

**SPMT 1302-001 Summer 2021**  
**Introduction to Sport Management**

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Office Hours: **MTR 12:00-1:00pm; also by appointment**

<b>Student Learning Outcomes</b>	<b>Assessments of Student Learning Outcomes</b>
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, #2,
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, #2,
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
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 management.	Blogs #3, #4, #5, #6, #7, and #8; Exam #1, Exam #2, and Final Exam

**Student Learning Outcomes for Four Programs**

Upon completion of the **B.S. in Kinesiology**, students should be able to:

1. Describe physiological, psychological, and behavioral responses to exercise and physical activity.
2. Design and implement exercise programs to improve physical function in adults of various age groups and health conditions.
3. Demonstrate competency in assessing human performance.
4. Write clearly and effectively in order to communicate within a professional health-care setting.

Upon completion of **the M.S. in Kinesiology**, students should be able to:

1. Articulate and demonstrate competent understanding of the scientific method as applied to human movement.
2. Apply principles underlying benefits and adaptations to human movement.
3. Translate research into practice by demonstrating the ability to educate individuals about lifestyle modification.

Upon completion of the **B.S. in Sport Management**, students should be able to:

1. Demonstrate critical thinking skills when analyzing current and proposed sport management practices.
2. Demonstrate effective oral and written communication skills
3. Demonstrate ability to use new media and existing technologies in sport management practice

Upon completion of the **M.S. in Sport Management**, students should be able to:

1. Design, organize, market, and implement socially responsible sport-related events.
2. Critically analyze sport management scholarship and case studies and demonstrate practical conclusions.

- Exhibit knowledge of ethical, socially responsible leadership and management theories and applications in sport-based projects.

### Required Readings

Instead of a textbook, 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.

### Course Requirements

- 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. If you are sick, it is your responsibility to inform the professor electronically via email; and, bring a copy of the doctor's note to next class attendance. You will be allowed 2 free unexcused absences. For each unexcused absence from classes over two, 5 points will be deducted from your final point total. If you miss eight or more classes, you will receive an F in this course. Excessive tardies (3+) will result in a 3 point deduction for each tardy beyond 2.
- Blogs for Reading Assignments — You are required to respond to questions on the assignment reading(s) for all topics listed. Prompts (i.e., discussion questions) are provided for each of the topics listed below. You must post responses to 7 prompts to earn up to 70 points. This allows you to miss one posting without lowering your grade. However, if you complete all 8 postings to your blogs, all of the points you earn will be included in your grade (i.e., you could earn up to 10 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. (5 points)
  - Your responses used at least one specific example or noteworthy piece of information learned from each assigned reading on that topic (5 points)

Topical Areas	Deadlines for Completing Posts to Blog Prompts
Leadership	9:30 am on June 7
Management	9:30 am on June 8
S3.port ethics	9:30 am on June10
Personnel management	9:30 am on June 14
Sport marketing	9:30 am on June 22
Financial management	9:30 am on June 24
Facility and event planning and management	9:30 am on June 30
Sport law	9:30 am on July 1

3.Written assignments — One paper (for a total of 60 points). Below is the task description and grading rubric.

#### Written assignment #1 (60 points) (June 17)

##### Sport Career Profile

Your sport career profile will be a description of 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 *detailed* job requirements, education, duties, and competencies for this position, a *detailed* explanation of why you wish to pursue this area, and identify and explain the level at which you would like to work (i.e. Recreation, Collegiate, Professional, Commercial, etc.). This paper must be based on a minimum of 3 references. Each resource used must be noted throughout your paper and cited using APA format. A

resource page must be included at the end of your paper, followed by the rubric. Refer to APA format prior to writing this paper. The “University Writing Center” is a great source for help with the writing of this paper. Complete assignment should be 2-4 pages in length, typed in 12 point font (preferably Times New Roman) and double spaced with 1 inch margins (all sides). **APA format is required.** Here is a link which guides you through APA forma. <https://www.easybib.com/guides/citation-guides/apa-format/> Staple a copy of the grading rubric to the back of your completed paper and a title cover sheet to the front. The Grading Rubric and Cover Sheet are worth 4 points each toward your paper’s grade.

### 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, 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
<b>Knowledge &amp; Understanding (30)</b>	<b>30 29 28 27 26 25 24</b>	<b>23 22 21 20 19 18</b>	<b>17 16 and below</b>
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
<b>Organization &amp; Communication (10)</b>	<b>10 9 8</b>	<b>7 6 5 4</b>	<b>3 2 1 0</b>
Paper is well-organized, communicates effectively, and uses proper grammar, punctuation, and spelling.	Meets all or most criteria	Meets some criteria	Meets few criteria

- 4 . Examinations — Each examination will count 100 points. The final examination will be comprehensive. Examinations may have both objective and subjective questions; the format for each exam will be announced in advance. You will have 7 quizzes worth 10 points each.
- 5 Grading: The grading scale is based on a total of 500 points
  - 450-500 = A
  - 400-449 = B
  - 350-399 = C
  - 300-349 = D
  - 299 and below = F

6. Extra credit opportunities: In addition to the potential to earn 10 bonus points on the blogs, other extra credit opportunities will be announced in class.

