Driftwood 101.

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.