

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

**SPMT 320 – DL1 | Psychology of Sport**  
**3 Credits, Fall Semester 2021**  
**| Online Course**

**Faculty**

Name: **Megan Hare**  
Office Hours: **By Appointment**  
Email Address: **mhare@gmu.edu**

**Contacting the Instructor:**

- I am here to help you succeed in this class. The best way to contact me is via email.

**How I Respond To Students:**

- I will respond to emails within 24 hours.

**My Expectations of Your Response:**

- If any email that I send requires a response – it should be received within a timely manner; similarly within a 24-48 hour window.

**My commitment regarding our online communication:**

Our shared communication is vital since I will not see you in person regularly. Therefore, I am online frequently. I am on e-mail throughout the work day and at least once per day during the weekend. I am committed to returning your e-mail within 24 hours on a weekday. On the weekend, I usually check at least once in the morning.

**If you do not hear from me in my committed timeframe, this means I have not received your e-mail. It does not mean I'm busy or ignoring you—I'm here to serve you! BUT... technology can and does fail. I anticipate that you will attempt to reach me via telephone if you receive no e-mail response. I enjoy communicating with you—it's why I am in this line of work!—but I can't communicate with you if I don't know that you're trying to get in touch with me.**

**My expectation of YOUR commitment to our online communication:**

First and foremost, you need to have an updated Mason e-mail address. Next, not surprisingly, I expect that you will be online frequently. Please check e-mail **at least every 48 hours**, and **every 24 hours during weeks that we have a major assignment due**. I know many of you check far more often. If you have a computer, e-mail issue or your address is incorrect in Bb, fix it immediately. I may send a personal e-mail if I need to get in touch with you regarding an assignment, tape, or speaking situation. Saying, "I didn't get your e-mail," or "Sorry, I haven't been checking my e-mail," will not suffice as a reasonable excuse for any course-based situation. I have also been known to call students, so make sure there is current phone information on file with the college.

**PREREQUISITES:** None

**COURSE CATALOG DESCRIPTION:**

Psychological theories of personality, motivation, and anxiety explored in sport environment. Examines social-psychological research on audience effects, team cohesion, leadership, and fan behavior. Offered by School of Sport/Rec/Tour Mgmt. Limited to three attempts.

**Course Delivery:**

This course will be delivered online (100%) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. During that time, we will review some part of the material for the week. We will also discuss issues and questions you have about the material. We will also practice a few of the exercises that are embedded in the course material. You are required to be present during this time. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.

**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.**

- 1. Instructional Delivery:** Course content is divided into modules. Each module includes text readings, study questions, thought provoking-discussion board topics, written assignments with active learning activities, and group projects. Reflections on active learning activities and all written assignments are to be turned in via the assignment link located in each module.
- 2. How Your Learning in the Online Part of the Course Works if it is an online class...**  
We all have different learning styles! My teaching caters to different learning styles. Therefore, your course is set up modularly, which will offer you a multifaceted and thorough learning experience. Throughout the course you will have different ways of learning; such as discussions with peers through the discussion boards, multimedia submissions of videos, written assignments, and group work.

**Course Overview**

The course will be presented in three components. The first section will introduce major social/psychological theories that explain sport behaviors. Motivation, learning principles as they affect coaching, self-efficacy and communication are examples of constructs that will be explored. The second section of the course will discuss intervention strategies and techniques. This will emphasize the practical applications of sport psychology such as mental training, goal setting and imagery. In the final section of the course issues such as injury, staleness and burnout, and findings from exercise psychology. Throughout all of this theoretical information, experiential exercises will be woven into each class, to teach and demonstrate the power of using the mental skills to control the body.

## Learner Outcomes or Objectives

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

1. Identify and explain major theoretical frameworks used in sport psychology research.
2. Evaluate research in sport psychology (basic understanding).
3. Differentiate between intervention techniques to improve sport performance in order to apply knowledge.
4. Apply techniques to improve performance to self and others through practice and application to increase awareness and attention.
5. Conduct an applied research project utilizing a theoretical framework and a quasi-experimental design, or conduct a research paper on a topic within the course using peer reviewed journal articles.

