

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

SPMT 480-001- Managing Intercollegiate Athletics/SRST 598-001– Intercollegiate Athletics Management
3 Credits, Spring 2017

Wednesdays 4:30pm – 7:10pm Recreation/Athletic Complex 2203– Fairfax Campus

Faculty

Name: Dr. Jacqueline McDowell
Office Hours: MW 3:00pm to 4:00 pm and by appointment in Thompson Hall 1409
Office Location: Bull Run Hall 201E, Science and Technology Campus
Office Phone: (703) 993-7088
Email Address: jmcdowe7@gmu.edu

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 lectures and discussions will focus on the role of the collegiate athletic national governing bodies and conferences, a comparative analysis of alignment between institutional and athletic departmental missions, goals and values, financing intercollegiate athletics, developing effective community and donor relations, and managing athletic facility, events and ticket operations. The second half of the course delves into the marketing and promotion of collegiate sports, compliance with and enforcement of NCAA rules and regulations, Title IX and gender equity issues in sport, academic reform and eligibility, and enhancing student-athlete welfare and development. Various speakers from the GMU athletic department, NCAA and Atlantic 10 Conference will also engage students in discussions about intercollegiate athletics and job qualifications and responsibilities.

Course Delivery Method

This course will be delivered using a lecture and discussion format.

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))

Courses offered in the Sport Management (SPMT) undergraduate program are guided by the principles of the Commission of Sport Management Accreditation (COSMA). COSMA (2010, p. 1) “bases its accrediting process on principles, rather than standards.” The eight recommended principles are:

- outcomes assessment;
- strategic planning;
- curriculum;
- faculty;
- scholarly and professional activities;
- resources;
- internal and external relationships; and
- educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. (2016, May). *Accreditation principles manual & guidelines for self-study preparation*. Retrieved November 30, 2016 from <http://www.cosmaweb.org/accreditation-manuals.html>

Required Texts

Covell, D., & Walker, S. (2010). *Managing intercollegiate athletics* (2nd ed.). Scottsdale, AZ: Holcomb Hathaway Publishers, Inc.

Additional articles and/or book chapter will also be used to supplement course materials.

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 a graded assignment or exam has been returned to contact the professor to contest the grade. After three days, only the content of the graded assignment or exam can be discussed. If students have an unexcused absence on the day that an assignment or exam is returned, they should contact the professor ASAP to receive the assignment, as the three day contact period starts when the assignment was returned in class. For excused absences, the three day contact period starts when the student receives the assignment.

- **Assignments and/or Examinations**

1. Reaction Papers (120 pts.): Students will write 8 (20-point) papers that reflect a critical analysis and reaction to information disseminated by guest speakers and course readings. The top 6 grades will be calculated in your final grade. Undergraduate students' papers should be between 1 to 2 pages and graduate students' papers should be 2 to 4 pages long. See Rubric for grading criteria.
2. Midterm Exam (130 pts.): The midterm exam will cover all course material covered prior to spring break. Questions will consist of multiple choice, true/false, and short answer questions.
3. Experiential learning activity (60 pts.): Students will gain experience running an Atlantic 10 Championship event by volunteering to work at the Atlantic 10 Indoor Track & Field Championships Feb. 18 and 19 (30 pts./day). Students unable to work one or both days of the event can earn points by volunteering for the Atlantic 10 Softball Championship May 11-14.
4. Chapter Questions (140 pts.): Students are expected to complete the assigned readings prior to class. To assess understanding of the information, enhance understanding and application of knowledge, and aid in class discussion, students will complete 8 (20-point) sets of discussion questions presented at the end of the chapters. In addition to answering the chapter questions, graduate students must provide a current academic, Internet, newspaper, or magazine article(s) related to the topic. The top 7 grades will be calculated in your final grade.
5. Final Exam/Final Report (150 pts.)
 - a. Undergraduate students: The final exam will cover course material presented predominately after spring break, but some material presented prior to the break will be included. Questions will consist of multiple choice, true/false, and short answer questions.
 - b. Graduate students: The final report, The Good, the Bad, and the Ugly side of college athletics, consists of a report on 4 good, 4 bad, and 2 historical or current ugly aspects of college athletics, in relation to the university, community, society and/or various stakeholders of sport (e.g. student-athletes, general student body). Students will also

discuss their perspective on the role of college athletics in higher education, areas in need of reform, and recommendations for reform. See handout and rubric.

All of your reaction papers and the final report (graduate students only) are to be typed, 1 inch margins, 12 point font, and follow APA formatting guidelines (double-spaced, in text references, reference list). Spelling, grammar, and formatting mistakes will count against the overall grade of the assignment. See Psychological Association Publications Manual (6th ed.).

