HHPK 444 - ADMINISTRATION OF SPORTS PROGRAMS
COURSE SYLLABUS: Spring 2019

INSTRUCTOR INFORMATION

Instructor: Tim McMurray, Director of Athletics / Adjunct Professor
Office Location: Field House – Athletics Administration Suite
Office Hours: By appointment
Office Phone: (903) 886-5558
University Email Address: timm@tamuc.edu
Preferred Form of Communication: Email
Communication Response Time: Within 24 hours

COURSE INFORMATION

Readings and Supplementary Readings Posted within each module
Textbook (Extra Credit Assignment)   *Who Moved My Cheese?* By Dr. Spencer Johnson

Course Description

An integrated study of the administration and leadership of traditional and contemporary sports programs – with emphasis on intercollegiate athletics leadership and management (including comparisons to high school and professional athletics organizational structures). Philosophies and principles of the administration of sports programs will be applied to various areas of concern such as personnel management, leadership, revenue generation, facilities and operations, financial and inventory record keeping, legal issues (compliance, gender equity, and Title IX), and program marketing and promotions.

Student Learning Outcomes (Should be measurable; observable; use action verbs)
  1) Discuss organizational concepts on leadership vs management and best practices
  2) Identify and develop an effective organizational structure within a sport leadership role
  3) Identify principles of effective administration, decision-making and communication
  4) Identify common leadership styles, a personal leadership style and philosophy
  5) Discuss goal-setting, vision statements, purpose statements, and program evaluation
  6) Identify legal and practical aspects of personnel administration (hiring and firing, etc.)
  7) Develop effective strategies for budget planning and facility administration
  8) Discuss the potential impact the quality the practices of intercollegiate, professional, and varsity athletics might have on attitudes toward lifelong physical activity
  9) Understand the complexities and importance of NCAA and Title IX compliance
  10) Provide creative and effective solutions to administrative issues with practical learning
  11) Work independently on a variety of projects, gather information, and formulate ideas

The *syllabus/schedule are subject to change.*

COURSE REQUIREMENTS

Minimal Technical Skills Needed
Use of the learning management system, Microsoft Word and PowerPoint

Instructional Methods
Module Participation
There are five learning modules and a final in this course. Each module is a combination of readings, webinars, interviews, reflection papers, and online discussion boards.   During each section, there will be a group discussion board. At the end of each section, you will be directed to do research and complete a reflection or assignment. ALL portions of each section MUST be completed by that section's end date.

Discussions
Discussions will center upon personal reflection, additional research, and interaction with peers. Topics will relate to the content of each module. Students will be divided into groups for discussion for the duration of the course. There are five modules and students are expected to be actively engaged on a regular basis. The grading of discussions is subjective in nature and the instructor will be monitoring and involved with all discussion groups. Grades will be available at the conclusion of each discussion in the grade book. **In each module, you are expected to start a discussion and actively post at least three other responses (additional posts beyond the minimum of three can only enhance your grade).**

Student Responsibilities or Tips for Success in the Course
➢ Postings should be evenly distributed during the discussion period **(not concentrated all on one day or at the beginning and/or end of the period).**
➢ Postings should be a minimum of one short paragraph. Your first post should address the discussion topic as thoroughly as possible in the space allowed.
➢ Your second and subsequent posts should be thoughtful responses to a previous posting by another group member.
➢ **Sources should be cited in APA style at the bottom of each post.**
➢ Original posts in a module should have at least two (2) outside sources (articles, interviews, blogs, etc.).
➢ Avoid postings that are limited to "I agree" or "great idea", etc. If you agree (or disagree) with a posting, then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example.
➢ Providing outside resources in the form of articles, blogs, or quotes that are relevant to the discussion is encouraged.
➢ Add to the value of the discussion. Merely agreeing or disagreeing with something that has been posted is not valuable, students are encouraged to extend the discussion.
➢ Questioning your peers. Respectful questioning of peers (and responses to questions posed by others) will also advance the discussion.