**Professional Standards: None**

## REQUIRED TEXTS/MATERIALS:

1. Williams, J.M. & Krane, V. (2015). Applied Sport Psychology: Personal Growth to Peak Performance (7th ed.). Mountain View, CA: Mayfield Publishing Co.
2. Online postings on blackboard. There will be a few additional readings as well as videos.

## MINIMUM TECHNICAL SKILLS REQUIRED:

### *Technical Requirements*

#### Technical

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

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>

#### Skills

To succeed in an online or hybrid class, you should have the ability to:

- Navigate web sites, including downloading and reading files from web sites
- Download and install software or plug-ins such as Adobe Reader or Flash
- Use email, including attaching and downloading documents/files from emails
- Save files in commonly used word processing formats (.doc, .docx, .rtf)
- Copy and paste text and other items on a computer
- Save and retrieve documents and files on your computer
- Locate information on the internet using search engines

## DESCRIPTION OF ASSIGNMENTS/ASSESSMENTS:

### **Discussion Forum Posts**

What Is It? The discussion forum will give us a place to collaborate, communicate, and embark in shared learning. There are graded discussion forum posts that relate to the concepts we will study.

Discussions will open on Blackboard on Mondays. Read your classmates' posts and reply to two of them over the discussion period. Do not wait till the end of the course week to post your replies to others as you retard the development of the discussion conversation.

Discussion postings should be evenly distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).

1. Your initial response to the discussion question should be a substantial, well-organized post that directly, completely, and clearly answers the question. So not a short post but not too long either to appreciate other participants' time.
  - a. [What is a paragraph?](#)
  - b. I encourage you to:
    - i. Address the questions as much as possible (don't let the discussion stray).
    - ii. Use quotes that support your postings. Include page numbers.
    - iii. Build on others' responses to create threads.
2. Avoid discussion postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.
3. Include related prior knowledge (e.g., work experience, prior coursework, readings)
4. Use proper netiquette (i.e., the culture of communicating digitally). Learn more about [Netiquette](#) (stop around the 4 minute mark).

### Discussion Board Grading Rubric (10pts per discussion board post):

Criteria	Does not meet standards	Meets standards	Exceeds Standards
Timely discussion contributions	1 point	2 points	3 points
Responsiveness to discussions and demonstration of knowledge and understanding gained from assigned reading	1 to 2 points	3 points	4 points
Adherence to discussion protocols	1 points	2 points	3 points

### Podcast Reflection Paper (worth 20 points):

Watch one of the following TED talks, and write a reflection that summarizes the TED talk, reflects on your thoughts about the TED talk, and compares the TED talk to experiences in your life.

Here are some questions to consider when you are writing your reflection:

**Did it change how you think about sport? How?**

**What concepts did it make you think of from our readings?**

**Did it challenge you or inspire you?**

**This reflection should be 3 to 5 pages.**

TED talks: Choose one of the following TED talks related to sport:

1. Diana Nyad Extreme swimming with the world's most dangerous jellyfish
2. David Epstein Are athletes really getting faster, better, stronger?
3. Billie Jean King This tennis icon paved the way for women in sports
4. Gonzalo Vilariño How Argentina's blind soccer team became champions
5. John Wooden The difference between winning and succeeding
6. Aimee Mullins Changing my legs - and my mindset
7. Matthew Williams Special Olympics let me be myself — a champion
8. Find a talk to write about and get it approved by the professor.

### **Theory Application Reflection Paper (worth 20 points):**

Choose a chapter (or theory) from the textbook that you find particularly interesting or helpful and apply it to yourself. I would like for you to consider how the techniques in the chapter compare to your life in some area of performance (the aspect of your performance that you focus on does not have to be sports performance, but it can be).

Write a 3-5-page summary and analysis about what you learned. Your reflection should include (but does not have to be limited to): a summary of at least one theory discussed in class, your opinion of the theory, how useful the theory is in your life, and whether you would use the technique in the future.

