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**A MODEL OF AN UNDERGRADUATE CURRICULUM IN SPORT  
MANAGEMENT AT  
FROSTBURG STATE UNIVERSITY**

**A doctoral research project submitted to the faculty of the  
United States Sports Academy in partial fulfillment of the requirements  
For the degree of**

**Doctor of Sport Management**

**By**

**Troy Alan Strieby**

**Frostburg, Maryland**

**July, 2001**

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“A person is only as strong as the team around them; I am lucky I am a member of a very great team.” (Strieby,2001)

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## ABSTRACT

Professional sports are expanding at a tremendous rate worldwide. As leisure time and discretionary income increases, more and different types of recreational outlets are being sought to fill these needs. Because of the many psycho-sociological benefits from spectator sports, the popularity of professional sports has increased greatly. Not only are the traditional professional sports like American football, soccer (worldwide), baseball, and basketball growing in popularity, but also so are many others. Arena football, indoor soccer, ice hockey, triathlons, women's soccer and basketball, auto racing, golf, X-games, mountain biking, Eco-challenges, bicycle road racing, horse racing and boxing are just a few of the others that that have gained much spectator attention during the past few years (Rouse, 1995).

With the expanding number of professional sports and teams, personnel to manage these teams are needed. To meet these needs colleges and universities throughout the U.S. and the World have developed a specialized curriculum called sport management. These curriculums are offered at all three levels: bachelor, master, and doctoral. Most of these curriculums provide a generalist type training for students who wish to be sport managers in a variety of settings – professional, collegiate, and recreational.

More than two hundred college and universities have already developed and are operating sport management curriculums of a generalized nature (Rouse, 1995). Frostburg State University currently does not have a program of study in sports management. However, it does have a strong NCAA Division III athletic program that

could provide ample opportunities for sports management students to work with college athletes. Also, Frostburg State University has close ties with professional sport organizations in the Baltimore-Washington area; and is located within close proximity of some of the world's largest sport markets (Washington, Baltimore, Philadelphia, Pittsburgh, New York City, Cincinnati, Cleveland, and Buffalo). For these reasons, Frostburg State University would be an ideal institution to develop a new program in sports management.

The purpose of this study was to develop an undergraduate curriculum in sport management for Frostburg State University. This undergraduate sport management curriculum is to meet the entry-level management personnel needs of professional sport organizations. The subjects of this study were human resource personnel of professional sport organizations located within an 800-mile radius of Frostburg, Maryland. The subjects were those who responded to a questionnaire sent to them. This questionnaire contained statements about content areas that should be included in the curriculum for an entry-level sport manager.

The statistical information was described using frequencies and was calculated through the use of an Excel (Microsoft, 1998) tabulation program. The questionnaire utilized a ranking system of 1 to 5: 1 - not needed; 2 - not as important; 3 - important; 4 - very important; and 5 - most important. The frequency of those items (5, 4, and 3 rankings) was tabulated for each item on the questionnaire. Those items that were ranked 5, 4, or 3 by at least 80 percent of the respondents were considered to be important in the development of a sports management program that prepares entry-level managers. These characteristics were then compared with the current listing of course offerings at

Frostburg State University. Courses with descriptions or objectives that contained or were similar to the selected characteristics were considered for inclusion in Frostburg Sport Management course curriculum. New courses were recommended for characteristics not related or similar to any current course offering. These courses were also used to construct the undergraduate sport management curriculum for Frostburg State University.

## CHAPTER I

### INTRODUCTION

Professional sports are expanding at a tremendous rate worldwide. As leisure time and discretionary income increases, more and different types of recreational outlets are being sought to fill these needs. Because of the many psycho-sociological benefits from spectator sports, the popularity of professional sports has increased greatly. Not only are the traditional professional sports like American football, soccer (worldwide), baseball, and basketball growing in popularity, but also so are many others. Arena football, indoor soccer, ice hockey, triathlons, women's soccer and basketball, auto racing, golf, X-games, mountain biking, Eco-challenges, bicycle road racing, horse racing and boxing are just a few of the others that that have gained much spectator attention during the past few years (Rouse, 1995).

The growth in professional sports is not only occurring at the highest level of competition but also at lower levels. Minor league competition in hockey, baseball, basketball, football, auto racing, and others has also been expanding at a tremendous rate. Minor league teams of one type or another are now found in many cities with population of 100,000 or more (U.S. Census, 1990).

With the expanding number of professional sports and teams, personnel to manage these teams are needed. To meet these needs colleges and universities throughout the U.S. and the World have developed a specialized curriculum called sport management. These curriculums are offered at all three levels: bachelor, master, and

doctoral. Most of these curriculums provide a generalist type training for students who wish to be sport managers in a variety of settings – professional, collegiate, and recreational.

More than two hundred college and universities have already developed and are operating sport management curriculums of a generalized nature (Rouse, 1995). Frostburg State University currently does not have a program of study in sports management. However, it does have a strong NCAA Division III athletic program that could provide ample opportunities for sports management students to work with college athletes. Also, Frostburg State University has close ties with professional sport organizations in the Baltimore-Washington area; and is located within close proximity of some of the world's largest sport markets (Washington, Baltimore, Philadelphia, Pittsburgh, New York City, Cincinnati, Cleveland, and Buffalo). For these reasons, Frostburg State University would be an ideal institution to develop a new program in sports management.

### Statement of the Problem

The general problem is to develop an undergraduate curriculum in sport management for Frostburg State University. This undergraduate sport management curriculum will meet the entry-level management personnel needs of professional sport organizations. Sub-problems are:

- (1) To examine the NASPE/NASSM standards for undergraduate degree programs in sport management in order to develop a survey questionnaire to be administered to sport management professionals;

- (2) To determine competencies and course content areas needed by professional sport organization management personnel as recommended in the survey of professional team directors of personnel; and
- (3) Compare the competencies and course content with present Frostburg course offerings to determine what should be added and/or deleted to meet the needs identified in the survey.

### Scope of the Study

The scope of the study consisted of the following:

- (1) A survey of personnel directors of professional sport organizations located within a 800-mile radius (12 hours of driving) of Frostburg State University;
- (2) The standards for undergraduate degree programs in sport management as listed in the Sport Management Program Standards and Review Protocol 2000 and published by the Sport Management Program Review Council (SMPRC); and
- (3) Courses offered by sport management related programs at Frostburg State University.

### Definition of Terms

The following terms and their operational definitions were used throughout this investigation.

Curriculum: The courses of study offered by a particular educational institution.

Delphi Technique: A survey technique that uses a series of questions in such a way that the respondents, usually experts, reach a consensus about the subject.



Extreme Games - also called the X-Games, are composed of athletes competing in in-line skating, mountain biking, skateboarding, stunt biking, and any sport considered alternative in nature.

Frostburg State University: A Division III university of approximately 6,000 total students comprised of undergraduate students working toward a Bachelor of Science or a Bachelor of Arts degree and graduate students seeking a Masters degree. Frostburg State University is a public institution of higher education located in Western Maryland. Frostburg State University offers undergraduate majors in Exercise and Sport Science, Health and Physical Education/Teacher Education, and Recreation.

NASPE: The National Association for Sport and Physical Education is an association of the American Alliance for Health, Physical Education, Recreation, and Dance with over 18,000 professional members. Members of this organization have developed accreditation standards for academic programs in Physical Education and Sport Management.

NASSM: The North American Society for Sport Management is an organization of 300 members who represent scholars and practitioners in the sport management field in North America. These members come from the U.S. and Canada, and represent colleges and universities offering sport management programs at the undergraduate and/or graduate levels.

NASPE/NASSM Sport Management Standards and Review Protocol 2000: A document that contains a comprehensive set of required and recommended content areas that experts agree should exist within the bachelor's, master's and doctoral sport management degree program.

Professional Sport Organizations: Organizations offering sporting events to the public on a profit-making basis where the participants in the sport offered by the organization are paid or have the opportunity to earn an income.

Professional Sport Personnel Director: The individual in a professional sport organization that is considered the Human Resources Manager in charge of the hiring of management staff for the organization.

Sport Management: The combination of skill related to planning, organizing, directing, controlling, budgeting, leading, and evaluating within the context of an organization or department whose primary product or service is related to sport.

(NASSM, 2000)

Sport Management Program Review Council (SMPRC): The organization whose purpose is to develop sport management program standards for accreditation of college programs at the undergraduate, graduate, and doctorate levels. SMPRC fosters the attainment and maintenance of excellence in sport management programs.

### Limitations

The backgrounds of the professional sport organization managers varied. Many of the professionals had degrees in sports management but some did not. This investigation may be limited because the terminology utilized in the questionnaire could have been interpreted differently by some of the professional sport organization managers, and thereby invalidate their responses. However, every effort was made during the creation of the questionnaire to ensure the terminology was appropriate for the desired results. The study was hampered by a low questionnaire return rate, but those received had excellent feedback.

### Assumptions

The following assumptions could not be controlled.

- (1) It was assumed that respondents to the survey answered the questions honestly and reflected a view consistent with their position and responsibilities.
- (2) It was assumed that the NASPE/NASSM standards represent the needs of professional sport management personnel.
- (3) It was assumed that the responses given by those who returned the questionnaires appropriately represented the remainder of the professional sport organization managers who did not return the questionnaires.

### Significance of the Study

The following is considered the significance of this study: Unlike the generalized sport management curriculums offered at most colleges and universities, an undergraduate sport management curriculum that meets the needs of professional sports is to be developed. This sport management curriculum shall serve as a model for Frostburg State University's Undergraduate Sports Management program. The curriculum designed from this model will meet the needs of the expanding professional sports industry, especially those located within a 500-mile radius of Frostburg State University.

## CHAPTER II

### REVIEW OF LITERATURE

#### Sport Management

The business of sport is now the twenty-second largest industry in the United States. If you look at the number of sporting events that appear on National television during what the Nelson Ratings people classify as "prime time" you might conclude our nation is obsessed with sport and gaming. According to the U.S. Office of Management and Budget Standards Industrial Classification Manual, commercial sport includes two subcategories of classification: (1) Professional Sport Clubs and Promoters and (2) Racing including Track Operations. The first subcategory includes establishments such as professional and semi-professional boxing, baseball, basketball, football, ice hockey, and soccer clubs. The second subcategory includes the promoters and participants in racing activities including racetrack operators, operators of racing stables, jockeys, racehorse trainers, and racecar owners and operators (Lambert, 1999).

Americans of all backgrounds show themselves to be increasingly dependent on sport as entertainment, as a means of employment, and as a very lucrative business. Various societies, whether capitalist, fascist, or communist, have used sport to shape and influence societal values and political thought (Hoberman, 1984). Walter O'Malley (1957), owner of the Brooklyn Dodgers, wrote a letter to Dr. James G. Mason (Mason, Higgins, & Williamson, 1981). The letter stated:

"I ask the question, where would one go to find a person who by virtue of education had been trained to administer a marina, race track, ski resort, auditorium, stadium, theater, convention, or exhibition hall, a person to fill an executive position at a team or league level in junior athletics such as little league, baseball, football, scouting, and etc. . . . .

... . A course that would enable a graduate to read architectural and engineering plans: or having to do with specifications and contract letting, the function of a purchasing agent in plant operations. There would be the problems of ticket selling and accounting, concessions, sale of advertising in programs, and publications, and outdoor and indoor displays and related items ... (p. 44)."

As a result of considerable support and encouragement from Walter O'Malley, Dr. James G. Mason, a physical educator at the University of Miami, developed a sport management program. However, this program was not implemented.

The first sport management masters program was established in 1966 at Ohio State University where Dr. Mason was teaching. In 1972, Biscayne College (now St. Thomas University) and St. John's University both were the first colleges to offer sport management undergraduate programs. In 1985, there were 87 schools offering sport management programs. A NASPE survey completed in 1990 identified 181 sport management programs, an increase of almost 200 percent in five years. Most of these programs were housed in physical education or sport science departments as a program option along with physical education, athletic training, and exercise science (NASSM, 2000).

Sport organizations hired graduates of sport management programs and found some of them lacked basic skills needed in business. Because of the lack of business skills, sport management majors, no matter the program of origin, were greeted with skepticism. A conclusion made by NASSM (2000) was:

"In 1989, NASPE and NASSM agreed that there was a need to provide some level of quality assurance to students enrolling in sport management and to the employers hiring graduates of those programs.

The goals were to provide an incentive to upgrade programs preparing students for sport management degrees. It was agreed that a program approval process could help assure students and potential employers that graduates of an approved program had been prepared adequately with appropriate knowledge and skills to be an effective professional. NASPE and NASSM jointly created the Sport Management Program Review Council to act as an independent entity on behalf of both organizations for the purpose of reviewing sport management programs (p. 1-2)."

### Where Should Sport Management Programs be Housed?

The Sport Management Program Review Council was formed with the charge to ensure sport management programs had both sport knowledge and skills as well as a background in business management. To accomplish both goals requires a non-traditional solution. Traditional degree programs at the college-level have been housed in a single department. The question where should the sport management degree program be housed created many debates. There are many opinions on the subject. Marc A. Rabinoff (2001) recommended the area of study should be taught in the department of human performance, sport and leisure, or sport management. He concluded it should not be housed in a business department. His program is at the University of Colorado and offers a degree in Sport Industry Operations. Emphasis of this program includes liability and risk management, venue operations, day of game studies, and offers students ample opportunities to write business plans. The program also includes computer research in the areas of sport promotions, marketing, sales, and insurance. All majors are required in Sport Industry Operations to minor in an area in the School of Business. "A full-term ten-credit hour internship is recommended as the capstone experience for seniors" (AAHPERD, 2000).

Steven Murray, assistant professor in the Department of Human Performance and Wellness at Mesa State College, stated "sport studies should be taught in a department which actually studies sport." He was quoted at the AAHPERD National Conference (2000) for this comment:

“ One must possess knowledge of sports and of their management in order to teach within this area. I do believe, however, that the physical education department should work in conjunction with the business department in developing a strong minor in administration, marketing, or management to provide the students with requisite skills for the workforce (Murray, p. 2).”

The departments Dr. Murray recommended as a possible home for a similar program in sport management included departments of physical education, kinesiology, or human performance.

Dr. Scott A. Crawford taught sport studies courses in the Department of Physical Education between 1975 and 1985 at New Zealand University. For the last ten years he has taught sport management in the Department of Physical Education at American University as part of the College of Education and Professional Studies. His philosophy is that sport management will always be an interdisciplinary field of study due to the nature of sport. Dr. Crawford (1999) quoted a statement from one of the pioneer figures in sport study, Harold J. Vanderzwaag:

“ ... Interdisciplinary work is becoming more and more widely accepted. The ecologist draws from several disciplines. So, too, the sport theorist would benefit from knowledge and understanding of history, philosophy, and sociology (p. 114).”

R. Brian Crow, assistant professor of sport management at Hampton University believes that the sport management program should be housed in a business

administration department. Dr. Crow stated (1999): "Sport management cannot be properly addressed in a department dealing with physical education or recreation because it is too specialized. Employers in the sport management business are looking for graduates who can add to the bottom line of their business emperor (p. 112)".

Bonnie Parker was a panelist speaking on the future of sports management programs at the AAHPERD Conference in 2000. When the question arose concerning how she would define a model sports management program, she replied:

"Sport management is a multidisciplinary field of study, requiring the integration of management, finance, economics, marketing, public relations, advertising, and mass communications. In addition students with a sport-management business degree may be more marketable for other managerial positions than those with a sport management degree from the physical education department (AAHPERD, 2000)."

The interdisciplinary nature of sport management allows any college to use numerous departments across campus to prove the kind of high quality program this growing area deserves. Newton Jackson (2000), assistant professor of sport administration, stated "with no question that the program needs to be housed in physical education." However, he qualified his statement with the following comment during the 2000 AAHPERD Conference.

"The study and management of sport is our primary focus. If sport management cannot stand alone as a department then it should be joined to the department that developed it, physical education. One message is glaring: sport studies are a fast growing program of interest of students of all degree levels (AAHPERD, 2000)."

Results of a review of 44 sports management programs are summarized in Table

1. Each program was judged to be primarily a physical education-based program, a



business-based program, or a recreation-based program. To be classified as a physical education-based program, core courses comprised of sports psychology, exercise physiology, history of sport, and sociology of sport were required. Mission statements from these programs stressed the importance of understanding sport from the perspective of the athlete. The business-based programs were characterized by mission statements reflecting sport for its entertainment value, contract percentages, ticket sales, television contracts, sponsorships, and other indicators of a business "bottom line." The recreation-based program was primarily a business model, but had the added dimension of leisure-time pursuits, such as fishing competitions and Extreme game sport. Mission statements from each type of program follow the table.

Table 1: Where 44 Sport Management Programs are Housed

Physical Education-Based Programs		Business-Based Programs	Recreation-Based Programs
University of Pittsburgh	SUNY College at Brockport	Florida State University	University of Illinois at Urbana
University of Tennessee	SUNY College at Cortland	Aquinas College	
University of Texas-Austin	Towson University	Cazenovia College	
Wichita State University	Georgia Southern University	The College of Saint of Rose	
West Virginia University	Barry State University	Campbell University	
Bowling Green University	University of New Mexico	Canisius College	
Shepherd College	Mississippi State University	Robert Morrison University	
Springfield College	James Madison University	College Misericordia	
Old Dominion University	University of Dayton	University of Miami	
Baylor State University	University of Louisville	Medaille University	
Ithaca College	York College	St. Thomas University	
Rutgers University	Champlain College	Wilmington College	
Barry University		University of Nebraska-Keamey	

**Table 1: (continued)**

<b>Physical Education-Based Programs</b>	
University of New Brunswick	University of Massachusetts-Amherst
University of Northern Colorado	University of Maryland-College Park
Southern Cross University	Slippery Rock University

**Characteristics of Physical Education-Based Sport Management Programs**

The sport management program at SUNY Cortland is based on a theory-to-practice model of learning in which students are engaged in over 120 hours of field experience prior to their required senior internship. It is the only sport management major offered only at the undergraduate level within the SUNY system of colleges and universities. This program is further designed to offer appropriate depth and breadth through additional sport management elective courses. ([www.cortland.edu](http://www.cortland.edu), 2001).

Critical elements of the SUNY-Cortland curriculum follow in Table 2.

**Table 2: Sport Management Curriculum at SUNY-Cortland**

<b>General Education Courses</b>	<b>Business/Economics Courses</b>
Academic Writing I and II	Principles of Marketing
Human Communication	Principles of Management
Computer Applications	Principles of Marketing
General Psychology	Principles of Accounting
Interpersonal Communications	Finance
Public Speaking	Economics
<b>Sport Management Courses</b>	<b>Internship Courses</b>
Sport and Society or Sport in American Culture	Event Management Practicum I and II
Foundations of Sport Management	Pre-Internship Conference
Sport Media Management	Internship in Sport Management
Information Technology in Sport	
Sport Marketing	
Economics in Sport	
Sport Law and Organizations	
Strategic Management of Sport Organizations	

Promotional material from the SUNY-Cortland program stated that once a person graduates with a degree in sport management they would be able to pursue a career with a sport organization, within the public school systems, or at collegiate institutions. They defined the professions a student would pursue included working with leagues, teams, tours, and colleges and universities, as corporate and athletic administrators, or other staff positions. Additional promotional material from SUNY - Cortland indicated that former students were currently employed with sport governing bodies, state and regional sport federations, sport commissions, and disabled sport organizations. Related fields of employment SUNY - Cortland advocated included sport broadcasting, journalism, media relations, community relations, and various electronic sport news organizations ([www.cortland.edu](http://www.cortland.edu), 2001).

The University of Tennessee ([www.utk.edu/-essm/sport](http://www.utk.edu/-essm/sport), 2001) promoted its sport management program as a "cutting edge undergraduate program." The program description from its web page stated:

**"Sport Management is one of the newest, fastest growing majors on the University of Tennessee campus. The recent growth of sport industries in this country and the world has created a demand for sport and fitness professionals trained in management. Sport is a big business. The sport industry is ranked in the top 15 industries in the United States. In this country sport related businesses are multi-billion dollar enterprises. This program includes study and management, economics, finance, promotions, and marketing as well as communication and law. The internship, a full-time work experience at an approved site with expert supervision, is the culmination of study. Through the internship experience students gain managerial skills as well as valuable contacts for possible future employment. With a major in Sport Management a career may be launched working with sports teams of various types and levels; sport and fitness facilities; college/university intramurals & sport clubs, sport information, public/private sport clubs, fund raising, marketing or in the sporting goods industry, as well as many other sport-related businesses."**  
([www.utk.edu/-essm/sport](http://www.utk.edu/-essm/sport), 2001)

The University of Tennessee approach to sports management allows a student to be prepared to work at agencies, non-profit in nature, companies and corporations that are based around fitness and sport programs, and profit-making sport facilities. The students were encouraged to seek jobs with intramural/sport clubs, private sport clubs, professional sport organizations, retail sales, colleges and university athletics, sport business, sport management services, sport marketing, merchandising, and other sporting organizations nationally and internationally.

Course descriptions of the core classes from the University of Tennessee sport management curriculum follow in Table 3.

**Table 3: Sport Management Curriculum at the University of Tennessee/Knoxville**

<p><b><u>100 Orientation to Sport Management (1 credit)</u></b> - Overview of the professional and disciplinary area in Sport Management with special emphasis on introductory field experiences.</p> <p><b><u>250 Foundations of Sport Management (3 credits)</u></b> – An introduction to the scope of the sport enterprise including why business is involved in sport and an overall evaluation of Sport Management as a profession.</p> <p><b><u>300 Sport in American Society (3 credits)</u></b> – For all university undergraduates on the study of sport in American society from a sociological perspective.</p> <p><b><u>350 Sport Management (3 credits): Theory to Practice</u></b> – Overview of managerial theories and applications including responsibilities and practices associates with broad perspectives of sport enterprise.</p> <p><b><u>370 Event Management (1-3 credits)</u></b> – Study of the various principles involved in the organization, promotion, and management of special events. Students</p>	<p>will combine theory and practice through experience with assigned special events.</p> <p><b><u>380 History of Sport and Physical Activity in Western Culture (3 credits)</u></b> – Study of sport and physical activity ancient Greek period to modern times, illustrating historical role in western culture. Provides background for growth of sport in education, and explores how most modern collegiate divisions, bearing a myriad of titles, developed.</p> <p><b><u>380 Philosophy of Sport (3 credits)</u></b> – Theories of reality and value as they apply to sport with emphasis on ethical issues.</p> <p><b><u>415 Management Concepts of Recreation, Sport, Tourism Facilities (3 credits)</u></b> – Principles for operationalizing modern recreation and sports related facilities and the development of appropriate management strategies. Assessing demand, cost, analysis, facility, utilization, program/event evaluation, inventory systems, and security.</p>
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**Table 3: (continued)**

**440 Sport Marketing (3 credits)** – Application of fundamental marketing concepts to the sport industry. Marketing research, promotions, fund raising, advertising, and assessment of marketing programs specific to sport will be covered. The historical development of sport marketing will be included.

**450 Legal Aspects of Sport (3 credits)** – Identification and application of various areas of law to sport industry. Includes how constitutional law, contract law, anti-trust law, and tort law impact sport management decisions. Special emphasis placed on discrimination in sport, (e.g., race, gender, ethnicity, and disability).

**490 Sport Management Internship (6 - 12 credits)**– Supervised work experience at approved sport management site. Emphasis on managerial tasks and administrative procedures.

The University of Texas/Austin hosts a small program in sport management. The program is based around youth and community sports studies. Their program is unique in that students also earn a double major in business. Their core requirements include structure and organization of sports programs, sport and ethics, sport and law, management of sport and health promotion programs, history of sport and physical activity, and women in sport ([www.edb.utexas.edu](http://www.edb.utexas.edu), 5/27/01).

Towson University, a highly entrepreneurial institution in the University System of Maryland, offers the only undergraduate sports management program in Maryland. Their mission statement reads as follows:

“The program in Sport Management is designed to address sport’s unique position in American business and to prepare students for careers in athletic and recreation administration, the fitness industry, college and professional sports, and retail marketing. Students may opt to pursue a minor in Business Administration in conjunction with this program of study ([www.towson.edu](http://www.towson.edu)).”

Towson University's curriculum includes courses in individual fitness, sport management, sport in society, psychology of sports, world history of sport,

history of American sport, and sport administration. The capstone experience for Towson students is a 9-credit internship in sports studies.

The curriculum for the sports management program at Wichita State University follows in Table 4.

**Table 4: Sports Management Courses at Wichita State University**

<p><b><u>Introduction of Sport Management</u></b> – Nature of sport management; Scope of sport related business; related literature; not open to seniors or to first semester freshmen.</p> <p><b><u>Introductory Principles of Coaching</u></b> – Overview of coaching responsibilities and basic understanding in the sport sciences utilized in coaching.</p> <p><b><u>Sport Programs</u></b> – Philosophies and program content of public/private sport programs; laboratory experiences in school, college, and community sport programs.</p> <p><b><u>Sport Marketing</u></b> – An examination of sport as a consumer product and as a medium by which to sell consumer products.</p> <p><b><u>Policy Development in Sport Organizations</u></b> – Analysis of decision making and policy development in sport organizations.</p>	<p><b><u>Sport Law</u></b> – Legal aspects of coaching, teaching, and administering sport programs.</p> <p><b><u>Current Trends in Sport Management</u></b> – Current trends and issues; professional development, internship and employment procedures.</p> <p><b><u>Ethics and Moral Reasoning in Sport</u></b> – Understanding and application of ethical theory and principles of moral reasoning to the analysis of issues and dilemmas in sport.</p> <p><b><u>Sport in American Society</u></b> – Examination of the role of sport in contemporary American society as well as the relationship between sport and other social institutions.</p> <p><b><u>Practicum in Sport Management</u></b> – May be repeated for credit; cumulative maximum 8 hours. By interview only. Supervised practicum.</p> <p><b><u>Professional Work Experience</u></b> – Paid or volunteer, off-campus work experience with a sport organization.</p>
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West Virginia University (WVU) developed a sports management program in 1981, one of the oldest sport management programs in the country. "The Sport Management program at WVU is designed to build effective teaching and coaching protocols for undergraduate students majoring in education or sports medicine, and graduate students majoring in education, business, sports medicine, or management. ([www.wvu.edu](http://www.wvu.edu), 2001)." Their program has prepared students for careers in professional sport, intercollegiate athletics, sport facilities, and many

other sport-related businesses. West Virginia University's program has received national and international recognition from professionals in this field, consequently they have used this recognition to say that they are one of the best programs of its kind in the nation. "Students are required to complete an internship as part of their degree requirements. This 'hands-on' experience is mutually beneficial, as the internship provides the student an opportunity to learn the sport business while the sport organization evaluates a potential future employee. In essence, the internship has become the cornerstone of a student's learning experience (Alsop, [www.wvu.edu](http://www.wvu.edu), 2001)."

Two course descriptions follow for courses from the WVU program in Table 5. The detail of these course descriptions is remarkable.

Table 5: Detailed Course Descriptions from West Virginia University

**The Sport in American Society** Comprehensive analysis of the sport structures in societies with a close view of who competes and when and what are the consequences. Emphasis is placed on the sociological phenomena contributing to sport in North America. A major objective is to broaden the understanding that sport participation involves more than making use of the levers of the body and using strength and endurance to achieve the objective. Sport is a microcosm of the larger society. In-depth-discussion about apparent positive and negative consequences of the way sport is organized in society. Emphasis is placed on acquiring an understanding of the scholarly work conducted on the historical, youth growth and development, education, religion, economic, mass media, racism, sexism, drugs, violence and future trends of sport in North American society.

**Sport Marketing** The goals of this class are to introduce the student to basic marketing principles and concepts. Students will be taken beneath the glitter and spectacle into the broader world of sport. The purpose is to provide a practical application of marketing science to all realms of the sport industry. Students will learn experientially through on-site visits to corporate sport venues such as the Pittsburgh Steelers, Pittsburgh Penguins, and the Pittsburgh Pirates. The students will have a chance to meet leaders in the field while taking part in this class. This class will further investigate the numerous commonalities in marketing sport which warrant a common management science and marketing science approach. After taking this class the students will have some knowledge of how to fill stadium, fill court time in a racquet sport club, sell athletic socks, and attract people to participate in sport activities in a resort ([www.wvu.edu](http://www.wvu.edu), 2001).