NETIQUETTE
Netiquette is the set of rules and expectations governing online behavior and social interaction. Online discussion etiquette is important. Discussion groups and emails are an integral part of learning online. However, students must be aware of the Do's and Don'ts of communication online. Please remember that you are in a classroom environment when participating in discussion boards, emailing the professor, and communicating with fellow students. If you wouldn't say it or do it in a classroom, please don't write it or do it in this online course.

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Do:
1. Remember grammar matters.
2. Remember spelling matters.
3. Review, Review, and then send/post!
4. Respect the privacy, beliefs, and opinions of your classmates.
5. Challenge each other's ideas, but not each other personally.
6. Read first, write later. Please read all posts and comments before responding, especially on topics with different views.
7. Remember, "Treat others as you would want to be treated"
8. Stick to the discussion topic at hand for each thread.
9. Stick to the topic of the discussion, or start your own thread.

Don't:
1. Type in ALL CAPS (unless emphasizing a single word or phrase). This is equal to shouting.
2. Engage in "Flaming" - no flying off the handle, no ranting, and no having a tantrum. This is totally an unacceptable behavior. If it is not appropriate in a classroom, don't do it online.
3. Make inappropriate comments. No objectionable, sexist, or racist language will be tolerated.
4. Forget to use humor and sarcasm sparingly. Others cannot see your facial expressions or hear any voice inflections.

GRADING

GRADE

The following is a summary of the points assigned for discussions and challenges as well as the grading scale for this course:

Module 1: Discussion Forum A	20
Module 1: Challenge #1	40
Module 2: Discussion Forum B	20
Module 2: Challenge #2	40
Module 3: Discussion Forum C	20
Module 3: Challenge #3	40
Module 4: Discussion Forum D	20
Module 4: Challenge #4	40
Module 5: Discussion Forum E	20
Module 5: Challenge #5	40
Final Exam	100
Total: 400	

Grade Scale
A = 360-400 points   B = 320-359 points   C = 280-319 points
D = 240-279 points   F = under 239

Assignments/posts not submitted by the due date will receive a grade of zero. Do not wait until the last minute to submit your work. The total point value for each section accounts for the following portion of the final grade. Written assignments will be graded according to the following criteria:

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- ➢ Completeness of response to the assignment
- ➢ Organization and coherence
- ➢ Proper grammar, punctuation, and spelling
- ➢ Use of disciplinary format and citation style (paper displays correct use of student's disciplinary format and citation style (APA, 6th Edition) for papers submitted for presentation or publication. Non-cited statements within a paper will results in a loss of points in accordance with the 5% earned for APA format and citation

Assessments

DISCUSSION BOARD GRADING RUBRIC

Grade	Discussion Rubric: Evaluation Criteria	Points Awarded
A	- Participates with the required number of on-topic postings of required length (75 words minimum). Initial response plus at least two additional posts. - Consistently uses Standard American English with rare misspellings. - Frequently attempts to motivate the group discussion by asking questions (related to initial question) that further the discussion. - Accurately cites accurate information in APA format - Provides outside references (that support discussion material) as well as the book in APA format at the end of each post	90-100% 18 - 20 points
B	- Participates with the required number of on-topic postings & length - Postings reflect the reading and some outside source material but may not be accurately cited. - Consistently uses Standard American English with rare misspellings - Comments are logical and reflect critical thinking - Provides outside references (that support discussion material) as well as the book in APA format at the end of each post	80-89% 16 – 18 points
C	- Participates with the required number of on-topic postings & length - Participates, but does not further the discussion by asking other questions related to discussion question. - Minimal grammatical or spelling errors are noted in posts - Opinions and ideas are stated clearly - Provides references (that support discussion material) as well as the book at the end of most posts	70-79% 14 – 16 points
D	- Participates with the required number of on-topic postings - Significant errors in spelling and/or grammar - Occasionally posts off topic - Posts do not meet length requirements - Provides references that support discussion material	60-69% 12 – 14 points
F	- Does not meet the required number of posts - Poor spelling and grammar appear in most posts - Posts topics which do not relate to the discussion content - Postings may have inaccurate information - Did not provide references	<60% 0 – 12 points

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WEBINARS
There will be online recorded webinars and a possible live chat offered in this course. Participation in the YOUSEEU sessions is a required component of the course. The sessions are an opportunity to discuss course material with your professor and classmates in a facilitated real time audio/techno learning environment.