*Tips for Paper Writing: Both reflection papers should be typed in APA format (e.g., cover page, running head, headers, etc.). You do not need to have an abstract. See the APA reference under 'course content' for additional information. Other guidelines: standard margins, 12 pt. font, Times New Roman, and double space. You are required to submit your reflection papers electronically on the blackboard site under the provided sections.*

**Exams (total of 100 points):** There will be two exams in this course designed to assess your understanding of course content. Exams are not cumulative. The exams will consist of multiple choice, T/F, fill in the blank, and short answer questions.

### **Final Project: (40 points)**

Implementing an applied sports psychology intervention with an individual. Get a taste of what it might be like to be a Sport Psychologist. Pick a chapter in our text's Part Two Mental Training for Performance Enhancement or a chapter in Part Three: Implementing Training Programs and create a unique training program. Use the training program on another person (client). Your

program should be focused on at least two psychological skills (e.g., Arousal Regulation, Imagery, et cetera).

Your program must conform to the following requirements:

- You may only work with someone that you know. If you are working with a minor (under the age of 18), you need to get written permission signed by their parent or guardian. A sample of this type of agreement will be on the Course Documents page on blackboard.
- You must submit your program proposal to me at least two weeks before you intend to start working with the person or team. You may not begin the program until I have approved your techniques.
- Your program must be based on the techniques discussed in class
- Your program should span 6 to 8 weeks and should include at least one meeting with you and your client each week.
  - During these meetings, you should work on the psychological skills, but also seek feedback on the effectiveness of your program from your client. You should include some measure of how well the program works (can be a crude measure or rating scale).
- Your paper / report must include:
  - An introduction that includes background information (e.g., a short bio of your person, your reason for selecting the psychological skills that you did, your reason for selecting this person, what you hoped to achieve by doing the program with this person, et cetera),
  - A body in which you give a detailed account of your procedures and techniques
  - A conclusion in which you reflect on the program, telling what you learned, an exit interview with your client in which they give their reaction to your program, and lastly you should give an objective evaluation of your client (e.g., What do they do well? Poorly?).
- You will write your findings from your project in your final paper.
- Your paper should be approximately 6-8 pages in length

*Students are expected to submit all assignments on time in the manner outlined by the instructor.*

**Table of Points Converted to Letter Grade:**

Grade	Percent
A+	97-100%
A	93-97%
A-	90-93%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%

C	73-77%
C-	70-72%
D	60-69%
F	0-59%

### Course Schedule:

<u>Date:</u>	<u>Topics/Readings:</u>	<u>Activities:</u>	<u>Assignments/Graded Work:</u>	<u>Due Dates:</u>
<b>Week 1</b> (8/23/21 – 8/29/21)	Chapter 1 – Intro to Semester and SPMT320 <b>Sport Psychology Past, Present, Future</b>	<ul style="list-style-type: none"> <li>- Review Getting Started Week 0</li> <li>- Read chapter 1</li> <li>- DB Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read chapter 1</li> <li>• Answer DB: Introduce Yourself</li> <li>• Answer DB Chapter 1 Question</li> </ul>	<b>Introduce Yourself:</b> <b>Wed 8/25/21</b> <b>Chapter 1 DB:</b> <b>Sun 8/29/21 by 11:59pm EST</b>
<b>Week 2</b> (8/30/21- 9/5/21)	Chapter 2 – Motor Skill Learning for Effective Coaching and Performance	<ul style="list-style-type: none"> <li>- Read Chapter 2</li> <li>- DB Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read chapter 2</li> <li>• Answer DB Chapter 2 Questions</li> </ul>	<b>Chapter 2 DB:</b> <b>Sun 9/5/21 by 11:59pm EST</b>
<b>Week 3</b> (9/6/21- 9/12/21)	Chapter 3 – A Positive Approach to Coaching Effectiveness and Performance Enhancement	<ul style="list-style-type: none"> <li>- Read Chapter 3</li> <li>- DB Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read chapter 3</li> <li>• Answer DB Chapter 3 Questions</li> </ul>	<b>Chapter 3 DB:</b> <b>Sun 9/12/21 by 11:59pm EST</b>
<b>Week 4</b> (9/13/21- 9/19/21))	Chapter 4 – The Motivational Climate: Implications and Promotion	<ul style="list-style-type: none"> <li>- Read chapter 4</li> <li>- Watch chapter 4 lecture video</li> <li>- DB Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read chapter 4</li> <li>• Watch chapter 4 video</li> <li>• Answer DB Chapter 4 Questions</li> </ul>	<b>Chapter 4 DB:</b> <b>Sun 9/19/21 by 11:59pm EST</b>
<b>Week 5</b> (9/20/22- 9/26/21)	Chapter 5 & 6 - The Self-Fulfilling Prophecy Theory and Leadership in Sport	<ul style="list-style-type: none"> <li>- Read chapter 5 &amp; 6</li> <li>- Watch chapter 5 &amp; 6 video</li> <li>- DB Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read chapter 5 &amp; 6</li> <li>• Watch chapter 5 &amp; 6 video</li> <li>• Answer DB Chapter 5 &amp; 6 Questions</li> </ul>	<b>Chapter 5 &amp; 6 DB:</b> <b>Sun 9/26/21 by 11:59pm EST</b>

