

SPMT 1302-002 Spring 2021
Introduction to Sport Management

Instructor: **Karla Kitten**
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Office Hours: **Monday 1:00-2:00**
Classroom: **HS 169** Class time: **11:00-12:20**
Teaching Assistant: **Avery Wright; avery.wright@ttu.edu**

Class Meets: **TR 11:00am-12:20pm; HS bldg., Room 169;** All class meetings are mandatory, unless excused by instructor or University excuse. If classes go back to online delivery, this class will be taught asynchronously. You must have internet access, Google Chrome browser, webcam and microphone.

Contact Information: Direct questions to Karla Kitten via email: karla.kitten@ttu.edu.

I will respond within 24 hours weekdays and 48 hours weekends. If you do not hear back from me within that time frame, please resend it. All email communication must be professional and follow proper etiquette. You must have an appropriate subject line, proper greeting, your concern or question, an appropriate closing and your full name (first and last).

Blackboard: All powerpoints, articles, quizzes, homework, blogs, written assignments and announcements will be found on blackboard. I will also be sending things via email. Therefore, you must check both Blackboard and email every day

Required Readings

You are required to complete assigned readings for each class. Each reading is available on the course site on Blackboard and listed on the course schedule.

Recommended Textbook

“Principles and Practice of Sport Management” 6e; Masteralexis, Barr, Hums. ISBN 9781284142136

Student Learning Outcomes for SPMT 1302-002	Assessments of Student Learning Outcomes
Students through an exploration of fundamental content areas within sport management will make a reasoned, knowledgeable choice about whether sport management is an appropriate career path.	Writing assignments #1,
Students will identify careers of interest to them, investigate these chosen careers, and demonstrate through written assignments their knowledge about and understanding of how to advance in the chosen careers.	Writing assignments #1, Homework #2, and #3.
Students will be able to explain the principles of leadership and management as applied in sport settings.	Blogs #1 and #2; Exam #1 and Final Exam; quiz 1, 2 and 3.
Students will be able to describe, analyze, and apply the principles and issues in sport ethics, personnel management, sport marketing, strategic planning, financial management, sport law, and facility and event planning and	Blogs #3, #4, #5, #6, #7, and #8; Exam #1, Exam #2, and Final Exam; quiz

Student Learning Outcomes for SPMT 1302-002	Assessments of Student Learning Outcomes
management.	4, 5, 6, and 7.

Student Learning Outcomes for SPMT programs

B.S. in Sport Management

SLO #1 Demonstrate critical thinking skills when analyzing sport management issues and best practices.

SLO #2 Write and speak clearly and effectively within sport management settings.

SLO #3 Demonstrate ability to use new media and existing technologies in sport management practice and settings.

M.S. in Sport Management

SLO#1 Demonstrate advanced critical thinking skills when analyzing sport management issues and the ability to make applications of sport management knowledge.

SLO#2 Critically analyze sport management scholarship and case studies and demonstrate practical conclusions in sport management settings.

SLO#3 Demonstrate the knowledge and ability to apply sport leadership and management theories and practices in sport-based projects and understand their application in sport management settings.

Technical Requirements and Assistance

In this course, you need a valid TTU email address, audio and video capabilities (webcam) on your computer, tablet, or phone, and internet access. Incomplete submission of assignments due to loss of internet connection will not be accepted. Please note that the library computers are available in case of technical difficulties with your computer. For Blackboard courses, Chrome is the recommended browser. During our face-to-face class meetings, we will discuss each week's respective content. Also, for this course, students will need access to technology for use during classtime for quizzes and activities.

IT Help Central is available to assist with eRaider sign-in problems, browser errors, and other technical difficulties you may encounter. For technical assistance, please contact IT Help Central at 806-742-HELP, email that at ithelpcentral@ttu.edu, or visit the IT Help Central website at www.ithelpcentral.ttu.edu. For student assistance with Blackboard, visit the Blackboard Student Support website at <http://bit.ly/1HLFh8A>

If Texas Tech University campus operations are required to change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online delivery format. Should that be necessary, students will be advised of technical and/or equipment requirements of a microphone and webcam, including remote proctoring software.

TEXAS TECH UNIVERSITY CLASSROOM POLICIES

*The Texas Tech University System has implemented a mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests that there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. **Because of the potential for transmission of the virus, and to be consistent with the University's requirement, students in this class are to wear a***

mask/facial covering before, during, and after class. Observing safe distancing practices within the classroom by spacing out and wearing a mask/facial covering will greatly improve our odds of having a safe and healthy in-person class experience. **Any student choosing not to wear a mask/facial covering during class will be directed to leave the class and will be responsible to make up any missed class content or work.**

If Texas Tech University campus operations are required to change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online delivery format. Should that be necessary, students will need to have **access to a PC or Mac desktop or laptop. You will be accessing links to the internet, using Microsoft Word, and downloading documents. For all Blackboard courses, Chrome is the recommended browser. You will also need a webcam and microphone (presumably on your computer, tablet, or phone) for our class meetings & office hours** for this course.