CHALLENGE GRADING
Students should strive to provide comprehensive responses, with APA formatted citations, that incorporate as much course content as possible. Comments on assignments will be provided as needed for each assignment. Occasionally, group emails will also be sent by the instructor to highlight areas of strengths or weaknesses on specific assignments. Due dates for all Challenges are provided in the Course Schedule.

ASSIGNMENT SUBMISSION POLICY:
Students are expected to complete all assignments and projects on time. All work must be the original work of the student for this course with references cited. Assignments are due by 10 p.m. on the day specified. Please contact your instructor in advance if there is an issue.

TECHNOLOGY REQUIREMENTS

Browser support
D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A

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Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    - 512 MB of RAM, 1 GB or more preferred
    - Broadband connection required courses are heavily video intensive
    - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For YouSeeU Sync Meeting sessions _8 Mbps_ is required.** Additional system requirements found here: https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

- You must have a:
    - Sound card, which is usually integrated into your desktop or laptop computer

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- o Speakers or headphones.
- o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.
> Pop-ups are allowed.
> JavaScript is enabled.
> Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
- o Adobe Reader https://get.adobe.com/reader/
- o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
- o Adobe Shockwave Player https://get.adobe.com/shockwave/
- o Apple Quick Time http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu**.**

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a friend's computer, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT
Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or the words "click here" to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

Email is the most effective way to communicate with me, and I will respond in no less than 24 hours. Please include HHPK 444 in the Subject line. We can also meet in person, if necessary during my office hours or by appointment.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Course Policies
1.   Because this is an online course, you may never meet me or your other classmates face-to-face after the orientation. All written communication must be clear in all circumstances.
2.   While completing assignments within the online environment, be professional.
3 . Write clearly with correct spelling, punctuation, and grammar.
4.   Due dates listed for sections are the LAST chance to submit them – please submit early.
5.   If you have a question or concern, please email me. Please include in the subject of the email (HHPK444) and the subject of the message. I will respond promptly.
6.   You must check your Leo email regularly!

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette
http://www.albion.com/netiquette/corerules.html

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TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce   Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835   Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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COURSE OUTLINE / CALENDAR   Detailed Course Outline available on class site*

MODULE I   **LEADERSHIP VS MANAGEMENT (January 14th – January 27th)**
Discussion A: **First post due**   January 22nd   **Final Post Due**   January 27th
Module 1 Challenge – Leadership Style Reflection Paper   January 24th
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MODULE II   **COLLEGIATE SPORTS GOVERNANCE (January 28th – February 18th)**
Discussion   **First post due:**   February 3rd   **Final Post Due**   February 17th
Module 2 Challenge   **"So I'm In College Athletics, Now What?" Reflection Paper** February 18th
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MODULE III   **PROFESSIONAL SPORTS GOVERNANCE**   **(Feb. 19th – March 20th)**
Discussion: **First post due**   February 25th **Final Post Due**   **March 19th**
Module 3 Challenge   **You're The New Boss!**   **Due: March 20th**
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MODULE IV   HIGH SCHOOL / SCHOOL DISTRICT SPORTS GOVERNANCE (March 20th – Apr. 5th)
Discussion: **First post due** March 26th   **Final Post Due**   April 4th
Module 4 Challenge   **Anatomy of a High School Athletics Program**   **Due: April 5th**
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MODULE V   **SO I'M IN SPORTS, NOW WHAT? (April 5th – May 3rd)**
Bonus Discussion Board concludes April (Textbook reflections only)
MODULE V Challenge   **Your Dream Job & Accountability Instrument Due May 1st**
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FINAL PROJECT (Due May 6th)   Reminder: This project is 100 points (25% of overall class grade)

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