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 students to the foundational concepts of sport management and provides an overview of the structure of the sport industry. Furthermore, the course discusses opportunities available to students in various segments of the sports industry and explains how to employ traditional management skills in sports organizations.

III. Course Objectives/Learning Outcomes

At the conclusion of this course, the student should be able to:
1. Define sport management and discuss the scope of opportunities the sport industry presents,
2. Identify major challenges confronting segments within the sport management industry;
3. Identify the historical, psychological, sociological, and philosophical foundations of sport;
4. Explain 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.

IV. Course Topics

The major topics to be considered are:
1. History of sport management
2. Management, marketing, financial, legal & ethical principles applied to sport management
3. International, professional, collegiate, high school and youth sports
4. Sports agency
5. Facility and event management
6. Sport sales, sponsorship, communications, and broadcasting
7. The health and fitness industry
8. Recreational sport
9. Strategies for career success

V. 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.

VI. 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.

VII. Instructional Methods and Activities

Methods and activities for instruction include:
A. Traditional Experiences include weekly readings, discussions, and in class activities.
B. Clinical Experiences include applied assignments that compliment lectures

C. Classroom Café: The Classroom Café will be located in the class’ Blackboard webpage. This is a class forum that is intended to have several purposes. First, it is for posting questions that you may have that pertain to the class. Having specific questions about an assignment due date, a clarifying question on a homework assignment, or a question about a concept from a chapter are all examples of times where it is completely appropriate to post to the Classroom Café. If you have a question, odds are someone else does as well so please post! Check the classroom Café if you do have a question, as someone may have posted there before you.

If you email with a question that I feel should go in the Classroom Café because the entire class would benefit from knowing the answer, I may reply asking that you post the question the Classroom Café. Second, I may try to post interesting articles or discussions for you to check out every now and then (not for points, but to have conversations relevant
to class, so please be sure to keep an eye out!).

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:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Discussion Boards</td>
<td>15%</td>
</tr>
<tr>
<td>Chapter Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Applied Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Discussion Boards:** Weekly discussions will cover material in Chapter and ancillary material. Discussions should demonstrate understanding from readings and underlying concepts including correct use of terminology. Postings may ask students to integrate an outside resource, or relevant research, to support important points. All postings that use outside sources must use APA citation use proper grammar.

**Chapter Quizzes:** This course will use online quizzes as a part of evaluating student knowledge. Quizzes will be a combination of multiple choice and true/false. They will cover information from the current chapter. You may use your book and notes, however, the quizzes are timed and you will not have time to look up all of the answers.

**Assignments:** Assignments will be assigned throughout the semester. These are designed to link required reading material and discussions to concepts in the field.

**Final:** There will be a final exam. Questions will cover material from lecture, the textbook, discussion boards, class activities and other relevant materials. Questions may be presented in multiple choice, true false, matching, short answer, and essay form.

**Extra Credit:** Periodically, extra credit opportunities may be available to students.

B. Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90–100</td>
</tr>
<tr>
<td>B</td>
<td>80–89</td>
</tr>
<tr>
<td>C</td>
<td>70–79</td>
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</tbody>
</table>
D = 60 – 69
F = Below 59

IX. Class Policies

A. Since this class is hybrid/blended, some elements are asynchronous while others will be synchronous. Asynchronous means that some elements (e.g. 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). But, some synchronous elements will take place, meaning in the classroom and all students will have the opportunity to participate simultaneously. Regardless of which method, students are expected to actively participate in all class elements. 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.

B. 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. Assignments are due the day they are scheduled to be due at the time they are scheduled.

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

D. APPROPRIATE CLASSROOM BEHAVIOR: students are asked to be respectful of their fellow classmates and the instructor when participating in this course. Each person is entitled to their opinion, and encouraged to express that opinion. However, please do so in an appropriate and respectful manner. Also, students are expected to be prepared for each class, and be focused on the activities of the class. Appropriate questions and discussions are welcome during the course, whether it be in class, on discussion boards, the Classroom Café, or in other forums. Although this is a hybrid/blended course and significant elements will occur online, respect, professionalism, and courtesy are expected at all times. Students who are exhibit rude or disrespectful behavior to others 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.

X. Textbook

XI. Bibliography


XII. 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](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.

XI. Academic Honesty/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.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in one or more of the following:

- Written reprimand;
- Requirement to re-do work in question;
- Requirement to submit additional work;
- Lowering of grade on work in question;
- Assigning grade of “F” to work in question;
- Assigning grade of “F” for course;
- Recommendation for more severe punishment.

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 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.

XV. 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.

XVI. 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.

XVII. 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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. 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. November 15 is the last day to drop a class with an automatic grade of “W” this term.

XIII. Tentative Course Schedule

Please keep in mind the instructor reserves the right to revise the course schedule throughout the semester.
<table>
<thead>
<tr>
<th>Class</th>
<th>Chapters</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/30</td>
<td>Ch. 1</td>
<td>Introductions, Review Syllabus and History of Sport Management (Ch. 1)</td>
</tr>
<tr>
<td>9/6</td>
<td>Ch. 2 and Ch. 6</td>
<td>Management principles applied to Sport Management (Ch. 2), and Ethical Principles Applied to Sport Management (Ch. 6)</td>
</tr>
<tr>
<td>9/13</td>
<td>Ch. 3</td>
<td>Marketing Principles Applied to Sport Management (Ch. 3)</td>
</tr>
<tr>
<td>9/20</td>
<td>Ch. 4</td>
<td>Financial and Economic Principles Applied to Sport Management (Ch. 4)</td>
</tr>
<tr>
<td>9/27</td>
<td>Ch. 5</td>
<td>Legal Principles Applied to Sport Management (Ch. 5)</td>
</tr>
<tr>
<td>10/4</td>
<td>Ch. 14 and Ch. 15</td>
<td>Sport Sales (Ch. 14) and Sport Sponsorship (Ch. 15)</td>
</tr>
<tr>
<td>10/11</td>
<td>Ch. 12</td>
<td>Facility Management (Ch. 12)</td>
</tr>
<tr>
<td>10/18</td>
<td>Ch. 13 and Ch. 19</td>
<td>Event Management (Ch. 13) and Golf and Club Management (Ch. 19)</td>
</tr>
<tr>
<td>10/25</td>
<td>Ch. 16 and Ch. 17</td>
<td>Sport Communications (Ch. 16) and Sport Broadcasting (Ch. 17)</td>
</tr>
<tr>
<td>11/1</td>
<td>Ch. 7 and Ch. 20</td>
<td>High School and Youth Sport (Ch. 7) and Recreational Sport (Ch. 20)</td>
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<tr>
<td>11/8</td>
<td>Ch. 8</td>
<td>Collegiate Sport (Ch. 8)</td>
</tr>
<tr>
<td>11/15</td>
<td>Ch. 9</td>
<td>International Sport (Ch.9)</td>
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<tr>
<td>11/22</td>
<td>No Class</td>
<td>Reading Day/Thanksgiving</td>
</tr>
<tr>
<td>11/29</td>
<td>Ch. 10 and Ch. 11</td>
<td>Professional Sport (Ch. 10) and Sports Agency (Ch. 11)</td>
</tr>
<tr>
<td>12/6</td>
<td>Ch. 21</td>
<td>Strategies for Career Success (Ch. 21)</td>
</tr>
</tbody>
</table>
KINE 2314 Sport Management
Syllabus Acknowledgment Form

I, (print name)__________________________________________, certify by my signature that I have read and understand the class policies that have been presented in the class syllabus for KINE 2314 Sport Management.

Signature __________________________________________ Date ____________________