BEFORE READING THE NEXT SECTION, PLEASE MAKE SURE YOU HAVE READ AND UNDERSTAND TEXAS TECH UNIVERSITY'S CLASSROOM POLICY ABOVE

STUDENT EXPECTATIONS

Attendance & Participation

- a. Punctuality and class attendance are required for success in this course. Like the working world, you must show up and put forth effort to be a successful working professional.! Students are allowed 2 free unexcused absences. ***All unexcused absences beyond 2, will result in a deduction of 5 points each from your grade point total.***
- b. It is expected that every student will be **on time** for each class and remain for the entire class. Unless there is a medical or personal emergency, you should not leave the classroom during class as it is distracting & you will miss valuable information. ***Students arriving more than 10 minutes late to class will not be allowed into class and will be counted absent.***
- c. To adhere to university COVID-19 guidelines, students will be given an assigned seat on the first day of class and must sit in that seat for every class meeting thereafter. Also, to adhere to the university guidelines, attendance will be taken at the beginning of every class to ensure that contact tracing can occur if necessary.

Class attendance will be factored into any decisions regarding extra credit at the end of the semester. As noted in the Grading Policy, grades are not automatically rounded at the end of the semester so it is *possible* that attendance *may* factor into any grade-rounding decisions but is **not a guarantee**. NOTE: Any student who has excessive absences (5 or more) with no notification to the instructor will be referred to the Dean's Office. Students with more than 8 absences will fail the course. Remember, each unexcused absence beyond 2, will result in a 5 point deduction from grade point total.

It is imperative that students read and understand **Texas Tech's Illness-Based Policy** below to obtain the opportunity to make-up any missed work. Because this is a university policy, there will be no exceptions to the policy below

Syllabus Requirements for Spring Semester 2021

Required Use of Masks/Facial Coverings by Students in Class The Texas Tech University System has implemented a mandatory Facial Covering Policy to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests that there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Because of the potential for transmission of the virus, and to be consistent with the University's requirement, students in this class are to wear a mask/facial covering before, during, and after class. Observing safe distancing practices within the classroom by spacing out and wearing a mask/facial covering will greatly improve our odds of having a safe and healthy in-person class experience. Any student choosing not to wear a mask/facial covering during class will be directed to leave the class and will be responsible to make up any missed class content or work.

Change in Modality if Required by TTU

If Texas Tech University campus operations are required to change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online delivery format. Should that be necessary, students will need to have a microphone and webcam for this course because this class then will be taught synchronously online (which means at the same scheduled class time).

Illness-Based Absence Policy

If at any time during this semester you feel ill, in the interest of your own health and safety as well as the health and safety of your instructors and classmates, you are encouraged not to attend face-to-face class meetings or events. Please review the steps outlined below that you should follow to ensure your absence for illness will be excused. These steps also apply to not participating in synchronous online class meetings if you feel too ill to do so and missing specified assignment due dates in asynchronous online classes because of illness.

1. If you are ill and think the symptoms might be COVID-19-related, please go to <https://ttucovid19.ttu.edu/User/Consent>, which is the TTU COVID-19 Management System and respond to the questions.
 - a. Call Student Health Services at 806.743.2848 or your health care provider. After hours and on weekends contact TTU COVID-19 Helpline at <https://www.depts.ttu.edu/studenthealth/Coronavirus.php>
 - b. Self-report as soon as possible using the Dean of Students COVID-19 webpage. This website has specific directions about how to upload documentation from a medical provider and what will happen if your illness renders you unable to participate in classes for more than one week.
 - c. If your illness is determined to be COVID-19-related, all remaining documentation and communication will be handled through the Office of the Dean of Students, including notification of your instructors of the period of time you may be absent from and may return to classes.
 - d. If your illness is determined not to be COVID-19-related, please follow steps 2.a-d below.
2. If you are ill and can attribute your symptoms to something other than COVID-19:

- a. If your illness renders you unable to attend face-to-face classes, participate in synchronous online classes, or miss specified assignment due dates in asynchronous online classes, you are encouraged to visit with either Student Health Services at 806.743.2848 or your health care provider. Note that Student Health Services and your own and other health care providers may arrange virtual visits.
- b. During the health provider visit, request a “return to school” note;
- c. E-mail the instructor a picture of that note;
- d. Return to class by the next class period after the date indicated on your note.

Following the steps outlined above helps to keep your instructors informed about your absences and ensures your absence or missing an assignment due date because of illness will be marked excused. You will still be responsible to complete within a week of returning to class any assignments, quizzes, or exams you miss because of illness. Unexcused absences result in a 5 point deduction from your total grade points. Failure to contact your instructor regarding a positive COVID- 19 diagnosis, or failure to present a doctor’s note for illnesses other than COVID-19 will be counted as “unexcused”.

All students with SDS accommodations must present these to the instructor on or before the first day of classes.

IMPORTANT NOTE

While this course is meeting face-to-face, to adhere to social distancing guidelines, a portion of course assessments (assignments, quizzes, etc.) may be completed and submitted via Blackboard. In the hopeful unlikely event that there is a glitch in the Blackboard online system, students are always responsible for reviewing the due dates in the schedule on this syllabus that I have provided. Please ALWAYS double check the syllabus and schedule for the due dates and times. If you notice a difference in what you see on Blackboard vs. what is on the syllabus, please let me know ASAP but the syllabus will always be the main point of reference.

USE OF TECHNOLOGY & PROFESSIONALISM IN THE CLASSROOM & OUT OF THE CLASSROOM

To be respectful to your fellow classmates & Instructor, please put cell phones, bluetooth equipment, headphones, or any other electronics away & muted before class begins. Students will be allowed to use tablets and/or laptops for class purposes if the volume is muted & it does not become a distraction to other classmates and/or Instructor. Please note, the instructor reserves the right to ban the use of laptops/tablets in class if necessary or remove a student from the face-to-face class meeting if behavior, actions, or settings are deemed inappropriate. Also, students are encouraged to take notes based on lectures as the PowerPoint slides will not contain all the information that will be present on exams and participate in every class discussion.

