I. COURSE DESCRIPTION
This course investigates the concepts and strategies required to successfully manage exercise science and sport organizations. A case study approach will be utilized to provide the students with practical examples on a range of topics involving operational analysis, human resource management, affirmative action policies as well as effective hiring practices.

II. DIVERSITY STATEMENT
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

III. RATIONALE
Learning and Leading through Reflective Practice is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that students be exposed to learning experiences that will enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice. The Division of Kinesiology and Sport Management is committed to preparing reflective leaders in its professional preparation program. In this course, the faculty understands that leaders must understand the foundations of the profession.

The primary purpose of this course is to prepare reflective leaders through advanced experience in Sport Management, in conjunction with instruction and research geared toward enhancement of theoretical, ethical, and professional knowledge and professional development. Students will also expand their critical thinking skills and hone their written and verbal communication skills through active participation in online activities and course projects.

IV. TEXTBOOK

CAUTION: It is extremely important that you purchase the correct edition of the text. You need the 5th edition (2014) version.
V. COURSE OBJECTIVES
Upon completion of this course, the student should be able to:
1. Define sport management and discuss the nature and scope of opportunities in the sport industry;
2. Explain the importance of a professional perspective
3. Exhibit critical professional skills and attitudes
4. Critically evaluate major challenges confronting various segments of the industry
5. Explain the relevance of ethical, legal, and sociological concepts to the management of sport
6. Demonstrate an understanding of theories of management, leadership, and organizational behavior and how these theories are applied in sport enterprises
7. Demonstrate an appreciation of diversity through use of unbiased language and an inclusive approach to sport communication
8. Identify research questions in sport management and demonstrate the ability to analyze and interpret published research
9. Become members of the profession who will have a positive influence on how sport is managed in the future.

VI. EXPECTATIONS
1. This syllabus is your playbook for the class, DO NOT LOSE IT!! This syllabus is tentative and changes will be made during the course of the semester, especially with the course schedule. You will be held responsible for all items in this document.

2. Be sure and contact me if you are unable to complete an assignment by the due date, all late assignments will be penalized ten (10) points per 24 hour period beginning at 11:59 pm. the day the assignment is due.

3. The inability to write properly and spell correctly plagues many students, therefore writing and spelling skills will be emphasized in this course. EVERY spelling error will result in a one-half (1/2) point penalty on any assignment.

4. To be successful in this competitive world it is imperative that the quality of your work be outstanding. Do NOT turn anything into me that is not your best effort. One technique to insure the highest quality is to revise your writing. Have someone else read it, make suggestions and revise it again.

VII. INSTRUCTIONAL METHODS AND ACTIVITIES
- Asynchronous experiences
- Individual instruction and group discussion posts

VIII. COMMUNICATION
I will use everyone’s University of South Dakota email address and their email option with D2L. If you want me to use an address that is not your USD address you need to contact me ASAP so I can make the change.

We live in a highly technological society. If you do not check your USD email or D2L email at least once daily, then you need to begin to do so. You are responsible for being aware of any information that I send to the class. However, under no circumstances should you feel that email is the only way to communicate with me. Go “old-school” and pick up a telephone or, if you live close to campus, make an appointment and come see me in my office.
I will try to answer every email and phone call within 48 hours of receiving them. However, I will be doing most of my assessments on the weekends, so it may be 2-3 days before I return your message. I will also have all your assignments graded by the Thursday after they are due.

IX. EVALUATION AND GRADING CRITERIA

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<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (2)</td>
<td>80 each</td>
<td>160 points</td>
</tr>
<tr>
<td>Discussions Assignments (8)</td>
<td>10 each</td>
<td>80 points</td>
</tr>
<tr>
<td>Online Quizzes (8)</td>
<td>20 each</td>
<td>160 points</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
<td><strong>400 POINTS</strong></td>
</tr>
</tbody>
</table>

Graded Assessments Method:

1) Eight Discussions are worth 10 points each. To earn all 80 points, you must research the topic area as well as submit at least two peer responses. Points are reduced when you fail to submit a quality initial response or two quality peer responses. This includes proper sentence structure, wording, grammar and spelling.

2) Your online quizzes and exams are based on true & false, multiple choice and short answer questions but are timed and must be taken without any help or assistance from outside sources.