#### Additional Information

1. You are required to bring to class a draft (two paper copies, not electronic on your cell phone, computer, or tablet) of the written assignment on the date immediately preceding the due date for the assignment as listed on the course schedule. During class, you will receive feedback from classmates as well as provide feedback to classmates to help improve your paper.
2. Sit in assigned seat for every class meeting.
3. No wearing of caps is allowed during exams. Please remove caps, or turn them backward.
4. Cell phones must be turned off during class. No texting is permitted during class. If you are using or even holding your cell phone during class without directions to use it by the professor, it will be taken from you (and returned after class). Computers and tablets can be used during class as long as they are used to facilitate your learning. If you misuse your tablet or computer, you will lose the privilege of using it during class for the remainder of the semester. .
5. This class will be organized to combine lectures using PowerPoint slides as an outline, whole-class discussions, small-group discussions during class, a writing assignment, 7 quizzes, 2 exams plus a final exam.
6. 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.

## Course Schedule

Date	Topics	Assigned Readings	Due Dates for Assignments
June 2	Course overview	Syllabus/Blackboard Menu	
June 3	Leadership theories; Leadership model	<ul style="list-style-type: none"> <li>Buhler, P. M. (1988). What kind of leader are you, anyway? <i>SuperVision</i>, 49(10), 3-5.</li> <li>Drucker, P. F. (2005). Managing oneself. <i>Harvard Business Review</i>, 83(1), 100-109.</li> <li>Spears, L. C. (2004). Practicing servant-leadership. <i>Leader to Leader</i>, 34, 7-11.</li> </ul>	
June 4	Leadership styles; Four frames of organizations	<ul style="list-style-type: none"> <li>Bolman, L. G., &amp; Deal, T. E. (1991). Leadership and management effectiveness: A multi-frame, multi-sector analysis. <i>Human Resource Management</i>, 30, 509-515.</li> <li>Goleman, D. (2000). Leadership that gets results. <i>Harvard Business Review</i>, 78(2), 78-90.</li> </ul>	<b>Leadership Quiz</b>
June 7	Management functions and styles	<ul style="list-style-type: none"> <li>Hardin, R., Cooper, C. G., &amp; 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.</li> <li>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.</li> <li>Whisenant, W. A., &amp; 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.</li> </ul>	<b>Leadership blog due by 9:30am</b>  <b>Management Quiz</b>
June 8	Sport ethics principles	<ul style="list-style-type: none"> <li>Lumpkin, A. (2008). Teaching values through youth and adolescent sports. <i>Strategies: A Journal for Physical and Sport Educators</i>, 21(4), 19-23.</li> </ul>	<b>Management blog due by 9:30am</b>
June 8	Conduct of sports agents	<ul style="list-style-type: none"> <li>Davis, T. (2006). Regulating the athlete-agent industry: Intended and unintended consequences. <i>Willamette Law Review</i>, 42, 781-827.</li> </ul>	

Date	Topics	Assigned Readings	Due Dates for Assignments
June 9	Moral reasoning in sport	<ul style="list-style-type: none"> <li>Dixon, N. (2007). Trash talking, respect for opponents and good competition. <i>Sport Ethics and Philosophy</i>, 1(1), 96-106.</li> </ul>	
June 9	Ethical decision making in sport management	<ul style="list-style-type: none"> <li>Sauser, W. I., Jr. (2005). Ethics in business: Answering the call. <i>Journal of Business Ethics</i>, 58, 345-357.</li> </ul>	<b>Ethics Quiz</b>
June 10	Personnel management	<ul style="list-style-type: none"> <li>Kriemadis, T., &amp; Papaioannou, M. A. (2006). Empowerment methods and techniques for sport managers. <i>Sport Management International Journal</i>, 2, 117-133.</li> </ul>	<b>Sport ethics blog due by 9:30am</b>
June 10	Personnel management	<ul style="list-style-type: none"> <li>Bravo, G., Won, D., &amp; 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 &amp; Supervision</i>, 4 (1), 63-78.</li> </ul>	
June 11	Motivation theories	<ul style="list-style-type: none"> <li>Ulrich, D. O., &amp; Parkhouse, B. L. (1979). The application of motivation theory in management to the sport arena. <i>Quest</i>, 31, 302-311.</li> </ul>	<b>Personnel Management Quiz</b>
June 14	Time management;  Sports agents; review for test	<ul style="list-style-type: none"> <li>Stanley, T. L. (2004). The most valuable commodity in the world. <i>The American Salesman</i>, 49(4), 13-18.</li> <li>Staudohar, P. D. (2006). So you want to be a sports agent. <i>Labor Law Journal</i>, 57, 246-256.</li> </ul>	<b>Personnel management blog due by 9 :30am</b>
<b>June 15</b>	<b>Examination #1</b>		
June 16	Introduction to marketing	<ul style="list-style-type: none"> <li>Kadlecek, J. (2010). Industry insider: John Brody. <i>Sport Marketing Quarterly</i>, 19, 183-186.</li> <li>Kadlecek, J. (2010). Industry insider: John Fisher. <i>Sport Marketing Quarterly</i>, 19, 63-66.</li> <li>Kadlecek, J. (2011). Industry insider: Curtis Danburg. <i>Sport Marketing Quarterly</i>, 20, 127-128.</li> </ul>	<b>Rough Draft of written assignment due. Bring 2 hard copies for peer review</b>
June 17	Market research and applications	<ul style="list-style-type: none"> <li>Lee, J. W., Miloch, K. S., Kraft, P., &amp; Tatum, L. (2008). Building the brand: A case study of Troy University.</li> </ul>	<b>Written Assignment due (hard copy)</b>