Students are always expected to act in a professional manner while interacting with myself and others. Such behavior (as listed below – plagiarism, cheating, etc. included) will be addressed on a case-by-case basis and could result in point deductions from grades and/or a case filed with the Student Conduct Office.

If applicable, students are expected to maintain an online environment conducive to learning, which

includes “netiquette” (Internet etiquette). The following site includes basic rules for [Online Discussion Netiquette](#). Ensure that your e-mail messages, discussion board postings, and other electronic communications are thoughtful. The following are prohibited:

- making offensive remarks in e-mail or the discussion board
- using inappropriate language or discussing inappropriate topics online
- spamming,
- hacking,
- using TTU or Blackboard e-mail or discussion board for commercial purposes
- using all caps (considered shouting in online communications)
- cyber-bullying or online harassment of any type

Course Requirements

1. Punctuality and class attendance are required in this course. Please be respectful by being on time for each class and remaining through the entire class. Leaving class early without permission will count as an unexcused absence. Attendance will be taken at the beginning and end of class. Tardiness (more than 10 minutes late) will not be tolerated. Each tardy after 3, will count as an unexcused absence. Classroom doors will be locked at 11:15am and students will not be allowed to enter after 11:15am. If you are sick, it is your responsibility to inform the professor electronically via email at least an hour prior to the start of class; bring a copy of doctor’s note to the next class attendance, or if virtual visit was done, follow the protocol in the ‘Illness Based Absence Policy’. Late notes will not be accepted. 5 or more unexcused absences will be considered excessive and will be reported to the Dean of Students. If you have more than eight unexcused absences, you will receive an F in this course. . COVID-19 related illness must be reported to the instructor and the Office of the Dean of Students

Unexcused Absence: Absences that the professor deems non-excusable. Examples include: absences without documentation to support University-Approved activities or illnesses, taking a friend to the doctor, oversleeping, flat tire, etc.

Excused Absences: Absences due to illness (as stated in the ‘Illness Based Absence Policy’, attendance due to University approved activity, documented family emergency. All excused absences must be supported by official documentation. Students are responsible for contacting the instructor prior to absence in order to be eligible for make-up work. Documentation falsification of any kind will not be tolerated and will be reported to the Dean of Students.

2. Blogs for Reading Assignments — You are required to respond to questions on the assignment reading(s) for all topics. Prompts (i.e., discussion questions) are provided for each of the topics listed below. As far as the blog, you must cite the author every time you quote or paraphrase the work. And, use a proper citation reference at the end of the blog, like it was a paper. You must post responses to 7 of the 8 prompts to earn up to 105 points, 15 points each. This allows you to miss one posting without lowering your grade. However, if you complete all 8 postings to your blog, all of the points you earn will be included in your grade (i.e., you could earn up to 15 bonus points). Your blog responses will be graded based on their completeness demonstrating you have read and understood the assigned readings using this rubric:
 - Your post shows an understanding of at least one key point from each of the associated topical readings, rather than a quote from a reading.
 - Your responses used at least one specific example or noteworthy piece of information learned from each assigned reading on that topic.

Topical Areas	Deadlines for Completing Posts to Blog Prompts
Leadership	10:30am on Feb. 4
Management	10:30am on Feb. 11
Sport ethics	10:30am on Feb. 23
Personnel management	10:30am on March 4
Sport marketing	10:30am on March 30
Financial management	10:30am on April 20
Facility and event planning and management	10:30am on April 27
Sport law	10:30am on May 4

3. Written assignment – “Career Profile Assignment”. This assignment is worth 60 points. Below is the task descriptions and grading rubrics for each. If you need assistance with research materials, feel free to contact a Tech Librarian. Another contact for assistance is my GTA for this class, Avery Wright. A list of scholarly journals will be listed on Blackboard.
4. Quizzes --- Seven quizzes will be given throughout the semester on various units covered. Quiz dates will be listed in the Itinerary in the syllabus.. Each quiz will be worth 10 points and will be given with a time limit. Quizzes will be taken on Blackboard during class. Bring a form of electronics capable of accessing Blackboard.
5. StrengthsQuest Assessment. A link will be provided to students on August 27th. A hard copy of your results titled “Your Signature Themes” must be brought to class on Sept. 1. This can be found in the **Reports** link upon completion of the assessment. This is worth 20 points. Failure to bring a hard copy will result in a 0. The TA will be collecting the hard copies as you depart class.
6. FOCUS2 Assessment. A link will be provided to students on Sept. 17th. A hard copy of your results will be due in class on Sept. 24th. This assignment is worth 20 points. Failure to bring a hard copy will result in a 0. The TA will collect the hard copies as you leave class.
7. Interview Assignment. Below is a description of assignment. This interview must be with an adult professional working in the area of Sport Management you are interested in working in, also. This interviewee cannot be a student (undergraduate, graduate, PhD., intern, etc.). This assignment is worth 60 points. This assignment will be submitted as hard copy in class.

Written assignment #1 (60 points; Due on Feb. 25

Sport Career Profile (Research Paper)

Your sport career profile is a research paper describing the area of sport management that you would like to focus on for a career after graduation. You will be expected to determine the basic job requirements for this position, duties, and a typical career path. This research paper must be based on reading a minimum of four articles. Two of these articles must be from a ‘scholarly journal’. Articles may be in print or electronic format. You may use web pages or other online resources, but they must be in addition to the two required scholarly articles.