Dr. Alsop, a professor at West Virginia University, stated the following:

"Since its inception in 1981, the West Virginia University Sport Management Program has developed into one of the finest programs of its kind in the country. Students who complete the Sport Management Program must satisfy an internship requirement that is equivalent to one normally found in a Masters degree program. Sport Management students have been very successful in securing quality internship experiences in collegiate athletics, professional sports, sport facilities and arenas, and many sport-related businesses including NIKE, ESPN, Raycom, Inc., Georgia State Games, United States Olympic Committee, Advantage International, Spectacor Management, Centre Management, KMPG, and Peat , Marwick, and Mitchell, just to name a few. Over 95 percent of these internship experiences have led to full-time employment with host organizations ([www.wvu.edu](http://www.wvu.edu) , 2001)."

The University of South Georgia promoted its bachelor's degree in sport management as "a premiere program with an excellent reputation" ([www.2gasou.edu](http://www.2gasou.edu), 2001). The program description from their web site stated:

"The curriculum provides the student with academic preparation and practical training that are required to be successful in one of the following segments of the sport industry including professional sports, sport promotion and marketing, facility and event management, management of amateur sports, manufacturing and sales of sporting goods, sports club management, sports media and communication and athletic representation ([www.2gasou.edu](http://www.2gasou.edu), 2001)."

Their program of study included the following competency areas: introduction to sport management, social issues in sport, computer application in recreation and sport management, survey of accounting, mass communication, introduction to statistics, economics of sport, financial management of sport, management of sport organizations,



sport promotion and marketing, facility and event management, sport business operations, legal aspects of sport, and sport policy development.

One of the areas highlighted in the University of South Georgia's program was its internship program. Promotional material from the web site stressed students internship placements included many professional sports teams. These sites included professional sport teams such as the Atlanta Falcons, Atlanta Braves, Atlanta Hawks, Florida Marlins, Baltimore Orioles (pre-season camp), Jacksonville Suns, Savannah Sand Gnats, and the Augusta Green Jackets. The web site also boasted that their students "had their choice of college and university athletic departments including: Auburn University, Florida State University, Georgia Tech, and the University of Tennessee ([www.2gasou.edu](http://www.2gasou.edu), 2001)." If the student was interested in sport promotion and marketing, internship opportunities were available with Advantage International, ProServe, Event Masters Classics Sports, Atlanta Sporting Club, and other prestigious clubs and organizations ([www.2gasou.edu](http://www.2gasou.edu), 2001).

Barry State in South Florida added two popular recreational sport pursuits to the traditional professional sports focus. Their program included SCUBA diving and golf course management. The program at Barry State requires a total of 122 credits including 30 credits specific to sport management and an additional 25 credits in the area of Sport and Exercise Science. The program also requires a minor in business that is included in the 122-credit hour total.

Course descriptions from some of the unique classes in the sport management curriculum at Barry State follow in Table 6.

**Table 6: Core Courses in the Barry State Curriculum**

**Introduction to Diving Science, Technology and Management** – Provides a History of diving and an overview of recreational, scientific, public safety, commercial, military diving, and career opportunities within each area. Explores underwater biological research, saturation diving, commercial diving equipment, atmospheric pressure diving systems, underwater robotics, public safety diving, and underwater crime investigation. Examines the various underwater training/certifying agencies and professional organization.

**Recreational Diving Theory** – Provides certified SCUBA divers with knowledge of diving theory. Examines physics, physiology of SCUBA diving, diver stress, stress management and prevention, decompression theory, diving tables and computers, aquatic/marine environment, dive operation planning and management (fresh water, wreck, reef, night, limited visibility, boat) extended depth diving, technical diving, cold water diving, tropical diving, and underwater search and light salvage.

**Sport and Recreational Management** – An introduction to the fields of sport and recreational management; overview of theories of management and administration to sports and recreation.

**Leisure Planning & Programming** – Provides a basic understanding of the knowledge, skills, and values required for successful planning and programming of leisure services for all populations. Presents the steps necessary to establish, market, and manage the human and financial resources in leisure activities. Includes observations of recreational programs. Including those in aging communities, tourism, etc.

**Concepts of Fitness and Wellness** – This course is required for students majoring or minoring on one of the SES programs. Students will analyze the impact of diet, exercise, stress management, health, and other areas of total wellness on the quality of life. Students will examine their personal health risk, complete a personal fitness and nutritional assessment, as well as pursue an individual exercise prescription program. Hands-on experiences and exposure to the use of computer analysis in fitness assessment are included.

**Psycho-Social Aspects of Sport** – An analysis of the social and psychological dimensions of sport. Emphasis is placed on social and psychological theories and research related to physical activity, physical education, corporate fitness, and athletic programs.

**Adapted Physical Activity, Recreation and Sport** – An introductory course designed for pre-professionals to develop competencies necessary to deliver service in accordance with federal laws. Motor, sensory, and cognitive disabilities will be discussed. Emphasis is placed on individualized education programming and adapting regular physical activity, recreation, and sport programs.

**Facility Design and Event Management** – Includes knowledge of the various types of indoor and outdoor facilities, fiscal management, technological advances in equipment, planning of facilities, and event management.

**Table 6: (continued)**

**Turfgrass for the Golf Professional** – An analysis of turfgrass issues related to golf. The influence of climate, chemicals, topography, golf course design, and related factors in the building, maintenance and success of a golf course.

**Media Relations in Sport** – Study of professional and collegiate sports and their relationship with the various media outlets.

**Sport Marketing, Promotions, and Fundraising** – An investigation of the principles, applications, and techniques of marketing, promotions, corporate sponsorships, and fundraising within the various sporting industries.

**Golf Country Club Management** – This course is designed to provide specific information to assist students in acquiring the necessary management skills and competencies for success as a golf course manager at a public private, or resort course.

**Financial Applications to Sport** – Applies principles of finance to budgeting, operations, and business decision-making in various sport and exercise-related settings (e.g., schools, colleges, pro teams, retail establishments, and corporations).

**Contemporary Issues and Ethics in Sport** – The senior “capstone” course for all SES majors which integrates the knowledge and concepts gained from prior course work and field experiences with real life situations in sport. Examines the positive and negative consequences of the way sport is organized, managed, and reported in American society by drawing from current events and articles. Provides a philosophical overview of the values that sport personifies in today’s society.

**Legal Issues in Sport and Exercise Sciences** – Legislation affecting physical education classes, coaching, amateur, professional, and recreational sport and the legal ramifications of various aspects of sport administration and exercise prescription.

**Internship** – Intensive, senior-level supervised work experience in athletic training, exercise science, management-diving industry, management-golf industry, physical education-student teaching, and sport management. ([www.2barry.edu](http://www.2barry.edu), 2001)

A small program compared to other universities that host sport management programs is at the University of Dayton. Courses in its curriculum include: Introduction to sport management, physical education activities, principles of sport management, financial management, event management, sport management practicum seminar, safety

and the law in physical education and sport, and a sport management internship. The University of Dayton web site promoted the use of information technology (IT) in its program. Components of IT were "woven throughout all of our courses in Sport Management ([www.udayton.edu](http://www.udayton.edu), 2001)." It focused on demonstrated proficiency in word processing, spreadsheets, graphics, and databases, and the evaluation and use of specific exercise science and sport management packages.

The University of New Brunswick, which is one of the oldest universities in North America, offers a program in sports management. There are 134 credits required to receive a degree from the university and it is a Bachelor of Arts and Science of Sport Recreation. Courses comprising the sport management curriculum follow in Table 7.

**Table 7: Sport Management Courses from the University of New Brunswick**

Introduction to the Management of Sport and Recreational Organizations	The Use of Computers in Sport and Recreation Administration
Facility in Planning Design	Leadership Principles and Practices
Planning Principles and Practices for Recreation Services	Advanced Management of Sport and Recreational Organizations
Marketing of Recreation and Tourism Services	Entrepreneurship and Small Business in Recreation
History of Physical Education and Sport	Introduction to Sociology of Sport
Comparative Programs in Physical Education, Recreation, and Sport	Power in Ideology in Recreation and Sport Industry
Sports Psychology	Careers of Elite Athletes: Social Analysis
Research Seminar in Sociology of Sport	Sports Management Practicum

The University of Louisville has a climate that is beneficial to development of sport managers due to their rich history in sport.

“The evolution of the city, more than any other factor, influenced the development of organized sport and recreational athletic past-times in America. Nearly all contemporary major sports evolved, or were invented, in the city. The city was the place where sport became rationalized, specialized, organized, and professionalized. The urban area has long been the primary site of facilities – of

billiard parlors and bowling alleys, of gymnasiums, ball parks and racetracks, and of both amateur sport clubs and professional teams. Urban centers like Louisville abound in career opportunities ranging from professional teams, to recreational leagues and health spas, to sporting goods dealers and manufacturers. Louisville is home to Division I college athletic competition, AASA baseball, professional hockey, Churchill Downs race track, Louisville Slugger Museum and manufacturing. Louisville is also centrally located between Indianapolis, Cincinnati, Nashville and St. Louis, which represent all major league professional sports and countless minor league, amateur and recreational programs and activities.

The academic field of Sport Administration is relatively new. The first master's programs were developed after requests from professionals in the sport industry indicated a need for people trained in the unique aspects of managing sport. Currently there are about 200 colleges and universities in the United States offering sport management or sport administration degree programs. Reflecting the global nature of the sport industry, there are also a dozen programs in Canada, as well as programs in Australia, New Zealand, Germany, Czechoslovakia, and South Africa ([www.louisville.edu](http://www.louisville.edu), 2001)."

Louisville is an excellent place for a program due to its proximity to professional sporting organizations as stated above. The students at Louisville will have their choice of sporting organizations to gain experience in the field of sports management. This is a big selling point for colleges that offer programs in sport management. The internship is the key. ([www.louisville.edu](http://www.louisville.edu), 2001)

The University of Louisville has an impressive program that includes both graduate and undergraduate studies. Characteristics of two core courses from the undergraduate curriculum follow in Table 8.

**Table 8: Core Courses from the University of Louisville**

<p><b>Sport Administration</b> The class sport administration develops the students understanding of the nature and scope of the sport industry. This course is also designed to expand the student's understanding of various management theories, research, and their application to sport organization and administration.</p>
<p><b>Financial Principles in Sport</b> The financial principles in sport class examines basic financial situation in the sport industry as a whole, in interscholastic sports, in intercollegiate sports, in professional sports, in community recreation, and in industries related to sport participation.</p>

The University of British Columbia ([www.hkin.edu.ubc.ca](http://www.hkin.edu.ubc.ca), 2001) offers a course in leisure and sport management that will appeal to students who are interested in the administration and management of sport leisure and fitness at a variety of levels and different organizational sectors. Students will be exposed to various courses in the social and managerial areas of the field of Human Kinetics. Courses in economic theories, organization behavior, accounting, and marketing are an integral part of the program. As well, students are expected to complete courses in the sociology of sport, sport history, the management principles applied to the sector of sport, leisure and fitness, research methods, and the sport, leisure, and fitness industry, to name a few. In addition to the courses offered in this program, students have an opportunity to complete a full-time field work experience for one term in their last year of study. This work experience includes a field research component.

Baylor State University ([www.baylor.edu](http://www.baylor.edu), 2001) offers an undergraduate program in sport management. Courses comprising the curriculum follow in Table 9. Baylor's program has a good balance of physical education and business-related courses.

**Table 9: Courses from the Baylor State University Sport Management Curriculum**

Principles and Philosophies in HPER	Statistical Methods
Contemporary Ethical Issues in Sport	Research Methods
Seminar in Corporate Short-Term Financial Management	Seminar in Financial Planning
Financial Management in Sport	Sport Management
Governance in Sport	Management of Organizational Behavior
Sport Marketing	Seminar in Marketing Strategy
Seminar in Marketing Research	Legal Aspects of Management Decisions
Legal Issues in HPER and Athletics	Seminar in Human Resource Management
Public Relations in Sport	Sport in the Social Context
Facility and Event Management	

Cazenovia College offers a sport management program that prepares students for careers in interscholastic, intercollegiate, and professional sports, facility (stadium, arena) management, sport product sales and marketing, event management, community relations, public relations, and media relations, sports agency, sport and fitness center management, and sport and fitness book publishing. Promotional material from their web site describes the focus of their program.

**"The Sport Management Program at Cazenovia College is committed to providing the students with relevant and up-to-date information and courses that can equip them with the knowledge and expertise to advance toward their career goals. One of the basic objectives of this Sport Management Program is for the students to gain valuable Sport Management experience outside the classroom setting by offering the student key internship opportunities. A full 12 credit hours of experiential learning is offered to the students by way of Practicum and Internship experiences. Numerous area and regional sports organizations and facilities are providing our students with these valuable learning experiences ([www.cazcollege.edu](http://www.cazcollege.edu), 2001)."**

A bachelors degree program in sport management at Cazenovia College requires the following classes: principles of sport management, current issues in sport management, sport marketing/promotion and sales, sport facility management, sport business and finance, practicum in sport management, sport law, and sport management internship ([www.cazcollege.edu](http://www.cazcollege.edu), 2001).

Ithaca College offers a program in sport management, sport information and communication and sports studies. Promotional material from their web site stated:

**"The Bachelors of Science in Sport Management prepares students for wide range of management positions in the sport industry. A core curriculum in sport sciences provides an understanding and appreciation of all aspects of sport – its historical and cultural development, its economic and political dimensions, and its psychological, sociological, and philosophical foundations. The students will need to take specialty courses in sport management that will provide skills in the areas of organization, finance, law, personnel and marketing. The graduates from the program are prepared to assume positions in college, professional and**

amateur sport offices, event management marketing firms, sport agencies, international sport offices and related fields ([www.ithaca.edu](http://www.ithaca.edu), 2001).”

Courses comprising the Sport Management curriculum at Ithaca College are presented in Table 10 ([www.ithaca.edu](http://www.ithaca.edu), 2001).

**Table 10: Courses from the Ithaca College Sport Management Curriculum**

Social Aspects of Sport	Gender Issues in Sport
History of Sport	Psychology of Sport
Philosophical Perspectives of Sport	Sport, Media, and Society
Sport in Film and Literature	The Olympic Games
Introduction to Sport Management	Professional Development in Sport Management
Legal and Ethical Issues in Sport	Labor Relations in Sport
Sport Policy	Internship in Exercise and Sport Sciences

Ithaca College also offers a program in sport information communications. Students in this program will get a background in sport that will enable them to assume positions as sports information directors, newspaper columnists, and sport writers. These students will be exposed to all aspects of sport including its history, socio-cultural, economic, philosophical, and political foundations. A student can expect to spend their time taking courses in advertising, public relations, marketing, sports information, sport promotions, and writing for publications. “Ithaca College is one of a very few institutions in the country to award degrees in this subject area (<http://www.ithaca.edu/>, 2001).”

Champlain College is located in Burlington, Vermont and offers a very diverse setting for those students wanting to pursue training in sport management.

The college describes the field of sport management as follows:

“Sports are big business – and getting bigger. So much so, in fact, that there is now a nationwide demand for college-educated managers. If you have your sights set on managing a fitness club, running a baseball camp, or working with a



professional sports team, this program will provide you with the career know-how to bat 1000 ([www.champlain.edu](http://www.champlain.edu), 2001)."

The sport management student will begin taking sport management core classes their first semester. One of the unique characteristics of the program from Champlain College is when the students start taking their internship experiences.

The web site promotes the following:

"This program offers a unique second year internship program that allows you to get experience early in your college career. Champlain College also offers a unique plus-two approach where you can earn two degrees in four years. Your first two years will earn you an associate degree in sport management. After four years you will earn a bachelors degree in business or professional studies ([www.champlain.edu](http://www.champlain.edu), 2001)."

Nichols College offers a program that provides an advantage to those who are interested in a career in the sports industry. The Nichols College Sport Management program builds upon the strength of the undergraduate business curriculum while offering specialized courses designed to recognize the unique demands of the sports industry. Students receive a Bachelor of Science in Business Administration with a specialization in Sport Management. Course descriptions from Nichols' curriculum follow in Table 11.

Table 11: Course Descriptions from the Nichols College Sport Management Program

**Introduction to Sport Management I** – This introductory level course provides the student with an overview of the structure of the sports industry and to highlight the scope and variety of career opportunities in the area. The value of professional management to sports organizations will also be emphasized. Attention will be given to the issues facing sport organizations and to the use of management techniques to solve business-related problems. The development of effective communication skills, both written and oral will be emphasized through class presentations and written assignments.

**Sport in Society** – This course examines the role of sport in North American culture and in a global context. The pervasiveness of sport in all areas of society

Table 11: (continued)

will be investigated from a sociological perspective. Analysis of issues impacting informal, organized and professional sports will be considered. Attention will also be given to the consideration of common characteristics within economy, mass media, race, etc...

**Sport Marketing** – This course provides the student with basic knowledge and understanding of sport marketing and promotions for the educational, recreational and professional sport. The components of the course include developing products, sponsorships, special events, fund raising, public relations, promotions, and utilizing radio and television networks.

**Sport Business & Finance** – This course is designed to prepare the prospective sport manager with an overview of the major financial issues facing the sport industry. An analysis of the following areas will be undertaken; sources of revenue for sports organizations, a comparison of public and private sector funding in sports, and investment of public resources into private sporting facilities.

**Sport Management Internship** – The internship requirement is considered to be one of the most critical components of the Sport Management program. Students will undertake a 12-15 week; full-time (40 hours per week) supervised internship during the summer following the junior year. This opportunity is expected to enhance the student's academic experiences, provide additional work experience, and networking opportunities. Internship experiences may take place in any of the varied sport industry settings. Student may obtain internships in any region of the country and in some cases may receive financial compensation.

**Sport Practicum** – The practicum is designed to provide students with the opportunity to gain first hand experience in the world of sports business. The course is structured to include a seminar class that allows discussion to focus on the student's experiences and the practical application of management principles. Students are required to undertake 8-10 hours per week (throughout the semester) in an industry setting of their choice.

**Sport Law** – The application of legal principles are considered in relation to professional and amateur sports. Emphasis is placed on tort liabilities and the regulation of sport in a variety of settings. The governance structure of professional and amateur sports organizations will also be discussed.

**Athletics Administration** – This course is designed to introduce the student to the management issues faced by administrators within collegiate and high school athletics departments. Students will develop an understanding of issues such as government, scheduling, NCAA and conference compliance, gender equity and

Table 11: (continued)

Title IX, conference membership issues, departmental structure, organizational goals in athletics, legal issues, and operating procedures.

**Facility Management** – An investigation of the functions of sport managers in the design, operation, and financing sport facilities. Students will examine the issues pertaining to management of public and private arenas, stadiums, racetracks and multipurpose facilities. Management of temporary facilities for special events will also be considered ([www.nichols.edu](http://www.nichols.edu), 2000).

Barry University is located in Dade County, Florida, offers another unique aspect to its program in sport management. Promotional material from the Barry University web site stated:

“Within the multi-faceted arena of Sport Management, we offer a unique, intensive track of study in the diving industry. This fast-paced industry has exploded into the recreational SCUBA sport market and has, as well, extended into academic areas such as marine sciences, photography, forensics, physical education, and more.

A solid component of the Sport Management/Diving Industry program is course work leading to a minor in business. You will learn concepts of accounting, retailing, advertising, marketing, and managerial skills and then specifically apply these theories to the diving industry in real-life settings, culminating in a full-time internship in your senior year. This program also will certify students if they fulfill requirements up to Scuba Instructor. This program's emphasis is on the fast growing diving industry ([www.barry.edu](http://www.barry.edu), 2000).”

Southern Cross University is an example of the sports management program from New South Wales in Australia. Their web site states:

“Our program is designed to meet the rapidly growing demands of a dynamic sport industry and is a leading provider of sport management education in Australia. This school emphasizes the operation of sporting organizations and concentrates on the growth in public and private sector funding to meet training needs, development, and advancement of sport managers. This sport management staff will allow a student to gain many experiences at the state, national and international levels. The university is recognized internationally as one of the leading programs in sport ([www.sessm.scu.edu.au](http://www.sessm.scu.edu.au), 2000).”

Campbell University, located in Buies Creek, North Carolina, offers a exceptional program in the area of professional golf management. The classes involved in the professional golf management program follow in Table 12.

Table 12: Golf Management Courses from Campbell University

Professional Golf Management 101 – Provides an overview of the PGA through the PRO materials and Constitution that embodies the association. Begins the incorporation of GPTP materials: Golf Management and Interpersonal Skills.

Professional Golf Management 102 – Techniques in running successful golf tournaments from start to end, including: Rules, Budgets, Formats, Checklists, and Calligraphy. Offers instruction in the organization and operation of Golfer Development Programs for all levels of golfers.

Professional Golf Management 201 – Skills in the craft of club repair and design. Methods used in teaching the proper golf swing. Begins the process of enhancing the students career by evaluation and documenting their skills and qualifications. Evaluates the skills for effective Business Communications.

Professional Golf Management 202 – Continues the education of Golf Management, Customer Relations, and Teaching Golf II & III, by building on the information provided in PGM 1010 & 102. It encompasses many of the day-to-day operations involved at a golf facility.

Professional Golf Management 301 – Implementing the proper supervising and delegating skills used in becoming an effective supervisor by the use of the performance system. Instills the concept of running an efficient and profitable golf car fleet. Allows all students to become familiar with Turfgrass Management, Landscape Design, as well as the superintendent – golf professional relationship.

Professional Golf Management 302 – Enables an aspiring golf professional to learn: Budgeting, Planning and Inventory Control skills to operate a profitable golf shop. Provides another qualification for our students in learning the benefits of a successful food and beverage operation. Completes the last of the teaching requirements with a focus on the short game.

**Table 12: (continued)**

**Professional Golf Management 401** – Focuses on the importance of effective public speaking and resume writing in the job market. Provides another avenue and job opportunity with the instruction of proper range management.

**Professional Golf Management 402** – Encompasses all materials previously covered as the students prepare to enter the working world.

**Co-op Work Experience 490** – The co-op Work Experience Program is organized so each student can receive valuable hands on experience in order to utilize the skills learned in class. A successful graduate of the Campbell University PGM Program will have to complete 16 months of co-op internship under the supervision of a PGA Member ([www.campbell.edu](http://www.campbell.edu), 2000).

Campbell University's golf management curriculum is outlined in Table 13.

**Table 13: Sequence of Golf Management Curriculum**

**Phase I (Summer after Freshman Year)**

**3 Months – Outside Operations**

- Duties include:**
- Golf Car Operations
  - Bag Drop/Bag Room
  - Range Operations
  - Course Ranging

**Phase II (Summer after Sophomore Year)**

**3 Months – Outside & Inside Operations**

- Duties include:**
- Tournament Operations
  - Club Repair
  - Merchandising
  - Guest Registration
  - Inventory Control

**Phase III (Summer after Junior Year)**

**3 Months – Inside Operations**

**Table 13: (continued)**

<p>Duties include:</p> <ul style="list-style-type: none"><li>• Guest Registration</li><li>• Merchandising</li><li>• Sales</li><li>• Accounting</li><li>• Inventory Control</li><li>• Clinic Assistance</li><li>• Overall Golf Shop Operations</li></ul> <p>Phase IV (Summer/Fall after Senior Year)</p> <p>7-Month Internship (<a href="http://www.campbell.edu">www.campbell.edu</a>, 2000).</p>
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Rutgers University offers a program in sport management that includes sport psychology, sport and law, sports sociology, organization and administration of intramural sports, and management in exercise science and sport. Rutgers Business School offers as part of the sport management major classes in micro - economics, principles of management, agribusiness marketing, principles of accounting, and risk management ([www.exsci.rutgers.edu](http://www.exsci.rutgers.edu), 2000).

The University of Illinois at Urbana-Champaign has developed a program designed to prepare students for professional sports management positions. At the University of Illinois at Urbana-Champaign "Sport Management, as an academic field, helps train and develop practitioners for employment in the sport industry. It is an exciting and diverse discipline that draws from many fields of study including management, marketing, finance, law, communications, sociology, and social psychology ([www.leisurestudies.uiuc.edu](http://www.leisurestudies.uiuc.edu), 2000).

The University of Massachusetts promoted its sports management

program with the following from their web site.

"Sports management is a profession with origins that date back to ancient Greece and Rome. In today's society sports management is concerned with the successful operation of numerous types of sport organizations, ranging from various professional teams, and leagues, to many national and international amateur sports organizations, federations, conferences, and associations ([www.umass.edu](http://www.umass.edu), 2001)."

According to University of Massachusetts promotional material

([www.umass.edu/spmngmt](http://www.umass.edu/spmngmt), 2001) sport administration has also grown rapidly over the last few years thus creating a high degree of competition for graduates seeking jobs.

They used a quote from *Business Week* in their web site promotional material:

"Because the world of sports is often considered a glamour field, there are often more people than vacancies for many of the more visible positions. Hence, salaries are often low when compared to similar positions in private industry. Because there is an enormous supply of potential employees, there is always someone who is willing to work twice as hard for half the money just to get a foot in the door ([www.umass.edu](http://www.umass.edu), 2001)."

The sports management program established at the University of Massachusetts at Amherst in 1972 is a well-established and widely respected program. The Chronicle of Higher Education stated "The Sport Program at the University of Massachusetts is often mentioned by educators as one of the best in the country ([www.umass.edu](http://www.umass.edu), 2001)." The University of Massachusetts sports management program offers a diverse selection of courses. Selected course descriptions follow in Table 14.

**Table 14: Course Descriptions from the Sport Management Program at the University of Massachusetts**

<p><b><u>Introduction to Sports Law</u></b> - A presentation of the basic legal system, its terminology, and principles as applied to professional and amateur sports. Emphasis is on identifying and analyzing legal issues, the ramifications of those issues, and the means of limiting the liability of sport organizations.</p>
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Table 14: (continued)

Media Relations in Sport – A study of basic knowledge and understanding of media relations in sport. Emphasis on building and managing an effective media relations program on the collegiate level. Examines news releases, home town features, contest management, press conferences, statistics and publications.

Public Assembly Facility Management – An investigation of the functions of management in terms of operating and financing public assembly facilities. Included are public and private areas, coliseum, and stadiums.

Seminar: Sport Broadcasting – An introduction to the relationship between sports and broadcasting in the American culture. A survey of historic, economic, legal and technical aspects of broadcasting, including an investigation of audience research, selection of events, networks, and rights.

Seminar: Writing in Sport Management – Development of writing skills and styles used in the sport management field. Includes promotional writing, public relations, and business communications. Writing process emphasizes research, organization, and revision to produce polished, final submissions. Satisfies junior year writing requirement.

Seminar Sport Club Management – A comprehensive investigation of the programs and management of various sport clubs, such as: country clubs, racquet and tennis clubs, fitness and wellness centers, multipurpose athletic clubs, and ice facilities.

Independent Study – Projects, papers, or research. Must be approved and sponsored by a faculty member and approved by the Chair of the Curriculum Committee.

Sport Finance and Business – Basic theory in finance and accounting applied to managerial control of sport organizations. Included are forms of ownership, taxation, financial analysis, feasibility studies, and economic impact studies.

Economics of Sport – A study of how economic theory applies to amateur and professional sport. Topics include industrial organization, labor economics, and government role.



**Table 14: (continued)**

**Sport Finance and Business** – Basic theory in finance and accounting applied to managerial control of sport organizations. Included are forms of ownership, taxation, financial analysis, feasibility studies, and economic impact studies.

**Amateur Sport and the Law** – Introduction to the case method of legal study, with an examination of legal issues particular to amateur sport. Identifying and analyzing the legal ramifications of actions of amateur athletic associations and their athletes. This course emphasizes the regulation of amateur athletics, constitutional issues, and tort liability.

**Internship in Sport Management** – On-the-job learning experience in a segment of the sport industry. Minimum of 13 weeks.

**Sport Management Policy** – Critique of existing policies and development of suggested policies for the management of sport organizations. A discussion of ethical issues encountered by today's sport managers. Capstone course for the seniors integrating academic work studied throughout the curriculum.

**Professional Sports and the Law** – An in-depth case-study analysis of the law as applies to the professional team sports industry. Emphasis on contracts, labor law, antitrust law, collective bargaining, arbitration, and presentation of the professional athlete.