- **Grading**

Undergraduate Student Grading Scale	Graduate Student Grading Scale
A = 564 – 600 (94% – 100%)	A = 564 – 600 (94% – 100%)
A- = 540 – 563 (90% – 93%)	A- = 540 – 563 (90% – 93%)
B+ = 528 – 539 (88% – 89%)	B+ = 528 – 539 (88% – 89%)
B = 504 – 527 (84% – 87%)	B = 504 – 527 (84% – 87%)
B- = 480 – 503 (80% – 83%)	B- = 480 – 503 (80% – 83%)
C+ = 468 – 479 (78% – 79%)	C = 444 – 479 (74% – 79%)
C = 444 – 467 (74% – 77%)	F = 000 – 443 (00% – 73%)
C- = 420 – 443 (70% – 73%)	
D = 360 – 419 (60% – 69%)	
F = 000 – 359 (00% – 59%)	

Professional Dispositions

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

Always come to class with a positive attitude and try to have fun as you learn about yourself, others, and the topic at hand! Much of the value of the course will be generated from in-class discussion. As such, you are asked to prepare for discussion by reading assigned items (prior to class) and actively participate in the conversation. Useful contributions, as you know, come in many forms. Sometimes a question or a brief comment can be as or more useful to the learning of the class as a long presentation.

I expect you to uphold the highest ethical standards and academic integrity. This includes refraining from cheating, fabrication, and plagiarism.

Cell phone usage, working on assignments for other courses, reading newspapers or books, playing computer games, and sleeping will not be tolerated. If you participate in such behaviors, you will be asked to stop the behavior and/or asked to leave the class.

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.

When communicating to the class, short messages will be sent to students via Remind, an app that facilitates mass communication. Students can receive messages via their cell phone by texting @athmgmt to 81010 (If you're having trouble with 81010, try texting @athmgmt to (202) 517-2038), or go to <http://rmd.at/athmgmt> on a desktop computer to sign up for email notifications.

Regular class attendance is expected. It enhances your academic success to be in every scheduled session. Attendance will not be taken, but the failure to show up to class can result in you missing valuable information and assignments.

Class Schedule

Week	Date	Topic	Readings	Assignment/Activity
1	January 25	Course Introduction Guest Speaker: Kevin McNamee, Deputy Athletic Director (5pm)		Role of Athletics within Higher Education
2	February 1	Introduction to the Management of intercollegiate Athletics	Chapter 1	Reaction Paper #1 due Chapter Questions p. 22 (1-4)
3	February 8	The Role of the National Governing Bodies and Conferences Case Study: NCAA leadership, Mark Emmert, Penn State and quality leadership	Chapter 2 and 3	Chapter Questions p. 58 (1 – 4) and p. 80 (1, 3, 4, 5)
4	February 15	Institutional and Departmental Missions, Goals and Structure Guest Speaker: Brad Edwards, Asst. Vice President, Director of Athletics (5:30pm)	Chapter 4 and 5	Chapter Questions p. 107 (1-3, 5, 6) and p. 127 (1, 3, 4, 5)
5	February 22	Financing Intercollegiate Athletics Guest Speaker: Ron Shayka, Senior Associate AD of Finance & Operations (6pm)	Chapter 6	Reaction Paper #2 due Chapter Questions p. 153 (1, 2)
6	March 1	Community and Donor Relations Guest Speakers: Jennifer Montgomery, Development Director for Athletics (4:30pm) D.R. Butler, Associate AD of Community Relations (5:30pm)	TBD	Reaction Paper #3 due
7	March 8	MIDTERM EXAM		
8	March 15	SPRING BREAK		
9	March 22	Facility, Events and Ticket Operations Guest Speakers: James Meyer, Director of Sales and Ticket Operations; Stacy Natoli, Assistant AD of Event	TBD	

		Administration and/or Jay Marsh, Senior Associate AD of Facilities, Events & Championships (4:30pm, 5:30pm facility tour)		
10	March 29	Sports Communications: Sports Information and Marketing Guest Speaker: Andy Ruge, Associate AD of Marketing (5pm)	TBD	Reaction Paper #4 due
11	April 5	Compliance and Enforcement Guest Speaker: Kelly Webb, SWA and Associate Director of Compliance (5:30pm or 6pm)	Chapter 8	Reaction Paper #5 due Chapter Questions p. 199 (1-4)
12	April 12	Title IX and Gender Equity	Chapter 10 (p. 237 -240 The Diversity Challenge)	Reaction Paper #6 due Chapter Questions TBD
13	April 19	Sports Performance Guest Speaker: Debi Corbatta, Assistant AD of Sports Performance (6pm)	The Rise of Superman (pages TBD)	Chapter Questions TBD
14	April 26	Academics/Academic Reform and Eligibility Guest Speakers: Michael Ouellette, Academic Coordinator and Cynthia Dowd, Academic Coordinator (5:30 pm or 6pm)	Chapter 9	Reaction Paper #7 due Chapter Questions p. 229 (1-5)
15	May 3	Student-Athlete Welfare Guest Speakers: Nena Rodgers, Senior Associate AD of Academic Services and student-athlete panel (5:30pm or 6pm)		Reaction Paper #8 due
16	May 10	FINAL EXAM (undergrad) FINAL PROJECT (grad)		

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 <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

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

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