Each resource used must be noted throughout your paper and cited at the end of your paper using APA format:

Author (last name, initials of first name), date, *Title of article. Name of Journal, Volume number*, page numbers. If you used an online citation other than an online scholarly article, you must provide the author if provided; title of the item; the full website’s URL. I have included two links which will be helpful in writing your research paper.

<https://www.vervwellmind.com/general-rules-for-apa-format-2794840>

https://owl.purdue.edu/owl/purdue_owl.html

You can choose either one for guidelines. Points will be deducted for lack of or improper citations. The ‘Writing Center’ on campus is a great source for help with the writing format for a research paper. Information relating to the UWC (University Writing Center) can be found under the ‘UWC Student Information’ tab in your menu. For resources, the TTU Library is your

best friend. I have also added a list of scholarly journals in your Blackboard menu.

Complete assignments should be 2-3 pages in length, typed in 12 point font (Times New Roman) and double spaced with 1 inch margins, all sides including top and bottom. Staple a copy of this rubric to the back of your completed paper. You must also include a title cover sheet. 4 Points each will be deducted for missing rubric and/or cover sheet. This paper will be submitted as a hard copy at the beginning of class on due date.

Grading Rubric for Written Assignment #1

Career Background (20)	20 19 18 17 16 15 14	13 12 11 10 9 8 7	6 5 4 3 2 1 0
Paper provides a job title, a detailed description of the selected position, duties, career path, and a description of the types of organizations in which this sport management position exists.	Meets all or most criteria	Meets some criteria	Meets few criteria
Knowledge & Understanding (30)	30 29 28 27 26 25 24	23 22 21 20 19 18	17 16 and below
Paper shows evidence of knowledge and understanding about the selected position including a description of various job responsibilities and examples of competencies required for success in this sport management job.	Meets all or most criteria	Meets some criteria	Meets few criteria
Organization & Communication (10)	10 9 8	7 6 5 4	3 2 1 0
Paper is well-organized, communicates effectively, and uses proper grammar, punctuation, and spelling.	Meets all or most criteria	Meets some criteria	Meets few criteria

Interview Assignment (60 points; Due on March 25th)

Interview Essay

Students will contact a professional (at the management level) in the sport industry (e.g., an athletic director, marketing/promotions director, owner of a professional team, event manager). **This person cannot be a coach, unless they also hold the position of Athletic Director.** Think BIG--start at the top! After a contact is made, students will then set up a time and place for the interview. The interview can be conducted in person, skype, by telephone, or electronically through email. You may not obtain your interview from a biography of the person you are writing about. This will result in a 0 for the assignment. The point of the interview is to begin developing a sport network and establish relationships with people you do not know and can provide assistance in regards to your career aspirations. This interview should not be a "job interview," but rather one in which you can gather information about the person, their job, and their personal opinions and suggestions for career development. A list of interview questions will be provided to you. This paper will be submitted in a "Question-Answer" format

supplied on Blackboard under ‘Assignment Help and Interview Questions’ in your menu. You must type responses in your own words. ‘Copy and pasting’ is not allowed. This will result in a 0 for this assignment.

Interview questions will cover the following:

- Name, title, and organization of your interviewee
- Why you chose this person and how you established contact
- Detailed job description, duties, tasks, responsibilities.
- How this person achieved this position (i.e. past jobs, education, internships)
- Suggestions, comments, advice taken from the interview
- Reaction to the interview and potential future contact

Complete assignments should be 2-4 pages in length, typed in 12 point font (preferably Times New Roman) and double spaced with 1 inch margins on all sides. Staple a copy of the rubric to the front of your completed paper and a title cover sheet. Additional points (4 points each) will be deducted for missing rubric and/or cover sheet. A list of interview questions will be provided on Blackboard under the tab ‘Assignment Help and Interview Questions’.

Grading Rubric for Written Assignment #2

Career Background (20)	20 19 18 17 16 15 14	13 12 11 10 9 8 7	6 5 4 3 2 1 0
Paper describes the current position and responsibilities of the person interviewed.	Meets all or most criteria	Meets some criteria	Meets few criteria
Career Information (20)	20 19 18 17 16 15 14	13 12 11 10 9 8 7	6 5 4 3 2 1 0
Paper includes information about and examples of career preparation and advancement of the person interviewed.	Meets all or most criteria	Meets some criteria	Meets few criteria
Career Advice (10)	10 9 8	7 6 5 4	3 2 1 0
Paper describes advice for career success from the person interviewed.	Meets all or most criteria	Meets some criteria	Meets few criteria
Organization & Communication (10)	10 9 8	7 6 5 4	3 2 1 0
Paper is well-organized, communicates effectively, and uses proper grammar, punctuation, and spelling.	Meets all or most criteria	Meets some criteria	Meets few criteria

- Examinations – 3 Exams (2 exams plus a final exam). Each examination will count 100 points. The final examination will be comprehensive. Examinations are multiple choice and true/false; scantrons will be furnished. If we are forced to go online, all exams will be taken through Blackboard.