**Seminar: Sport Event Sponsorship** – Overview of all elements of sport event sponsorships, including rationale, benefits, proposal development, and solicitations. Key component is solicitation of sponsorships for spring event.

**Seminar: International Sport Management** – Overview of organization and management of international sport, including the Olympic movement. This course will examine the globalization of U.S. professional sports.

**Seminar: Ethics in Sport Management** – An analysis of moral and ethical issues in organized sport. Emphasis is placed on the conflicts sport managers face as they attempt to operate commercial enterprises without compromising the basis tenants of sport and within the confines of the governmental structure of leagues.

**Table 14: (continued)**

**Seminar: Advanced Sport Marketing** - An applied sport promotion class involving the application of promotional theory, event planning and management, public relations, sponsorship proposal writing and solicitation to an existing sporting event in order to enhance its presentation and meet class defined objectives.

**Seminar: Sport Event Management** - Overview of all elements involved in sport event management. Key component of course is the planning, organizing, marketing, and conducting of an event during the semester ([www.umass.edu](http://www.umass.edu), 2001).

Bowling Green State University's sport management program is also considered one of the top programs in the country. The Bowling Green web site advertised:

"The mission statement of the Sport Management Division is to have an impact on the management of the sport enterprises through initiating, innovating and researching. This involves providing students with appropriate coursework and field experiences, assisting students in acquiring high levels of competence, encouraging volunteerism, emphasizing diversity, promoting intellectual inquiry, and developing sound professional ethics. The Sport Management Division is an approved NASPE/NASSM program ([www.bgsu.edu](http://www.bgsu.edu), 2000)."

Bowling Green University offers sport information management as a specialty area for students seeking careers as sport journalists, sport information directors, and intercollegiate athletic program directors. A student that selects this area will have an emphasis in sport marketing. Other courses required in this major include introduction to mass communication, accounting, principles of marketing management, history and philosophy of sport, principles of public relations, management, principles of communication and promotion, sport and gender, sociology of sport, and journalism technology. For those who also want a minor in journalism they will have to take the

following courses: introduction to journalistic writing, journalism law and ethics, and a 9-credit field experience ([www.bgsu.edu](http://www.bgsu.edu), 2001).

Students at Bowling Green may also major in the area of sport organization management. This program has a stronger business component to help students develop skills applicable to management level positions in organized sport. Examples of such positions are professional sport administrators, corporate administrators of sporting events, tournament directors, college/university athletics directors, business managers, fund raising administrators, or sport facility managers ([www.bgsu.edu](http://www.bgsu.edu), 2001).

Bowling Green University offers one of the most diverse undergraduate sport management programs in the nation. Their reputation for excellence is known both nationally and internationally according to promotional material from their web site ([www.bgsu.edu](http://www.bgsu.edu), 2000). The mission statement for Bowling Green follows:

**"The mission of the Sport Management Division is to have an impact on the management of the sport enterprises through initiating, innovating and researching. This involves providing students with appropriate coursework and field experiences, assisting students in acquiring high levels of competence, encouraging volunteerism, emphasizing diversity, promoting intellectual inquiry, and developing sound professional ethics. The Sport Management Division is a n approved NASPE/NASSM program, one of the few in the U.S. ([www.bgsu.edu](http://www.bgsu.edu), 2000)."**

Old Dominion University has an undergraduate program that offers three programs, one option being the sport marketing and promotions. It is designed to academically prepare students for careers in the sports marketing and promotions field. This option requires a minor in marketing through the Old Dominion University

College of Business and Public Administration. The second option is designed to academically prepare students for careers in sports facility management, sport event management, sports program supervision/administration, and personnel management in sport settings. The third option has been designed to academically prepare students for careers in the health club and fitness industry. ([www.odu.edu](http://www.odu.edu), 2001)

Old Dominion University's curriculum is closely aligned with the national competencies as outlined by NASSM and NASPE. Students take courses in a variety of sport and business areas including sports marketing, sports law, sports facility management, sports fiscal management, and personnel management ([www.odu.edu](http://www.odu.edu), 2001). The program is administered and housed within the Department of Health and Physical Education.

York College of Pennsylvania is unique because of its comprehensive interdisciplinary design that recognizes the variety of career opportunities in sport and prepares students by requiring them to take eight courses reflective of the breadth of sport management field. Their mission statement reads:

**"The mission statement for sports management majors is to provide students with a positive environment, rich in academic and practical experiences, oriented toward developing comprehensive leadership and technical skills that are applicable to the diverse career opportunities in the sport management industry ([www.ycp.edu](http://www.ycp.edu), 2000)."**

The web site for York College of Pennsylvania also advertised a set of program goals for the students to achieve. These program goals included:

- **"Prepare students for management positions in the various segments of the sport management career field.**
- **Provide a comprehensive sport management curriculum with concentrations in other academic disciplines.**
- **Adhere to curricular guidelines set forth by NASPE/NASSM for Undergraduate Sport Management Programs.**

- Develop graduates with strong communication and organizational skills in preparation for the multi-faceted prospects of working with individual clients and large groups of interested constituents.
- Provide opportunities wherein decision-making and critical thinking skills are called upon thereby preparing students for the uncertainties and demands of real-world circumstances.
- Develop, plan, and execute sport management courses that reflect the current trends and professional practices in the sport management field.
- Prepare students for graduate work with a particular focus in the area of sport management.
- Provide practical work experiences in professional settings that are consistent with student' professional aspirations.
- Accommodate students from other disciplines who have an interest in taking courses with sport-related topics.
- Cultivate a professional network of York College graduates within the field of sport management for the purpose of perpetuating the growth of the program, field experience sites, and employment opportunities for sport management majors.
- Maintain a strong strategic planning component focusing on emerging trends, changing demands, and employment opportunities founded in an advisory board consisting of leading professionals in the field of sport management.
- Become one of the top undergraduate sport management programs in the country by committing to excellence in regards to every aspect of the sport management program ([www.ycp.edu](http://www.ycp.edu), 2000)."

The mission statement and goals give students direction while studying in the area of sport management. The program at York College of Pennsylvania was also one of the model programs selected by NASSM/ NASPE upon which the accreditation standards were written.

The University of Northern Colorado has a location conducive to providing students experienced in the area of ski resort management. Students will develop skills in acquiring sponsorships and support for amateur athletics due to their proximity to the Olympic Training Center. Northern Colorado is also known as the center for extreme game competition. The students will learn to work with pro athletes of alternative sports. The sports include kayaking, canoeing, snow boarding, inline-skating, and other sports similar in character.

The program description advertised from the University of Northern

Colorado's web site stated:

"Students will develop their cognitive knowledge base in sport management through the following courses: program planning, issues and ethics in sport management, sport promotion and marketing, financial management for sport, sport personnel management, management of sport facilities and equipment, sport public relations and information systems, event development and management, perspectives in physical education in sport, and legal aspects ([www.unco.edu](http://www.unco.edu), 2001)."

Springfield College is the famed birthplace of basketball. This college has pioneered many programs now offered on campuses all across the nation and is considered a leader in the field of physical education and sport. In 1986 Springfield College initiated an innovative major in sport management to prepare students with skills in sport theory, administration, community relations, marketing, public relations, and sales. Sports management courses are integrated with business management courses. The student is required to participate in a junior-year pre-practicum and a senior-year field experience in sport management. The program was designed to allow students to observe and assist experienced managers in the field of sport ([www.spfldcol.edu](http://www.spfldcol.edu), 2001).

Springfield College based their program around four major career tracks: interscholastic and intercollegiate athletic organizations, national sports organizations and facilities (e.g., NCAA, Olympics, and the Fleet Center), sports equipment and related industries (e.g., Reebok, Spalding, Nike, and Nautilus), and professional sports ([www.spfldcol.edu](http://www.spfldcol.edu), 2001).

The sport management program at Slippery Rock University described its program on the university web site by stating:

**"We offer a major that is designed to prepare students with the necessary sport skills, fitness concepts, management, marketing and public relations skills to become successful managers in sport-related agencies. These agencies are diverse and include, professional sports, YMCA/YWCA's, health and racquet clubs, sport arenas, commercial recreation facilities and other sport-related agencies. In addition to the Sport Management core requirements, additional coursework is concentrated in business management and marketing, recreational programming, public relations, and computer science. A 12-credit internship is required in a sport-related agency during the last semester of the program. Students are encouraged to secure a minor in business ([www.sru.edu](http://www.sru.edu), 2001)."**

Slippery Rock University uses the following courses to help students develop in the field of sport: sport management career and content, psychology and sociology of sport, sport communication, sport management and ethics, sport facility and event management, sport marketing, sport law, research methods in sport, sport management senior seminar, and a 12-credit internship ([www.sru.edu](http://www.sru.edu), 2001). The program at Slippery Rock University is housed in the Department of Exercise and Sport Science.

Shepherd College offers a program that is geared toward the physical educator/coach who wants to develop his skills as a athletic director. Undergraduates will be able to take courses in the area of sports management that will prepare them for these athletic director positions. The programs offered in this major include many business courses with a smattering of sport management classes including sport finance, sport law, the management of sport organizations, and sport marketing ([www.sheperd.wvnet](http://www.sheperd.wvnet), 2001).

SUNY-Brockport prepares students for a career in the management of sports and sports in profit and non-profit organizations. The sport management concentration includes either a 15-credit or a 12-credit concentration in a related area, that they call a "cognate." The student must then "defend" her/his choice of cognate by oral presentation of the connection between it and sport management. In addition, each student must take

an internship that is equivalent to one-half of a semester working full-time or one semester working halftime or a similar experience. Courses in the sport management core include introduction to sport management theory, administrative practices in sport management, problems in sport management, and internship in sport management.

SUNY Brockport's mission statement in physical education and sport was listed on the university's web site. It read:

**"The Department of Physical Education and Sport offers a sport management concentration to prepare students for careers in profit and non-profit organizations. Graduates have a foundation in administrative theory and practical experience through an internship program that places students with major league teams and a variety of facilities, firms, and schools locally and across the country. Along with physical education and sport majors, the sport management concentration is available to students pursuing degrees in other academic areas, such as business or communications ([www.brockport.edu](http://www.brockport.edu), 2001)."**

The cognate courses are selected from business administration, computer science, communication, recreation, or public administration. Other courses available for sport management majors include psychology of sport, sociology of sport, social anthropological history of sport, sport under communism, sport spectating in the United States, and ethics in sport contest ([www.brockport.edu](http://www.brockport.edu), 2001).

Mississippi State University developed an undergraduate program in sport management that is NASSM NASPE approved. The program description from the university's web site stated:

**"Our courses will develop the student's skills in the area of sport management. The student will take classes in physical education and sport programs which objectives include the familiarization of students with history, processes, and current issues in the administration of sport programs. They will also take courses in sport law that are designed to introduce the student to the laws and legal foundations and to develop an understanding of their applicability to the sport industry. With the help of these classes from the Department of Physical**



Education and from supplemental courses from the business curriculum, a student will be prepared for a challenging career in the sports management field ([www.msstate.edu](http://www.msstate.edu), 2001)."

The University of the Americas' offers a bachelors in sports science degree over the internet that covers a wide range of sport issues. These courses include: sport art, history of American sport, history of Olympic sport, organizational principles of sport, sport law, sport administration, sport marketing, sport psychology, public relations in sport, sport journalism, psychological profile of athletes, contemporary sport culture, facility use and event planning, and communication and decision-making in sport. The sport art course is an art appreciation course studying the various forms used to capture the strength, grace, beauty, struggle, anguish, and ecstasy of sport competition. Another interesting course is one that studies the psychological profiles of athletes. It is designed to study the issues involved with the individual psychology of an athlete. The course is structured to focus on the psycho-social experience associated with sport participation. Students learn the psychological and sociological issues that influence sport participation ([www.uoa.edu](http://www.uoa.edu), 2001).

ELON College offers a major in leisure/sport management that includes the following classes: introduction to leisure/sport management, legal aspects of leisure/sports, facility planning and maintenance management, leisure sport policy, leadership and programming, senior seminar, and internship in leisure/sport ([www.elon.edu](http://www.elon.edu), 2001).

The University of Maryland sport management program addresses concepts and skills appropriate to effective management and leadership of sport

organizations. Major areas of emphasis are management, marketing and media.

The sport management program is a stand-alone department at the University of Maryland at College Park. The program description from the department's web site stated:

**"Course work for the sport management major develops a students understanding of management fundamental and organizational development in sport. Students are encouraged to utilize supporting course work in the area of business and management, education policy planning and administration, public affairs, and elsewhere in the university to tailor their program to their career goals. The content areas involved in the major include sport management, sport law, sport history, sociology of sport, sport and community, economics and politics and sport, and social psychological aspects of sport consumption. Students will have a choice of the following courses: politics and economics of organized contemporary sport, the management of sports organizations, sport marketing and media, sociology of sport in contemporary perspective, foundations of sport management, issues in sport law, psychology of exercise and health, sport and mass media, current literature in sport studies, psychology of leisure and sport, and sports marketing ([www.inform.umd.edu](http://www.inform.umd.edu), 2001)."**

James Madison University offers a sports management program that prepares students for employment in a variety of settings, including positions in public and private sporting and leisure facilities. Students in this concentration will minor in the college of business. The following courses are offered in this concentration: management in sport, recreation, and fitness settings, sport ethics, sport promotions, fund raising, and public relations, facility planning and management, leisure programming, computer information systems, legal environment of business, financial accounting, principles of economics, managerial finance, management principles, principles of marketing, and introduction to public relations ([www.jmu.edu](http://www.jmu.edu). 2001).

James Madison University's mission statement for the School of Kinesiology and Recreation Studies includes the following:

**"The School of Kinesiology and Recreation Studies is dedicated to the development of future leaders in professions that maximize the potential of**

individuals and society through exercise, sport and leisure activities. Programs in the school management, teacher education in physical education & health, and therapeutic recreation.

The school is committed to providing:

- Outstanding undergraduate programs based on the criteria of relevant professional association, which will enable graduates success in their professional endeavors.
- Programs that build upon the strong liberal studies background provided through General Education.
- Opportunities that challenge students to think critically, use technological advances effectively and appreciate the global community.
- Quality graduate programs that complement the undergraduate programs, and provide qualified students with an opportunity for advanced study in the disciplines of kinesiology and recreation.
- Contributions to the university's general education curriculum through programs designed to promote lifelong fitness and wellness.
- Service to JMU, the professions and local community through our unique knowledge and expertise.
- Research and development projects that push back the boundaries of knowledge and promote effective practice in the kinesiology and recreation disciplines ([www.jmu.edu](http://www.jmu.edu) 2001).”

The physical education based programs capture the essence of sport better than any other program emphasis due to their deep-rooted traditions. As stated earlier, noted scholars explained that sports management should be housed from the department in which it originated. Most physical educators have a passion for sport and the athletes who take part in competition. This will build a strong foundation for students who will want to pursue a sports management career. With the clear understanding of the psychological and ethical approaches demonstrated in the content of his or her courses, each student will develop a strong passion and understanding of sport and how it represents the heartbeat of American society that sets the pulse for the rest of the world.

Physical education programs will integrate the necessary content areas of business administration with the unique needs for those students pursuing a career

in sport management. These programs' strength is derived from its integration with business administration programs, thus allowing the students a highly integrative program that will unite the passion of sport with the bottom line mentality of the business world. The combination is very important in the development of a well-trained sport manager.

### Characteristics of Business-Based Sport Management Programs

The first undergraduate program in sport administration started at St. Thomas University in 1973. It was developed by a group of nationally known executives who devised a program that would blend liberal arts, business, and sport administration. South Florida provides an excellent environment for students to obtain valuable experience while pursuing their degrees. St. Thomas University requires the following courses: introduction to sport administration, sport financial management, sport marketing and promotions, sport information and public relations, stadium/arena management, principles of leisure service management, sports psychology, governance in intercollegiate athletics, and sport administration internship I and II ([www.stu.edu](http://www.stu.edu) 2001).

Robert Morris College developed a sports management program from a business education background. The faculty at Robert Morris College advertises on their web site:

"We will challenge the students due to their involvement in research on the economic impacts of LPGA golf tournaments, examining their fans attending major league baseball, and marketing of new stadiums in Pittsburgh. The students who attend Robert Morris College will gain an important understanding of sport while experiencing sport experientially. Robert Morris College will develop student's communication skills and problem-solving abilities through practical work experience. The student will obtain these skills through volunteer work, internships, and part-time jobs. The campus is located in a superb location to give students a chance to work with the Pittsburgh Penguins organization, the Pittsburgh Pirates organization, and the Pittsburgh Steelers ([www.robert-morris.edu](http://www.robert-morris.edu), 2001)."

South Florida College's program in sport management is another business-oriented curriculum that is housed in the Business and Economics Department. The classes in this program include: principles in management, marketing principles, business law I and II, managerial finance, strategic management, quantitative methods, human resource management, survey of leisure services, first aid and safety, teaching team and individual sports, planning and maintaining facility, administration of leisure services, and fitness: instructional design and content. Other classes in the program include a basic management support dimension. These courses include introduction to hotel and resort management, introduction to mass media, public relations, advertising, writing for business, industrial psychology, introduction to horticultural sciences, and principles of turf management ([www.flsouthern.edu](http://www.flsouthern.edu).2001).

**“In keeping with the Mission of the College, the Department of Business and Economics at Florida Southern College seeks to provide a well-rounded education that will enrich the personal lives of our students, develop them for worthy service to society, and prepare them for effective performance in their professional careers. We seek to accomplish this mission through excellent teaching in a caring, supportive atmosphere. The Carlisle Rogers Building offers students an excellent learning atmosphere. Equipped with state of the art computer lab, students get hands on experience on computer applications for business. Other labs will assist students in the particular area of their studies. Faculty offices for the business department are also located within the same building giving students a closer relationship with their professors ([www.flsouthern.edu](http://www.flsouthern.edu).2001).”**

Medaille University developed its sports management program to provide both a professional and general educational base for individuals seeking careers in the area of sports and recreation management. As defined on the university's web site:

“Sports Management is a program designed to prepare students for professional opportunities in sport, event and facilities management, opportunities with clubs, sports organizations and federations, newspapers, television, sporting goods, and the numerous areas of private and public recreation. The core courses are specifically designed to develop a sound background in the management of sports and leisure related organizations ([www.medaille.edu](http://www.medaille.edu), 2001).”

Sport management majors at Medaille University take 120 credits with one-half of these credits in the area of liberal arts and science. The other half is in the sport component that includes courses from business, computers, media and communications, and recreation/sport. The sport related courses only include sport promotion, principles of sport and recreation management, issues in sport and recreation management, and sport in American society ([www.medaille.edu](http://www.medaille.edu), 2001). These four classes cover a large cognitive area but do not seem to address sport from the perspective of the participant. Course descriptions follow for these courses in Table 15.

**Table 15: Course Descriptions from a Business-Based Sport Management Program at Medaille University**

**Sports Promotion** – A theoretical and practical approach to sports promotion based on modern public/relations principles. Promotional techniques for amateur, scholastic, professional and commercial sports will be highlighted. The course is useful for Media/Communications and Sports Management majors and for all others interested in sports.

**Principles of Sports and Recreation Management** – The student will take part in an in-depth study of the management, marketing, legal and human resource aspects of the sports and recreation industries. This course also examines the external and internal environments of sports and recreation organizations and how the strategic management process is utilized in the organization.

**Table 15: (continued)**

**Issues in Sports and Recreation Management** – Students will be exposed to current issues facing sports and recreation administration. Issues will be presented via current readings, case studies, class discussions and guest speakers. Various social factors, institutions, processes and systems will be examined in relationship to sports and recreation businesses.

**Sport in American Society** – Presents interweaving of sport in society and society in sport includes sport history, sport psychology, women in sport, minorities in sport, and current issues in sport.

([www.medaille.edu](http://www.medaille.edu), 2001).

Aquinas College Business Department offers a large interdisciplinary program in sport management including alternative sport activities. Aquinas, recognizing this demand in sport, developed the dual major of Business Administration/Sports Management over the past decade. The program description advertised on the university's web site stated:

"This major provides the student with the important knowledge and background of business yet at the same time allows the students to focus and implement these ideas in relation to the field of sports they are most interested in. The city of Grand Rapids itself provides many professional teams that provide students with internship opportunities. The Grand Rapids Griffins, Rampage, Hoops, and the West Michigan Whitecaps are the four major franchises that our students look to. They are not limited to that, however. Many students look at other opportunities in the field of sports broadcasting, sports information, college athletics and high school administration just to name a few. This is a growing major with great potential for any student interested in sports ([www.aquinas.edu/business](http://www.aquinas.edu/business), 2001)."

Wilmington College offers a sports management program that prepares students for careers in wellness and other sport related fields. Wilmington College makes reference to the following careers available to students who graduate. This list includes sporting goods industries, professional sports, fitness and wellness, and

athletic administration. Wilmington believes that internships are very important and places their students at facilities that include the Cincinnati Bengals NFL football team, Cincinnati Cyclones pro hockey team, Wilmington High School, Cincinnati Reds pro baseball club, and Xenia High School. Some of the required classes for sports management include: introduction to wellness and sport management, legal aspects of sport, facility and event management, and a sport management internship. A majority of classes offered are also required courses in the business administration program ([www.wilmington.edu](http://www.wilmington.edu) 2000).

The University of Nebraska at Kearney offers a sport administration major that is business oriented and designed for a person who desires a career in the business side of sport. The focus of this program is towards the employment in professional sports, sport regulatory agencies, conference headquarters, athletic business offices of division one college and universities and facility management. Students will complete a comprehensive array of business courses including accounting, finance, law, management, marketing, and advertising. Course work specific to sports administration including psychology and sociology of sport, sport law, sport marketing, sport economics and sport administration ([www.unk.edu](http://www.unk.edu), 2001). The program is housed in the College of Business, but faculty share joint appointments between the College of Business and the College of Human Services, where the Department of Sport and Exercise Science resides.

Internship experiences at the University of Nebraska at Kearney have been individually designed in accordance to the interest and needs of the students involved. The school is capable of placing interns at various locations in Nebraska



and across the continental United States. The program description from the university web site stated: "Completion of an internship is possibly the student's most important academic endeavor ([www.unk.edu](http://www.unk.edu), 2001)."

All the business administration programs have the typical curriculum-base associated with bottom-line mentality or look at the sport industry as entertainment, thus a commodity. The athlete represents the valued commodity that can be traded or allured to a team or franchise. In the physical education model, they study the psychological make-up of the athlete, whereas in the business model they concentrate on their psychological approach as a consumer to determine marketing strategies to entice television viewership, stadium attendance, and product solicitation.

Most business models offer classes that will build a less than acceptable sport base for those who will enter the field of sport management. This program will give future sports managers a strong base in business that will be helpful in large sport organizations that delineate between the sport itself and the financial aspects of the agency. An example is the New Orleans Saints who have two separate entities, one being the team and the other being a service-related division including ticketing, merchandising, customer relations and advertising. With these ideas and those discussed earlier, the characteristics that make up a top-notch sport management program will be covered in the following literature review section **Characteristics of Accredited Sport Management Programs.**

## Characteristics of Accredited Sport Management Programs

Fifty-three sport management educators in the United States who were surveyed identified eight critical areas of inquiry in a self-study for undergraduate sport management programs:

- Clearness of program philosophy and goals
- Integration of business administration and sport studies in curriculum development
- Quality of the internship program
- Provision of students with extracurricular experiences
- Organizations
- Availability of profession-related information
- Quality of program faculty
- Admission standards and acceptance of the job market to program graduates

(Cobb, L., 1975)

The standards used by NASSM for undergraduate degree program in sports management will include the following:

### **“Standard 1: Critical Mass – Curriculum**

The content areas prescribed in the Standards provide students with a body of knowledge needed for careers in sport management. The following benchmarks will be applied to determine compliance:

- A. Twenty percent (20%), exclusive of field experience credit, of the total number of hours required for a baccalaureate degree must be in sport management coursework offered in the home unit. For example, if the total number of credit hours required to complete a baccalaureate degree at University Central is 120 hours, 20% of 120, or 24 hours must be in sport management content courses offered in the home unit.
- B. In content standards 3 – 12, topics to be covered are divided into ‘required content’ and ‘recommended content’ areas. All topics under the required area and fifty percent (50%) or more of the topics in the recommended content area must be included to be in compliance.

### **Standard 2: Critical Mass – Faculty**

The purpose for establishing a critical mass of faculty is to enhance the depth and breadth required for the development of a sound curriculum in sport

**management. The existence of a critical mass of faculty contributes to overall program quality by providing opportunities for excellence in instructional specialization, scholarly interaction and productivity, professional involvement, and service. Further, critical mass fosters institutional commitment to students and program development and to the expansion of the body of knowledge in sport management. The following benchmarks will be applied to determine compliance:**

**A critical mass of faculty includes two full-time faculty members:**

- A. One in the home unit with a terminal degree and relevant scholarly preparation assigned to at least half time in sport management.**
- B. One in the home unit with at least a master's degree and relevant sport management-related experience teaching at least half-time in sport management (NASSM, 2000)."**

**The rest of the requirements that NASSM requires for accreditation are related to content area needed for future sport management employees and managers. These content areas are subtitled as follows: Socio-Cultural Dimensions in Sport, Management and Leadership in Sport, Ethics in Sport, Marketing in Sport, Communication in Sport, Budget and Finance in Sport, Legal Aspects in Sport, Governance in Sport, and Field Experience in Sport Management. For more information on NASPE-NASSM see Appendix C. These are the good points of existing programs. With the accreditation standards in mind, let's now survey the sports managers to see if we are answering their needs.**

## CHAPTER III

### METHODS

The purpose of this study was to develop an undergraduate curriculum in sport management for Frostburg State University. This undergraduate sport management curriculum should meet the entry-level management personnel needs of professional sport organizations.

#### Subjects

The subjects of this study were human resource personnel of professional sport organizations located within an 800-mile radius of Frostburg, Maryland. The subjects were those who responded to a questionnaire sent to them. This questionnaire contained statements about content areas that should be included in the curriculum for an entry-level sport manager. The subjects also provided appropriate demographic information. A listing of the subjects who participated is displayed in Appendix B of this study.

The following methods were utilized to develop this undergraduate curriculum in sports management:

#### Instrumentation

- (1) A questionnaire (Appendix A) was designed. This survey consisted of demographic data questions that provided information about the respondents, and 74 curriculum statements about the content areas that could be included in the curriculum for an entry-level professional sport manager. The respondents subjectively evaluated and rated each of these statements as being: most important, very important, important, not important, or not needed.

- (2) The statements on the survey were constructed from the required content and recommended content areas in the standards for undergraduate degree programs in sport management as listed in the Sport Management Program Standards and Review Protocol 2000 and published by the Sport Management Program Review Council (SMPRC) (Appendix C).
- (3) The survey was then pilot tested for accuracy and clarity by 10 health, physical education, and recreation faculty members at Frostburg State University. All members of this pilot group have had sport coaching and/or sport management experience. The survey was modified as recommended by this group. A total of 74 curriculum statements were chosen. These are listed in Appendix A.

### Procedures

- (1) A pre-survey telephone call was made to 250 human resource personnel of professional sport organizations located within an 800-mile radius of Frostburg, Maryland. This telephone call introduced the investigator and told them about the survey that was to follow. This telephone call was made by a project assistant one week in advance of the mailing of the study survey.
- (2) The survey, cover letter, and self-addressed, stamped envelope were then mailed. The following professional sports organizations were included in this survey: baseball, men's and women's basketball, football, men's and women's soccer, arena football, ice hockey, lacrosse, X-Games, wrestling, boxing, horse racing, bicycle road racing, mountain biking racing, Eco-challenge

racing, triathlons, auto racing, tennis, bowling, golf, softball, volleyball, ice skating, and gymnastics. A return date of 30 days was requested.

- (3) The results of the survey were tabulated approximately 45 days after the survey was sent. If any replies after this time was received, they were to be discarded. There were three late replies that were discarded.
- (4) The advisory group that pilot tested the curriculum statements on the survey recommended the selection of statements labeled as important, very important or most important by 80 percent of the participants returning the survey. The results were tabulated and the curriculum statements that met the required criteria were then identified.
- (5) The selected curriculum statements were then compared with present Frostburg course offerings (see Appendix D). Courses that matched or offered content similar to the selected curriculum statements were identified. Curriculum statements that had no matches or similar courses were likewise determined. A panel of experts that included: the Dean of Education, four faculty, two department chairs, three administrators, a professional event manager, and a sport management curriculum expert from Frostburg State University reviewed the data collected. The names and titles of these individuals appear in Table 16. Comments made by the respondents on competencies and course content were also made available to the panel and can be found in Appendix E.