<b>Week 6</b> (9/27/21-10/3/21)	Chapter 7 & 8– The Sport Team as an Effective Group and Communicating Effectively	<ul style="list-style-type: none"> <li>- Read chapter 7 &amp; 8</li> <li>- Watch chapter video</li> <li>- DB Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read chapter 7 &amp; 8</li> <li>• Watch chapter 7 &amp; 8 video</li> <li>• Answer DB Chapter 7 &amp; 8 Questions</li> </ul>	<b>Chapter 7 &amp; 8 DB:</b> Sun 10/3/21 by 11:59pm EST
<b>Week 7</b> 10/4/21-10/10/21)	Chapter 9 – Psychological Characteristics of Peak Performance	<ul style="list-style-type: none"> <li>- Read chapter 9</li> <li>- DB Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read chapter 9</li> <li>• Answer DB Chapter 9 Questions</li> <li>• Podcast Paper Due</li> </ul>	<ul style="list-style-type: none"> <li>• Podcast Paper Due: Sat 10/9/21 by 11:59pm EST</li> <li>• Chapter 9 DB: Sun 10/10/21 by 11:59pm EST</li> </ul>
<b>Week 8</b> 10/11/21-10/17/21)	Chapter 10 & 11 – Increasing Awareness of Sport Performance Goal-Setting for Peak Performance	<ul style="list-style-type: none"> <li>- Read chapter 10 &amp; 11</li> <li>- Watch chapter video</li> <li>- Answer Chapter 10 &amp; 11 DB questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read chapter 10 &amp; 11</li> <li>• Answer DB Chapter 10 and 11 Questions</li> </ul>	<b>Chapter 10 &amp; 11 DB:</b> Sun 10/17/21 by 11:59pm EST
<b>Week 9</b> (10/18/21-10/24/21)	Chapter 12 & 13 – Understanding and Managing Stress in Sport Using Imagery as a Mental Training Tool in Sport	<ul style="list-style-type: none"> <li>- Read chapter 12 &amp; 13</li> <li>- Watch chapter video</li> <li>- Answer Chapter 12 &amp; 13 DB questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read chapter 12 &amp; 13</li> <li>• Answer DB Chapter 12 &amp; 13 Questions</li> </ul>	<b>Chapter 12 &amp; 13 DB:</b> Sun 10/24/21 by 11:59pm EST
<b>Week 10</b> (10/25/21-10/31/21)	Chapter 14 & 15 – Cognitive Techniques for Building Confidence and Concentration and Strategies for Controlling It	<ul style="list-style-type: none"> <li>- Read chapter 14 &amp; 15</li> <li>- Watch chapter video</li> <li>- Answer Chapter 14 &amp; 15 DB questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read chapter 14 &amp; 15</li> <li>• Answer DB Chapter 14 &amp; 15 questions</li> <li>• MID TERM EXAM</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 14 &amp; 15 DB: Sun 10/31/21 by 11:59pm EST</li> <li>• MID TERM EXAM DUE SUN 10/31/21 BY 11:59PM EST</li> </ul>
<b>Week 11</b> (11/1/21-11/7/21)	Chapter 16 & 17 – Mindfulness in Sport Integrating and Implementing a Psychological Skill Training Program	<ul style="list-style-type: none"> <li>- Read chapter 16 &amp; 17</li> <li>- Watch chapter video</li> <li>- Answer Chapter 16 &amp; 17 DB Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read chapter 16 &amp; 17</li> <li>• Answer DB Chapter 16 &amp; 17 questions</li> </ul>	<b>Chapter 16 &amp; 17 DB:</b> Sun 11/7/21 by 11:59pm EST