9. Grading: The grading scale is based on a total of 635 points

571-635 = A

508-570 = B

445-507 = C

381-444 = D

380 and below = F

8. Extra credit opportunities: In addition to the potential to earn 15 bonus points on the blogs, other extra credit opportunities will be announced in class. Several in class activities will count for extra credit. **You must bring notebook paper and a pen or pencil to class every day for in class assignments.**

Additional Information

1. Please place your name tent on your desk each class so the professor can more easily learn your name.
2. No wearing of caps is allowed during class. Please remove caps (not just turn them backwards) .
3. This class will be organized to combine lectures using PowerPoint slides as an outline, whole-class discussions, small-group discussions during class, in class activities and assignments. Note taking is required since there will be additional comments made during lecture which will not be on the slides.
4. No Food is allowed in class. Drinks with lids are acceptable.
5. You are expected to adhere to the highest standards of academic honesty, with academic integrity a requirement of this class. Written assignments must be completed individually, unless specified otherwise. Receiving help from the University Writing Center with your written assignments is encouraged. Plagiarism occurs when a student uses or purchases papers or reports written by someone else, including downloading from the Internet. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. Any time you quote from another person, you must give credit to this person by providing a complete citation for the source and page number for the source from which you quoted. If plagiarism or another act of academic dishonesty occurs, you will receive a zero on that assignment. If you cheat on an exam, you will receive a zero on that exam. Acts of plagiarism and/or academic dishonesty are subject to being reported to Office of Student Conduct and risk academic penalty.

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- using inappropriate language or discussing inappropriate topics online
- spamming,
- hacking,
- using TTU or Blackboard e-mail or discussion board for commercial purposes
- using all caps (considered shouting in online communications)
- cyber-bullying or online harassment of any type

Course Schedule

Date	Topics	Assigned Readings	Due Dates for Assignments
Jan. 21	Course overview	Bring copy of syllabus to class electronically or hard copy	
Jan. 26	Leadership theories; Leadership model StrengthsQuest assessment assigned Class activity	<ul style="list-style-type: none"> Buhler, P. M. (1988). What kind of leader are you, anyway? <i>SuperVision</i>, 49(10), 3-5. Drucker, P. F. (2005). Managing oneself. <i>Harvard Business Review</i>, 83(1), 100-109. Spears, L. C. (2004). Practicing servant-leadership. <i>Leader to Leader</i>, 34, 7-11. 	
Jan. 28 and Feb. 2	Leadership styles; Four frames of organizations. Sept. 1 –guest speaker. Class Activities	<ul style="list-style-type: none"> Bolman, L. G., & Deal, T. E. (1991). Leadership and management effectiveness: A multi-frame, multi-sector analysis. <i>Human Resource Management</i>, 30, 509-515. Goleman, D. (2000). Leadership that gets results. <i>Harvard Business Review</i>, 78(2), 78-90. 	StrengthsQuest Assessment Due Feb. 2nd Feb.2nd-Leadership Quiz on Blackboard
Feb. 4 and Feb. 9	Management functions and styles Class Activities	<ul style="list-style-type: none"> Hardin, R., Cooper, C. G., & Huffman, L. T. (2013). Moving on up: Division I athletic directors' career progression and involvement. <i>Journal of Applied Sport Management</i>, 5(3), 55-73. Katz, N. (2001). Sports teams as a model for workplace teams: Lessons and liabilities. <i>The Academy of Management Executive</i>, 15(3), 56-67. Whisenant, W. A., & Pedersen, P. M. (2004). The influence of managerial activities on the success of intercollegiate athletic directors. <i>American Business Review</i>, 22(1), 21-26. 	Feb. 4th-Leadership Blog Due by 10:30am Feb. 9th-Management Quiz on Blackboard
Feb. 11 Speaker	Sport ethics principles	<ul style="list-style-type: none"> Lumpkin, A. (2008). Teaching values through youth and adolescent sports. <i>Strategies: A Journal for Physical and Sport Educators</i>, 21(4), 19-23. 	Management blog due by 10:30am
Feb. 11	Conduct of sports agents /Speaker?	<ul style="list-style-type: none"> Davis, T. (2006). Regulating the athlete-agent industry: Intended and unintended consequences 	

Date	Topics	Assigned Readings	Due Dates for Assignments
		<i>Willamette Law Review</i> , 42, 781-827.	
Feb. 16	Moral reasoning in sport Focus2 assessment link provided	<ul style="list-style-type: none"> Dixon, N. (2007). Trash talking, respect for opponents and good competition. <i>Sport Ethics and Philosophy</i>, 1(1), 96-106. 	
Feb. 18	Ethical decision making in sport management Class activity	<ul style="list-style-type: none"> Sauser, W. I., Jr. (2005). Ethics in business: Answering the call. <i>Journal of Business Ethics</i>, 58, 345-357. 	Ethics Quiz on Blackboard
Feb. 23	Personnel management Guest Speaker	<ul style="list-style-type: none"> Kriemadis, T., & Papaioannou, M. A. (2006). Empowerment methods and techniques for sport managers. <i>Sport Management International Journal</i>, 2, 117-133. 	Sport ethics blog due by 10:30am FOCUS2 assessment results due in class. Hard copy required.
Feb. 25	Personnel management Class Activity	<ul style="list-style-type: none"> Bravo, G., Won, D., & Shonk, D. J. (2012). Entry-level employment in intercollegiate athletic departments: Non-readily observables and readily observable attributes of job candidates. <i>Journal of Sport Administration & Supervision</i>, 4 (1), 63-78. 	Written Assignment-‘Career Profile’ due. Typed hard copy due at beginning of class
March 2	Motivation theories	<ul style="list-style-type: none"> Ulrich, D. O., & Parkhouse, B. L. (1979). The application of motivation theory in management to the sport arena. <i>Quest</i>, 31, 302-311. 	Personnel Quiz on Blackboard
March 4	Time management; Sports agents; review for test	<ul style="list-style-type: none"> Stanley, T. L. (2004). The most valuable commodity in the world. <i>The American Salesman</i>, 49(4), 13-18. Staudohar, P. D. (2006). So you want to be a sports agent. <i>Labor Law Journal</i>, 57, 246-256. 	Personnel management blog due by 10 :30am
March 9	Examination #1		Exam taken in class on Scantron