**Table 16: Members of the Frostburg State University Sports Management Advisory Panel**

<b>Name</b>	<b>Academic Degree</b>	<b>Sports Management Experience</b>
Mr. Ralph Brewer	M.A. Ohio University	Athletic Director
Mr. Roger Bruszewski	M.B.A. Purdue University	Vice President of Administration & Finance
Mrs. Nancy Crawley	M.S. West Virginia University	25 years coaching/teaching: basketball, tennis, volleyball, & swimming
Dr. Bonnie Hircock	Ed.D. West Virginia University	Chair, Department of Health, Physical Education, and Recreation
Dr. Charles Hircock	Ph.D. University of Nebraska	25 years coaching/teaching/recruiting: track & field
Ms. Carrie Lysik	M.S. Frostburg State University	5 years coaching: soccer
Mr. Bill Mandicott	M.S. Clemson University	Director of Lane Center - student activities/government
Dr. Art Siemann	Ph.D. Oregon State University	Graduate Program Coordinator
Mr. Chris Starke	M.S. University of Maryland-College Park	Director of Sports Information
Dr. Kurt Wolfe, Jr.	Ph.D. University of Maryland-College Park	25 years coaching/teaching: basketball

- (6) The selected curriculum statements and the current listing of course offerings at Frostburg State University were then utilized to construct the undergraduate sport management curriculum for Frostburg State University. This was done by the same panel of experts indicated in item #5 above.
- (7) This curriculum will be presented to the Dean of Education at Frostburg State University, and will, hopefully, be submitted to and for adoption by the Frostburg State University faculty senate.

- (8) All personnel directors who participated in the survey will be sent a copy of the curriculum developed by this panel of experts, and thanked for participating.

#### Statistical Design and Analysis

The statistical information was described using frequencies and was calculated through the use of an *Excel* (Microsoft, 1998) tabulation program. The questionnaire utilized a ranking system of 1 to 5: 1 - not needed; 2 - not as important; 3 - important; 4 – very important; and 5 - most important. The frequency of those items (5, 4, and 3 rankings) was tabulated for each item on the questionnaire. Those items that were ranked 5, 4, or 3 by at least 80 percent of the respondents were considered to be important in the development of a sports management program that prepares entry-level managers. These characteristics were then compared with the current listing of course offerings at Frostburg State University. Courses with descriptions or objectives that contained or were similar to the selected characteristics were considered for inclusion in Frostburg Sport Management course curriculum. New courses were recommended for characteristics not related or similar to any current course offering. These courses were also used to construct the undergraduate sport management curriculum for Frostburg State University. The same panel of experts identified in #5 above performed the course evaluations and wrote the new course descriptions.



## CHAPTER IV

### RESULTS

#### Surveys

Forty-one (18.8%) of the 250 surveys were returned prior to the end of the 45-day deadline. Three additional surveys were received after the deadline and discarded.

All sport management content items on each of the forty-one surveys were ranked.

Twelve of the respondents commented on the study or provided additional input through comments. The demographical data of the 41 respondents is presented in Table 17.

Table 17: Characteristics of the Survey Respondents

Characteristic	Number/Percent
<b>Gender</b>	
Female	10 (24%)
Male	25 (61%)
Did not respond	6 (15%)
<b>Age</b>	
20 - 29 years	12 (29%)
30 - 39 years	10 (24%)
40 - 49 years	7 (17%)
50 - 59 years	7 (17%)
60+ years	3 (7%)
<b>Degree</b>	
Associate	2 (5%)
Bachelors	17 (41%)
Masters	13 (32%)
Doctorate	1 (2%)
Did not respond	8 (20%)
<b>Yearly Income</b>	
\$10,000 - 20,000	2 (5%)
\$20,001 - 30,000	3 (7%)
\$30,001 - 40,000	9 (22%)
\$40,001 - 50,000	3 (7%)
\$50,001 - 60,000	3 (7%)
\$60,001 - 70,000	2 (5%)
\$70,001 - 80,000	1 (2%)
> \$100,000	15 (37%)

**Table 17: (continued)**

Characteristic	Number/Percent
<b>Years Sport Management Experience</b>	
1 - 5 years	19 (46%)
6 - 10 years	9 (22%)
11 - 15 years	6 (15%)
15+ years	7 (17%)

Of the 74 curriculum statements in the survey, 43 were ranked as important, very important and most important by at least 80 percent (33) of the 41 respondents. The 43 statements listed in order of the number of respondents ranking them as important, very important and most important are presented in Table 18.

**Table 18: Characteristics of Sport Managers Deemed Important**

Rank	Sports Management Trait	Number/ %
1	effective decision-making/problem solving	41 (100%)
2	public speaking	40 (98%)
3-8	time management skills	39 (95%)
3-8	public & community relations	39 (95%)
3-8	administration & sport	39 (95%)
3-8	business communication	39 (95%)
3-8	computer application & utilization	39 (95%)
9-10	goal setting & peak performance	38 (93%)
9-10	human resource management	38 (93%)
11-21	ticket pricing & impact on attendance	37 (90%)
11-21	sport facilities management	37 (90%)
11-21	unique aspects of sports consumers	37 (90%)
11-21	theories of leadership	37 (90%)
11-21	role of the media	37 (90%)
11-21	budget as a method of control, organization, and reallocation	37 (90%)
11-21	social/cultural environment in which sport exists	37 (90%)
11-21	competitiveness in sport	37 (90%)
11-21	advertising management	37 (90%)
11-21	contract administration	37 (90%)
11-21	sales management	37 (90%)
22-30	strategic planning process	36 (88%)
22-30	venue and event management	36 (88%)

**Table 18: (continued)**

Rank	Sports Management Trait	Number/ %
22-30	stress management	36 (88%)
22-30	sponsorships	36 (88%)
22-30	behavior patterns of sports consumers	36 (88%)
22-30	budget development	36 (88%)
31-36	small group behavior	35 (85%)
31-36	venue and event programming and scheduling	35 (85%)
31-36	structure & function of amateur & professional sports	35 (85%)
31-36	youth group and age group sports	35 (85%)
31-36	sport personality interpersonal relationships in sport	35 (85%)
31-36	sport law	35 (85%)
37-41	impact of television on professional sport	34 (83%)
37-41	financial statements	34 (83%)
37-41	internship/mentorship	34 (83%)
37-41	labor/management relations	34 (83%)
37-41	risk management	34 (83%)
42-45	management theory	33 (80%)
42-45	skills & competencies of sport leaders	33 (80%)
42-45	business writing	33 (80%)
42-45	writing press releases	33 (80%)

Of the 74 curriculum statements in the survey, 31 were **not** ranked by at least 80 percent (33) of the respondents as important, very important, or most important. The 31 statements listed not important follow in Table 19.

**Table 19: Characteristics of Sport Managers Deemed Not as Important**

Rank	Sports Management Trait	Number/ Percent
1	ancient & modern Olympics	10 (24%)
2	sport as a vehicle to advance gender issues	15 (37%)
3	alternative sport organizations	16 (39%)
4	violence and deviant behavior in sport	17 (41%)
5	international marketing	18 (44%)
6	sport as a vehicle to advance disability issues	19 (46%)
7-8	economic impact principles	20 (49%)
7-8	history of sport	20 (49%)
9-10	sport as a vehicle to advance race issues	21 (51%)
9-10	psychological influence in sport	21 (51%)

**Table 19: (continued)**

<b>Rank</b>	<b>Sports Management Trait</b>	<b>Number/ Percent</b>
11	Cultural subsystems, social classes, age group, gender and race as related to sport	22 (54%)
12	international culture and sport	25 (61%)
13	social stratification in sport	26 (63%)
14-15	micro and macro economic principles	28 (68%)
14-15	economic theory applied to sport manufacturing and service	28 (68%)
16-20	sport insurance	29 (70%)
16-20	sport facility design	29 (70%)
16-20	economic theory applied to stadiums and arenas	29 (70%)
16-20	sport culture in the sport pages, sport art and sport language	29 (70%)
16-20	substance abuse, burn out, and psycho-social rehabilitation	29 (70%)
21-23	crowd control and security	30 (73%)
21-23	business law	30 (73%)
21-23	individual and group performance in sport	30 (73%)
24-29	labor market policy and collective bargaining	31 (76%)
24-29	extrinsic and intrinsic motivation in sport	31 (76%)
24-29	Commercial and mass media exploitation in sport	31 (76%)
24-29	basic accounting	31 (76%)
24-29	endorsements	31 (76%)
24-29	evolution and scope of sport management	31 (76%)
30	sport fundraising and packaging	32 (78%)

The Panel of Experts then reviewed the 43 curriculum statements selected by professional sport personnel as being important. Current Frostburg State University course descriptions were also reviewed to determine if modifications to the current curriculum or new courses needed to be developed. This resulted in a model curriculum that will be recommended for adoption by Frostburg State University. The steps taken in the development of this sports management model curriculum by the Panel of Experts were as follows:

**Step 1: The Determination of the Number of Credit Hours in the Sports Management Program Major Area**

Frostburg State University requires an academic major to be comprised of a minimum of 30 credits. However, very few of the 30-credit majors offered at FSU include an internship experience. Since so many of the successful programs reviewed identified the internship as an integral part of their program, and 83 percent of the professional sport managers indicated the internship was an important trait of a potential employee, a 9-credit internship was recommended. The Panel of Experts agreed that the proposed Sport Management Major should consist of 48 credits: 13 three-credit courses plus one nine-credit internship experience.

**Step 2: Matching of Existing FSU Courses to Identified Sport Management Curriculum Traits**

The Panel of Experts examined each of the 43 curriculum statements that were recommended by the professional sport managers. Catalog descriptions from current courses offered at FSU were then reviewed to note potential matches for inclusion into the proposed Sport Management curriculum. Results of this examination follow in Table 20.

**Table 20: Sport Manager Competency and Current FSU Courses Meeting the Competency**

<b>Sports Manager Competency/Trait</b>	<b>Current FSU Course(s)</b>
<b>effective decision-making/problem solving</b>	<b>SPTS 320 Sport Leadership, Management &amp; Facilities</b>
<b>public speaking</b>	<b>CMAT 322 Advanced Public Speaking</b>
<b>time management skills</b>	<b>BUAD 351 Principles of Management</b>
<b>public &amp; community relations</b>	<b>SPTS 430 Sport Promotion Marketing</b>
<b>Administration &amp; sport</b>	<b>SPTS 320 Sport Leadership, Management &amp; Facilities (modified Principles of Coaching)</b>

Table 20: (continued)

<b>Sports Manager Competency/Trait</b>	<b>Current FSU Course(s)</b>
business communication	BUAD 351 Principles of Management ENGL 330 Business Writing
computer application & utilization	BUAD 330 Microcomputer Applications in Business COSC 220 Introduction to Computer Applications
goal setting & peak performance	SPTS 340 Human Factor in Sport Management
human resource management	BUAD 357 Human Resource Management
ticket pricing & impact on attendance	RECR 384 Special Event Management
sport facilities management	SPTS 320 Sport Leadership, Management & Facilities (modified Principles of Coaching)
unique aspects of sports consumers	SPTS 340 Human Factor in Sport Management SPTS 430 Sport Promotion & Marketing
theories of leadership	SPTS 320 Sport Leadership, Management & Facilities (modified Principles of Coaching) SPTS 340 Human Factor in Sport Management
role of the media	CMAT 346 Mass Communication Theory SPTS 430 Sport Promotion & Marketing
budget as a method of control, organization, and reallocation	BUAD 370 Corporate Finance
social/cultural environment in which sport exists	SPTS 340 Human Factor in Sport Management
competitiveness in sport	SPTS 340 Human Factor in Sport Management
advertising management	SPTS 430 Sport Promotion & Marketing
contract administration	SPTS 320 Sport Leadership, Management & Facilities (modified Principles of Coaching) RECR 384 Special Event Management
sales management	SPTS 430 Sport Promotion & Marketing

strategic planning process	SPTS 320 Sport Leadership, Management & Facilities (modified Principles of Coaching) BUAD 351 Principles of Management
venue and event management	RECR 384 Special Event Management
stress management	SPTS 340 Human Factor in Sport Management
sponsorships	SPTS 430 Sport Promotion & Marketing
behavior patterns of sports consumers	BUAD 370 Corporate Finance
budget development	BUAD 370 Corporate Finance
small group behavior	SPTS 340 Human Factor in Sport Management SPTS 320 Sport Leadership, Management & Facilities (modified Principles of Coaching)
venue and event programming and scheduling	RECR 384 Special Event Management
structure & function of amateur & professional sports	SPTS 340 Human Factor in Sport Management
youth group and age group sports	SPTS 340 Human Factor in Sport Management
sport personality interpersonal relationships in sport	SPTS 340 Human Factor in Sport Management
sport law	SPTS 420 Sport Law, Ethics & Risk Management
impact of television on professional sport	CMAT 346 Mass Communication Theory
financial statements	BUAD 370 Corporate Finance
internship/mentorship	PHEC 480 Field Experience in HPER
labor/management relations	BUAD 357 Human Resource Management
risk management	SPTS 420 Sport Law, Ethics & Risk Management
management theory	SPTS 320 Sport Leadership, Management & Facilities (modified Principles of Coaching) BUAD 351 Principles of Management
skills & competencies of sport leaders	SPTS 320 Sport Leadership, Management & Facilities (modified Principles of Coaching)
business writing	ENGL 330 Business Writing
writing press releases	ENGL 330 Business Writing SPTS 430 Sport Promotion & Marketing

**Step 3: Development of New Courses to Meet Curricular Needs and/or Modification of Current Courses to Combine Desired Elements**

Because there were 41 curriculum statements and 13 courses to be selected, the Panel of Experts realized that it was necessary to select and recommend courses that would satisfy several of the curriculum needs recommended by the professional sport personnel. Also, the Panel of Experts decided that at least a third of the offerings should be sports management specific courses. Thus, even though a present Frostburg course, as described above, would satisfy the curriculum statement, a newly developed sport management course was sometimes selected to satisfy the curriculum statement. The new courses recommended by the Panel of Experts that includes the curriculum statements in the course description and/or objectives and current courses in which desired curriculum statements were added are presented in Table 21.

**Table 21: New Sport Management Courses and Recommended Modifications to Current FSU Courses**

<b>New/Modified</b>	<b>Course Number and Title</b>	<b>Sport Manager Competency</b>
<b>New</b>	<b>SPTS 320 Sport Leadership, Management &amp; Facilities (modified Principles of Coaching)</b>	<b>effective decision making/problem solving theories of leadership sport facilities management administration &amp; sport contract administration strategic planning process management theory skills and competencies of sport leaders</b>
<b>Mod</b>	<b>CMAT 322 Advanced Public Speaking</b>	<b>business communication public speaking</b>



**Table 21: (continued)**

New	SPTS 430 Sport Promotion & Marketing	public & community relations unique aspects of sports consumers advertising management sales management sponsorships behavior pattern of sport consumers
New	SPTS 340 Human Factors in Sport Management	goal setting and peak performance stress management social-cultural environment in which sport exists competitiveness in sport team building techniques small group behavior structure and function of amateur and professional sport youth group and age group sports sport personality/interpersonal relationship in sport
Mod	BUAD 370 Corporate Finance	ticket prices and impact on attendance unique aspects of sports consumers ticket sales and their use in sport budget as a method of control organization and reallocation financial statements
Mod	ENGL 330 Business Writing (general elective requirement)	business communication business writing writing press releases
Equivalent	BUAD 320 Micro Applications in Business	computer application and utilization
Equivalent	BUAD 351 Principles of Management	time management skills business communications goal setting and peak performance theory of leadership strategic planning process management theory
Equivalent	BUAD 357 Human Resource Management	human resource management stress management team building techniques small group behavior labor management relationships
Mod	CMAT 346 Mass Communication	role of media impact of television on professional sports

Equivalent	PHEC 480 Internship in Professional Sport Management	professional internship requirement (will fulfill many other competencies depending on internship)
Equivalent	RECR 384 Special Event Management	venue and event programming and scheduling contract administration venue and event management
Mod	SPTS 420 Sport Law, Ethics & Risk Management (modified from Coaching Concentration-Sport Law and Ethics class)	sport law risk management
Equivalent	COSC 220 Introduction to Software Applications (prerequisite for BUAD 320 Micro Computer Applications and satisfies general education requirements)	computer application and utilization

**Step 4: The New Proposed Sports Management Curriculum for Frostburg State University**

Combining the three previous steps leads to the curriculum proposed in Table 22. It is comprised of 13 three-credit courses and one nine-credit internship experience. The nature of this program is interdisciplinary; sharing the strengths of a knowledge base devoted to the exploration of sport and human performance from the perspective of the participant as well as the business side of making money-promoting sport as entertainment. What makes this program unique is the combination of desired traits current sport management professionals seek in individuals they would like to hire and the careful review of many established sport management degree programs. Because of the personal contact with the current sport management professionals employed in the conductance of the research, future placements of students into internship experiences should also be enhanced.

**Table 22: Proposed Curriculum in Sport Management for Frostburg State University**

<b>Course Title</b>	<b>Sport Manager Competency(s)</b>
<b>BUAD 330 Microcomputer Applications in Business</b>	<b>business communication; computer application &amp; utilization</b>
<b>CMAT 322 Advanced Public Speaking</b>	<b>business communication; public communication</b>
<b>ENGL 330 Business Writing</b>	<b>business communication; business writing; writing press releases</b>
<b>COSC 220 Introduction to Software Applications (prerequisite for BUAD 320 Micro Computer Applications and satisfies general education requirements)</b>	<b>computer application and utilization</b>
<b>SPTS 420 Sport Law, Ethics &amp; Risk Management (modified from Coaching Concentration-Sport Law and Ethics class)</b>	<b>sport law risk management</b>
<b>SPTS 320 Sport Leadership, Management &amp; Facilities (modified Principles of Coaching)</b>	<b>effective decision making/problem solving theories of leadership sport facilities management administration &amp; sport contract administration strategic planning process management theory skills and competencies of sport leaders</b>
<b>SPTS 430 Sport Promotion &amp; Marketing</b>	<b>public &amp; community relations unique aspects of sports consumers advertising management sales management sponsorships behavior pattern of sport consumers</b>
<b>SPTS 340 Human Factors in Sport Management</b>	<b>goal setting and peak performance stress management social-cultural environment in which sport exists competitiveness in sport team building techniques small group behavior structure and function of amateur and professional sport youth group and age group sports sport personality/interpersonal relationship in sport</b>

<b>BUAD 370 Corporate Finance</b>	ticket prices and impact on attendance unique aspects of sports consumers ticket sales and their use in sport budget as a method of control organization and reallocation financial statements
<b>BUAD 351 Principles of Management</b>	time management skills business communications goal setting and peak performance theory of leadership strategic planning process management theory
<b>BUAD 357 Human Resource Management</b>	human resource management stress management team building techniques small group behavior labor management relationships
<b>CMAT 346 Mass Communication</b>	role of media impact of television on professional sports
<b>RECR 384 Special Event Management</b>	venue and event programming and scheduling contract administration venue and event management
<b>PHEC 480 Field Experience in HPER (9 credits)</b>	internship/mentorship

## CHAPTER V

### CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

The purpose of this study was to develop an undergraduate curriculum in sport management for Frostburg State University. This undergraduate sport management curriculum is to meet the entry-level management personnel needs of professional sport organizations. This chapter will contain: (1) the conclusions and discussions concerning this study; (2) the undergraduate sport management curriculum and (3) recommendations.

#### Conclusions and Discussion

The first sub-problem of the study was to examine the NASPE/NASSM standards for undergraduate degree programs in sport management in order to develop a survey questionnaire. The standards were examined by an advisory group and a survey with the curriculum statements as given in Appendix C were developed:

The second sub-problem was to determine competencies and course content areas needed by professional sport organization management personnel as recommended in the survey of professional team sport management personnel. The competencies and course content areas selected in this survey were as follows:

- (1) Effective decision-making/problem solving
- (2) Public speaking
- (3) Time management skills
- (4) Public and community relations
- (5) Administration and sport
- (6) Business communication
- (7) Computer application and utilization

- (8) Goal setting and peak performance**
- (9) Human resource management**
- (10) Ticket prices and impact on attendance**
- (11) Sport facilities management**
- (12) Theories of leadership**
- (13) Unique aspects of sports consumers**
- (14) Ticket sales and their use in sport**
- (15) The role of the media**
- (16) Budget as a method of control, organization and reallocation**
- (17) Social-cultural environment in which sport exists**
- (18) Competitiveness in sport**
- (19) Advertising management**
- (20) Contract administration**
- (21) Sales management**
- (22) Strategic planning process**
- (23) Venue and event management**
- (24) Stress management**
- (25) Sponsorships**
- (26) Behavior patterns of sports consumers**
- (27) Budget development**
- (28) Team building techniques**
- (29) Small group behavior**
- (30) Venue and event programming and scheduling**

- (31) Structure and function of amateur and professional sports
- (32) Youth group and age group sports
- (33) Sport personality interpersonal relationship in sports
- (34) Sport law
- (35) Impact of the television on professional sport
- (36) Financial statements
- (37) Internship/mentorship
- (38) Labor-management relations
- (39) Risk management
- (40) Management theory
- (41) Skills and competencies of sport leaders
- (42) Business writing
- (43) Writing press releases

### The Undergraduate Sport Management Curriculum

The third and final sub-problem was to compare the selected competencies and course content with present Frostburg State University course offerings to determine the current courses that could be utilized and needed courses that had yet to be designed.

From these courses, a curriculum model to be used for the undergraduate sports management curriculum at Frostburg State University was developed.

The undergraduate sport management program at Frostburg State University will require a minimum of 120 hours for completion. These will include General Education Requirements and Electives (60 credit hours); Electives (12 credit hours) and Sport

Management courses (48 credit hours). The following are the 13 three-credit courses and a nine-credit internship that make up the undergraduate curriculum model:

**BUAD 320 Microcomputer Applications in Business 3 cr.**

Managerial applications of the microcomputer most often encountered in business. Word processing for report writing, spreadsheets for financial modeling, graphics for presentations, and managerial data base applications using commercial programs.

**BUAD 351 Principles of Management 3 cr.**

The practice of managing in today's dynamic environment; the purpose and processes of organizations; managing individuals and groups in organizations. Emphasis is placed on skills needed for managerial success.

**BUAD 357 Human Resource Management 3 cr.**

Effective utilization of human resources in organizations. Emphasis on principles, practices and legal aspect of job analysis, recruitment and selection, training, compensation, safety and health, employer-employee rights, union-management relations; current issues in the field.

**BUAD 370 Corporate Finance 3cr.**

Principles of financial management with business enterprises. Topics covered include: basics of stocks and bonds, valuation, financial analysis, capital budgeting, dividend policy, and both short-term financing and long-term capital structure decisions.



**CMAT 322 Advanced Public Speaking 3 cr.**

Theory, practice and criticism of speaking in public. Major attention to rhetorical sensitivity and analysis.

**CMAT 346 Mass Communication Theory 3 cr.**

Survey and analysis of communication within a mass society, including examination of culture, effects, audience and industry.

**COSC 220 Introduction to Software Applications 3cr.**

Survey of hardware, introduction to software used in business applications, microcomputer operating system, graphics, word processing, spreadsheet, database management systems, and network communication software for microcomputers.

**ENGL 330 Business Writing 3 cr. (General Education Requirement)**

Basic writing for business and para-professional occupations. Writing resumes, job applications, memos, reports and other business writings.

**PHEC 480 Internship in Professional Sport Management 9cr.**

Guided work experience directly related to student's academic program. Requires senior status or permission of the instructor.

**RECR 384 Special Event Management 3 cr.**

Basic elements of special event management including: human resource management and organization structure, the arts and entertainment industry, event planning, event marketing, box office and ticket management, contract negotiation, financial management for special events, liability issues and program evaluation. Field trips are required.

**SRTS 320 Sport Leadership, Management and Facilities 3 cr.**

Survey and introduction to the field of Sport Management. Topics include types and structures of sports organizations, local to global, quality management, leadership, contract administration, governance, strategic planning, performance review, information systems, strategic planning, performance review, information systems and introduction to sports research. This course examines different types of sport facilities. It delineates the factors involved in the planning, design and management of each facility.

**SPTS 340 Human Factors in Sport Management 3 cr.**

Overview of individual and organizational dynamics that effect human behavior and performance. Includes, value of the individual, self-awareness, motivation, sports competition, inter-personal skills and relationships, team work, the effects and reduction of stress, decisions, ethics and values. Also covered are Social-Environmental topics such as small group behavior, consumer behavior patterns, structure and function of sports, and age group sports.

**SPTS 420 Sport Law and Risk Management 3 cr.**

A presentation of the basic legal system, its terminology, and principles as applied to professional and amateur sports. Emphasis is on identifying and analyzing legal issues, the ramifications of those issues, and the means of limiting the liability of sport organizations.

**SPTS 430 Sport Promotions and Marketing 3 cr.**

A study of basic marketing concepts with applications to sport organizations, both amateur and professional. Topics include promotions and public relations, sport consumer behavior, strategic market planning, sales management, marketing information management, marketing communications such as press releases and sponsorship.

**Recommendations**

The following pertain to the implementation and administration of the undergraduate sport management curriculum at Frostburg State University.

1. From the many reviews of literature presented earlier, it is evident that an effective sport management internship is essential to the success of a sport management degree program. The internship program must be highly structured and should include a variety of sport settings so that the individual goals of the students can be met.
2. Numerous professional sport organizations are found within a 4-hour driving distance of the Frostburg State University campus. Those include sport teams found in the following metropolitan areas: Baltimore-Washington, Pittsburgh, Philadelphia, and

Cincinnati. Because of Frostburg's central, yet rural location, it is essential that this new sport management program be heavily marketed in these metro areas.

3. At least two faculty with strong backgrounds in professional sports management and doctoral degrees in sport management will have to be recruited and hired to develop and establish this program. It is recommended that these faculty have a knowledge of and strong ties in the sport metro areas served by Frostburg State University.
4. In order to offer greater educational opportunities for those unable to attend classes at Frostburg State University because of employment, military, athletic or other commitments, distance learning opportunities should be established. The technology is available to put these sport management programs on-line and bring the classroom to the student at a place and time convenient to the student.
5. A specialty in professional golf management should be considered at Frostburg State University due to its proximity to the Jack Nicklaus Golf Center at nearby Rocky Gap, and more than 80 golf centers within a two-hour drive of Frostburg. A new minor, with new courses, would be the vehicle to get this program in place.
6. Undergraduate program directors interested in establishing new programs of study should utilize this model as a basis for program development.

#### Recommendations for Further Study

1. A similar study should be conducted periodically, every five years, to identify the needs of professional sport organizations, and how these needs change due to economic, cultural, interest, and other factors.

2. A similar study should be replicated for other sport settings such as collegiate sports, youth sports, and recreational sports in order to define the needs of those groups, and the curriculum required for personnel working in those areas.
3. Methods to increase data collection should be attempted in future studies.  
Recommendations from professional organizations, incentives, surveys taken at professional conferences are just a few of the methods that can be employed.
4. Changes in the survey to improve its understanding, the number of surveys returned, tabulation of data, and refinement of data are recommended including: reducing the number of choices in the ranking system; reducing the number of items; reducing the number of surveys sent; and targeting specific professional sport organizations.

## **APPENDIX A**

### **SURVEY INTRODUCTION LETTER**

Dear Personnel Director:

Your assistance in completing and returning the attached questionnaire will be greatly appreciated. Your responses will be used in the development of an Undergraduate Sport Management curriculum at Frostburg State University, Maryland. This curriculum will be unique because it will be a specialized curriculum designed for students seeking entry-level sport management positions with professional sports organizations.

This study will also be used to satisfy the Doctoral in Sport Management research project requirements at the United States Sports Academy.