Date	Topics	Assigned Readings	Due Dates for Assignments
		<ul style="list-style-type: none"> <li><i>Sport Marketing Quarterly</i>, 17, 178-182.</li> </ul>	
June 18	Advertising; Sponsorships	<ul style="list-style-type: none"> <li>Irwin, R. L., &amp; Sutton, W. A. (2011). Ticket sales coaching innovation: A few pages from Paul Brown's playbook. <i>Sport Marketing Quarterly</i>, 20, 103-111.</li> </ul>	
June 21	Promotions	<ul style="list-style-type: none"> <li>Boyd, T. C., &amp; 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.</li> </ul>	
June 21	Public relations; corporate social responsibility	<ul style="list-style-type: none"> <li>Heinze, K. L., Soderstrom, S., &amp; 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.</li> </ul>	<b>Marketing quiz</b>
June 22	Strategic planning	<ul style="list-style-type: none"> <li>Karadakis, K., Kaplanidou, K., &amp; 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.</li> </ul>	<b>Marketing blog due by 9:30am</b>
June 23	Accounting fundamentals	<ul style="list-style-type: none"> <li>Matheson, V. A., O'Connor, D. J., &amp; 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.</li> </ul>	
June 23	Financial management principles	<ul style="list-style-type: none"> <li>Fulks, D. L. (2013). Revenues and expenses 2004-2012, NCAA Division I intercollegiate athletics programs report, 8; 12-15.</li> </ul>	
June 24	Economic principles	<ul style="list-style-type: none"> <li>Roy, D. P. (2008). Impact of new minor league baseball stadiums on game attendance. <i>Sport Marketing Quarterly</i>, 17, 146-153.</li> </ul>	
June 24	Applications of economics  Review for test	<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>Financial management /Economics quiz</b>
<b>June 25</b>	<b>Exam #2</b>		

Date	Topics	Assigned Readings	Due Dates for Assignments
June 28-29	Facility planning and management; Event planning and management; Guest Speaker	<ul style="list-style-type: none"> <li>Sawyer, T. H. (2006). Financing facilities 101. <i>Journal of Physical Education, Recreation and Dance</i>, 77(4), 23-28.</li> </ul> <p>Appleby, K. M. &amp; Pemberton, C. A. (2010). Conducting a successful National Girls and Women in Sports Day event. <i>Journal of Physical Education, Recreation &amp; Dance</i>, 81(2), 34-39.</p>	<p><b>Finance/Economics blog due by 9:30am on June 28th</b></p> <p><b>Facilities/Events quiz- June 29th</b></p>
June 30	Sport law principles	<ul style="list-style-type: none"> <li>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.</li> <li>Harrison, J. L., &amp; Harrison, C. C. (2009). The law and economics of the NCAA's claim to monopsony rights. <i>Antitrust Bulletin</i>, 54, 923-949.</li> </ul>	<b>Facility and Event planning and management blog due by 9:30am</b>
June 30	Title IX and intercollegiate athletics	<ul style="list-style-type: none"> <li>Lumpkin, A. (2012). Title IX and financing intercollegiate athletics. <i>Journal for the Study of Sports and Athletes in Education</i>, 6, 275-292.</li> </ul>	
June 30	Risk management Sport waivers;	<ul style="list-style-type: none"> <li>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.</li> <li>Murr, A. (2002). Sports waivers: An exercise in futility. <i>Journal of Law and Education</i>, 31(1), 114-120.</li> </ul>	
July 1	<b>Final Exam Review</b>	<ul style="list-style-type: none"> <li><b>Comprehensive</b></li> </ul>	<b>Sport Law and Risk Management Blog due by 9:30am</b>
July 3	<b>Comprehensive Final Exam</b>	<b>8:00am-10:30am</b>	



### **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.

### **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](http://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.