Date	Topics	Assigned Readings	Due Dates for Assignments
			(provided)
March 11	Introduction to marketing In class activity	<ul style="list-style-type: none"> Kadlecek, J. (2010). Industry insider: John Brody. <i>Sport Marketing Quarterly</i>, 19, 183-186. Kadlecek, J. (2010). Industry insider: John Fisher. <i>Sport Marketing Quarterly</i>, 19, 63-66. Kadlecek, J. (2011). Industry insider: Curtis Danburg. <i>Sport Marketing Quarterly</i>, 20, 127-128. 	
March 16	Market research and applications In class activity	<ul style="list-style-type: none"> Lee, J. W., Miloch, K. S., Kraft, P., & Tatum, L. (2008). Building the brand: A case study of Troy University. <i>Sport Marketing Quarterly</i>, 17, 178-182. 	
March 18 Guest Speaker	Advertising; Sponsorships In class activity	<ul style="list-style-type: none"> Irwin, R. L., & Sutton, W. A. (2011). Ticket sales coaching innovation: A few pages from Paul Brown's playbook. <i>Sport Marketing Quarterly</i>, 20, 103-111. 	
March 23	Promotions In class activity	<ul style="list-style-type: none"> Boyd, T. C., & Krehbiel, T. C. (2006). An analysis of the effects of specific promotion types on attendance at Major League Baseball games. <i>Mid-American Journal of Business</i>, 21(2), 21-31. 	
March 25	Public relations; corporate social responsibility	<ul style="list-style-type: none"> Heinze, K. L., Soderstrom, S., & Zdroik, J. (2014). Toward strategic and authentic corporate social responsibility in professional sport: A case study of the Detroit Lions. <i>Journal of Sport Management</i>, 28, 672-686. 	Interview Assignment Due. Typed hard copy due beginning of class. Marketing Quiz on Blackboard
March 30	Strategic planning In class activity	<ul style="list-style-type: none"> Karadakis, K., Kaplanidou, K., & Karlis, G. (2010). Event leveraging of mega sport events: A SWOT analysis approach. <i>International Journal of Event and Festival Management</i>, 1, 170-185. 	Marketing blog due by 10:30am

Date	Topics	Assigned Readings	Due Dates for Assignments
April 1	Accounting fundamentals In class activity	<ul style="list-style-type: none"> Matheson, V. A., O'Connor, D. J., & Herberger, J. H. (2012). The bottom line: Accounting for revenues and expenditures in intercollegiate athletics. <i>International Journal of Sport Finance</i>, 7, 30-45. 	
April 6	Financial management principles	<ul style="list-style-type: none"> Fulks, D. L. (2013). Revenues and expenses 2004-2012, NCAA Division I intercollegiate athletics programs report, 8; 12-15. 	
April 8	Economic principles	<ul style="list-style-type: none"> Roy, D. P. (2008). Impact of new minor league baseball stadiums on game attendance. <i>Sport Marketing Quarterly</i>, 17, 146-153. 	
April 13	Applications of economics Exam review	<ul style="list-style-type: none"> Johnson, G. (2011). The economic impact of new stadiums and arenas on cities. <i>University of Denver Sports and Entertainment Law Journal</i>, 1, 3-40. 	Finance/Economics quiz on Blackboard
April 15	Examination #2		April 15-Exam #2 in class on scantron
April 20	Facility planning and management	<ul style="list-style-type: none"> Sawyer, T.H.(2006). <i>Financing facilities 101. Journal of Physical Education, Recreation and Dance</i>, 77(4), 23-28. 	Financial management and economics blog due by 10:30am
April 22	Event planning and management Guest Speaker	Appleby, K. M. & Pemberton, C. A. (2010). Conducting a successful National Girls and Women in Sports Day event. <i>Journal of Physical Education, Recreation & Dance</i> , 81(2), 34-39.	
April 27	Sport law principles Title IX	<ul style="list-style-type: none"> Chandler, S. R. (2011). Whose right is it anyway? How recent cases and controversies have blurred the lines between first amendment protection and an athlete's right of publicity. <i>Marquette Sports Law Review</i>, 21, 315-337. Harrison, J. L., & Harrison, C. C. (2009). The law and economics of the NCAA's claim to monopsony rights. 	Facility and event planning and management blog due by 10:30am