The questionnaire contains (1) personal information and (2) undergraduate sport management curriculum content areas. Please indicate the level of importance for each content area needed for the successful completion of the job duties of the entry-level sport manager. **Please respond to each item – there are no right or wrong answers. The importance of the content area to the success of your entry-level managers is of primary importance. Your input is very valuable.**

Thank you for assisting in this study of entry-level sport managers. You will receive a copy of the results upon completion of the project.

Yours in sport,

Troy Strieby, Instructor  
Department of Health, Physical Education and Recreation  
Frostburg State University

# THE SPORT MANAGEMENT PROGRAM QUESTIONNAIRE

Troy Alan Striely  
Frostburg State University  
101 Braddock Road  
Cordts Physical Education Center  
Frostburg, MD 21532  
Phone #301-687-7021

## DEMOGRAPHICAL INFORMATION (Please provide this information about yourself)

1. Age: \_\_\_\_\_

2. Gender: \_\_\_\_\_ male \_\_\_\_\_ female

3. Check the highest level of education completed

- |                         |                            |                              |
|-------------------------|----------------------------|------------------------------|
| ____ 1) elementary      | ____ 2) junior high school | ____ 3) high school          |
| ____ 4) 2 year college  | ____ 5) 3 years college    | ____ 6) baccalaureate degree |
| ____ 7) master's degree | ____ 8) doctoral degree    | ____ 9) others _____         |

4. Educational history:	School / University Name	Degree
Undergraduate:	_____	_____
Graduate:	_____	_____
Doctorate:	_____	_____

5. Name of any sport related certifications:

\_\_\_\_\_  
\_\_\_\_\_

6. Present occupation \_\_\_\_\_

7. Number of years in Sport Management \_\_\_\_\_

8. Income per year

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 10,000 – 20,000 \$ a year _____ | 60,001 – 70,000 \$ a year _____ |
| 20,001 – 30,000 \$ a year _____ | 70,001 – 80,000 \$ a year _____ |
| 30,001 – 40,000 \$ a year _____ | 80,001 – 90,000 \$ a year _____ |
| 40,001 – 50,000 \$ a year _____ | 100,000 + a year _____          |
| 50,001 – 60,000 \$ a year _____ | 500,000 + a year _____          |

## SPORT MANAGEMENT SURVEY

There will be a 1-5 value rating system, five being most important and one being least important.

5. Most important
4. Very important
3. Important
2. Not as important
1. Not needed

Content: please read carefulY, indicate how important the statement reflects a skill or knowledge needed in an entry-level sport management position.

- |           |   |
|-----------|---|
| 5 4 3 2 1 | The social – cultural environment in which sport exists       |
| 5 4 3 2 1 | Commercial and mass media exploitation in sport.              |
| 5 4 3 2 1 | Violence and deviant behavior in sport                        |
| 5 4 3 2 1 | Extrinsic and intrinsic motivation of sport                   |
| 5 4 3 2 1 | International culture and sport                               |
| 5 4 3 2 1 | Ancient and modern Olympics                                   |
| 5 4 3 2 1 | Alternative sport organization                                |
| 5 4 3 2 1 | Social stratification of sport                                |
| 5 4 3 2 1 | Youth group and age group sport                               |
| 5 4 3 2 1 | Sport personality and interpersonal relationship in sport     |
| 5 4 3 2 1 | Individual and group performance in sport                     |
| 5 4 3 2 1 | Psychological influence in sport                              |
| 5 4 3 2 1 | Competitiveness in sport                                      |
| 5 4 3 2 1 | Goal setting and peak performance                             |
| 5 4 3 2 1 | Substance abuse, burn out, and psychosocial rehabilitation    |
| 5 4 3 2 1 | Cultural sub-systems of social class, age group, gender, race |
| 5 4 3 2 1 | Administration in Sport                                       |
| 5 4 3 2 1 | Advertising management  |
| 5 4 3 2 1 | Business communication  |
| 5 4 3 2 1 | Business law  |
| 5 4 3 2 1 | Sport law   |
| 5 4 3 2 1 | Computer application and utilization                          |
| 5 4 3 2 1 | Contract administration                                       |
| 5 4 3 2 1 | Human resource management                                     |
| 5 4 3 2 1 | International marketing                                       |
| 5 4 3 2 1 | Internship/Mentorship   |
| 5 4 3 2 1 | Labor market policy and collective bargaining                 |
| 5 4 3 2 1 | Labor management relations                                    |
| 5 4 3 2 1 | Team building techniques                                      |
| 5 4 3 2 1 | Risk management   |
| 5 4 3 2 1 | Sales management  |
| 5 4 3 2 1 | Sport culture in sport pages, sport art, sport language       |
| 5 4 3 2 1 | History of sport  |



- 5 4 3 2 1 Evolution of sport management and scope
- 5 4 3 2 1 Strategic planning process
- 5 4 3 2 1 Management theory
- 5 4 3 2 1 Time management skills
- 5 4 3 2 1 Effective decision making/problem solving
- 5 4 3 2 1 Small group behavior
- 5 4 3 2 1 Sport facility design
- 5 4 3 2 1 Sport facilities management
- 5 4 3 2 1 Sport fund raising and packaging
- 5 4 3 2 1 Sport insurance
- 5 4 3 2 1 Theories of leadership
- 5 4 3 2 1 Skills and competencies of sport leaders
- 5 4 3 2 1 Venue and event management
- 5 4 3 2 1 Venue and event programming and scheduling
- 5 4 3 2 1 Public and community relations
- 5 4 3 2 1 Stress management
- 5 4 3 2 1 Structure and function of amateur and professional sport
- 5 4 3 2 1 Unique aspect of sport marketing
- 5 4 3 2 1 Sponsorship
- 5 4 3 2 1 Endorsements
- 5 4 3 2 1 Sport consumer and consumer behavior
- 5 4 3 2 1 Ticket sales and their use in sports
- 5 4 3 2 1 The role of the media
- 5 4 3 2 1 Business writing
- 5 4 3 2 1 Writing press releases
- 5 4 3 2 1 Basic accounting
- 5 4 3 2 1 Financial statements
- 5 4 3 2 1 Budget as a method of control, organization, and reallocation
- 5 4 3 2 1 Budget development
- 5 4 3 2 1 Public speaking
- 5 4 3 2 1 Crowd control and security
- 5 4 3 2 1 Micro and macro economic principle
- 5 4 3 2 1 Economic impact principles
- 5 4 3 2 1 Economic theory applied to sport manufacturing and service industry
- 5 4 3 2 1 Economic theory applied to professional sports
- 5 4 3 2 1 Economic theory applied to stadiums and arenas
- 5 4 3 2 1 Impact of the television on professional sports
- 5 4 3 2 1 Ticket price and impact on audiences

Free Response Section: Any additional comments will help in my research to develop a sport management degree program that will prepare students for a career in sport administration, sport marketing, sport information, sport agents, free agency, player trading, athletic director and other such endeavors.

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. Thank you

APPENDIX B  
SUBJECTS OF STUDY

<b>Title</b>	<b>Organization</b>	<b>Street</b>	<b>City</b>	<b>State</b>	<b>Zip</b>
Director of Personnel	Baltimore Ravens	11011 Owings Mill Blvd.	Owings Mills	MD	21117
Director of Personnel	Buffalo Bills	One Bills Drive	Orchard Park	NY	14127-2296
Director of Personnel	Cincinnati Bengals	One Bengals Drive	Cincinnati	OH	45204
Director of Personnel	Cleveland Browns	1085 West 3rd St.	Cleveland	Oh	44114
Director of Personnel	Denver Broncos	13665 Broncos Parkway	Englewood	CO	80112
Director of Personnel	Indianapolis Colts	PO Box 535000	Indianapolis	IN	46253
Director of Personnel	Jacksonville Jaguars	One Stadium Place	Jacksonville	FL	32202
Director of Personnel	Kansas City Chiefs	One Arrowhead Drive	Kansas City	MO	64129
Director of Personnel	Miami Dolphins	7500 S. W. 30th Street	Davie	FL	33314
Director of Personnel	New England Patriots	60 Washington Street	Foxboro	MA	2035
Director of Personnel	New York Jets	1000 Fulton Avenue	Hempstead	NY	11550
Director of Personnel	Oakland Raiders	1220 Harbor Bay Parkway	Alameda	CA	94502
Director of Personnel	Pittsburgh Steelers	Three Rivers Stadium 300 Stadium Circle	Pittsburgh	PA	15212
Director of Personnel	San Diego Chargers	San Diego Jack Murphy Stadium PO Box 609609	San Diego	CA	92160-9609

Director of Personnel	Seattle Seahawks	11220 NE 53rd St	Kirkland	WA	98033
Director of Personnel	Tennessee Titans	Baptist Sports Park 7640 Highway 70 South	Nashville	TN	37221
Director of Personnel	Arizona Cardinals	PO Box 888	Pheonix,	AZ	85001-0888
Director of Personnel	Alanta Falcons	One Falcon Place	Suwannee	GA	30024
Director of Personnel	Carolina Panthers	800 South Mint Street	Charlotte	NC	28202-1502
Director of Personnel	Chicago Bears	1000 Football Drive	Lake Forest	IL	60045
Director of Personnel	Dallas Cowboys	One Cowboys Parkway	Irving	TX	75063
Director of Personnel	Detroit Lions	1200 Featherstone Rd	Pontiac	MI	48342
Director of Personnel	Green Bay Packers	1265 Lombardi Avenue	Green Bay	WI	54304
Director of Personnel	Minnesota Vikings	9520 Viking Drive	Eden Prarie	MN	55344
Director of Personnel	New Orleans Saints	5800 Airline Drive	Metarie	LA	70003
Director of Personnel	New Your Giants	Giants Stadium	East Rutherford	NJ	7073
Director of Personnel	Philadelphia Eagles	3501 South Broad Street	Philadelphia	PA	19148
Director of Personnel	Saint Louis Rams	One Rams Way	St.Louis	MI	63045
Director of Personnel	San Francison 49ers	4949 Centennial Blvd	Santa Clara	CA	95054
Director of Personnel	Tampa Bay Buccaneers	One Buccaneer Place	Tampa	FL	33607
Director of	Washington Redskins	Redskin Park POBox 17247	Washington	DC	20041

Personnel					
Director of Personnel	Anaheim Angels	2000 Gene Autry Way	Anaheim	CA	92806
Director of Personnel	Arizona Diamondbacks	Bank One Ballpark, 401 E. Jefferson St.	Phoenix	AZ	85001
Director of Personnel	Alanta Braves	7555 Hank Aaron Dr.	Atlanta	GA	30315
Director of Personnel	Baltimore Orioles	333 W. Camden Street	Baltimore	MD	21201
Director of Personnel	Boston Red Sox	4 Yawkey Way	Boston	Massachusetts	02215-3496
Director of Personnel	Chicago Cubs	100 West Addison	Chicago	IL	60613-4367
Director of Personnel	Chicago White Sox	333 W. 35th Street	Chicago	Il	60616
Director of Personnel	Cincinnati Reds	100 Cinergy Field	Cincinnati	OH	45202
Director of Personnel	Cleveland Indians	2401 Ontario Street	Cleveland	OH	44115
Director of Personnel	Colorado Rockies	2001 Blake Street	Denver	CO	80205-2000
Director of Personnel	Detroit Tigers	2100 Woodward Ave.	Detroit	MI	48201
Director of Personnel	Florida Marlins	2269 NW Dan Marino Blvd.	Miami	FL	33056
Director of Personnel	Houston Astros	501 Crawford Street	Houston	TX	77002
Director of Personnel	Kansas City Royals	1 Royal Way	Kansas City	MO	64141-6969
Director of Personnel	Los Angeles Dodgers	1000 Elysian Park Ave.	Los Angeles	CA	90012-1199
Director of Personnel	Milwaukee Brewers	PO Box 3099	Milwaukee	WI	53201-3099

Director of Personnel	Minnesota Twins	34 Kirby Puckett Place	Minneapolis	MN	55415
Director of Personnel	Montreal Expos	4549 Avenue Pierre de Doubertin	Montreal	Quebec	H1V3N7
Director of Personnel	New York Mets	123-01 Roosevelt Ave.	Flushing	NY	11368
Director of Personnel	New York Yankees	Yankee Stadium	Bronx	NY	10451
Director of Personnel	Oakland Athletics	7677 Oakport, Suite 200	Oakland	CA	94621
Director of Personnel	Philadelphia Phillies	3501 South Broad Street	Philadelphia	PA	19148
Director of Personnel	Pittsburgh Pirates	600 Stadium Circle	Pittsburgh	PA	15212
Director of Personnel	St. Louis Cardinals	250 Stadium Plaza	St. Louis	MO	63102
Director of Personnel	San Diego Padres	8880 Rio San Diego Drive, Suite 400	San Diego	CA	92112-2000
Director of Personnel	San Francisco Giants	24 Willie Mays Plaza	San Francisco	CA	94107
Director of Personnel	Seattle Mariners	PO Box 4100	Seattle	WA	98104
Director of Personnel	Tampa Bay Devil Rays	One Tropicana Drive	St. Petersburg	FL	33705
Director of Personnel	Texas Rangers	1000 Ballpark at Arlington	Arlington	TX	76011
Director of Personnel	Toronto Blue Jays	1 Blue Jays Way, Suite 3200	Toronto	Ontario	M5V1J1
Director of Personnel	Albany Firebirds	51 South Pearl Street	Albany	NY	12207
Director of Personnel	Arizona Rattlers	201 East Jefferson	Phoenix	AZ	85004
Director of	Buffalo Destroyers	661 Delaware Ave	Buffalo	NY	14202

Personnel					
Director of Personnel	Florida Bobcats	1858 Nobb Hill Rd.	Plantation	FL	33322
Director of Personnel	Grand Rapids Rampage	130 West Fulton	Grand Rapids	MI	49503
Director of Personnel	Houston Thunder Bears	Two Greenway Plaza, Suite 400	Houston	TX	77046
Director of Personnel	Iowa Barnstormers	319 7th St., Suite 222	Des Moines	Iowa	50309
Director of Personnel	Milwaukee Mustangs	740 North Plankinton Ave. #310	Milwaukee	WI	53203-2403
Director of Personnel	Nashville Kats	211 Union St., suite 1000	Nashville	TN	37201
Director of Personnel	New England Sea Wolves	196 Trumbull St., 3rd Floor	Hartford	CT	6103
Director of Personnel	New Jersey Red Dogs	One Palmer Terrace	Carlstadt	NJ	7072
Director of Personnel	Orlando Predators	400 W. Church St.	Orlando	FL	32801
Director of Personnel	Portland Forest Dragons	9400 SW Beaverton Hillsdale Hwy. #101	Beaverton	OR	97005
Director of Personnel	San Joes Sabercats	600 E. Brokaw Rd.	San Jose	CA	95112
Director of Personnel	Tampa Bay Storm	401 Channelside Dr.	Tampa	FL	33602
Director of Personnel	Columbus Hawks NHL	6810 Oakcreek Dr.	Columbus	OH	43229
Director of Personnel	Mighty Ducks	2695 East Katella Ave.	Anaheim	CA	92806
Director of Personnel	Minnesota Wild NHL		Saint Paul	MN	55101
Director of Personnel	Minnesota Timberwolves	600 1st Ave. North	Minneapolis	MN	55403

Director of Personnel	Nashville Predators	501 Braodway	Nashville	TN	37203
Director of Personnel	New Jersey Devils	50 State Route 120	East Rutherford	NJ	7073
Director of Personnel	Phoenix Coyotes NHL	455 N. 3rd St.	Pheonix,	AZ	85004
Director of Personnel	Atlanta Thrashers	One CNN Center, 12th Floor South Tower	Atlanta	GA	30303
Director of Personnel	Carolina Hurricans NHL	5000 Aerial Center Pkwy.	Morrisville	NC	27560
Director of Personnel	Colorado Avalanche	1000 Chopper Circle	Denver	CO	80204
Director of Personnel	Denver Nuggets	1000 Chopper Circle	Denver	CO	80204
Director of Personnel	Columbus Blue Jackets	150E. Wilson Bridge Rd.	Columbus	OH	43085
Director of Personnel	Phoenix Suns	201 Jefferson Street	Phoenix	AZ	85004
Director of Personnel	Pittsburgh Penguins	Chatham Center	Pittsburgh	PA	15233
Director of Personnel	San Jose Sharks	525 W. Santa Clara St.	San Jose	CA	95113
Director of Personnel	Tampa Bay Lightning	401 Channelside Dr.	Tampa	FL	33602
Director of Personnel	Seattle Supersonics	351 Elliot Ave. W. Suite 500	Seattle	WA	98119
Director of Personnel	Los Angeles Clippers	3939 S. Figueroa St.	Los Angeles	CA	90037
Director of Personnel	Los Angeles Lakers		Los Angeles	CA	90001
Director of Personnel	Cleveland Rockers	200 Huron Rd. E	Cleveland	OH	44115
Director of	Indiana Pacers	125 S. Pennsylvania St.	Indianapolis	IN	46204

<b>Personnel</b>					
<b>Director of Personnel</b>	<b>Milwaukee Bucks</b>	<b>839 Jerrerson St.</b>	<b>Milwaukee</b>	<b>WI</b>	<b>53202</b>
<b>Director of Personnel</b>	<b>Dallas Mavericks</b>	<b>Reunion Arena</b>	<b>Dallas</b>	<b>TX</b>	<b>75221</b>
<b>Director of Personnel</b>	<b>Houston Rockets</b>	<b>1200 Wilcrest Dr.</b>	<b>Houston</b>	<b>TX</b>	<b>77042</b>
<b>Director of Personnel</b>	<b>San Antonio Spurs</b>	<b>100 Montana St., Suite 320</b>	<b>San Antonio</b>	<b>TX</b>	<b>78203</b>
<b>Director of Personnel</b>	<b>Utah Jazz</b>		<b>Sal Lake City</b>	<b>UT</b>	<b>84101</b>
<b>Director of Personnel</b>	<b>Golden State Warriors</b>		<b>Oakland</b>	<b>CA</b>	<b>94601</b>
<b>Director of Personnel</b>	<b>Boston Celtics</b>	<b>151 Merrimac Street, Suite 1</b>	<b>Boston</b>	<b>Massachusetts</b>	<b>2114</b>
<b>Director of Personnel</b>	<b>Miami Heat</b>		<b>Miami</b>	<b>FL</b>	<b>33125</b>
<b>Director of Personnel</b>	<b>New Jersey Nets</b>	<b>390 Murray Hill Pkwy.</b>	<b>E. Rutherford</b>	<b>NJ</b>	<b>7073</b>
<b>Director of Personnel</b>	<b>Orlando Magic</b>	<b>8701 Maitland Summit Blvd.</b>	<b>Orlando</b>	<b>FL</b>	<b>32810</b>
<b>Director of Personnel</b>	<b>Atlanta Hawks</b>		<b>Atlanta</b>	<b>GA</b>	<b>30303</b>
<b>Director of Personnel</b>	<b>Charlotte Hornets</b>	<b>100 Hive Drive</b>	<b>Charlotte</b>	<b>NC</b>	<b>28217</b>
<b>Director of Personnel</b>	<b>Chicago Bulls</b>	<b>1901 W. Madison St.</b>	<b>Chicago</b>	<b>IL</b>	<b>60612</b>
<b>Director of Personnel</b>	<b>Wilmington Hammerheads</b>	<b>420 Raleigh St, Suite E</b>	<b>Wilmington</b>	<b>NC</b>	<b>42412</b>
<b>Director of Personnel</b>	<b>Roanoke Wrath</b>	<b>515 Electric Rd.</b>	<b>Salem</b>	<b>VA</b>	<b>24153</b>
<b>Director of Personnel</b>	<b>South Jersey Barons</b>	<b>427 Jackson Rd, Suite B</b>	<b>Atco</b>	<b>NJ</b>	<b>8004</b>



Director of Personnel	Stanislaus United Cruisers	1511 Crows Landing Rd.	Modesto	CA	95351
Director of Personnel	Texas Rattlers	2708 Fairmont, Suite 202	Dallas	TX	75201
Director of Personnel	Tuscon Fireballs	PO Box 40546	Tuscon	AZ	85717-0545
Director of Personnel	Utah Blitzz	123 N. Wright Bros. Dr., Suite 100	Sale Lake City	UT	84116
Director of Personnel	Western Massachustees Pioneers	PO Box 457	Ludlow	Massachusetts	1056
Director of Personnel	Houston Hurricanes	PO Box 940577	Houstno	TX	77094
Director of Personnel	New Hampshire Phantoms	1 Park Ave.	Hudson	NH	3057
Director of Personnel	New Jersey Stallions	1 South Main St.	South Toms River	NJ	8757
Director of Personnel	Northern VA Royals	PO Box 1447	Centreville	VA	20120
Director of Personnel	Reading Rage	2201 Rigewood Rd., Suite 375	Wyomissing	PA	19610
Director of Personnel	Rhode Island Stingrays	501 Waterman Ave.	East Providence	RI	2914
Director of Personnel	Riverside County Elite	25911 Yanex Trail Rd	Moreno Valley	CA	92551
Director of Personnel	Hampton Roads Mariners	PO Box 56230	Virginia Beach	VA	23456
Director of Personnel	El Paso Patriots	6941 Industrial	El Paso	TX	79915
Director of Personnel	Connecticut Wolves	PO Box 3196	New Britian	CT	6050
Director of Personnel	Cincinnati Riverhawks	4501 W. Mitchell Ave.	Cincinnati	OH	45232

Director of Personnel	Charlotte Eagles	2101 Sardis Rd., N. #201	Charlotte	NC	28227
Director of Personnel	Charleston Battery	1990 Daniel Island Dr.	Charleston	SC	29492
Director of Personnel	Atlanta Silverbacks	116 E. Howard Ave.	Decatur	GA	30030
Director of Personnel	Arizona Sahuaros	PO Box 2647	Carefree	AZ	85086
Director of Personnel	Austin Lone Stars	5446 Hwy. 290 W.	Austin	TX	78735
Director of Personnel	Cape Cod Crusaders	35 Winter St., Ste. 101	Hyannis	MA	2601
Director of Personnel	Carolina Dynamo	2440 N. Main St. Ste. 109	High Point	NC	27262
Director of Personnel	Chico Rooks	901 Dayton Rd	Chico	CA	95928
Director of Personnel	Deleware Wizards	621 Deleware St.	New Castle	DE	19720
Director of Personnel	Metro Stars	1 Harman Plaza, 3rd floor	Secaucus	NJ	7094
Director of Personnel	Miami Fusion	2200 Commercial Blvd. Suite 104	Ft. Lauderdale	FL	33309
Director of Personnel	Revolution	Foxboro Stadium, Rt. 1	Foxboro	MA	2035
Director of Personnel	Dallas Burn	2602 McKinney, Suite 200	Dallas	TX	75204
Director of Personnel	Tampa Bay Mutiny	4042 North Himes Ave	Tampa	FL	33607
Director of Personnel	L.A. Galaxy	1010 Rose Bowl Dr.,	Pasadena	CA	90025
Director of Personnel	D.C. United	13832 Redskin Dr.	Herndan	VA	20171
Director of	San Joes Earthquakes	3550 Stevens Creek Blvd. Suite 100	San Jose	CA	95117

Personnel					
Director of Personnel	Kansas City	2 Arrowhead Drive	Kansas City	MO	64129
Director of Personnel	Colorado Rapids	555 17th Street, Suite 3350	Denver	CO	80202
Director of Personnel	Columbus Crew	1 Black & Gold Blvd.	Columbus	OH	43211
Director of Personnel	Chicago Fire	311 W. Superior, Ste. 444	Chicago	IL	60610
Director of Personnel	Vancouver 86ers	10605 135th St.	Surrey, British Columbia	V3t 4C8	Canada
Director of Personnel	US Pro 40	110 E. 42nd St., 10th floor	New York	NY	10017
Director of Personnel	Toronto Lynx	100 The East Mall, Suite 11	Toronto, Ontario	M8Z 5X2	Canada
Director of Personnel	Seattle Sounders	14120 NE 21st St.	Bellevue	WA	98007
Director of Personnel	San Diego Flash	2123 Garnet Ave, Suite B	San Diego	CA	92109
Director of Personnel	Rochester Raging Rhinos	333 N. Plymouth Ave.	Rochester	NY	14608
Director of Personnel	Richmond Kickers	2320 W. Main St.	Richmond	VA	23220
Director of Personnel	Raleigh Capital Express	2626 Glenwood Ave, Suite 275	Raleigh	NC	27608
Director of Personnel	Pittsburgh Riverhounds	2301 E. Carson St.	Pittsburgh	PA	15203
Director of Personnel	Orange County Waves	11795 Skypark Circle, Suite H	Irvine	CA	92614
Director of Personnel	Montreal Impact	8000 Langlier Blvd. #104	St. Leonard, Quebec	H1P 3K2	Canada
Director of Personnel	Minnesota Thunder	1700 105th Ave. NE	Blaine	MN	55449

Director of Personnel	Milwaukee Rampage	7101 W. Good Hope Rd	Milwaukee	WI	53223
Director of Personnel	Long Island Rough Riders	1670 Old Country Rd., Suite 227	Plainview	NY	11803
Director of Personnel	Indiana Blast	PO Box 50980	Indianapolis	Indiana	46250-0980
Director of Personnel	Hershey Wildcats	100 W. Hersheypark Dr.	Hershey	PA	17033
Director of Personnel	Toronto Inferno	6 Emeline Cres.	Markham, Ontario	L3P 4G3	Canada
Director of Personnel	Atlanta Classics	116 East Howard Ave.	Decatur	GA	30030
Director of Personnel	Ajax Southern CA	19755 Nordhoff Pl.	Chatsworth	CA	91311
Director of Personnel	Vancouver Angels	600-595 Hornby St.	Vancouver	BC	V6C 1A4
Director of Personnel	North Texas Heat	3102 Chestnut Rd.	Carrollton	TX	75007
Director of Personnel	Ottawa Fury	1 Eleanor Drive	Nepean	Ontario	K2E 6A3
Director of Personnel	Raleigh Wings	8805 Old Deer Trail	Raleigh	NC	27615
Director of Personnel	Rochester Ravens	172 Shelbourne Road	Rochester	NY	14620
Director of Personnel	Tampa Bay Extreme	3542 Morris Street North	St. Petersburg	FL	33731
Director of Personnel	Foothill F.C.	102 Frederick St. Apt. B	San Francisco	CA	94117
Director of Personnel	San Francisco Nighthawks	1708 Walker St.	San Francisco	CA	94117
Director of Personnel	Silicon Valley Red Devils	PO Box 2635	Santa Clara	CA	95055-2635
Director of	San Diego W.F.C.	3883 Ruffin Rd. Ste. C	San Diego	CA	92123

Personnel					
Director of Personnel	Utah Spiders	12328 River Vista Dr.	Riverton	UT	84065
Director of Personnel	Hampton Roads Piranhas	4160 Thalia Station Circle	Virginia Beach	VA	23452
Director of Personnel	Jackson Jade	14286 - 19 Beach Blvd. Ste. 368	Jacksonville	FL	32250
Director of Personnel	Laval Dynamites	400 St. Hubert	Laval	Quebec	H7g 2Y7
Director of Personnel	Long Island Lady Riders	96 Clearmeadow Dr.	East Meadow	NY	11554
Director of Personnel	Maryland Pride	303 Najoles Rd., Suite 112	Millersville	MD	21108
Director of Personnel	New Jersey Lady Stallions	Shore Sports Arena, 1 South Main St	South Toms River	NJ	8757
Director of Personnel	Arizona Heartwave	13211 West Granada Rd.	Goodyear	AZ	85338
Director of Personnel	Boston Renegades	12 Irving St.	Framingham	MA	1702
Director of Personnel	Chicago Cobras	35 W. 945 Fieldcrest Dr.	St. Charles	IL	60175
Director of Personnel	Denver Diamonds	7112 W. Jerrerson Ave., Sute 100	Lakewood	CO	80235
Director of Personnel	Fort Collins Force	3930 Automation Way	Fort Collins	CO	80525
Director of Personnel	California Storm of Sacramento	4041 American River Drive	Sacramento	CA	95864

## Standards for Undergraduate Degree Programs in Sport Management

The NASPE/NASSM Sport Management Program Review Council (SMPRC) fosters the attainment and maintenance of excellence in undergraduate education in sport management. The SMPRC program standards have been developed to meet the needs of a contemporary sport industry so that students studying sport management have the educational background to function effectively within a sport management setting. Therefore, those institutions meeting and maintaining the requirements of the Standards will be sound choices for students in search of quality professional preparation.

