

George Mason University
College of Education and Human Development
School of Sport, Recreation and Tourism Management

SPMT 480-001- Managing Intercollegiate Athletics
3 Credits, Spring 2020

Accessed via MyMason: Blackboard Learning Management system (LMS)

Faculty

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Email is my preferred method of communication. Please place “SPMT480: your name” in the email subject line, example: “SPMT 480: Jane Doe”. I will respond to student inquiries within 24-48 hours on weekdays and over weekends also (if possible).

Prerequisites/Corequisites

None

University Catalog Course Description

SPMT 480: Selected topics reflecting interest in specialized areas of sport management. SRST 598: Focuses on projects related to sport and/or recreation studies.

Course Overview

This course is designed to provide a conceptual and practical understanding of the administration and management of intercollegiate athletic programs. Through the use of various course materials, students will integrate historical, legal, financial, educational, and diversity related issues, current events and practical experiences to develop a comprehensive understanding of intercollegiate sport administration.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Tuesday, January 21, 12:01AM.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face

class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Friday.
- **Log-in Frequency:**
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- **Participation:**
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in group interactions.
- **Technical Competence:**
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- **Workload:**
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**
The course environment is a collaborative space. Students are expected to follow courteous Internet etiquette. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:**
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Discuss the historical elements that spurred the development of intercollegiate athletics, the national governing bodies and conferences.
2. Describe the structure and role of intercollegiate national governing bodies and conferences.
3. Describe the key philosophical differences between NCAA divisions.
4. Discuss various job opportunities and requisite knowledge, skills and abilities.
5. Describe traditional and emerging revenue sources and expenditures and their relationship with divisional classification and institutional goals.
6. Evaluate NCAA compliance and enforcement procedures, criticisms and effectiveness.
7. Identify and critique the utility of initial and continuing eligibility standards.
8. Evaluate the NCAA, NCAA member institutions, and intercollegiate sport stakeholders (e.g., administrators, coaches, student-athletes, boosters) relationship with diversity issues, gender equity, and student-athlete development and welfare.

Professional Standards (Commission of Sport Management Accreditation (COSMA))

Upon completion of this course, students will have met the following professional standards:

- *Management Concepts* — Includes planning, organizing, leading, evaluating, controlling, strategic planning and decision-making.
- *Governance and Policy* — Methods of oversight for and control over sports and recreation programs in schools and communities, both nationally and internationally.
- *Sport Operations* — Includes event and facility/venue operations from one game to a multi-day international event. Activities include, but are not limited to: strategic planning, emergency management, ticketing, concessions, transportation, crowd management, parking and coordination of dignitaries.
- *Ethical aspects* — Includes critical ethical areas of the day such as the use of performance enhancing drugs, gambling and sports agents.
- *Sport Finance and Economics* — Includes budget management and financial forecasting with foundations in principles of budgeting (capital, master, departmental, line-item, zero-based, etc.), financial statements, basic accounting principles, public vs. private sources of revenue, budget reallocation and economic impact statements.
- *Sport Marketing* — Includes promotions, sales, fundraising, advertising, branding and sponsorship. Strategies need to be created for individuals, teams and/or events, depending on the marketing needs and projections.
- *Diversity* — Through its curricular activities, the sport management academic unit should ensure that students possess the knowledge, skills and experiences needed to understand and deal effectively with diversity in a diverse sport environment.

For more information, please see: Commission of Sport Management Accreditation. (2016, May). *COSMA accreditation principles and self-study preparation*. Retrieved from <https://www.cosmaweb.org/accreditation-manuals.html>

Required Texts

Weight, E. A., & Zullo, R. H. (2015). *Administration of Intercollegiate Athletics*. Champaign, IL: Human Kinetics

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

No late work is accepted in this course. Only those excused absences supported by documentation will be addressed at the instructor's discretion on an individual basis (e.g. a physician's note for an illness). Alternative deadlines due to intercollegiate athletic competitions or other legitimate university activity must be arranged **PRIOR** to the missed class period.

Students have three days after an assignment or exam has been graded to contact the professor to contest the grade. After three days, only the content of the graded assignment or exam can be discussed.

Assignments and/or Examinations

Students are required to work through online learning modules and complete assignments demonstrating comprehension of the materials contained in the modules. Each learning module, excluding project and exam modules, requires you to (a) read the assigned chapters and any supplemental readings and (b) answer discussion questions to assess your understanding of the content. Some modules may require you to watch short videos.