Date	Topics	Assigned Readings	Due Dates for Assignments
		<i>Antitrust Bulletin</i> , 54, 923-949. <ul style="list-style-type: none"> Lumpkin, A. (2012). Title IX and financing intercollegiate athletics. <i>Journal for the Study of Sports and Athletes in Education</i>, 6, 275-292. 	
April 29	Risk Management Sport Waivers	<ul style="list-style-type: none"> Misinec, M. (2005). When the game ends, the pandemonium begins: University liability for field-rushing injuries. <i>Sports Lawyers Journal</i>, 12(1), 181-219. Murr, A. (2002). Sports waivers: An exercise in futility. <i>Journal of Law and Education</i>, 31(1), 114-120. 	Sport Law quiz on Blackboard
May 4	Final Exam Review		Sport law and risk management blog due by 10:30am
May 8	Final Exam	4:30pm-7:00pm	Final Exam in HS 169 4:30pm-7:00pm in class on scantron
TBA	Speakers	Various speakers will be attending classes throughout the semester. Dates are subject to change	

Illness Based Absence Policy

If at any time during this semester you feel ill, in the interest of your own health and safety as well as the health and safety of your instructors and classmates, you are encouraged *not* to attend face-to-face class meetings or events. Please review the steps outlined below that you should follow to ensure your absence for illness will be excused.

- 1) If you are ill and think the symptoms might be COVID-19-related:
 - a) Call Student Health Services at 806.743.2848 or your health care provider.
 - b) Self-report as soon as possible using the [Office of the Dean of Students website](#). This website has specific directions about how to upload documentation from a medical provider and what will happen if your illness renders you unable to participate in classes for more than one week.
 - c) If your illness is determined to be COVID-19-related, all remaining documentation and communication will be handled through the Office of the Dean of Students, including notification of your instructors of the period of time you may be absent from and may return to classes.

- d) If your illness is determined not to be COVID-19-related, please follow steps 2.a-d below.
- 2) If you are ill and can attribute your symptoms to something other than COVID-19:
 - a) If your illness renders you unable to attend face-to-face classes you are encouraged to visit with either Student Health Services at 806.743.2848 or your health care provider. Note that Student Health Services and your own health care providers may arrange virtual visits.
 - b). During the health provider visit, request a “return to school” note;
 - c) E-mail the instructor a picture of that note;
 - d) Return to class by the next class period after the date indicated on your note. Following the steps outlined above helps to keep your instructors informed about your absences and ensure your absence or missing an assignment due date because of illness will be marked excused. You will still be responsible to complete any assignments you miss because of illness. Discuss with your instructor due dates for missed assignments.

ADA

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from Student Disability Services during the instructor’s office hours. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services office in 335 West Hall or call 806-742-2405. Additional information may also be found in TTU O.P. 34.22.

Student Disability Services verification must be presented to the instructor on or before the first day of class, August 25th.

If Texas Tech University campus operations are required to change because of health concerns related to the COVID-19 pandemic, it is possible that this course will move to a fully online asynchronous delivery format, . Should that be necessary, students will be advised of technical and/or equipment requirements of a microphone and webcam, including remote proctoring software.

Absence Due to Religious Observance.

A student who is absent from classes for the observance of a religious holy day, according to the legal definition, will be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence if, not later than the 15th day after the first day of the semester, the student has notified the instructor of each scheduled class that the student will be absent for a religious holy day. This notification will be in writing and will be delivered by the student personally to the instructor of each class, with receipt of the notification acknowledged and dated by the instructor, or by certified mail, return receipt requested, addressed to the instructor of each class. A student who is excused under this policy must not be penalized for the absence, but the instructor may appropriately respond if the student fails to satisfactorily complete the assignment.

Absence due to Officially Approved Trips. The *Texas Tech University Catalog* states that the person responsible for a student missing class due to a trip should notify the instructor of the departure and return schedule in advance of the trip. The student may not be penalized and is responsible for the material missed.

Illness and Death Notification and Absences. Whether an absence is excused or unexcused is

determined solely by the instructor with the exception of absences due to religious observance and officially approved trips described above. The Center for Campus Life will notify faculty, at the student's request, when a student is absent for four consecutive days with appropriate verification of a health related emergency. This notification does not excuse the student from class, it is provided as a courtesy. The service is explained as follows and can be found on the Center for Campus Life web site at: <http://www.depts.ttu.edu/centerforcampuslife/>.

The Center for Campus Life is responsible for notifying the campus community of student illnesses, immediate family deaths and/or student death. Generally, in cases of student illness or immediate family deaths, the notification to the appropriate campus community members occur when a student is absent from class for four (4) consecutive days with appropriate verification. It is always the student's responsibility for missed class assignments and/or course work during their absence. The student is encouraged to contact the faculty member immediately regarding the absences and to provide verification afterwards. The notification from the Center for Campus Life does not excuse a student from class, assignments, and/or any other course requirements. The notification is provided as a courtesy.

Department Academic Integrity Policy

Adherence to the highest standards of academic honesty is required, with academic integrity a requirement. (See <https://www.depts.ttu.edu/studentconduct/academicinteg.php> for TTU's statement of academic integrity.) The faculty member in whose class academic dishonesty allegedly occurs will report the student(s) involved with the act of academic misconduct to the Office of Student Conduct using the [Academic Integrity Incident Report Form](#). All written assignments must be completed independently and individually, unless specified otherwise by the instructor. Any attempt by students to present as their own any work they have not completed themselves is regarded by the faculty as a serious offense and renders the student liable to serious consequences, including possible removal from the program, and possible probation, suspension or expulsion from the University. Upon investigation and adjudication by the Office of Student Conduct, a referred student who is found responsible for a policy violation will be subject to the following outcomes. If plagiarism or another act of academic dishonesty is found to occur in any departmental course, students will receive a zero on that assignment. If a student cheats on an exam or allows another student to cheat from his or her exam or other graded assignment, each student found responsible for academic dishonesty will receive a zero on that exam or other graded assignment. No materials such as a smartphone or smartwatch are allowed during an exam. Any use of a smartphone during an exam (for any reason) is considered a violation. If academic dishonesty occurs a second time in the same course the student will be referred to the Office of Student Conduct for academic dishonesty for further disciplinary action. If the Office of Student Conduct determines the student is responsible for the violation, the student will receive an F in the course.