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### Standard 1: Critical Mass – Curriculum

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The content areas prescribed in the Standards provide students with a body of knowledge needed for careers in sport management. The following benchmarks will be applied to determine compliance:

- A. Twenty percent (20%), exclusive of field experience credit, of the total number of hours required for a baccalaureate degree must be in sport management coursework offered in the home unit. For example, if the total number of credit hours required to complete a baccalaureate degree at University Central is 120 hours, 20% of 120, or 24 hours must be in sport management content courses offered in the home unit.
- B. In content standards 3 – 12, topics to be covered are divided into “required content” and “recommended content” areas. All topics under the required area and fifty percent (50%) or more of the topics in the recommended content area must be included to be in compliance.

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### Standard 2: Critical Mass - Faculty

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The purpose for establishing a critical mass of faculty is to enhance the depth and breadth required for the development of a sound curriculum in sport management. The existence of a critical mass of faculty contributes to overall program quality by providing opportunities for excellence in instructional specialization, scholarly interaction and productivity, professional involvement, and service. Further, critical mass fosters institutional commitment to students and program development, and to the expansion of the body of knowledge in sport management. The following benchmarks will be applied to determine compliance:

A critical mass of faculty includes two full-time faculty members:

- A. One in the home unit with a terminal degree and relevant scholarly preparation assigned at least half time in sport management.

## Undergraduate Degree Standards (Continued)

- B. One in the home unit with at least a master's degree and relevant sport management-related experience teaching at least half-time in sport management.

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### Standard 3: Content Area - Socio-Cultural Dimensions in Sport

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**Premise:** The student will be able to recognize that sport is a microcosm of society and is influenced by cultural traditions, social values, and psychosocial experiences. The student will be able to also understand that sport managers are immersed in the socio-cultural milieu, with sport as the focus.

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***Required Content: (all topics must be addressed)***

Sport and gender, race, and disability  
Violence and deviant behavior in sport  
Sport aggression  
Extrinsic and intrinsic motivation in sport  
International cultures and sport  
Ancient and modern Olympics  
Sport education (intercollegiate, recreation, interscholastic, international)  
Professionalization of sport

***Recommended Content: (a minimum of 50% must be addressed)***

Social stratification in sport  
Youth sport and age-group sport  
Sport personality and interpersonal relationships in sport  
Individual and group performance in sport  
Psychosocial influences in sport  
Competitiveness in sport  
Goal setting and peak performance  
Substance abuse, burnout, and psychosocial rehabilitation  
Cultural meanings and values of sport  
Societal beliefs, values, norms, traditions, customs and the sport subculture  
Cultural sub-systems of social class, age group, gender, race  
Industrialization, technological advances and sport  
Sport culture in sports pages, sport art, sport language  
Early American games and sport  
World and international sport  
Evolution of sport management and scope

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**Standard 4: Content Area - Management and Leadership in Sport**

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**Premise:** The student will be able to define and understand the concepts of management and leadership. The students will be able to describe the various skills, roles, and functions of sport managers. The students will be able to describe the elements of leadership theory and practices as they relate to the various managerial responsibilities.

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**Required Content: (All topics must be addressed)**

- Functions of management
- Strategic planning process
- Definition and evolution of sport management
- Organizational behavior
- Organizational structure and staffing
- Management theories
- Philosophy, goals, objectives, mission statement
- Motivation theories/morale/strategies
- Personal management style
- Personal management philosophy
- Time management skills
- Human resource management
- Effective decision making/problem solving
- Small group behavior
- Theories of leadership
- Personal styles of leadership
- Skills and competencies of sport leaders
- Planning and design of a facility
- Venue and event management
- Venue and event operations and maintenance
- Venue and event programming and scheduling

**Recommended Content: (A minimum of 50% must be addressed)**

- Communication skills
- Computer skills
- Management By Objectives (MBO)/Total Quality Management (TQM)
- Budgeting process
- Public and community relations

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**Standard 5: Content Area - Ethics in Sport Management**

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**Premise:** Many sport activities occur in settings in which a person will have to choose a course of action based on ethical principles. Students will recognize and identify moral issues related to sport in its intrinsic and extrinsic dimensions and develop a personal philosophy regarding social responsibility in the sport management setting.

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**Standard 5: Required Content: (All topics must be addressed)**

Professional ethics, rights and responsibilities  
Concepts of morality  
Personal philosophy regarding social responsibility  
Theories of ethics  
Professional code of ethics  
Personal and management values

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**Standard 6: Content Area - Marketing in Sport**

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**Premise:** The student will be able to apply fundamental marketing concepts to the sport industry. The student will also understand sport as a product and its unique aspects, the sport consumer markets, and the sport product markets is paramount.

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**Required Content: (All topics must be addressed)**

Definitions of marketing and sport marketing  
Unique aspects of sport marketing  
Marketing planning process  
Consumer demographics and psychographics  
Marketing mix  
Segmentation and target markets  
Preparation of the marketing proposal  
Sponsorship  
Endorsement  
Merchandising  
Fundraising  
Goals and objectives of marketing  
Sport consumer and consumer behavior

**Recommended Content: (A minimum of 50% must be addressed)**

Historical development of sport marketing  
Production and marketing orientation theories  
Industry segmentation  
Special events and their use in sports  
Ticket sales and their use in promotions  
The role of media  
Marketing ratings and shares  
Situational analysis  
Venue and event marketing

## Undergraduate Degree Standards (Continued)

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### **Standard 7: Content Area - Communication in Sport**

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**Premise:** The student will be familiar with the principles of interpersonal communication, mass communication, and interaction with the public, particularly as they relate to the sport agency. Emphasis will be placed on interactions, which are internal and external to the sport agency. Information will be geared toward public relations at entry-level sport management positions.

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***Required Content: (All topics must be addressed)***

- Interpersonal communication
- Small group communication
- Media and sport
- Electronic media
- E-mail, web sites, graphics, desk-top publishing
- Print media
- Public speaking
- Mass communication and sport
- Computer application

***Recommended content: (A minimum of 50% must be addressed)***

- Customer service
- Team building
- Meeting management
- Business writing
- Sport journalism/broadcasting
- Ratings and shares
- Organizational communication
- Writing press releases

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### **Standard 8: Content Area - Budget and Finance in Sport**

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**Premise:** The student will understand why budget and finance in sport is a critical component of all sports related industries. The student will also be familiar with sound financial control, its methods and principles.

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***Required Content: (All topics must be addressed)***

- Basic accounting principles - types of accounting
- Financial statements
- Sources of revenue for financing - public sector vs. private sector, governments, membership, fees, PSLs, taxes, bonds, etc.
- Principles of budgeting - types (capital, master, departmental, line item, zero-based, PPBES)
- Budgets as a method of control, organization, and reallocation
- Budget development

## Undergraduate Degree Standards (Continued)

### **Standard 8: Required Content (continued): (All topics must be addressed)**

Spreadsheet utilization (Lotus, Excel, or Quicken's Quickbooks) - basic laboratory experiences  
Financial aspects of facilities management

### **Recommended Content: (A minimum of 50% must be addressed)**

Present financial status of the sports industry - collegiate, professional, private, manufacturers  
Concessions and merchandising - trademark licensing, inventory, cost control, cash management  
For profit and not-for-profit budgeting  
Development and fund-raising principles and methodology (campaigns, alumni, auctions)  
Financing facilities

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### **Standard 9: Content Area - Legal Aspects of Sport**

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**Premise:** Most sport activities occur in settings that are potentially litigious. Students will be familiar with the legal concepts in those areas that they are most likely to encounter in the workplace.

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### **Required Content: (All topics must be addressed)**

Tort law  
Risk management procedures  
Product liability  
Constitutional law  
Contract law  
Administrative/statutory law  
Legal system  
Crowd control and security

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### **Standard 10: Content Area - Economics in Sport**

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**Premise:** Sport is an industry in the national economy and, as a result, it is shaped by external economic influences. As a major national industry, it also contributes to the shaping of the national economy. The student will obtain an understanding of economic principles.

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### **Required content: (All topics must be addressed)**

Delineation of micro and macro economic principles  
Economic growth of the sport industry in the 20<sup>th</sup> century  
Concepts of competitive strategy (supply and demand)  
Economic impact principles  
Economic theory applied to sport manufacturing and service industries  
Economic theory applied to professional sports

## Undergraduate Degree Standards (Continued)

### **Standard 10: Required content (continued): (All topics must be addressed)**

Economic perspectives in labor relations in professional sports  
Economic theory applied to stadiums and arenas  
Economic theory applied to intercollegiate sports

### **Recommended content: (A minimum of 50% must be addressed)**

Relating infrastructure to competitive strategies in the manufacturing and service industries  
Impact of the television industry on professional sports  
Impact of the television industry on intercollegiate sports  
Economic theory applied to the sport club industry  
Economic impact of venues and events

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### **Standard 11: Content Area - Governance in Sport -**

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**Premise:** Sport activities are governed by various agencies. The student will be familiar with these agencies, their authority, organizational structure, and functions.

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### **Required content: (All topics must be addressed)**

Identification of governing bodies in professional and amateur sport  
Organizational structure of a variety of governing bodies  
Authority and functions of various governing bodies  
Requirements for membership in governing bodies  
Sanctions and appeal processes utilized by governing bodies  
Influence of governmental bodies and sports commissions on sport governing bodies

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### **Standard 12: Content Area - Field Experience in Sport Management**

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**Premise:** An undergraduate student will benefit from culminating in-depth practical experience(s) before entering the sport industry. These experiences help the student bridge the gap between classroom learning and practical application in sport settings. They allow students to explore career options, develop management skills, and gain a greater understanding of the total operation of sports organizations.

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### **Required Content:**

Field experiences in sport management may be categorized as practica or internships. The following distinction is made between these two types of field experiences:

**PRACTICA** are part-time work experiences in the sport industry, which may or may not be offered for credit. Practica are often performed in proximity to the campus and usually involve observing and providing assistance to another professional. They must be directed and evaluated by a qualified faculty member with appropriate supervision by an on-site professional.

## **Undergraduate Degree Standards (Continued)**

### ***Standard 12: Required Content (continued):***

**INTERNSHIPS** are a full-time work experience in the sport industry (40 hours/week) that are offered for academic credit. This experience is actual work in a sport management setting in which management practices are applied. Final agreements and arrangements are completed by a member of the faculty. They must also be directed and evaluated by a faculty member with appropriate supervision by an on-site professional.

400 hours of hands-on field experience subsequent to the junior year must be accumulated under the supervision of a qualified on-site professional. The student must keep an accurate accounting of hours with a performance work diary, which is to be submitted to a member of the faculty for experience and assigns appropriate grades/credit.

## APPENDIX D

**FROSTBURG**  
 STATE UNIVERSITY

Department of Health, Physical Education &amp; Recreation

[Home](#) > [Academics](#) > [Department of Health, Physical Education & Recreation](#)

## Course Descriptions

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Requirements](#)
[Course Descriptions](#)
[Faculty](#)
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Athletic Training Web Site](#)

### Health Courses

#### HEED 100 Personal Wellness 2 cr.

Students will be assisted in developing an understanding of and appreciation for the importance of including lifelong wellness practices and physical activities in their daily lives. Students plan, implement and evaluate own wellness plan. GEP BR Health. Every semester.

#### HEED 101 Community Health Promotion 2 cr.

Explores all purposeful activities designed to improve personal and public health through a combination of strategies, including the implementation of behavioral change, health education, health protection, risk factors, health enhancement and health maintenance. Every semester.

#### HEED 102 First Aid 2 cr.

Basic first aid procedures in emergencies. Maintaining self-confidence while handling an injured or suddenly ill victim. Every semester.

#### HEED 103 Foundations of Exercise & Sport Science 3 cr.

The study of both the history and philosophy of exercise and sport science. Emphasis placed on the subdisciplines of athletic training and health/fitness. Spring only.

#### HEED 200 Nutrition 3 cr.

Principles of nutrition. The effect of food habits on family health. Nutritional requirements for different stages of human development. Application to various economic levels and social backgrounds. Every semester, summer.

#### HEED 202 Coordinated School Health Program 3 cr.

The concept and implementation of a coordinated school health program from social, economic, health, and education perspectives. Fall only.

#### HEED 305 Athletic Training I 3 cr.

Introduction into the field of athletic training. Emphasis on prevention and care of muscular skeletal injuries. Basic first aid procedures. Every semester. Prerequisite: BIOL 201 & 202 or permission of instructor.

#### HEED 306 Organization & Administration of Exercise & Sports Science 3 cr.

Effective administration and management strategies in exercise and sport science. Human resource management, financial management, facility design and planning, client management issues, and legal liability issues addressed. Emphasis on athletic administration, athletic training and health/fitness management. Fall only.

#### HEED 307 Consumer and Environmental Health 3 cr.

Nature and effects of health hazards including radiation, noise, and all pollutants. Spring only.

#### HEED 316 Content in the School Health Program 3 cr.

Covers tobacco, alcohol and other drugs; diseases; mental and emotional health; and safety and injury prevention as they relate to the school health program. Fall only.

**HEED 401 School Health Problems 3 cr.**

Establishment of necessary health services; principles of health education in the elementary and secondary school. Every third semester beginning Spring 1998. Prerequisite: HEED 101.

**HEED 404 Health Instruction 3 cr.**

Basic concepts of health education. Implementing a health education program for grades K-12. Every semester. Required in BLOCK semester prior to PHEC 497 in Health Education Teacher Education Track.

**HEED 405 Sexuality 3 cr.**

Family relationships and human sexuality. Physical and mental health, and sociological considerations of sex education. Every semester.

**HEED 406 Athletic Training II 3 cr.**

The advanced study of athletic training. Emphasis will be placed on the prevention of and the assessment of various athletic injuries. Spring only. Prerequisites: HEED 305.

**HEED 408 Therapeutic Modalities in Sports Medicine 3 cr.**

The study of both the theoretical basis and practical usage of various therapeutic modalities. Designed for individuals who routinely treat sports-related injuries. Fall only. Prerequisite: HEED 305

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**Physical Education Courses**

One credit activity courses meet twice a week for a semester or four periods per week for a quarter. Half-credit activity courses meet twice a week for one quarter.

**PHEC 101 Adapted Activities 1 cr.**

An adapted program in lieu of regular physical education classes, for students with certain physical disabilities. Enrollment by recommendation of personal physician. Two periods per week. Every semester.

**PHEC 102 Adapted Activities 1 cr.**

Sequel to PHEC 101. Every semester.

**PHEC 103 Foundations of Physical Education 3 cr.**

History and philosophies of physical education. Career opportunities. Foundations for TOPE program. For teacher education track only. Fall.

**PHEC 108 Wrestling 1 cr.**

Fundamental skills of wrestling. Spring only.

**PHEC 109 Aerobic Fitness 2 cr.**

Laboratory in aerobic fitness dance with lecture sessions on weight control. Two 1-hr. labs, 1 hr. lecture. Every semester.

**PHEC 111 Ballet I**

Basic ballet techniques, creative composition, and style. Ballet personalities. Every semester.

**PHEC 112 Modern Jazz I 1 cr.**

Movement techniques of jazz dance; American vernacular dance; dance composition and improvisation. Every semester.

**PHEC 113 Ballet II 2 cr.**

Intermediate ballet techniques and terminology; ballet artists; ballet composition. Alternate springs beginning 1998. Prerequisite: PHEC 111 or permission of instructor.

**PHEC 114 Modern Jazz II 2 cr.**

Movement techniques, composition and improvisation in the jazz dance style. Fall only. Prerequisite: PHEC 112 or permission of instructor.

**PHEC 124 Basketball 1 cr.**

Fundamental skills of basketball. Every semester.

**PHEC 126 Soccer 1 cr.**

Fundamental skills of soccer. Spring only.

**PHEC 129 Tennis 1 cr.**

Fundamental skills of tennis. Every semester.

**PHEC 135 Dance Appreciation 3 cr.**

Dance forms, dance personalities, contemporary trends in dance. Every semester. GEP LAC Group A.

**PHEC 163 Weight Training 1 cr.**

Weight training skills and general fitness activities. Every semester.

**PHEC 164 The Teaching of Physical Education Through Outdoor Adventure Education 1 cr.**

Fundamental skills of rock climbing, canoeing, backpacking, cycling, and in-line skating. Every semester. Prerequisite: PHEC 103 for teacher education.

**PHEC 165 The Teaching of Physical Education Through Cooperative Team Challenges 1 cr.**

Fundamental skills of cooperative and initiative activities. Every semester. Prerequisite: PHEC 103 for teacher education.

**PHEC 166 The Teaching of Physical Education Through Tactical Approaches 1 cr.**

Fundamental skills of net/wall, target, fielding/striking, and invasion games. Every semester. Prerequisite: PHEC 103 for teacher education.

**PHEC 167 The Teaching of Physical Education Through Educational Gymnastics 1 cr.**

Fundamental skills of educational gymnastics. Every semester. Prerequisite: PHEC 103 for teacher education.

**PHEC 168 The Teaching of Physical Education 1 cr. Through Dance Forms**

Fundamental skills of dance. Every semester. Prerequisite: PHEC 103 for teacher education.

**PHEC 169 The Teaching of Physical Education Through Weight Training 1 cr.**

Fundamental skills of weight training and fitness. Every semester. Prerequisite: PHEC 103 for teacher education.

**PHEC 170 Physical Education Teaching Lab 1 cr.**

Methodologies of Muska Mosston, George Graham, John Rink, et. al. (The Teaching of Games for Understanding), and Problem Solving/Creative Thinking Initiative Activities will be the focus of this teaching lab. Transfer students only or permission of instructor. Spring.

**PHEC 211 Modern Dance I 1 cr.**

Fundamental skills of modern dance. Every semester.

**PHEC 213 Modern Dance II 2 cr.**



Skills of intermediate modern dance. Alternate Springs beginning 1998.

**PHEC 230 Golf 1 cr.**

Fundamental skills of golf. Every semester.

**PHEC 236 Modern Dance III 3 cr.**

Advanced dance techniques and basic choreography. Dance styles and personalities. One lecture, 4 labs per week. Alternate springs. Prerequisite: PHEC 211 or permission of instructor.

**PHEC 250 Beginning Swimming 1 cr.**

Basic swimming skills and water safety. Every semester.

**PHEC 251 Intermediate Swimming 1 cr.**

Swimming strokes and aquatic skills required for qualification as a good swimmer. Every semester. Prerequisite: PHEC 250 or equivalent.

**PHEC 303 Biomechanics 3 cr.**

Mechanics of human motion—muscles and joints. Motor skills in sports and in daily life. Required in BLOCK semester prior to PHEC 497 in Teacher Education Track. Every semester. Prerequisites: BIOL 201 and BIOL 202 or equivalent.

**PHEC 309 Health and Physical Education for the Elementary Classroom Teacher 3 cr.**

Developmentally appropriate content, skills, and activities in health and physical education. Primary emphasis on regular classroom teacher role. For early childhood and elementary education majors. Students required to earn CPR certification outside regular class hours. Every semester, summer. Prerequisite: EDUC 100.

**PHEC 310 Organization & Administration of Physical Education 3 cr.**

Non-instructional aspects of the physical education program. Classroom management and discipline, budgets and equipment inventory, legal considerations, program advocacy and the role of physical education in society. Spring. Teacher education only. Prerequisite: junior standing.

**PHEC 311 Assessment & Evaluation Methodology 3 cr.**

Testing and measurement techniques; evaluation procedures. Practice in testing and interpretation. Every semester.

**PHEC 350 Red Cross Lifeguarding 1 cr.**

Red Cross lifeguarding techniques. Three periods per week. Every semester. Prerequisite: ability to swim a quarter mile.

**PHEC 351 Water Safety Instruction 2 cr.**

Course is designed to certify instructor candidates to teach water safety and swimming courses. Three periods per week. Every semester. Prerequisites: Emergency Water Safety certificate or Life Saving certificate.

**PHEC 360 Theory of Track and Field 3 cr.**

Rules, fundamentals, and advanced strategy for officiating track and field; practice drills. Fall only.

**PHEC 361 Theory of Football 3 cr.**

Theory of football; officiating at the interscholastic and collegiate level. Spring only.

**PHEC 362 Theory of Baseball 3 cr.**

Fundamentals and advanced strategy for officiating baseball; practice drills. Fall only.

**PHEC 363 Theory of Field Hockey 3 cr.**

Fundamentals and advance strategy for officiating field hockey; practice drills. Spring only.

**PHEC 364 Theory of Basketball 3 cr.**

Fundamentals and advanced strategy for officiating basketball; practice drills. Fall only.

**PHEC 365 Theory of Volleyball 3 cr.**

Fundamentals and advanced strategy for officiating volleyball; practice drills. Fall only

**PHEC 366 Theory of Soccer 3 cr.**

Fundamentals and advanced strategy for officiating soccer. Practice drills. Spring only.

**PHEC 367 Theory of Lacrosse 3 cr.**

Fundamentals and advanced strategy of officiating for lacrosse; practice drills. Spring only.

**PHEC 368 Theory of Wrestling 3 cr.**

Wrestling theory and coaching methods; officiating and rules interpretation. Application of theory. Alternate springs.

**PHEC 401 Physiology of Exercise 3 cr.**

Exercise and the circulatory, respiratory, and nervous systems; efficiency of muscular work; fatigue; age, sex, and body type. Two hrs. lecture, one 2-hr. lab. Every semester. Prerequisite: BIOL 201 and 202.

**PHEC 402 Adapted Physical Activities 3 cr.**

Adapting physical activities to individual disabilities. Fall - Teacher Education Track. Spring - non-Teacher Education tracks.

**PHEC 404 Supervision in Health and Physical Education 3 cr.**

Philosophy of leadership to enhance the health and physical education curriculum. Every third fall beginning in 1998.

**PHEC 407 Motor Learning and Performance 3 cr.**

Motor skill acquisition concepts. Nature of the learner, guidance, results, motivation, practice, transfer, retention, and psychological implications. Required in BLOCK prior to PHEC 497 in Teacher Education track. Every semester.

**PHEC 408 Movement Experiences for Children 3 cr.**

Neuromuscular skills appropriate to grades K-6. Enhancing capacities for movement as a way to express oneself. One lecture and 2 labs per week. Every semester. Required in BLOCK semester prior to PHEC 497 in Teacher Education Track. Prerequisite for PE majors only: junior standing or departmental permission; admission to Phase II teacher education.

**PHEC 410 Advanced Strength Training 3 cr.**

The study of the principles and practices of advanced strength training. Emphasis on the practical application of this knowledge to both athletic performance and a health/wellness setting. Fall. Prerequisites: PHEC 163 and PHEC 303.

**PHEC 411 Evaluation and Prescription in Fitness 3 cr.**

In-depth examination of evaluation of and components applicable to the development of exercise programs. Fall. Prerequisite: PHEC 401.

**PHEC 412 Principles of Coaching 3 cr.**

Coaching in the school program; team psychology, training, motivation, schedule planning; application of sports knowledge to coaching. Student option to earn

American Coaching Education Program Certification. Every semester. Prerequisite: junior standing.

**PHEC 413 Rehabilitation Techniques in Sport Medicine 3 cr.**

Various aspects of the rehabilitation process for the physically active or athletic population. Goals, techniques, evaluation methods and specific rehabilitation programs covered. Spring. Prerequisite: HEED 406.

**PHEC 415 The Black Athlete in American Society 3 cr.**

A study of African-American involvement in sport from slavery to the present, investigating the people, events and conditions which affected sport in both the black society and the American society at large. Variable.

**PHEC 416 Curriculum Design in Physical Education 3 cr.**

Physical education curriculum design, selection, and development. Instructional planning based on developmentally appropriate activities, learning styles, safety issues, diversity considerations and societal implications. Teacher education track. Spring. Prerequisite: junior standing.

**PHEC 418 Physical Education in the Secondary Schools 3 cr.**

Materials and methods of instruction in physical education on the secondary level. Required in BLOCK semester prior to PHEC 497 in Teacher Education Track. Prerequisite: junior standing or departmental permission; admission to Phase II teacher education.

**PHEC 429 Special Topics in Dance 1 to 3 cr.**

Advanced analysis and practice in dance movement. Varying topics. Repeatable to 6 credits. Every semester. Prerequisite: 2 credits in dance technique or permission of instructor.

**PHEC 431 Dance Production 3 cr.**

Procedures for producing and directing dance productions, including the lecture-demonstration and the fall and spring dance concerts. Alternate springs. Prerequisite: 2 credits in dance or permission of instructor.

**PHEC 450 Aquatics and Pool Management 3 cr.**

Advanced course in teaching, supervising all levels of swimming and diving instruction and training competitive swimmers. Administration of swimming pools; staff, program, budget, facilities, safety, pool sanitation. Spring only. Prerequisite: current Red Cross advanced life-saving certificate.

**PHEC 480 Field Experience in Health, Physical Education, Sport and Recreation 1 to 6 cr.**

Special aspects of health, physical education, sport, and recreation. Sites of study may vary. Offered as needed. Repeatable up to a maximum of 6 credits.

**PHEC 490 Special Topics in Health, Physical Education, Recreation & Dance 1 to 6 cr.**

The special topics course allows for unique or distinctive study such as clinics, workshops, or course work dealing with a current topic related to health, physical education, recreation and dance. It is arranged on a needs basis. Repeatable for credit if topics are substantially different.

**PHEC 498 Readings in Health, Physical Education, and Recreation 1 to 4 cr.**

Intensive reading on selected topic. Every semester. Repeatable for credit if topics are substantially different. Prerequisite: major or minor in PE or Recreation and permission of instructor.

**PHEC 499 Individual Problems in Health, Physical Education, and Recreation 1**

**to 4 cr.**

Individual activity requiring submission of a final paper or completed project. Every semester. Repeatable for credit if topics are substantially different. Prerequisites: major or minor in PE or Recreation and permission of instructor.

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### **Recreation Courses**

#### **RECR 201 Introduction to Recreation and Parks 3 cr.**

Appreciation of recreational activities in our culture. History and philosophy of the recreation and park movement and the value of leisure in society today. Not open to students who have received credit for former PHEC 204. Every semester.

#### **RECR 205 Camp Counseling 2 cr.**

Development of the camping movement; qualifications and responsibilities of the camp counselor; leadership techniques in working with children; camp programs, outdoor skills. Weekend camp experiences provided when possible. Not open to students who have received credit for former PHEC 205. Variable.

#### **RECR 221 Introduction to Therapeutic Recreation 3 cr.**

An overview of services, agencies, and programs designed to meet the developmental and recuperative recreational and leisure needs of disabled populations. Every semester.

#### **RECR 321 Theories & Concepts in Therapeutic Recreation 3 cr.**

Introduction to theories and concepts related to leisure, play development, therapeutic recreation service delivery models, organization and management of therapeutic recreation services. Every third semester. Prerequisite: RECR 221.

#### **RECR 330 Outdoor Education 3 cr.**

Development of outdoor education in the school program. Integration of academic disciplines; conservation of the environment. Not open to students who have received credit for former course, PHEC 330. Variable offering. Prerequisite: Permission of the instructor.

#### **RECR 342 Park and Facility Design 3 cr.**

Study of park and recreation areas including acquisition, design and operating policies. Once a year. Not open to students who have received credit for former PHEC 442 or RECR 442. Prerequisite: RECR 201 or permission of instructor.

#### **RECR 380 Recreation Leadership 3 cr.**

Leadership techniques involved in recreation and park settings including leadership in small and large groups. Once a year. Prerequisites: RECR 201, 221 or permission of instructor.

#### **RECR 382 Program Planning 3 cr.**

Planning principles used in the development of recreation programs and leisure experiences. Once a year. Not open to students who have received credit for former course, PHEC 444. Prerequisite: RECR 201, 221 or permission of instructor.

#### **RECR 384 Special Event Management 3 cr.**

Basic elements of special event management including: human resource management and organization structure, the arts and entertainment industry, event planning, event marketing, box office and ticket management, contract negotiation, financial management for special events, liability issues and program evaluation. Field trips required. Variable. Prerequisite: RECR 201 or permission of instructor.

