

GEORGE MASON UNIVERSITY
School of Sport, Recreation and Tourism Management
SPMT 499 Independent Study; *GMU Baseball Analytics* (3)
Spring 2024

DAY/TIME:	Daily work schedule	LOCATION:	GMU Baseball
PROFESSOR:	Craig Esherick	EMAIL ADDRESS:	cesheric@gmu.edu
OFFICE LOCATION:	Krug Hall 213D	PHONE NUMBER:	703-993-9922
OFFICE HOURS:	By appointment	FAX NUMBER:	703-993-2025

CREDITS

3 credit hours

PREREQUISITES

None

COURSE DESCRIPTION

This is a work experience similar to a practicum or internship. The student will develop practical skills that will enhance their ability to work in the sports industry. The site supervisor will direct the activities of the student at a college baseball team (GMU) work environment, working part time during the course of the term (>120 hours of work during the term).

COURSE OBJECTIVES

At the completion of the course, students will have been provided with:

1. opportunities to explore and discover career objectives in the sport industry, utilizing both personal assessment and evaluation by the academic institution and the site supervisor;
2. opportunities to evaluate strengths and weaknesses in light of demands and expectations of employment for an intercollegiate sports team;
3. opportunities to develop career enhancing skills and interests; and
4. opportunities to provide feedback to and inform the academic programs in the School of Sport, Recreation and Tourism Management (SRTM).

NATURE OF COURSE DELIVERY

The learning experiences in this course are afforded through face to face, supervised field experiences that will offer ample opportunities to meet the course objectives. The practicum location was chosen by the student and approved by the instructor. Part of the development activity will be periodic check ins with the faculty supervisor along with a short report once every three weeks. A site visit will be conducted by the faculty supervisor at the end of the semester.

REQUIRED READINGS

Readings will include current articles and news in the world of intercollegiate sports, analytics and baseball, and those required by the site supervisor. The [GMU Athletics Staff Directory](#) will be reviewed the first week of the internship (www.gomason.com)

ASSESSMENT ACTIVITIES

Assessment of student objectives will include, but is not limited to, successful completion of the appropriate number of hours (logs) associated with the work experience, demonstrated application of course concepts through the journal, supervisor plus site evaluation and a final paper:

Complete Hours: 10 points

The student must complete the required number of hours of work and document their work in their journal entries and logs (minimum 120 hours during semester).

Journal: 10 points

The journal entries will be well written and will be a short outline of each week's work. The student will also discuss professional development opportunities during each week. The journal entries must be submitted at the completion of the internship. The site supervisor should sign off on the hours worked by the intern. Included in hours and journal requirements will be periodic check-ins and a site visit by Professor Esherick.

Supervisor Evaluation: 20 points

The student must have the site supervisor complete an evaluation, discuss the evaluation with the supervisor and then submit the completed evaluation at the end of the work experience to the instructor of record for this course. The student will also complete a site evaluation.

Final Paper: 60 points

The paper will contain an introduction explaining where the field experience took place and describing the business of intercollegiate athletics and specifically, GMU Baseball. This introduction will contain a short description of the mentor/coach that supervised the student, outlining the mentor's job title, responsibilities and formal education. An organizational (GMU Baseball: coaches, staff, players, athletic trainer, analytics team/you) chart should be included as an appendix. The body of the paper will include a description of the work experience over the course of the term, with specific examples of projects the student worked on during the course of the semester. The third section will be the conclusion, outlining the new skills the student learned during the work experience, an assessment of the work site and their business practices and an overall critique of the experience. This conclusion will include some personal reflection on behalf of the student relative to the student's academic career and future sport industry plans. The student should include copies of their work product as an appendix to this paper as well as material from the GMU Baseball program that can help describe the work experience.

TOTAL: 100 points

Grading Scale

A+	98 – 100	B+	88 – 89	C+	78 – 79	D	60 – 69
A-	94 – 97	B	84 – 87	C	74 – 77	F	0 – 59
A-	90 -93	B-	80 – 83	C-	70 – 73		

COURSE SCHEDULE:

DATE		TOPIC	READINGS/ASSIGNMENT DUE
	Week 1	Orientation with site supervisor; meet members of office and discuss duties, dress code, hours	Review Bb, Syllabus
	Week 2	On the Job and set up logs and journal	
	Week 3	On the Job/log and journal entries will continue each week	First report to Professor Esherick followed by Zoom/phone conversation
	Week 4	On the Job; student should be more comfortable on the job and meeting as many co-workers as possible	
	Week 5	On the Job	
	Week 6	On the Job	Second report to Professor Esherick followed by Zoom/phone conversation
	Week 7	On the Job	
	Week 8	On the Job	
	Week 9	On the Job	Third report to Professor Esherick followed by Zoom/phone conversation
	Week 10	On the Job	
	Week 11	On the Job- Begin preparation for final paper and submit evaluation form to supervisor	Schedule a site visit with Professor Esherick
	Week 12	On the Job-continue to edit the final paper and double check with the supervisor relative to the student evaluation	
	Week 13/14	On the Job-meet with supervisor and others at work to develop future plans, suggest updates to resume and to network	Final paper due along with student's site evaluation, journal, logs and supervisor's evaluation

Note: Faculty reserves the right to alter the schedule as necessary.



GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.

- 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/>.

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

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.