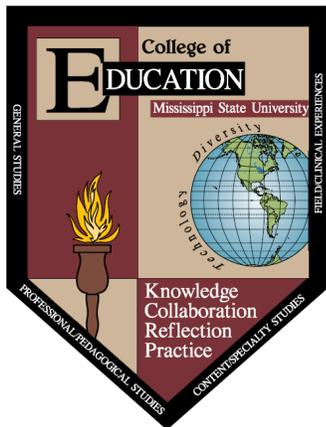


MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION

DEPARTMENT of KINESIOLOGY
COURSE SYLLABUS

Course Prefix & Number:	SS 8123
Course Title:	Sport Management
Credit Hours:	Three (3) semester hours
Course Type:	Lecture
Catalog Description:	Study of principles, problems, relationships and procedures in supervision in sports administration. Involves theories of leadership, programs, and philosophies of the profession.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

At the conclusion of this course the student will be able to:

1. Display an appreciation of the history and development of Sport Management Programs. (CFPO # 2,4,8)
2. Identify the advantages and disadvantages of assuming administrative roles in sport. (CFPO # 2,4,8,9,11)
3. Develop and incorporate a personal philosophy regarding the role of an administrator in sport. (CFPO # 4, 11)
4. Display an understanding of the planning, budgeting, organizing, and evaluation processes utilized in sport programs. (CFPO # 1, 2, 4, 5, 7, 8, 10)
5. Describe the principles and procedures related to effective communication within the sport program. (CFPO # 2, 4, 5, 7, 8)
6. Analyze and evaluate organizational effectiveness and efficiency in sport programs. (CFPO # 1, 3, 10)
7. Develop an understanding of the necessary working relationship between sport administrators and athletic personnel. (CFPO # 2, 4, 8, 9, 11)
8. Appreciate the benefits and importance of membership in sport professional organizations. (CFPO # 1)

*Note: This course is not part of the teacher preparation program in the Department of Kinesiology and, therefore, InTASC standards have not been applied to objectives.

Topics Covered in the Course:

1. Introduction to sport management as an academic and professional field (3 hours)
2. History and principles of management in sport (3 hours)
3. Financial principles of sport (3 hours)
4. Professional sport (3 hours)
5. Intercollegiate sport (3 hours)
6. Interscholastic and youth sport (3 hours)
7. Recreational sport (3 hours)
8. Sport media and communication (3 hours)
9. Planning a sport organization or business (3 hours)
10. Diversity in sport organizations (3 hours)
11. International sport management (3 hours)
12. Governance in sport organizations(3 hours)
13. Economics and team valuation (3 hours)
14. Sporting facilities (3 hours)
15. Sport partnerships (3 hours)

Textbooks:

- Readings packet posted on myCourses

Methods of Instruction:

The primary means of instruction in this course will be lecture and in-class discussion of reading materials.

Suggested Student Activities:

The graduate course will involve the following activities: participation in in-class discussion of readings (objectives #1, 3, 5, 6, 7), brief writing assignments associated with each reading (objectives #1, 2, 5), leading the class in a discussion of a particular reading (objectives #1, 4, 5, 6), critiquing academic research articles (objectives #1, 2, 4, 6, 8), and organizing a research proposal on a topic related to the course (objectives #1, 2, 6, 7, 8).

MSU Honor Code:

Regarding academic honesty and integrity, MSU has an approved Honor Code that applies to all students. The code is as follows:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

Upon accepting admission to MSU, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students may be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information please visit:

<http://www.msstate.edu/dept/audit/1207A.html>.

Technology:

This course will integrate technology through the periodic use of PowerPoint-style presentations in class as well as posting of grades, reading material, discussion questions, and assignment descriptions on the myCourses website.

Diversity:

Although diversity is not the central focus of this course, students will be encouraged to think critically about how diversity impacts sport management as an academic field and professional practice.

Disability:

In order to accommodate a student with a disability, I will speak with the student individually as well as contact the Office of Student Support Services (325-3335) and Disability Support Services if necessary to discuss the student's specific needs.

Field Component:

This course does not have a field component.

Evaluation of Student Progress:

Evaluation and grading in this course is based upon written work, presentations, participation, and evaluation of case studies. Students write two in-depth research papers that addresses current issues facing administrators in the sport industry. Students complete a group project and presentation that examines a problem faced by a sport organization. Additionally, students are expected to discuss research and case studies in class on a routine basis.

Assignment	Percentage of Overall Grade
Participation	10%
Case Studies	20%
Research Papers	40%
Presentation	30%

Grading Scale:

A 90 — 100
B 80 — <90
C 70 — <80
D 60 — <70
F below 60

Bibliography:

- Allen, J. B., & Shaw, S. (2009). "Everyone rolls up their sleeves and mucks in": Exploring volunteers' motivation and experiences of the motivational climate of a sporting event. *Sport Management Review (Elsevier Science)*, 12(2), 79-90.
- Dittmore, S. W., Mahoney, D. F., Andrew, D. P. S., & Phelps, S. (2007). Is sport management research diverse? A five-year analysis of dissertations. *International Journal of Sport Management*, 8, 21-31.
- Fink, J. S., Pastore, D. L., & Riemer, H. (2003). Managing employee diversity: Perceived practices and organizational outcomes in NCAA Division III athletic departments. *Sport Management Review*, 6(2), 147-168.
- Harvey, J., Law, A., & Cantelon, M. (2001). North American professional team sport franchises ownership patterns and global entertainment conglomerates. *Sociology of Sport Journal*, 18(4), 435-457.
- Jones, D. F., Brooks, D. D., & Mak, J. Y. (2008). Examining sport management programs in the United States. *Sport Management Review*, 11(1), 77-91.

- Mahony, D. F., Mondello, M., Hums, M. A., & Judd, M. R. (2004). Are sport management doctoral programs meeting the needs of the faculty job market? *Journal of Sport Management, 18*, 91-110.
- Osman, R. W., Cole, S. T., & Vessell, C. R. (2006). Examining the role of perceived service quality in predicting user satisfaction and behavioral intentions in a campus recreation setting. *Recreational Sports Journal, 30*(1), 20-29.
- Pedersen, P. M., & Schneider, R. G. (2003). Investigating the academic openings in sport management: An analysis of the field's professorial position announcements and hires. *International Sports Journal, 7*, 35-47.
- Pitts, B. G. (2001). Sport management at the millennium: A defining moment. *Journal of Sport Management, 15*, 1-9.
- Pitts, B. G., & Danylchuk, K. E. (2007). Examining the body of knowledge in sport management: A preliminary descriptive study of current sport management textbooks. *Sport Management Education Journal, 1*, 40-52.
- Shilbury, D. (2001). Examining board member roles, functions and influence: A study of Victorian sporting organizations. *International Journal of Sport Management, 2*(4), 253-281.
- Shonk, D. J., Carr, J. W., & De Michele, P. E. (2010). Service quality and satisfaction within campus recreation: The moderating role of identification. *Recreational Sports Journal, 34*(1), 9-23.
- Singer, J. N. (2005). Addressing epistemological racism in sport management research. *Journal of Sport Management, 19*(4), 464-479.
- Zeigler, E. F. (1987). Sport management: Past, present, future. *Journal of Sport Management, 1*, 4-24.