

George Mason University
College of Education and Human Development
Sport Management
Sport and Recreation Studies

SPMT 480.002 – Special Topics in Sport Management: The Business of Youth Sport
SRST 598.001 – Special Topics in Sport and Recreation Studies: The Business of Youth Sport
3 credits, Spring 2020
Online + Thursday, 4:30 -5:45 p.m. Mason Global Center 1302A– 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 announced in advance. Offered by Recreation, Health & Tourism [Sport, Recreation, and Tourism Management]. May be repeated within the degree for a maximum 6 credits.

SRST 598: Focuses on projects related to sport and/or recreation studies. Offered by Recreation, Health, & Tourism [Sport, Recreation, and Tourism Management]. May be repeated within the degree for a maximum 6 credits.

Course Overview

This course provides an introduction to the business elements necessary to design and operate a youth sport enterprise. It examines the growing youth sport industry, and explores distinctive management concerns across youth sport sectors. It highlights current concerns with youth sport programming and its place in the sport development system. It culminates by providing experience in redesigning youth sport settings to deliver benefits to meet the needs and wants of youth and their parents/guardians.

Course Delivery Method

This course will be delivered in a hybrid format. Sixty percent of the course will occur online, and will be supplemented with a course meeting once per week. The online portion of the course will use

an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. Although the format is asynchronous, you will be required to complete assignments by a specific date. 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 21st at noon.

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 Tuesday, and finish on Monday.
- 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 4 times per week. In addition, students must log-in for any scheduled online synchronous meetings.

- 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 course discussions and 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. 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. Describe the current issues facing youth sport participants, their families, and providers.
2. Evaluate the effectiveness of youth sport coaches.
3. Compare the strengths and weaknesses of youth sport structures.
4. Recommend recruitment and retention strategies for youth.
5. Understand the transition process in youth sport.
6. Recognize the stages of long-term athlete development.
7. Design youth sport settings to meet specific objectives.

Professional Standards [for graduate students] [Commission of Sport Management Accreditation (COSMA)]

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

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of COSMA. COSMA (2016, 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

Robinson, M. J. (2010). *Sport club management*. Champaign, IL: Human Kinetics.

McCarthy, J., Bergholz, L., & Bartlett, M. (2016). *Re-designing youth sport: Changing the game*. New York: Routledge.

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).

• Assignments and/or Examinations	Weight
Weekly Discussions via Blackboard Discussion Boards [8]	15%
Website comparative analysis	10%
Field-based observation and analysis	20%
Program Re-design	30%
Exam	<u>25%</u>
	100%

Note: Assignment requirements vary by graduate/undergraduate standing

- **Grading**

Undergraduate Grading Scale		Graduate Grading Scale	
Percentage %	Letter Grade	Percentage %	Letter Grade
100-98	A+	100-98	A+
97-94	A	97-94	A
93-90	A-	93-90	A-
89-88	B+	89-88	B+
87-84	B	87-84	B
83-80	B-	83-80	B-
79-78	C+	79-70	C
77-74	C	69 or less	F
73-70	C-		
69-60	D		
59 & below	F		

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

Week	Topic	Reading	Assignment
Week 1	1.21-27	Introduction	
	Thurs	The Takeover of Youth Sport	
Week 2	1.28-2.3	Club structure & Management	Robinson Chapters 1 & 2
	Thurs	Alternative models	
Week 3	2.4-10	Human Resource Management	Robinson Chapter 3
	Thurs	Volunteers	
Week 4	2.11-17	Recruitment & Retention	Readings on Blackboard
	Thurs	Sport for all?	
Week 5	2.18-24	Club / Parent Relations	Robinson Chapter 4
	Thurs	Building Community	
Week 6	2.25-3.2	Operations	Robinson Chapters 5 & 6
			Discussion Board

	Thurs	Partnerships, Alliances, & Linkages		
Week 7	3.3-9	Revenue creation & investment	Robinson Chapters 7 & 8	Discussion Board
	Thurs	TBD		
	3.10-16	S P R I N G B R E A K		
Week 8	3.17-23	Long-term athlete development	Robinson Chapter 9	Discussion Board Field Report due
	Thurs	Unintended Consequences		
Week 9	3.24-30	Sport development Pathways	Readings on Blackboard	Discussion Board
	Thurs	Your Fit with the System		
Week 10	3.31-4.6	Talent identification & development	Readings on Blackboard	Discussion Board
	Thurs	Specialization		
Week 11	4.7-13	Re-designing programs	MBB Chapters 1 - 3	Exam due
	Thurs			
Week 12	4.14-20	Re-designing programs	MBB Chapters 4 & 5	
	Thurs			
Week 13	4.21-27	Re-designing programs	MBB Chapters 6 & 7	
	Thurs			
Week 14	4.28-5.4	Development through sport	Robinson Chapter 10	Final Re-Design Plan due
	Thurs			

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 <https://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/>).
- Students must silence all sound emitting devices 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- 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/> .