Sport Management

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

Learning Objectives
At the conclusion of this course, the student should be able to:

- Define sport management and discuss the scope of opportunities the sport industry presents,
- Identify major challenges confronting segments within the sport management industry;
- Identify the historical, psychological, sociological, and philosophical foundations of sport;
- Explain management and organizational concepts and their application in sport enterprises;
- Apply information about sport management to diverse populations in an unbiased fashion; and
- Demonstrate critical professional skills.

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

- Discussion boards 20%
- Chapter quizzes 20%
- Assignments 20%
- Midterm exam 20%
- Final exam 20%

Total 100%

Discussion Boards: Weekly discussions will cover material in Chapter and ancillary material. Discussions should demonstrate understand from readings and underlying concepts. 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 and 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 thought the semester. There are designed to link required reading materials and discussions to concepts in the field.

Exams: There will be both a midterm and final exam. Questions will cover material from lecture notes, 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.

Required or Recommended Readings

Textbook:

Recommended or Supplemental Reading:
### Syllabus: Tentative Course Outline

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<tr>
<th>Dates</th>
<th>Topics</th>
<th>Note</th>
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| Week 1 (6/3~) | Review Syllabus, Introductions  
|             | Ch. 1 – Managing sport  
|             | Ch. 4 – Management concepts and practices  
|             | Ch. 5 – Managing and leading                                           |                                           |
| Week 2 (6/10~) | Ch. 6 – Community and youth sport  
|             | Ch. 7 – Interscholastic athletics  
|             | Ch. 8 – Intercollegiate athletics  
|             | Ch. 9 – Professional sport                                             |                                           |
| Week 3 (6/17~) | **Midterm exam** (Monday, June 17th)  
|             | Ch. 12 – Sport marketing  
|             | Ch. 13 – Consumer behavior  
|             | Ch. 14 – Communication  
|             | Ch. 15. – Finance and economics                                        | Midterm – the first seven chapters (Ch. 1, 4, 5, 6, 7, 8, & 9) |
| Week 4 (6/24~) | Ch. 16 – Sport facility and event management  
|             | Ch. 10 – Sport management and marketing agencies  
|             | Ch. 11 – Sport tourism                                                 |                                           |
| Week 5 (7/1~) | Ch. 17 – Legal consideration  
|             | Ch. 18 – Sociological aspects                                          | July 4th – Independence Day               |
|             | **Final exam** (Friday, July 5th)                                       |                                           |

### State Adopted Proficiencies

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.

### TExES competencies

1. **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.

### Course Policies

**Attendance/tardiness**

*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 by 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 discussion tasks. The student is responsible for informing the instructor if class participation will be affected by “approved university business”.

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This syllabus is structured to provide a clear outline of the course topics and exam dates, along with the expected learning outcomes and course policies. The State Adopted Proficiencies highlight the importance of learner-centered instruction, equity, and professional development. The TExES competencies ensure that the course content aligns with state standards for physical education. The Course Policies clarify the expectations for attendance and participation in the online course format.
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 work and Make-up Exams**

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.**

**Extra Credit**

No extra credits will be awarded for individual students. Periodically, extra credit opportunities may be available to all students.

**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.) 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.

**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. April 5 is the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations**

All writing must follow the citation and reference rules established by the American Psychological Association (APA). Please refer to the following website:

- [https://casa.tamucc.edu/tutoring_learning_services/writing_center/wc-resources.html](https://casa.tamucc.edu/tutoring_learning_services/writing_center/wc-resources.html)
- In-text citations: [https://casa.tamucc.edu/downloads/CASAWritingCenterHandouts/APAintext-Final.pdf](https://casa.tamucc.edu/downloads/CASAWritingCenterHandouts/APAintext-Final.pdf)
- References: [https://casa.tamucc.edu/downloads/CASAWritingCenterHandouts/APAFormattingReferences-Final.pdf](https://casa.tamucc.edu/downloads/CASAWritingCenterHandouts/APAFormattingReferences-Final.pdf)

**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.