1. Group project (200 pts.): Students will gain experience in managing intercollegiate athletic departments by completing various tasks that athletic administrators and coaches may have to perform.
2. Chapter questions (200 pts.): Students are expected to complete assigned readings. To assess understanding of the information and enhance understanding and application of knowledge, students will complete 12 sets of discussion questions (20 points each). The top 10 grades will be calculated in your final grade.
3. Exam 1(100 pts.): The first exam will cover all course material covered in chapters 1 to 6. Questions will consist of multiple choice, true/false, and short answer questions.
4. Exam 2 (100 pts.): The last exam will cover course material presented in chapters 7 to 12. Questions will consist of multiple choice, true/false, and short answer questions.

- **Grading**

A	94% – 100%	C+	78% – 79%
A-	90% – 93%	C	74% – 77%
B+	88% – 89%	C-	70% – 73%
B	84% – 87%	D	60% – 69%
B-	80% – 83%	F	00% – 59%

Professional Dispositions

Students are expected to be familiar with the policies and procedures of the University and the College of Education and Human Development. See <https://cehd.gmu.edu/students/policies-procedures/>

Students are expected to exhibit professional behaviors and dispositions at all times.

I expect you to uphold the highest ethical standards and academic integrity. This includes refraining from cheating, fabrication, and plagiarism. Students must be responsible for their own work, and students and faculty must take on the responsibility of dealing explicitly with violations. The tenet must be a foundation of our university culture. See [Academic Integrity](#).

Email is an official means of communication. As such, you are expected to follow simple guidelines of professionalism. You should: (a) use a subject line that is relevant to your message; (b) clearly state your question or concern; (c) use standard English and complete sentences, as opposed to using abbreviations and texting-style communications; (d) include a signature block containing your name, phone number, and email address; and (e) proofread your email prior to sending it.

Class Schedule

Unit	Date	Topic	Readings/Assignments
1	Jan. 21 - 24	Introduction to class; expectations, policies and learning assessments; Historical Perspective on Intercollegiate Athletics	Chapter 1 Project Activity I: Formation of Institution (1 week)
2	Jan. 27 - 31	Governing Bodies	Chapter 2 Project Activity II: Conference Affiliation (1 week)
3	Feb. 3 - 7	Leadership and Management	Chapter 3 Project Activity III: Mission Statement and Goals Development (1 week)
4	Feb. 10 - 14	Compliance and Title IX	Chapter 4 Project Activity IV: Written Institutional Policies and Procedures (2 weeks) Case Study: Sexual harassment allegation
5	Feb. 17 - 21	Academics, Eligibility, and Life Skills	Chapter 5 Handout: Special Admits at the Nation's Biggest Public Institutions Handout: The Story Behind Grade Check Project Activity IV: Written Institutional Policies and Procedures (2 weeks)
6	Feb. 24 - 28	Media Relations	Chapter 6 Project Activity V: Schedule Development (2 weeks)

7	March 2 - 6	Exam	Exam 1 on March 4 th Project Activity V: Schedule Development (2 weeks)
8	March 9 - 13	Spring Recess: No Classes	
9	March 16 - 20	Financial Operations	Chapter 7 Handout: Highest Paid Public Employees Project Activity VI: Playing the Games (2 weeks)
10	March 23 - 27	Marketing, Tickets and Promotions	Chapter 8 Project Activity VI: Playing the Games (2 weeks)
11	Mar. 30 – Apr. 3	Corporate Sponsorship	Chapter 9 Project Activity VII: Conference and NCAA Playoffs. (2 weeks)
12	April 6 - 10	Facility and Event Management	Chapter 10 Project Activity VII: Conference and NCAA Playoffs. (2 weeks)
13	April 13 - 17	Alumni Relations and Athletics Development	Chapter 11 Project Activity VIII: Alumni Relations
14	April 20 - 24	Support Services	Chapter 12 Project Activity IX: State of Athletics (2 weeks)
15	April 27 – May 1	Project	Project Activity IX: State of Athletics (2 weeks) Project due May 1
16	May 4	Last Day of Class and Exam	Exam 2 on May 4

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- The Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the "Buckley Amendment," is a federal law that gives protection to student educational records and provides students with certain rights. See [the Registrar's Office](#).

Campus Resources

- A list of religious holidays is available on the University Life Calendar page. See the [Religious Holiday Calendar](#). Any student whose religious observance conflicts with a scheduled course activity must contact the Instructor at least 2 weeks in advance of the conflict date in order to make alternative arrangements.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .