

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

SPMT 480-001- Managing Intercollegiate Athletics
3 Credits, Spring 2018
Wednesdays 3:00pm – 4:15pm Research Hall 201– Fairfax Campus

Faculty

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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, 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 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))

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

- *Governance and Policy — Methods of oversight for and control over sports and recreation programs in schools and communities, both nationally and internationally.*
- *Ethical aspects — Includes critical ethical areas of the day such as the use of performance enhancing drugs, gambling and sports agents.*
- *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.*
- *Internship/Practical/Experiential Learning — An experience that enables students to work for a sports organization, or in a sports-related office to gain useful, relevant experience for a career in the sports field.*

For more information, please see:

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

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. Exam 1(150 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.
2. Experiential learning activity (100 pts.): Students will gain experience working in intercollegiate athletics by volunteering at a sport event or completing a small project for a coach or administrator of a collegiate athletic department. Activities must be approved by the professor. Upon completing the experiential learning activity, students will write a report detailing their responsibilities, positive and negative perceptions of the activity and lessons learned.

Reports should 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.).

3. Chapter Questions (200 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 12 (20-point) sets of discussion questions presented at the end of the chapters. The top 10 grades will be calculated in your final grade.

4. Exam 2 (150 pts.): The last 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.

- **Other Requirements**

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.

- **Grading**

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|----|------------|----|-----------|
| 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 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.

Class Schedule

| Week | Date | Topic | Readings |
|------|-------------|---|---|
| 1 | January 22 | Introduction to class; expectations, policies and learning assessments; | |
| 2 | January 24 | Role of Athletics within Higher Education | |
| 3 | January 29 | Introduction to the Management of Intercollegiate Athletics | Chapter 1 Reaction Paper #1 due Chapter Questions p. 22 (1-4) |
| 4 | January 31 | Introduction to the Management of Intercollegiate Athletics | |
| 5 | February 5 | The Role of National Governing Bodies | Chapter 2 Chapter Questions p. 58 (1 – 4) and p. 80 (1, 3, 4, 5) |
| 6 | February 7 | The Role of Conferences | Chapter 3 Chapter Questions p. 80 (1, 3, 4, 5) |
| 7 | February 12 | Institutional and Departmental Mission and Goals | Chapter 4 Chapter Questions p. 107 (1-3, 5, 6) |
| 8 | February 14 | Institutional and Departmental Mission and Goals | |

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| 9 | February 19 | Departmental Organizational Structure and Human Resource Management | Chapter 5 Chapter Questions p. 127 (1, 3, 4, 5) |
| 10 | February 21 | Departmental Organizational Structure and Human Resource Management | |
| 11 | February 26 | Financing Intercollegiate Athletics | Chapter 6 Chapter Questions p. 153 (1, 2) |
| 12 | February 28 | Financing Intercollegiate Athletics | |
| 13 | March 5 | Make up Day | |
| 14 | March 7 | EXAM 1 | |
| 15 | March 12 | SPRING BREAK | |
| 16 | March 14 | SPRING BREAK | |
| 17 | March 19 | Recruiting | Chapter 7 Chapter Questions p. 179 (1 – 4) |
| 18 | March 21 | Recruiting | |
| 19 | March 26 | Compliance and Enforcement | Chapter 8 Chapter Questions p. 199 (1-4) |
| 20 | March 28 | Compliance and Enforcement | |
| 21 | April 2 | Title IX and Gender Equity | |
| 22 | April 4 | Title IX and Gender Equity Case Study: Adding a Collegiate Sport | |
| 23 | April 9 | Academics/Academic Reform and Eligibility | Chapter 9 Chapter Questions p. 229 (1-5) |
| 24 | April 11 | Academics/Academic Reform and Eligibility | |
| 25 | April 16 | Student-Athlete Well-Being | |
| 26 | April | Student-Athlete Well-Being | |

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| | 18 | | |
| 27 | April 23 | Reform Efforts and Ethical Concerns | Chapter 10 Chapter Questions p. 251 (1-3) |
| 28 | April 25 | Reform Efforts and Ethical Concerns | |
| 29 | April 30 | Make up Day | |
| 30 | May 2 | EXAM 2 | |

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 <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://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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