#### **RECR 390 Outdoor Adventures 3 cr.**

Wilderness and survival activities. Hiking, backpacking, survival swimming, orienteering, fitness activities, outdoor first aid and emergency skill, physical and emotional challenges, preserving the outdoors. Self-inventory of physical history required. Not open to students who have received credit for former PHEC 390. Every semester.

**RECR 391 Management of Wilderness and Environmental Emergencies 3 cr.** Managing environmental emergencies in the backcountry including wilderness rescue and disaster planning, protecting the body from physical and biological forces and emergency care. Variable offering. Prerequisites: RECR 390 or permission of the instructor.

**RECR 392 Backcountry Safety and Rescue 3 cr.**

Application of backcountry safety and rescue techniques such as those used in high angle, whitewater and cave rescues. Variable offering. Prerequisites: RECR 390 or permission of the instructor.

**RECR 421 Program Design & Evaluation in Therapeutic Rec. 3 cr.**

Introduction to conducting and analyzing leisure counseling assessments, developing program proposals for activities and interventions, facilitating activities and developing evaluation systems for programs. Every third semester. Prerequisite: RECR 221.

**RECR 422 Principles & Practices in Therapeutic Recreation 3 cr.**

Introduction to individual intervention treatment plans which consist of assessment, intervention techniques, protocols for treatment plans, documenting and tracking progress of the treatment plan, leadership techniques, and evaluation of the effectiveness of the treatment plan. Every third semester. Prerequisite: RECR 221.

**RECR 440 Organization & Administration of Recreation & Parks 3 cr.**

Structure and conduct of public, private, and school recreation and parks programs, special state and federal support programs. Not open to students who have received credit for former PHEC 440. Once a year. Prerequisites: RECR 201, 221, 382 or permission of instructor.

**RECR 443 Current Issues & Legal Liability in Recreation & Parks 3 cr.**

Current issues and legal liability in the recreation and parks field. Normally taken prior to Internship in Recreation. Once a year. Prerequisites: RECR 201, 221, 382 or permission of instructor.

**RECR 492 Internship Project 3 cr.**


Academic component of internship. Register concurrently with RECR 495. Not open to students who have received credit for former course, PHEC 492. Every semester. Prerequisites: junior or senior status, completion of core courses in major or permission of the instructor.

**RECR 495 Internship in Recreation 9-12 cr.**

Guided work experience directly related to student's academic program. Normally, students may not take additional course work and should register concurrently with RECR 492. Graded P/F. Not open to students who have received credit for former course, PHEC 495. Every Semester. Prerequisites: junior or senior status, completion of core courses in major or permission of the instructor.

**RECR 497 Out-of-Class Requirements 0 cr.**

Students are required to complete 120 hours of practical experiences (not including internships), to attend one state, regional or national conference during their Junior or Senior year, and to have a current certification in CPR and first aid. Consult the Guide for Completion of Out-of-Class Requirement in Recreation. Graded NR/P. Every semester.



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# Department of English

## Course Descriptions

### WRITING

#### ENGL 100 Publication Practicum 1-2 cr.

Writing for and editing the campus student newspaper or literary magazine. Open to all students. (1-2 credits per semester; repeatable to 4 credits). Newspaper section, fall and spring; Literary magazine section, spring. Graded P/F. Prerequisite: previous journalism experience or course work or concurrent registration in a journalism course or submission of writing samples.

#### ENGL 101 Freshman Composition 3 cr.

Development of intermediate skills in argumentative writing based on reading for general audiences. Preparation of essay exams and short papers. Every semester. Basic University Requirement. Students may not withdraw unless withdrawing from the University.

#### ENGL 111 Honors: Freshman Composition 3 cr.

Development of intermediate skills in writing based on readings for general audiences. Preparation for honors-level courses. Fall only. Basic University Requirement. Prerequisite: enrollment in the Honors Program.

#### ENGL 300 Critical Writing About Literature 3 cr.

Introduction to literary theory to develop critical perspectives on literary works and provide flexible writing strategies. Advanced writing about literature. Required of English majors and minors. Prior literature at 200 level required. Readings involve literary analysis and criticism. Every semester. Prerequisite: C or better in ENGL 101 or 111. May substitute for Advanced Composition (ENGL 308, 309, 310) as Basic University Requirement, in which case student may not withdraw unless withdrawing from the University.

#### ENGL 308 Social Sciences Advanced Composition 3 cr.

Development of advanced skills in writing based on reading for social science audiences. Preparation of extended papers; attention to research tools and documentation. Students may receive credit for only one of the following: 308, 309, 310 or former 302. Every semester. Prerequisites: C or better in ENGL 101 or 111; and at least 42 credits or permission of Chair. Basic University Requirement. Students may not withdraw unless withdrawing from the University.

#### ENGL 309 Advanced Composition: Humanities 3 cr.

A special advanced composition course which fulfills all of the reading and writing requirements of English 308 and 310, but

centers research on topics appropriate to the humanities. Development of advanced writing skills. Extensive and research-based papers; attention to research tools and documentation. Students may receive credit for only one of the following: 308, 309, 310, or 312. Fall semester. Prerequisites: C or better English 101 or 111; and at least 42 credits or permission of instructor. Basic University Requirement. Students may not withdraw unless withdrawing from the University.

**ENGL 310 General Advanced Composition 3 cr.**  
Development of advanced skills in writing. Students may receive credit for only one of the following: 308, 310, or former 302. Every semester. Prerequisites: C or better in ENGL 101 or 111; and at least 42 credits permission of Chair. Basic University Requirement. Students may not withdraw unless withdrawing from the University.

**ENGL 312 Honors: Advanced Composition 3 cr.**  
Development of advanced skills in writing. Both reading and writing assignments more challenging than those in other Advanced Composition courses (ENGL 308, 310). Variable. Basic University Requirement. Prerequisites: C or better in ENGL 101 or ENGL 111, at least 42 credits, and enrollment in Honors Program.

**ENGL 330 Business Writing 3 cr.**  
Basic writing for business and para-professional occupations. Writing resumés, job applications, memos and reports, and other kinds of business writing. Every semester. Prerequisites: C or better in ENGL 101 or 111; and at least 42 credits or permission of Chair. May substitute for Advanced Composition (ENGL 308, 310) as Basic University Requirement, in which case student may not withdraw unless withdrawing from the University.

**ENGL 334 Creative Writing: Fiction I 3 cr.**  
Major elements of fiction writing: style, characterization, point of view, structure, pacing, conflict. Class critiques of student work. Fall only. Prerequisite: C or better in ENGL 101 or 111.

**ENGL 335 Creative Writing: Poetry 3 cr.**  
Major elements of poetry: imagery, metaphor, theme, form. Both lyric and narrative poetry. Class critiques of student work. Every semester. Prerequisite: C or better in ENGL 101 or 111.

**ENGL 336 Journalistic Writing 3 cr.**  
Introduction to the newspaper industry, effective newsgathering, and the specialized formats and style of straight news and feature stories. Communication and promotional activities of the journalist-turned-public-relations professional. Every semester. Prerequisite: C or better in ENGL 101 or 111, and at least 42 credits or permission of Chair.

**ENGL 338 Technical Writing 3 cr.**  
Principles and practice of writing related to science, industry, and government. Effective style, organization, and mechanics of writing reports. Every semester. Prerequisites: C or better in ENGL 101 or 111; and at least 42 credits or permission of Chair. May substitute for Advanced Composition (ENGL 308, 310) as Basic University Requirement, in which case students may not withdraw unless withdrawing from the University.

**ENGL 339 Scientific Writing 3 cr.**  
Introduction to formats, prose, and style specifications for Natural Science curricula. Focuses on language, research, critical analysis, and interdisciplinary impact of scientific discoveries. Every semester. Prerequisites: C or better in ENGL 101/111; at least 42 credits or permission from Chair. May substitute for Advanced Composition (ENGL 308, 310) as Basic University Requirement, in which case students may not withdraw unless withdrawing from the University.

**ENGL 360 Creative Nonfiction**  
Merging of the skills of storytelling and reporting to write personal essays and literary journalism. Fall only. Prerequisite: ENGL 334 or ENGL 335 or ENGL 336.

**ENGL 401 Writing for Television 3 cr.**  
Introduction to the principles and techniques of script writing for video production. Team and individual writing of scripts, both documentary and fiction. Spring, even-numbered years. Prerequisites: C or better in ENGL 101/111 and a 300-level writing course, or permission of instructor.

**ENGL 402 Editing and Production 3 cr.**  
Design, layout, and editing techniques for professional publications. Reinforcement of copy editing and proofreading skills. Spring, even-numbered years. Prerequisite: ENGL 308, 309, 310, 330 or 338.

**ENGL 430 The Composing Processes 3 cr.**  
A survey of theory and research on the composing processes. Every semester. Prerequisite: 6 hrs. of writing courses, including one from the 300 writing series offered by the English department.

**ENGL 434 Advanced Fiction Writing 3 cr.**  
Continued study of fiction writing through advanced individual work on short stories, a novel, or a novella. Within a workshop setting, students will work toward producing publishable-quality fiction and learn how to approach publishers and editors. 3 hrs. lecture/workshop. Every spring. Prerequisite: ENGL 334 or permission of instructor. Not repeatable for credit.

**ENGL 435 Advanced Poetry Writing 3 cr.**  
Continued study of poetry writing through advanced individual work on lyrical, dramatic, and narrative poems. Within a workshop setting, students will work towards publishable-quality poetry. Spring only. Prerequisite: ENGL 335.

**ENGL 436 Advanced News and Feature Writing 3 cr.**  
Skills in gathering and writing news. Techniques of New Journalism and writing for magazines. Spring only. Prerequisite: ENGL 336 or permission of instructor.

**ENGL 460 Form and Theory of Fiction and Poetry 3 cr.**  
In-depth study of the techniques and methods employed by major writers of fiction and poetry, including consideration of structure, language, form, voice, theme, point of view, and character. 3 hrs. lecture/discussion. Spring only. Prerequisite: ENGL 334 or 335.



**ENGL 470 Senior Workshop 3 cr.**

An integrated senior-year experience that requires students to use their accumulated skills, knowledge, and creative impulses to complete a final creative writing portfolio of publishable quality. Course include tutorials, workshops, marketing and submission of original work, and final readings. Spring only. Prerequisite: ENGL 434 or 435.

**ENGL 492 Internship Seminar 1 cr.**

Academic component of internship. Requires co-registration in 495. Graded A-F. Credit for 492 may be counted toward major. Every semester.

**ENGL 494 Mass Communication Practicum 1-3 cr.**

Supervised field experience for Mass Communication majors. Participation in the communication operations of a commercial, governmental, or educational organization. Repeatable but only 3 credits may be applied for the completion of the professional focus. Variable. Prerequisite: Junior/ senior standing, a minimum of 12 credits in Mass Communication courses, and permission of the instructor.

**ENGL 495 Internship in English 6 or 12 cr.**

Experiential component of internship: guided work experience in conjunction with 492; must directly relate to academic program. Full-time interns register for 12 credits in 495 and 1 credit in 492 and may not enroll in other courses. Part-time interns register for 6 credits in 495 and 1 credit in 492. English 495 is graded P/F. The credit is not applicable toward the major. Every semester. Prerequisites: junior or senior status, in good academic standing; submission of Internship Agreement form to internship director prior to registering; major or minor in English, or minor in Public Relations; additional prerequisite for internships in public relations or technical writing (see internship director).

**ENGL 498 Field Experience in Writing 3 cr.**

Requires nine work-hours per week of practical writing experience in an approved, supervised, professional setting. Every semester. Prerequisites: junior or senior standing. Permission of the department chair and a faculty coordinator. For Writing Minors only.

**LITERATURE & LANGUAGE****ENGL150 Introduction to Literature 3 cr.**

Critical reading of significant poetry, drama, and fiction from a variety of cultures and eras, and continued development of expository writing skills. May not be taken by those who have already passed ENGL/MDFL 251. Every semester. GEP LAC Group B. Also offered as MDFL 150.

**ENGL 221 Introduction to Literature/Intermediate Composition 4 cr.**

Critical reading of expository prose and significant poetry, drama, and fiction from a variety of cultures and eras, with emphasis on developing intermediate writing skills. Preparation of short papers and essay exams. Graded A-F. A passing grade (D or better) satisfies the general education, humanities distribution requirement for ENGL 150; separate waiver of ENGL 101 for

students meeting competencies required for freshman composition (the credits for 101 may not, however, be purchased). Students in 221 may thus fulfill both the basic requirement of ENGL 101 and the liberal arts humanities distribution requirement of ENGL 150, or they may fulfill only one, or neither. Spring semester. Open only to students never enrolled in ENGL 101. Students may not withdraw unless withdrawing from the University.

**ENGL 250 Honors: Comparative Literature 3 cr.**  
Literature generated by the cross-cultural interface of Western countries with those third-world areas that have reclaimed their national identities since World War II. Variable. Prerequisite: acceptance into the Honors Program or permission of instructor. May substitute for 150 as GEP LAC Group B.

**ENGL 260 British Literature: Beowulf to Present 3 cr.**  
A survey of British literature from Beowulf to the present. Includes major works from each period to provide historical perspective. Designed for English majors and minors. Every semester. Prerequisite: C or better in ENGL 101 or 111.

**ENGL 261 American Literature: Colonial to Present 3 cr.**  
A survey of American literature from colonial times to the present. Includes works from each period to provide historical perspective. Designed for English majors and minors. Every semester. Prerequisite: C or better in ENGL 101 or 111.

**ENGL 270 European & Neo-European Literature 3 cr.**  
Works, in translation, important to European and Neo-European cultures, such as selections from the Old Testament, the literature of ancient Greece and Rome, Italian, French, Spanish, German, Russian, etc., literatures. Variable.

**ENGL 271 Asian & African Literature 3 cr.**  
Including works, in translation, from Asian and African cultures, such as the major works of the Middle East, India, the African nations, China, and Japan. Variable.

**ENGL 290 Topics in Language and Literature 3 cr.**  
A selected aspect of language or literature, including, among others: MYTHOLOGY AND LITERATURE (study of mythology in relation to literature and human culture); CONTEMPORARY LITERATURE (American and English literature from 1950 to present, mainly fiction); and BLACK AMERICAN LITERATURE (historical survey and critical examination of major Black American writings from colonial times to present, emphasizing works since World War I). May be taken more than once for credit if subtitle is different. Variable. English 101 or 111 must be taken concurrently with or prior to ENGL 290.

**ENGL 291 Genre Study 3 cr.**  
A series of selected genre courses examining fiction, poetry, drama, non-fiction, or a particular sub-genre, such as science fiction, the poetry of war, the theater of the absurd, or Maryland essayists. May be taken more than once for credit if subtitle differs. Variable. Prerequisite: C or better in ENGL 101 or 111.

**ENGL 303 American Romantic Literature 3 cr.**

**Writings of Emerson, Thoreau, Hawthorne, Poe, Melville, and Whitman. Reference to literary, social, and intellectual backgrounds. Fall of odd-numbered years. Prerequisite: ENGL 300 or permission of instructor.**

**ENGL 306 Introduction to English Linguistics 3 cr.**  
A critical survey of traditional, structural, and transformational grammar. Every semester. Prerequisite: C or better in ENGL 101 or 111.

**ENGL 307 16th- and 17th-Century English Literature 3 cr.**  
Poetry and prose from the Elizabethan age to 1660, excluding Milton. Narrative and lyric poetry (emphasizing the Metaphysicals), drama, and prose. Fall of even-numbered years. Prerequisite: ENGL 300 or permission of instructor.

**ENGL 313 English Romantic Literature 3 cr.**  
Poetry and prose of English Romantic movement in the earlier 19th century. Attention to major poets, essayists, and novelists. Spring of odd-numbered years. Prerequisite: ENGL 300 or permission of instructor.

**ENGL 322 The Restoration and Augustan Age 3 cr.**  
English literature from Dryden through Pope. Major poets, dramatists, essayists, and fiction writers. Spring of odd-numbered years. Prerequisite: ENGL 300 or permission of instructor.

**ENGL 323 Victorian Literature 3 cr.**  
Poetry and prose of the later 19th century; attention to major poets, essayists, and novelists. Spring of even-numbered years. Prerequisite: ENGL 300 or permission of the instructor.

**ENGL 332 The Age of Johnson 3 cr.**  
Poetry and prose of the later 18th century. Attention to Johnson and Boswell, drama, and some major novels. Fall of odd-numbered years. Prerequisite: ENGL 300 or permission of instructor.

**ENGL 340 Shakespeare 3 cr.**  
A selection from the histories, comedies, major tragedies, and problem plays or romances. Every semester. Prerequisite: C or better in ENGL 101 or 111.

**ENGL 352 American Colonial Literature 3 cr.**  
American literature of the 17th and 18th centuries. Attention to social, intellectual, and literary history as reflected in colonial writings. Fall of even-numbered years. Prerequisite: ENGL 300 or permission of instructor.

**ENGL 404 Modern British Fiction 3 cr.**  
British novels representative of major developments in literature from 1900 to the end of World War II. Fall of odd-numbered years. Prerequisite: ENGL 300 or permission of instructor.

**ENGL 407 American Fiction: 1865-1922 3 cr.**  
American novels and short stories of the period, with special attention to literary history and the development of realism and naturalism. Spring of even-numbered years. Prerequisite: ENGL 300 or permission of instructor.

**ENGL 408 Modern and Post-Modern American Fiction 3 cr.**  
American novels and short stories from the 1920's to the present from a variety of cultural and gender perspectives. Spring of odd-numbered years. Prerequisite: ENGL 300 or permission of instructor.

**ENGL 411 Chaucer and His Times 3 cr.**  
The world of The Canterbury Tales and other English masterpieces of the high Middle Ages. Fall of odd-numbered years. Prerequisite: ENGL 300 or permission of instructor.

**ENGL 416 History of the English Language 3 cr.**  
From the beginning to contemporary usage; changes in sounds, grammatical and spelling forms, syntax, and vocabulary. Spring only. Prerequisite: C or better in ENGL 101 or 111.

**ENGL 418 Second Language Acquisition and ESL Methods 3 cr.**  
Introduction to theories of how people learn second languages, with application to conducting research or to the teaching/tutoring of second/ foreign languages (principally English as a second language). Spring of even-numbered years.

**ENGL 420 Adolescent Literature 3 cr.**  
ENGL 420 Adolescent Literature 3 cr. Definition, classification, and analysis of adolescent literature and its value. Contemporary and classical works appropriate for or written especially for adolescents. Spring only. Prerequisite: 56 hrs. or permission of instructor.

**ENGL 424 20th-Century British Poetry 3 cr.**  
British poetry from Housman to the present, with emphasis on Yeats. Fall of even-numbered years. Prerequisite: ENGL 300 or permission of instructor.

**ENGL 426 Modern American Poetry 3 cr.**  
From its antecedents in Whitman and Dickinson to contemporary poets, with emphasis on Frost and Eliot. Spring of even-numbered years. Prerequisite: ENGL 300 or permission of instructor.

**ENGL 431 World Drama I: Premodern 3 cr.**  
World drama from the 5th Century B.C. Greeks to the late 19th century. Representative dramatists and forms from both the West and the East. Multicultural emphasis on the use and development of drama. Fall of even-numbered years. Prerequisite: ENGL 150, 250/MDFL 150 or CMAT 106 or permission of instructor. Also offered as CMAT 431.

**ENGL 432 World Drama II: Twentieth Century 3 cr.**  
World drama during the twentieth century. Representative dramatists and forms from both the West and the East. Multicultural emphasis on the variety of dramatic forms. Spring of odd-numbered years. Prerequisite: ENGL 150, 250/MDFL 150 or CMAT 106 or permission of instructor. Also offered as CMAT 432.

**ENGL 440 Literature of the Environment 3 cr.**  
Critical, multi-cultural and historical study of literature of the environment, emphasizing the variety of attitudes toward the land in essays and poetry. Fall, odd-numbered years.

**ENGL 450 Women and Literature 3 cr.**

A cross-cultural study of womanhood as portrayed by male and female writers over the centuries. Spring, even-numbered years.

**ENGL 480 Senior Seminar in English 3 cr.**

Integration of previous course material and student's own experience in the discipline for a critical analysis of a topic in literature. Topics will vary. Senior thesis required. Variable.

**ENGL 489 English Capstone 1 cr.**

Conversion of students' working portfolios, accumulated during their careers as English majors, into "best works" collections for professional application and departmental assessment purposes. Other assessment activities possible. Every semester. Prerequisite: senior status.

**ENGL 490 Selected Topics in English 3 cr.**

A select aspect or body of literature of limited scope and topical interest. Subject varies; see Academic Schedule for specific titles. Offered at variable intervals. Seniors only.

**ENGL 499 Independent Study 1-3 cr.**

Guided reading and/or writing projects. Variable. Prerequisites: permission of the department chair and a faculty director, normally given only to majors of junior or senior standing with at least a B average in the major.

**READING IMPROVEMENT & DEVELOPMENT****ENGL 105 Critical Reading 3 cr.**

The reading process: development of literal comprehension and critical analysis in various content areas. Fall only.

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**PSYC 150 General Psychology 3 cr.**

Introduction to the methodology, theories, and applications of the science of animal and human behavior. Every semester. GEP LAC Group D.

**PSYC 151 Honors: General Psychology 3 cr.**

Introduction to the scientific study of human and animal behavior. Basic research findings, methodology, and theoretical, social, and ethical issues. Oral presentations and written reports on outside readings in psychology required. Fall only. GEP LAC Group D. Prerequisite: acceptance into the University Honors Program or permission of instructor.

**PSYC 210 Child Psychology 3 cr.**

From conception through childhood, for understanding the early formative years. Variable. Prerequisite: PSYC 150 or PSYC 151.

**PSYC 212 Adolescence and Adulthood 3 cr.**

Introduction to psychological development, adolescence through maturity. Variable. Prerequisite: PSYC 150 or PSYC 151.

**PSYC 213 Psychology of Adjustment 3 cr.**

Explores the concept of psychological adjustment by relating it to students' everyday lives. Relevant psychological theory and research presented on a variety of topics including self-concept, values, person perception, interpersonal attraction, sexuality, problems in adjustment and psychotherapy. Variable. Prerequisite: PSYC 150 or PSYC 151.

**PSYC 220 Psychology of Women 3 cr.**

Explores women's psychological development and experience. Covers sex roles and how society's attitudes about girls and women affect female self-concept, personality, relationships and work experience. Topics also include women of color, sexual harassment, violence against women and spirituality. Spring. Prerequisite: PSYC 150 or PSYC 151.

**PSYC 250 Death and Dying 3 cr.**

Examination of the individual's attitudes and reactions toward death and dying and one's own mortality. Social and psychological processes affecting attitudes and reactions are explored. Variable. Prerequisite: PSYC 150 or PSYC 151.

**PSYC 270 Psychological Perspectives of Human Sexuality 3 cr.**

Describes psychological aspects of human sexual behavior and attitudes. Covers historical and current research techniques used to study sexuality; theories of sexual attraction, love and behavior; sexuality across the lifespan; physical and psychological aspects of sexual response; and variations in sexual attitudes, orientations and practices. Summer session or Intersession. Prerequisites: PSYC 150 or PSYC 151.

**PSYC 290 Psychological Issues and Practices 1-4 cr.**

A special content area or group of issues selected by the Department and announced in the preceding semester. Admission competitive. See the department for the criteria. Three hrs. seminar format. Variable. Prerequisites: PSYC 150 or PSYC 151.

**PSYC 297 Introduction to the Profession of Psychology 1 cr.**

An explanation of the profession of psychology. An examination of both career and graduate school opportunities available to psychology majors. Identification of opportunities available within the department and university. A detailed examination of what it means to be a psychology major at FSU. Participation in pre-major assessment. Graded P/F. Prerequisites: admission to the Psychology major or permission of instructor.

**PSYC 300 Research Methods I 4 cr.**

Introduction to the scientific method as applied to behavioral data. Naturalistic observation, surveys, and correlational studies; statistical topics. Normally, 3 hrs. lecture and 2 hrs. lab. Should be taken as soon as possible after completing 150 or 151. Prerequisites: PSYC 150/151 General Psychology with a C or better; ENGL 101 Freshman Composition with a C or better; MATH 209 Intro. to Probability and Statistics with a C or better; prior or concurrent enrollment PSYC 297; declaration of psychology as a major; or permission of the Department Chair.

**PSYC 301 Research Methods II 4 cr.**

The nature of scientific method, explanation, and theory. Experimental and quasi-experimental design and statistical analysis. Five hrs. per week for lecture, demonstrations, and lab periods. Should be taken in the semester immediately following PSYC 300. Prerequisite: PSYC 300 with a C or better.

**PSYC 303 Psychology of Marriage 3 cr.**

The psychological variables of the marriage relationship. Variable. Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor. PSYC 305 Computer Applications in Psychology 3 cr. Overview of current applications of computers in psychology. Programming skills are neither a prerequisite nor a goal of this course. Two hrs. lab and 2 hrs. lecture. Variable. Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.

**PSYC 306 Sensation and Perception 4 cr.**

The process of sensations from within or without. How we organize, interpret, and analyze sensory information; the relationship between perception and creativity, learning, motivation, emotion, and states of consciousness; applications of principles to personality, abnormal psychology, music, and the fine arts. Five hrs. lecture, demonstration, and labs. Variable. Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.

**PSYC 307 Experimental Analysis of Behavior 4 cr.**

Research on conditioning with infrahuman subjects. Application of conditioning techniques to the analysis of human behavior. Individual projects and labs required. Variable. Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.

**PSYC 311 Survey of Research Methods in Psychology 3 cr.**

An overview of non-experimental and experimental research methods used in psychology. Focuses on the appreciation and interpretation of research reported in psychology literature. Normally 3 hrs. lecture. MAY NOT BE USED TO MEET THE RESEARCH METHODS REQUIREMENTS FOR A MAJOR IN PSYCHOLOGY. Variable. Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.

**PSYC 360 Industrial/Organizational Psychology 3 cr.**

Explores how psychological theory, methods and research are used to help understand, predict and influence people's behavior in the work place. Considers personnel psychology, organizational psychology and consumer psychology. Variable. Prerequisite: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.

**PSYC 386 Drugs and Human Behavior 3 cr.**

Research and theory concerning psychoactive drugs. Various drug classifications, their biological, psychological and social effects on the human organism and the environment, especially alcohol and other frequently abused drugs. Variable. Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.

**PSYC 404 Psychology of the Exceptional Child 3 cr.**

Developmental and behavioral characteristics of exceptional children — the mentally deficient, physically handicapped, exceptionally gifted, and children having serious personality and conduct problems. Education, home management, social control, and psychological treatment. Brief practicum with an exceptional child can be arranged. Prerequisites: PSYC 210 or 212, or permission of instructor.

**PSYC 408 Tests and Measurements 3 cr.**

Psychological and educational tests, their validity, reliability, scale transformations, norms, and standardization. Administration, uses, and interpretation of various instruments of assessment. Variable. Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.

**PSYC 409 Human Learning and Cognition 3 cr.**

An examination of human cognitive processes including human learning, memory and recall, attention processes, information processing, problem solving, thinking and reasoning, language acquisition and communication. Variable. Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.

**PSYC 410 Introduction to Counseling 3 cr.**

Practical and theoretical foundation for further study. The nature of helping relationships, conditions for counseling, stages in the counseling process, and the counselor as a professional helper. Role playing, audio and video tape experiences, and related skill-development exercises. Variable. Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.

**PSYC 414 Theories of Personality 3 cr.**

General survey of the principal theories and research concerning the nature and development of personality. Variable. Prerequisites: PSYC 150/151; PSYC 210 or 212 ; or permission of instructor.

**PSYC 417 Psychology of Abnormal Behavior 3 cr.**

Historical perspectives and causal factors of abnormal behavior. A survey of the classification of symptoms and the theoretical formulations and treatment models developed to address these symptoms. Case studies are utilized extensively to meet course objectives. Variable. Prerequisites: PSYC 150/151; PSYC 210 or 212 ; or permission of instructor.

**PSYC 418 Social Psychology 3 cr.**

Theories, methods and applications of social psychology. A survey of the social and interpersonal factors influencing an individual's behavior. Topics include attitudes, person perception, interpersonal relations, group dynamics, social roles and conformity. Variable. Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.