3) Feedback will be given as soon as possible after an assignment has been submitted with regards to scores, comments, and other pertinent issues. If you need access to your grades, the link called “My Grades” is available for you to access at any time. Notify me regarding any discrepancies so this can be correctly quickly.

4) If you have a question about a grade, please contact me immediately.

5) A final examination schedule for each semester is prepared by the Registrar’s Office and published in the Schedule of Classes. In case of a conflict in examination times, the student must notify the instructor 30 days prior to the scheduled final. If a student is scheduled for more than three exams in one day, the student should attempt to resolve the overload with individual instructors.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>Under 60%</td>
</tr>
</tbody>
</table>

Any work, which meets the basic requirements of an assignment, is not worth an "A"; it is an indication of a "C" paper or project. Work which is characteristic of an “A” grade is unusual, creative, insightful and imaginative. I bring this up because some students are under the mistaken impression that work that meets the basic requirements of an assignment deserves an "A" grade.

The inability to write properly and spell correctly plagues many students, therefore writing and
spelling skills will be emphasized in this course. **EVERY** spelling error will result in a ½ point penalty on **any** assignment.

X. **CLASS POLICIES**

**USD Policies:**
Freedom in Learning Statement: Under Board of Regents and University policy, student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

**Disability Services:**
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. For information contact:

Ernetta L. Fox,  
Director Disability Services  
Room 119 Service Center  
(605) 677-6389  
eretta.fox@usd.edu

XI. **ACADEMIC INTEGRITY**
The value of a University of South Dakota education is determined by the quality and character of the students and alums. Therefore, students are expected to uphold academic integrity.

1. All academic work, including, but not limited to, papers, computer programs, assignments, and tests, must consist of the students’ own work.
2. Students are expected to learn and practice proper techniques for accurately citing resource material.
3. Students are expected to be honest in all academic work, refraining from all forms of cheating.
4. Academic dishonesty may take many forms. Examples of academic dishonesty include but are not limited to the following:
   a. Buying, selling, or trading papers, projects, or other assignments;
   b. Using or attempting to use any unauthorized book, notes, or assistance from any person during a quiz or examination;
   c. Plagiarizing and/or submitting the work of another as your own;
   d. Fabricating information or citations;
   e. Facilitating dishonest acts of others pertaining to academic work;
   f. Possessing unauthorized examinations;
   g. Submitting, without instructor permission, work previously used;
   h. Tampering with the academic work of another person;
   i. Ghosting—taking a quiz or exam in place of a student or having any person take a quiz or exam in your place;
   j. Any attempt to falsify an assigned grade or an examination, quiz, report, or program or in a grade book, document, or other record;
   k. Any attempt, or actual, collusion willfully giving or receiving unauthorized or unacknowledged assistance on any assignment (both parties to the collusion are considered responsible.)
   l. Forging a faculty members or administrator’s signature on any card, form or document.

XII. PLAGIARISM
A. Successful students do not claim the words or ideas of others as their own. You must cite where the information came from if it is not completely (100%) your own.
   B. Plagiarism- 1) to steal and pass off (the ideas or words of another) as one's own 2) use (another's production) without crediting the source 3) to commit literary theft; present as new and original an idea or product from an existing source (Merriam Webster Dictionary). Plagiarism is a white or black issue; there are no shades of gray. This means either plagiarism occurred or it didn’t. Some students are under the mistaken impression that “unintentional” plagiarism may occur; there is no such thing. If you have a question about plagiarism, it is your responsibility to ask. Once it occurs, it is too late to act confused.

C. No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:
   a. Given a zero on the assignment.
   b. Allowed to rewrite and resubmit the assignment for credit.
   c. Assigned a reduced grade for the course.
   d. Dropped from the course.
   e. Failed in the course.