Academic Integrity and Student Conduct

Responsible citizenship among college students includes honesty and integrity in class work; regard for the rights of others; and respect for local, state, and federal laws as well as campus standards. Specific standards concerning the rights and responsibilities of students and registered student organizations at

Texas Tech are contained in the *Code of Student Conduct and Student Handbook*. Students are expected to become thoroughly familiar with and abide by these standards. The *Code of Student Conduct and Student Handbook* may be obtained from the Office of Student Judicial Programs, Student Union, (806) 742-1714, or online at www.studentaffairs.ttu.edu or [Office of Student Conduct](#).

Academic Integrity

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension. The instructor in a course is responsible for initiating action for dishonesty or plagiarism that occurs in his or her class. In cases of convincing evidence of or admitted academic dishonesty or plagiarism, an instructor should take appropriate action. Before taking such action, however, the instructor should attempt to discuss the matter with the student. If cheating is suspected on a final exam, the instructor should not submit a grade until a reasonable attempt can be made to contact the student, preferably within one month after the end of the semester. See the section on "Academic Conduct" in the *Code of Student Conduct* for details of this policy.

Academic Misconduct

Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Cheating includes, but is not limited to, the following:

1. Copying from another student's test paper.
2. Using materials during a test that have not been authorized by the person giving the test.
3. Failing to comply with instructions given by the person administering the test.
4. Possessing materials during a test that are not authorized by the person giving the test, such as class notes or specifically designed "crib notes." The presence of textbooks constitutes a violation only if they have been specifically prohibited by the person administering the test.
5. Possessing, using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program.
6. Collaborating with or seeking aid or receiving assistance from another student or individual during a test or in conjunction with an assignment without authority.
7. Discussing the contents of an examination with another student who will take the examination.
8. Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to or kept by the student.
9. Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course related assignment.
10. Paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program.
11. Falsifying research data, laboratory reports, and/or other academic work offered for credit.
12. Taking, keeping, misplacing, or damaging the property of the university, or of another, if the student

knows or reasonably should know that an unfair academic advantage would be gained by such conduct.

Plagiarism includes, but is not limited to, the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit. Any student who fails to give credit for quotations or for an essentially identical expression of material taken from books, encyclopedias, magazines, Internet documents, reference works or from the themes, reports, or other writings of a fellow student is guilty of plagiarism.

Collusion includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

Falsifying academic records includes, but is not limited to, altering or assisting in the altering of any official record of the university, and/or submitting false information or omitting requested information that is required for or related to any academic record of the university. Academic records include, but are not limited to, applications for admission, the awarding of a degree, grade reports, test papers, registration materials, grade change forms, and reporting forms used by the Office of the Registrar. A former student who engages in such conduct is subject to a bar against readmission, revocation of a degree, and withdrawal of a diploma.

Misrepresenting facts to the university or an agent of the university includes, but is not limited to, providing false grades or resumes; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual; or providing false or misleading information in an effort to injure another student academically or financially.

Civility in the Classroom is expected that all students in the class will treat fellow classmates, the professor, the assistant, and guests in the classroom with respect. Respect includes, but is not limited to, arriving to class on time, not making unnecessary noise or speaking when others are speaking, attending to those who are speaking, and not engaging in disruptive behaviors. A student lacking civility will be asked to leave the classroom. If the behavior continues, the students will be asked not to return to the classroom.

Students with Disabilities ADA Statement

Any student who because of a disability may require special arrangements in order to meet course requirements should contact the instructor as soon as possible to make any necessary accommodations. Student should present appropriate verification from AccessTECH. No requirement exists that accommodations be made prior to completion of this approved university procedure. Students with disabilities are encouraged to use AccessTECH which publishes a Desk Reference for Faculty and Staff that is very helpful. You may call the AccessTECH Office at 742-2092 to request a copy.

The **Ombudsman for Students** is available to assist students with any conflict or problem that has to do with being a student at Texas Tech University. You may visit the Ombudsman in 237 Student Union Building or call 742-SAFE.

TTU Resources for Discrimination, Harassment, and Sexual Violence

Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other [Title IX violations](#) are not tolerated by the University. Report any incidents to the *Office for Student Rights & Resolution*, (806)-742-SAFE (7233) or file a report online at titleix.ttu.edu/students. Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: **TTU Student Counseling Center**, 806-742-3674, <https://www.depts.ttu.edu/scc/> (*Provides confidential support on campus.*) **TTU Student Counseling Center 24-hour Helpline**, 806-742-5555, (*Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.*) **Voice of Hope Lubbock Rape Crisis Center**, 806-763-7273, voiceofhopelubbock.org (*24-hour hotline that provides support for survivors of sexual violence.*) **The Risk, Intervention, Safety and Education (RISE) Office**, 806-742-2110, rise.ttu.edu (*Provides a range of resources and support options focused on prevention education and student wellness.*) **Texas Tech Police Department**, 806-742-3931, <http://www.depts.ttu.edu/ttpd/> (*To report criminal activity that occurs on or near Texas Tech campus.*)