<b>Week 12</b> (11/8/21-11/14/21)	Chapter 18 & 19 – Social-Cognitive Approach to Conducting Evidence Based Programs Gender/Diversity/Cultu ral Competence	<ul style="list-style-type: none"> <li>- Read chapter 18 &amp; 19</li> <li>- Watch chapter video</li> <li>- Answer Chapter 18 &amp; 19 DB Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read chapter 18 &amp; 19</li> <li>• Answer DB Chapter 18 &amp; 19 questions</li> </ul>	<b>Chapter 18 &amp; 19 DB:</b> Sun 11/14/21 by 11:59pm EST
<b>Week 13</b> (11/15/21-11/21/21)	Chapter 20 & 21 – When to refer athletes Doping in Sport	<ul style="list-style-type: none"> <li>- Read chapter 20 &amp; 21</li> <li>- Answer Chapter 20 &amp; 21 DB Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read chapter 20 &amp; 21</li> <li>• Answer DB Chapter 20 &amp; 21 questions</li> <li>• Theory Paper Due</li> </ul>	<ul style="list-style-type: none"> <li>• Theory Paper Due: Sat 11/20/21 by 11:59pm EST</li> <li>• Chapter 20 &amp; 21 DB: Sun 10/10/21 by 11:59pm EST</li> </ul>
<b>Week 14</b> (11/22-11/23/21)	Chapter 22 & 23 – Athlete Burnout Injury Risk and Rehabilitation  <b>No class 11/24-11/28</b>	<ul style="list-style-type: none"> <li>- Read chapter 22 &amp; 23</li> <li>- Answer chapter 22 &amp; 23 DB questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read chapter 22 &amp; 23</li> <li>• Answer DB Chapter 22 &amp; 23 questions</li> </ul>	<b>Chapter 22 &amp; 23 DB:</b> Tues 11/23/21 by 11:59pm EST
<b>Week 15</b> (11/29/21-12/4/21)	Chapter 24 & 25 – Athlete’s Careers and Transitions Exercise and Phsyical Activity Participation	<ul style="list-style-type: none"> <li>- Read chapter 24 &amp; 25</li> <li>- Watch chapter video</li> <li>- Answer chapter 24 &amp; 25 questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read chapter 24 &amp; 25</li> <li>• Answer DB Chapter 24 &amp; 25</li> </ul>	<b>Chapter 24 &amp; 25 DB:</b> Sat 12/4/21 by 11:59pm EST
<b>Week 16</b> (12/8/ - 12/15/21)	<b>FINAL PROJECT</b>  <b>FINAL EXAM</b>	<b>Final project</b>  <b>Final exam</b>	<b>Final project</b>  <b>Final exam</b>	<b>Project is on Thursday 12/9/21</b>  <b>Exam is Monday 12/13/21</b>

**Campus Resources:**

**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](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

## Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).  
The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity (see also <http://integrity.gmu.edu/>). Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using MLA or APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.
- 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.
- Religious Holidays - A list of religious holidays is available on the University Life Calendar page (<http://ulife.gmu.edu/calendar/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 additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

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

## STUDENT EXPECTATIONS

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester See <http://ds.gmu.edu/>
- 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 George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

#### Campus Resources

- Questions, or 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>
- For additional information on the School of Sport, Recreation, and Tourism Management, please visit our website- <http://srtm.gmu.edu>
- 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](mailto:titleix@gmu.edu).

#### **CORE VALUES COMMITMENT**

The College of Education and Human Development (CEHD) is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.



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and Tourism Management