Relevant policy links follow below:

XIII. STUDENT LEARNING OBJECTIVES
Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Course Outcomes</th>
<th>Assessment Techniques</th>
<th>Cross-Curricular Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication – use communication skills with individuals and groups;</td>
<td>Demonstrate an ability to synthesize a variety of oral written and technological</td>
<td>Discussion Posts, Quizzes, and Exams.</td>
<td></td>
</tr>
<tr>
<td><strong>disseminate information in a</strong></td>
<td><strong>communication formats in a</strong></td>
<td><strong>Discussion Posts.</strong></td>
<td><strong>#1- Demonstrate</strong></td>
</tr>
<tr>
<td>variety of oral, written and electronic formats to diverse populations such as students, customers, clients, employees and managers.</td>
<td>professional sport management context.</td>
<td></td>
<td>the ability to use inquiry and analysis as well as critical and creative thinking,</td>
</tr>
<tr>
<td><strong>Personal and Professional Decision Making</strong> – apply critical and creative thinking skills to solve problems and make adequate decisions through the integration of theory and practice.</td>
<td>Integrate practical and theoretical information in making management decisions related to sport.</td>
<td></td>
<td><strong>#2- Teamwork and problem solving.</strong></td>
</tr>
<tr>
<td><strong>Continuing Ethical and Legal Practices</strong> – promote ethical behavior and apply legal principles that exceed the expectations of the student's career field.</td>
<td>Integrate information received in other Sport Management courses by developing a personal code of ethics. Understand what constitutes plagiarism and the resultant penalties if plagiarism takes place; whether intentional or unintentional.</td>
<td></td>
<td><strong>#3- Use ethical reasoning to promote foundational lifelong learning skills</strong></td>
</tr>
<tr>
<td><strong>Practical and Theoretical Competence</strong> – utilize current theoretical and practical research to develop relevant competencies applicable to the student’s field.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional Development</strong> – foster professional development through participation in professional organizations, practical experiences and volunteer activities.</td>
<td>Recognize the value of securing a quality internship. Discover the importance of outside practical activities such as attending conferences</td>
<td>Students will receive credit for attending professional meetings and/or conferences.</td>
<td></td>
</tr>
<tr>
<td><strong>Self enhancement</strong> – value diverse social and cultural environments and their impact on self-awareness and self concept.</td>
<td>Identify and comprehend your role as a professional in the area of sport management.</td>
<td></td>
<td>Discussion Posts.</td>
</tr>
</tbody>
</table>

**XIV. ATTENDANCE**

Attendance is not taken during this course, however, it is expected you keep up with weekly chapter assignments. Absences from tests, discussion posts, or quizzes **cannot** be made up unless I am notified (and approve the absence) ahead of time. It is the student’s responsibility to check the website to obtain the Instructor Notes, video clips, Power Points, assignments, etc. Excused assignments must be made up within the following week, once approved. It is the student’s responsibility to notify me of scheduling and taking missed exams before that week is over. No late assignments will be accepted without prior notice.
XV. NETIQUETTE REGARDING DISCUSSION BOARDS EMAILS, ETC.
General Netiquette guidelines can be found in the CE Online Orientation (http://www.usd.edu/cde/upload/Online-Orienta-tion-Guide.pdf). The expectations are to follow the basic rules of netiquette and to be courteous to all those in the class. Please type in complete sentences and follow the discussion board guidelines. Use only appropriate acronyms, for example DE for distance education and F2F for face to face. For more information on netiquette please review the following sites, http://www.dtcc.edu/cs/rfc1855.html or http://www.albion.com/netiquette/corerules.html. If you need assistance with a spell-checker, you can download a browser based spell-check at http://www.iespell.com or use FireFox. Please treat all communications in this class as you would in the business world. In other words, the expectations for communications are to be formal, using proper grammar, spelling and netiquette. For examples of proper netiquette, please refer to the CE Online Orientation @ http://www.usd.edu/cde/upload/Online-Orienta-tion-Guide.pdf

XIV. TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>READINGS</th>
<th>CHAPTERS</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) 8/21-8/27</td>
<td>Introduction to Class; Review Course Syllabus; Welcome Letter and General Course Information</td>
<td></td>
<td>Introductory Activity – Discussion 1 - Due by 11:59p 8/27 Practice Quiz – Due by 11:59p 8/27</td>
</tr>
<tr>
<td>(2) 8/28-9/3</td>
<td>Read pp. 4-30 Managing Sport &amp; Chapter 1 Powerpoint</td>
<td>1</td>
<td>Discussion 2 - Due by 11:59p 9/3</td>
</tr>
<tr>
<td>(3) 9/4-9/10</td>
<td>Read pp. 32-54 Developing a Professional Perspective &amp; Chapter 2 Powerpoint</td>
<td>2</td>
<td>Quiz #1 (Chapters 1 &amp; 2) – Due by 11:59p 9/10</td>
</tr>
<tr>
<td>(4) 9/11-9/17</td>
<td>Read pp. 56-80 Historical Aspects of the Sports Business Industry &amp; Chapter 3 Powerpoint</td>
<td>3</td>
<td>Discussion 3 - Due by 11:59p 9/17</td>
</tr>
<tr>
<td>(5) 9/18-9/24</td>
<td>Read pp. 82-107 Management Concepts and Practice in Sport Organizations &amp; Chapter 4 Powerpoint</td>
<td>4</td>
<td>Quiz #2 (Chapters 3 &amp; 4) – Due by 11:59p 9/24</td>
</tr>
<tr>
<td>(6) 9/25-10/1</td>
<td>Read pp. 110-135 Managing &amp; Leading in Sport Organizations &amp; Chapter 5 Powerpoint</td>
<td>5</td>
<td>Discussion 4 - Due by 11:59p 10/1</td>
</tr>
<tr>
<td>(7) 10/2-10/8</td>
<td>Read pp. 140-160 Community &amp; Youth Sport &amp; Chapter 6 Powerpoint</td>
<td>6</td>
<td>Quiz #3 (Chapters 5 &amp; 6) – Due by 11:59p 10/8</td>
</tr>
<tr>
<td>(8) 10/9-10/15</td>
<td>Read pp. 162-188 Interscholastic Athletics &amp; Chapter 7 Powerpoint</td>
<td>7</td>
<td>Discussion 5 - Due by 11:59p 10/15</td>
</tr>
<tr>
<td>(9) 10/16-10/22</td>
<td>Read pp. 190-213 Intercollegiate Athletics &amp; Chapter 8 Powerpoint</td>
<td>8</td>
<td>Quiz #4 (Chapters 7 &amp; 8) – Due by 11:59p 10/22</td>
</tr>
<tr>
<td>(10) 10/23-10/29</td>
<td><strong>MIDTERM EXAM</strong> Read pp. 216-238 Professional Sport &amp; Chapter 9 Powerpoint</td>
<td>9</td>
<td>Midterm Exam (Over Chapters 1-8) – Due by 11:59p 10/29 Discussion 6 - Due by 11:59p 10/29</td>
</tr>
<tr>
<td>(11) 10/30-11/5</td>
<td>Read pp. 240-263 Sport Management and Marketing Agencies &amp; Chapter 10 Powerpoint</td>
<td>10</td>
<td>Quiz #5 (Chapters 9 &amp; 10) – Due by 11:59p 11/5</td>
</tr>
</tbody>
</table>
XVI. **QUIZ/TEST SCHEDULE**
Each quiz is worth 20 points. The quizzes will consist of true or false, multiple choice or short answer questions. The quizzes will be available on the posted dates. You will have EXACTLY 40 minutes to take each quiz. Therefore the LATEST you could begin each quiz is 11:19p (if you want a full 40 minutes).

**ALL TIMES ARE CENTRAL DAYLIGHT TIME**

<table>
<thead>
<tr>
<th>Quiz #1 – September 4-10</th>
<th>12:00a – 11:59p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz #2 – September 18-24</td>
<td>12:00a – 11:59p</td>
</tr>
<tr>
<td>Quiz #3 – October 2-8</td>
<td>12:00a – 11:59p</td>
</tr>
<tr>
<td>Quiz #4 – October 16-22</td>
<td>12:00a – 11:59p</td>
</tr>
<tr>
<td>Quiz #5 – Oct. 30 – Nov. 5</td>
<td>12:00a – 11:59p</td>
</tr>
<tr>
<td>Quiz #6 – November 13-19</td>
<td>12:00a – 11:59p</td>
</tr>
<tr>
<td>Quiz #7 – Nov. 27 – Dec. 3</td>
<td>12:00a – 11:59p</td>
</tr>
<tr>
<td>Quiz #8 – December 11-17</td>
<td>12:00a – 11:59p</td>
</tr>
</tbody>
</table>

**ALL TIMES ARE CENTRAL DAYLIGHT TIME**

The MIDTERM & FINAL are worth 160 points (80 points each) and its format will be similar to the quizzes. You will have EXACTLY 90 minutes to take the exams. The Midterm and Final will be available from 12:00a-11:59p on the posted dates.
Midterm – October 23-29 12:00a-11:59p
Final – December 11-17 12:00a-11:59p

These are the only dates and times that these assessments will be available, so please adjust your schedules as necessary. As previously mentioned with only 6 weeks to cover this information time is at a premium. If these times are not convenient then please drop the class.

Students will NOT be allowed to use ancillary materials (notes, text, the internet, class materials, and additional readings) on the quizzes or tests. Unfortunately I need to mention a couple of distasteful items. In rare instances some students use the format of online courses to cheat or plagiarize. I am sure that you all agree with me when I state behavior such as this is not only unprofessional but extremely repugnant. I intend to treat all of my students as ethical and dedicated individuals. However, if I believe unethical behavior is taking place I may have to resort to proctored assessments, which means you will need to travel to a selected site to take the assessment. This information is discussed in your Online Student Handbook on pg. 18

Before taking any of my quizzes or tests you will need to download software called “Respondus Lockdown Browser”. It can be accessed at http://www.respondus.com/lockdown/information.pl?ID=579736524 This needs to be done BEFORE starting the quiz. It normally takes will take 10-15 minutes to download depending on your computer. I suggest that you download it over the next couple days and place it on your desktop. You will access the quiz (or test) through the Lockdown Browser. Please let me know if you have any questions. I have posted a “practice quiz” under the quiz tab. It is an UNGRADED exercise to ensure that you have:
   a. Installed the Lockdown Browser properly
   b. To demonstrate the basic format of a quiz
   c. To further emphasize elements in the course syllabus

These instructions are extremely specific. There will be NO “do over” or contingencies made for “oops I made a mistake”. Prepare yourself and understand what you can do and can NOT do. I repeat you have 40 minutes to take the quizzes (at any time) between 12:00a–11:59p on the scheduled quiz dates and 90 minutes to take the midterm & final (at any time) between 12:00a-11:59p on the scheduled test dates. ANY additional time over the 40/90 minutes will result in an automatic reduction of 5 points……NO questions asked. D2L provides me with an accurate record of the exact amount of time (to the second) it takes each student to complete quiz or test. I would recommend that you submit your assessments a minute or two before the deadline, so you are not penalized any points. In addition, any spelling error will be penalized ½ point. Please contact me if you have ANY additional questions.

XVII. DISCUSSION POST INSTRUCTIONS
Discussion board posts must be “substantive” and have value. Value is determined by the following criteria:
1. The quality of content of your initial post. This is a "mini-research" project. I do want to see anecdotal information, but AFTER you demonstrate that you have conducted quality research.

2. The relevance of your posted research to the question I pose.
3. A minimum of one (1) reference citation that will support your statements must be included at the end of your initial post. Examples of references and citations in correct APA format may be found on the Power Point presentation I provided under "Content" in Week #1. You must cite all non-inherent information (information you acquired from another source).

4. Do NOT use the textbook for this assignment. The idea behind requiring a reference is to get you to use other resources. That way “new” information is introduced by your classmates that you might not be aware of. If the text material is the only resource utilized then no information (other than personal opinion) is introduced to the discussion. This diminishes new learning.

5. As previously mentioned, I want a different resource than the textbook for the discussion posts.

6. Your initial post must contain a minimum of 12-15 lines of content; this is the minimum. Do not expect to receive the full point value if you provide only 12-15 lines……it is worth a “C” grade not an “A”. Since we only have six (6) weeks to cover the material and due to the Discussion Posts assessments being somewhat subjective I will be holding you to the 12-15 line minimum.

7. Proper grammar, sentence structure, spelling and punctuation will also be evaluated. Spelling errors will be penalized ½ point per error.

8. This is NOT meant to be an opinion board. Statements must be supported with FACTS (followed by an accurate citation of where the material came from).

9. You must also respond to at least two (2) other posts with responses that are well thought out and contain a minimum of 4-5 lines of content. I do not expect to see comments such as “that was interesting” or “really good information” or “good job”. I do expect to see specific reasons why you thought the information was interesting or pertinent to the initial question that I posed.

10. A total of six (6) points will be given for your initial research post. An additional four (4) points will be awarded for quality responses to two of your peer’s research posts (two points each).

11. Successful completion of this Discussion Board is worth 10 points towards your grade.

12. Please do NOT submit your post as an attachment, no one can respond to it.