**PSYC 420 Physiological Psychology 3 cr.**

Characteristics of the nervous and endocrine system and their relationship to human and animal behavior. Variable. Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.



**PSYC 430 Health Psychology 3 cr.**

Psychological principles applied to the promotion and maintenance of health, the prevention and treatment of illness and changing public opinion about health related matters. Behavioral components of health risk factors and improvement of the health care system are addressed. Variable. Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.

**PSYC 444 The Male Experience 3 cr.**

Examination from a gender-sensitive perspective of factors affecting the development of male behavior in American society. Emphasis on the contributions of psychology to understanding gender-related developments; contributions of other social sciences and biology are also incorporated. Topics include work, sports, male-female relations, friendship, minority experience, sexuality, power. Three hours lecture, discussion. Variable. Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.

**PSYC 450 Multicultural Counseling 3 cr.**

Focuses on developing the skills and a conceptual framework that will enhance the student's ability to counsel individuals of diverse cultural backgrounds. Self-understanding and its effect on cross-cultural relationships will also be emphasized. Variable. Prerequisites: PSYC 410 or permission of the instructor.

**PSYC 470 Advanced Experimental Psychology 4 cr.**

Development and application of research methods and procedures to current problems in psychology, with emphasis on human subjects. Multi-variate statistics. Individual projects and lab required. Variable. Prerequisites: PSYC 300, PSYC 301, or permission of instructor.

**PSYC 481 History and Systems of Psychology 3 cr.**

Historical foundations of the discipline of psychology. Survey of recent and current systems of theoretical ideas in psychology. Attention to the roots of the discipline in philosophy and science; consideration of the work of great psychologists and their associated systems. Variable. Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.

**PSYC 485 Behavioral Approaches to Human Problems 3 cr.**

Therapeutic application of learning principles to problems in the behavior of children and adults: normal childhood development; education and habit disorders; depression, severely disordered behavior, anxiety; and sexual problems in adults. Behavioral assessment, behavior change programs, and evaluation of such programs. Individual research and projects required. Variable. Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.

**PSYC 489 Child and Adolescent Disorders 3 cr.**

In-depth examination of child/adolescent emotional and behavioral disorders. Relevant theoretical perspectives, treatment and research are discussed. Variable. Prerequisites: PSYC 150/151, PSYC 210 or 212; at least junior status or permission of instructor. Preference in registration given to Psychology majors.

**PSYC 490 Special Topics in Psychology 1-4 cr.**

Either a practicum to develop psychological skill, or a content-oriented course to provide a critical appraisal of a selected topic, as announced. Does not duplicate any other course offered by the Department of Psychology. Four credits when 5 contact hrs. are required (such as 2 hrs. lab and 3 hrs. lecture). May be repeated for credit if the topics are substantially different. Variable. Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.

**PSYC 491 Seminar in Psychology 3 cr.**

Oral reports on a selected theme topic presented and discussed by students in a group setting. Written reports may also be required. Attendance at all seminar meetings expected. May be repeated for credit if topics are substantially different. Variable. Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor.

**PSYC 492 Internship Seminar 3 cr.**

Academic component of internship; requires co-registration in PSYC 495. Full-time interns register for 3 credits of 492 (and 12 credits 495); part-time interns, 3 credits 492 (and 6 credits 495). Graded A-F. Prerequisites: see PSYC 495.

**PSYC 495 Internship in Psychology 6 or 12 cr.**

Experiential component of internship. Full-time interns register for 12 credits in 495 and 3 credits in 492 and may not enroll in other courses. Part-time interns register for 6 credits in 495 and 3 credits of 492. Graded P/F. Prerequisites: senior standing; submission of Internship Agreement form to internship director prior to registering; departmental approval.

**PSYC 497 Senior Seminar 3 cr.**

An integrated senior-year experience that requires students to use their accumulated skills, knowledge, and ethical sensitivity to critically analyze a new and/or controversial issue in psychology. Integration of previous course material and reflections on one's own experiences in the field of psychology is expected. An integrative research paper is required. Participation in major assessment. Prerequisites: PSYC 150/151 and 3 additional credits in Psychology or permission of instructor; senior standing; or permission of the instructor.

**PSYC 498 Readings in Psychology 1-6 cr.**

Directed reading on a specific topic designed for the individual student. Summaries of readings and conclusions as a formal written report to be filed with the department. Not to duplicate any other course offered by the department. May be repeated for credit if the topics are substantially different. Departmental approval (granted only under extraordinary circumstances) required to enroll for more than 3 credit hrs. per semester. Prerequisites: PSYC 297; PSYC 300; PSYC 301; admission to the Psychology major; submission of a detailed written proposal to the Department Chair, endorsed by the faculty director, prior to registering for the course and, if possible, before the end of the preceding semester.

**PSYC 499 Psychology Projects 1-6 cr.**

Directed research, practicum, or other individualized learning experience on a specific topic. Formal written report to be filed with the department. Projects primarily of readings are not acceptable (see PSYC 498), nor are projects conducted in a group setting (see PSYC 490 or 491); not to duplicate any other course offered by the department. May, on approval, be repeated for credit, if the projects are substantially different. Departmental approval (granted only under extraordinary circumstances) required to enroll for more than 3 credit hrs. per semester. Prerequisites: PSYC 297; PSYC 300; PSYC 301; admission to the Psychology major; submission of a detailed written proposal to the Department Chair, endorsed by the faculty director, prior to registering for the course and, if possible, before the end of the preceding semester.

Web Page Manager: [Dr. Megan E. Bradley](#)

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**Sociology Course Descriptions**
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**SOCI 100 Introduction to Sociology 3 cr.**

Systematic introduction to the study of society. Basic concepts, methods of study, and theories about societal structures and processes. Every semester. GEP LAC Group D Not open to students who have credit for former SOCI 201.

**SOCI 111 Honors: Introduction to Sociology 3 cr.**

Basic sociological analysis through simulations, selected readings, discussions, and special topics projects. Four hrs. lecture and lab projects. Every semester. GEP LAC Group D. Not open to students who have credit for former SOCI 211.

**SOCI 200 Social Problems 3 cr.**

Description and analysis of conditions that societies define and treat as social problems. Analysis of selected problems. Every semester. Not open to students who have credit for former SOCI 301. Prerequisite: SOCI 100 or SOCI 111.

**SOCI 203 Sociology of Deviant Behavior 3 cr.**

Analysis of various forms of deviance in contemporary society, its functions and dysfunctions, and society's response. Every semester. Not open to students who have credit for former SOCI 303. Prerequisite: SOCI 100 or SOCI 111.

**SOCI 220 Racial and Cultural Minorities 3 cr.**

Analysis of minority-majority group situations, their causes and consequences. Minorities in the United States. Every fall. Not open to students who have credit for former SOCI 320. Prerequisite: SOCI 100 or SOCI 111. Also offered as SOWK 220.

**SOCI 224 Cultural Anthropology 3 cr.**

Survey of the study of human behavior in simpler tribal and peasant societies as well as in complex civilizations. Emphasis on social change. Fall. Not open to students who have credit for former SOCI 324.

**SOCI 306 The Sociology of African Americans 3 cr.**

A critical study of the organization of African-American society, its development, the endogenous structures and social processes that compose and define it, and its relationship to and interaction with the people and social forces external to it. Every spring. Also offered as SOWK 306. Prerequisite: SOCI 100 or 111.

**SOCI 310 Statistics for Social Science 3 cr.**

Study of social scientific applications of univariate, bivariate, and multi-variate statistical techniques with emphasis on their logic, interpretation, and application. Three hours lecture, one hour lab. Every semester. Prerequisite: completion of GEP math requirement. Also offered as SOWK 310.

**SOCI 311 Basic Research Methods 3 cr.**

Techniques of research design: testing of hypotheses, sampling, data collection, measurement, and elementary statistical analysis. Every semester. Prerequisite: SOCI/SOWK 310 and three courses in sociology or permission of instructor.

**SOCI 312 Applied Social Research 3 cr.**

Collection and analysis of data to study applied social research problems. Research project, or participation in current research projects, required. Prerequisite: SOCI/SOWK 310 and SOCI/SOWK 311, or permission of instructor.

**SOCI 322 Social Demography 3 cr.**

A study of the measurement, analysis and explanation of population size, distribution, composition, changes and problems. Spring semester in alternate years. Prerequisite: SOCI 100 or SOCI 111.

**SOCI 325 Community Analysis 3 cr.**

A critical appraisal of community research, including comparisons of folk, rural, urban and suburban studies; analysis of local institutional patterns; and specific community factors such as stratification, power, and collective actions. Spring semester in alternate years. Prerequisite: SOCI 100 or SOCI 111.

**SOCI 326 Sociology of Rural Life 3 cr.**

Characteristics of rural population, social structure, and institutional arrangements and changes. Fall semester in alternate years. Prerequisite: SOCI 100 or SOCI 111.

**SOCI 328 Sociology of Urban Life 3 cr.**

A study of the city, its role in history, the problems of today, and prospects for the future. Emphasis on urbanism as a way of life. Fall semester in alternate years. Prerequisite: SOCI 100 or SOCI 111.

**SOCI 332 Collective Behavior 3 cr.**

Analysis of relatively episodic, unstructured, and unconventional forms of social behavior and their consequences. Alternate years. Prerequisite: SOCI 100 or SOCI 111.

**SOCI 334 Gender and Social Life 3 cr.**

The social construction of gender and gender-based inequalities. Focus on contemporary American society but other cultures included. Variable.

**SOCI 340 Criminology 3 cr.**

The social causes and consequences of criminal behavior. Criminal law, the police, courts, and correctional institutions. Every semester. Prerequisite: SOCI 200 or SOCI 203.

**SOCI 362 Sociology of Religion 3 cr.**

A comparative study of the social organization and development of religious groups. The interrelations between religion and other facets of society and social behavior. Alternate years. Prerequisite: SOCI 100 or SOCI 111.

**SOCI 364 Marriage and Family Relationships 3 cr.**

Courtship, marriage, and family relationships. Current family patterns and the feasibility of the various alternatives to marriage. Every semester. Prerequisite: SOCI 100 or SOCI 111. Also offered as SOWK 364.

**SOCI 366 Social Inequality 3 cr.**

The theory of stratification or inequality in society; relevant social policy. Emphasis on American society and current social programs addressing inequality. Variable. Prerequisite: SOCI 100 or SOCI 111.

**SOCI 367 Sociology of Medicine 3 cr.**

Organizations, personnel, issues, and problems in medical care. Social influences on health and illness. Variable. Not open to students who have credit for former SOCI 467. Prerequisite: SOCI 100 or SOCI 111.

**SOCI 436 Sociological Aspects of Mass Communication 3 cr.**

The social development of the mass media, societal influences upon them, and their effects upon society. Variable. Prerequisite: 9 hrs. of sociology or permission of instructor.

**SOCI 442 Juvenile Delinquency 3 cr.**

The social causes and consequences of juvenile delinquency. Juvenile law, the police, courts, and correctional institutions. Every semester. Prerequisite: SOCI 340 or POSC 324 or permission of instructor.

**SOCI 443 The American Correctional System 3 cr.**

The philosophies of punishment and corrections. Analysis of programs and their effectiveness for punishment and rehabilitation of convicted criminals. Every semester. Prerequisite: SOCI 340 or POSC 324 or permission of instructor.

**SOCI 450 Classical Sociological Theory 3 cr.**

Survey of sociological thought since Comte and its relevance to modern sociology. Construction of theory by students themselves. Fall. Prerequisite: 21 hrs. in Sociology or permission of instructor.

**SOCI 451 Contemporary Sociological Theory 3 cr.**

Survey of contemporary sociological thought since the mid-20th century and its relevance to modern sociology. Construction of theory by students themselves. Spring. Prerequisite: SOCI 450; 21 hrs. of Sociology or permission of instructor.

**SOCI 466 Women, Health and Healing 3 cr.**

A feminist examination and analysis of women's experiences with health and illness, including women's roles in health care systems as patients and care providers. Variable. Not open to students who have credit for former SOCI 368. Prerequisite: SOCI 100 or SOCI 111 and junior or senior standing or permission of instructor.

**SOCI 468 Sociology of Later Life 3 cr.**

The dimensions of aging, including the aging process, the implications of increasing life expectancy, and societal reactions to the aged. Variable. Prerequisite: SOCI 100 or SOCI 111. Also offered as SOWK 468.

**SOCI 491 Seminar in Sociology 3 cr.**

Advanced studies in selected topics. Individual study and research for class reports. Formal paper required. Variable. May be repeated for credit if topics are substantially different (department chair's permission required). Prerequisite: permission of instructor.

**SOCI 492 Internship Seminar/Research Paper 3 cr.**

Academic component of internship. Required co-registration in 495. Graded A-F. Every semester.

**SOCI 495 Internship in Sociology 6 or 12 cr.**

Experiential component of internship; guided work experience in conjunction with 492; must directly relate to academic program. Full-time interns register for 12 credits in 495 and 3 credits in 492 and may not enroll in other courses. Part-time interns register for 6 credits in 495 and 3 credits in 492. Graded P/F. Every semester. Prerequisites: Junior or senior status; 18 hours in sociology; 2.0 GPA in major and overall; attendance at orientation meeting in semester prior to internship; submission of internship application by fifth week of semester prior to internship; application includes (1) resumé, (2) proposal, (3) letter of acceptance from proposed agency.

**SOCI 498 Readings in Sociology 1-3 cr.**

Open to any upper-level student who submits a proposal, prior to the semester of study, to the professor who will supervise the work. Department Chair's written approval of the proposal is required. Formal report of study is required and filed. Every semester. May be repeated for credit if topics are substantially different (department chair's permission required). Prerequisite: permission of instructor.

**SOCI 499 Individual Problems in Sociology 1-3 cr.**

Special research project open to any upper-level student who submits a proposal, prior to the semester of the project, to the professor who will supervise the project. Department Chair's written approval of the project is required. Formal report of the study is required and filed. Every semester. May be repeated for credit if topics are substantially different (department chair's permission required). Prerequisite: permission of instructor.

Web Page Manager: Terry Russell

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**Business Administration Course Descriptions**
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**BUAD 100 Introduction to Business 3 cr.**

Introduction to the internal and external environment of contemporary business and a survey of basic concepts, principles, and practices of business organizations. Basic business terminology and concepts for beginning students seeking an introduction to the business world or assistance in making career decisions. Does not count for business or accounting majors. Every semester.

**BUAD 291 Legal Environment of Business 3 cr.**

The workings, importance, and origins of legal institutions; the law as a system of social thought and social action. Private property and contract in free enterprise; the evolution of legal attitudes toward business. Every semester. *Prerequisite: sophomore standing.*

**BUAD 301 Personal Finance 3 cr.**

Practical guidance in analyzing and making personal financial decisions: budgeting; borrowing; savings and investments; life, health and casualty insurance. How to get the most from your income, increasing your income, and planning for retirement. Does not count for business or accounting majors. Variable.

**BUAD 303 Principles of Finance 3 cr.**

Introduction to basic principles of the three traditional divisions of finance: financial markets and institutions, investment and portfolio analysis, and corporate finance. Does not count for business or accounting majors. Variable. *Prerequisites: ECON 200 or ECON 202 and ACCT 100 or ACCT 202.*

**BUAD 320 Microcomputer Applications in Business 3 cr.**

Managerial applications of the microcomputer most often encountered in business. Word processing for report writing, spreadsheets for financial modeling, graphics for presentations, and managerial data base applications using commercial programs. Three hrs. lecture/lab. Every semester. *Prerequisite: COSC 220.*

**BUAD 330 International Business 3 cr.**

Introduction to foreign commerce; survey of the environmental, economic, political and social constraints on doing business abroad; discussion of issues and problems facing managers when firms do business with and within foreign countries. Variable. *Prerequisite: 42 credits, or permission of instructor.*

**BUAD 351 Principles of Management 3 cr.**

The practice of managing in today's dynamic environment; the purpose and processes of organizations; managing individuals and groups in organizations. Emphasis is placed on skills needed for managerial success. Every semester. *Prerequisite: 42 credits, or permission of instructor.*

**BUAD 352 Legal Issues in Human Resource Management 3 cr.**

The law as it pertains to the process of Human Resource Management, with special emphasis on equal employment law. Variable. *Prerequisite: BUAD 291.*

**BUAD 355 Production Operations Management 3 cr.**

Introduction to the operations function of a business; the actual provision of services and /or production of goods. A range of analytical tools and techniques are introduced which are useful in planning, organizing, scheduling, and controlling operations. Every semester. *Prerequisites: BUAD 351 and MATH 209.*

**BUAD 356 Organizational Behavior 3 cr.**

Utilization of behavioral approaches in the process of self-development as a leader, understanding leadership as a mind set and as a tool. Emphasis is placed on applications of leadership qualities and interpersonal skills required for managerial success and organizational effectiveness. Every semester. *Prerequisite: BUAD 351 or permission of instructor.*

**BUAD 357 Human Resource Management 3 cr.**

Effective utilization of human resources in organizations: Emphasis on principles, practices and legal aspect of job analysis, recruitment and selection, training, compensation, safety and health, employer-employee rights, union-management relations; current issues in the field. Every semester. *Prerequisite: BUAD 351 or permission of instructor.*

**BUAD 359 Total Quality Management 3 cr.**

The Total Quality Management concept; relationship between quality and competitiveness; developing a quality culture through establishing a customer focus, total employee involvement and empowerment, team building, education and training; total quality tools; implementing total quality management. Variable. *Prerequisite: BUAD 351.*

**BUAD 361 Principles of Marketing 3 cr.**

Introduction to marketing and the fundamentals involved in the marketing process. Functions, institutions, and channels of distribution of goods and services from producer to consumer; the components of marketing strategy and their interrelationships. Every semester. *Prerequisite: 42 credits, or permission of instructor*

**BUAD 363 Advertising 3 cr.**

Overview of advertising and sales promotion; their relation to social and economic systems. Processes for developing and implementing effective advertising programs, including promotional planning, media selection, and layout. Variable. *Prerequisite: BUAD 361.*

**BUAD 364 Retail Management 3 cr.**

Management of the retail function viewed as a separate business operation and as a part of the marketing strategy. Developing a retail strategy: organization, layout, merchandise planning and management, customer service, and pricing. Variable. *Prerequisite: BUAD 361.*

**BUAD 365 Principles of Selling 3 cr.**

Introducing students to the fundamentals of selling which include the selling process from preapproach to post-sale service. Variable. *Prerequisite: BUAD 361 or permission of instructor.*

**BUAD 366 Consumer Behavior 3 cr.**

Concepts and theories of consumer behavior; psychological and sociological influences on consumers. The relation of these theories to marketing strategies; consumer behavior in the segmentation of markets. Variable. *Prerequisite: BUAD 361*

**BUAD 370 Corporate Finance 3 cr.**

Principles of financial management within business enterprises. Topics covered generally include, but are not limited to, basics of stocks and bonds valuation, financial



analysis, capital budgeting, dividend policy, and both short-term financing and long-term capital structure decisions. Every semester. *Prerequisites: ACCT 202 and ECON 202; junior standing or permission of instructor.*

**BUAD 371 Principles of Insurance 3 cr.**

The nature of risk and its effect on the business enterprise. Various types of insurance underwriting practices, actuarial and contractual problems, and government regulations. Variable. *Prerequisite: sophomore standing.*

**BUAD 373 Commercial Bank Management 3 cr.**

Operation and management of our commercial banks. Techniques and principles followed by commercial banks; managerial practices common to banking operations. Variable. *Prerequisite: BUAD 370.*

**BUAD 375 Financial Institutions 3 cr.**

Concepts of financial intermediation, characteristics of institutions within the financial services industry, regulation, and financial innovation. Management of liquidity, credit, interest rate, and other risks in a global economic environment. Variable. *Prerequisite: BUAD 370.*

**BUAD 376 Financial Management 3 cr.**

Financial planning and performance evaluation in the business enterprise; obtaining and investing funds. Case-study approach to financial decision making: basic financial analysis, working capital management, capital budgeting, long-term financing, leasing mergers, acquisitions, and bankruptcy. Every semester. *Prerequisites: BUAD 370 or both ACCT 302 and 315.*

**BUAD 377 Pension Fund Management 3 cr.**

Retirement income savings planning. Characteristics of various private pension plans and 401(K) plans. Management of defined contribution plans and defined benefit plans, investment of pension assets and performance evaluation of pension funds. Variable. *Prerequisites: 3 credits of accounting and 3 credits of economics.*

**BUAD 381 Principles of Real Estate 3 cr.**

Industry principles and factors influencing the real estate business. Contracts, deeds, valuation, financing, and government regulation. Meets requirements of Regulation 19, Maryland Real Estate Commission, Department of Licensing and Regulation, for real estate salespersons. Variable. *Prerequisite: sophomore standing.*

**BUAD 415 New Business Ventures 3 cr.**

Development of new ideas and opportunities into new businesses, potential problems and requirements for success, sources of venture capital, development of business plans. Course will use a case study approach requiring both oral and written presentations. Every semester. *Prerequisites: BUAD 351, 361, and 303 or 370, or permission of instructor.*

**BUAD 450 International Management 3 cr.**

Study of international and comparative management theories, concepts and practices managing in a global environment, cross-cultural management practices, managing human resources in international corporations, unique challenges in managing transnational organizations, and contemporary issues facing global managers. Variable. *Prerequisite: BUAD 330.*

**BUAD 452 Staffing and Development 3 cr.**

The role of human resource professionals at every stage of the employment process from pre-hiring to post-firing, staffing policies, internal and external recruitment, HR development strategies and training program development, career management,

outplacement programs. Variable. *Prerequisite: BUAD 357.*

**BUAD 455 Management Information Systems 3 cr.**

Relation of MIS to the management functions of planning, control, and decision making. Concepts that underlie a MIS: systems management, data bases, computers telecommunications, and general systems design and implementation. Variable. *Prerequisites: BUAD 351 and COSC 220 or BUAD 320.*

**BUAD 456 Compensation Management 3 cr.**

The principles of compensation management, job analysis and evaluation, establishment and administration of pay systems, employee benefits, executive compensation. Variable. *Prerequisite: BUAD 357.*

**BUAD 457 Labor Relations 3 cr.**

The role of management and unions in our society, labor-management problems and their resolution, the collective bargaining process, the legal framework of labor-management relations, administration of the labor contract. Variable. *Prerequisite: BUAD 357.*

**BUAD 460 International Marketing 3 cr.**

Study of the marketing function from an international perspective. Discussion of the cultural, legal, political and economic aspects of international marketing, in addition to international marketing policies and strategies. Comparison of markets and marketing techniques in the U.S. and foreign markets. Problems and techniques of export marketing are highlighted. Variable. *Prerequisite: BUAD 361.*

**BUAD 461 Advertising Campaigns 3 cr.**

Study of theory and practice of integrating advertising, personal selling, sales promotion, public relations and other marketing communication tools to send to target audiences a consistent, persuasive message that promotes organizational goals. Variable. *Prerequisite: BUAD 363.*

**BUAD 462 Marketing Research 3 cr.**

Design, collection, and analysis of marketing data relating to consumer, product, and market demands. Statistical designs, sampling techniques, Bayesian decision theory, and development of market information systems. Variable. *Prerequisite: 6 cr. in marketing, including BUAD 361, MATH 209; 2nd semester junior standing.*

**BUAD 463 Advanced Marketing Research 3 cr.**

Field applications of marketing research techniques thought design, implementation, analysis and reporting of questionnaires relating to current marketing situations. Variable. *Prerequisites: BUAD 462.*

**BUAD 465 Marketing Strategies 3 cr.**

Market analysis, product planning, channels of distribution, pricing, and promotional decision making; analysis of environmental constraints and market opportunities. Variable. *Prerequisites: 9 cr. in marketing and 2nd semester junior standing.*

**BUAD 466 Services Marketing 3 cr.**

Discussion of marketing theory and methods in the management of services. Elements of the service marketing mix are emphasized. Variable. *Prerequisite: BUAD 361.*

**BUAD 469 Marketing Plans Development 3 cr.**

Development of complete and formal marketing plans for existing or new consumer products. Structure encompasses all aspects of a contemporary marketing plan from

situational analysis through implementation and control. Variable. *Prerequisites: Senior standing and BUAD 363, 366, 462, 465 or permission of instructor.*

**BUAD 470 International Financial Management 3 cr.**

Analysis of financial management in a multinational enterprise. Management of foreign exchange risks, translation and transaction exposure, participation in global financial markets, foreign asset management, political risks. Variable. *Prerequisite: BUAD 370.*

**BUAD 475 Securities Investment 3 cr.**

Investment opportunities in financial instruments. Valuation of fixed income, equity, and derivative securities. Evaluation of mutual funds. Investment strategies for portfolio management: portfolio selection, diversification, and performance analysis. Variable. *Prerequisite: BUAD 370 or senior standing.*

**BUAD 478 Options and Futures 3 cr.**

Study of financial futures, options and techniques of financial engineering. Institutional features, and basic valuation principles of futures contracts on interest rates, foreign currencies, and stock market indices. Valuation and application of put and call options. Options on futures and recent developments in financial engineering. Variable. *Prerequisite: BUAD 475 or permission of the instructor*

**BUAD 479 Financial Policy 3 cr.**

Advanced topics in corporate financial policy. Extensive case study and readings-based approaches to developing and implementing financial policy. Short-term financial planning, advanced capital budgeting, valuation of the firm, long-term strategic financial planning and issues of corporate restructuring. Variable. *Prerequisites: 9 crs. in finance and senior standing.*

**BUAD 480 Business and Society 3 cr.**

The relationship of business with society; stakeholder relationships; social, ethical and public issues affecting business and managerial approaches for dealing with these issues. Emphasis on the social responsibilities of business. Variable. *Prerequisite: 6 crs. of business course work and senior standing.*

**BUAD 485 Business Policy and Strategy 3 cr.**

Strategy and policy formulation and implementation; effects on various levels of management. Integrating the functions of the enterprise within the social, political, legal and economic environment. A case-study approach requiring both written and oral presentations of case problems. Every semester. *Prerequisites: senior standing and 18 hrs. of business administration, including BUAD 351, 361, and 370.*

**BUAD 490 Special Topics in Business Administration 3 cr.**

A detailed study of a limited topic, problem, or period. Topics vary from semester to semester. Variable. *Prerequisites: Senior standing and 18 hrs. of business administration course work, or permission of instructor.*

**BUAD 491 Seminar in Business Administration 3 cr.**

Advanced topics in business administration. Under the selected theme of the seminar, each student presents research papers for critical analysis by seminar participants. Variable. *Prerequisite: senior standing and 18 hrs. of business administration course work.*

**BUAD 492 Internship Research Paper 3 cr.**

The separately graded academic component of the internship, required in conjunction with 495. Graded A through F. The entire internship (495 and 492) is for a total of 15 credits for full-time interns and 9 credits for part-time interns. Variable. *Corequisite:*

**BUAD 495.****BUAD 494 Field Experience in Business Administration 3 cr.**

Supervised field experience for majors, relating to operations in commercial or government organizations. Detailed report on the experience required. No more than one field experience may be applied toward graduation. Variable. *Prerequisites: junior or senior standing; minimum of 12 hrs. in business administration; approval of the department Internship Committee.*

**BUAD 495 Internship in Business Administration 6 or 12 cr.**

Guided work experience with an academic component. Work must be directly related to academic program. Full-time interns register for 12 credits and may not enroll in any other courses (except 492, required). Part-time interns register for 6 credits. The experiential component is graded P/F. Variable. *Prerequisites: junior or senior status, in good academic standing; submission of a completed Internship Agreement form to the departmental internship director prior to registering. Corequisite: BUAD 492.*

**BUAD 499 Independent Study in Business Administration 1 - 3 cr.**

Research and report on a specific topic not covered by regularly rostered courses. Topic will be defined by the student in conjunction with faculty sponsor. Proposals must be approved prior to registration. Every semester. Course may be repeated for a maximum of 4 credits. *Prerequisites: 18 credits of BUAD course work, senior standing and permission of department chair.*

Web Page Manager: [Sudhir Singh](#)

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**ACCT 491 Seminar in Accounting 3 cr.**

Advanced topics in accounting chosen under supervision of instructor. Research paper submitted for seminar analysis. Discussion leadership expected. Variable. *Prerequisites: senior standing and a C grade in ACCT 305.*

**ACCT 494 Field Experience in Accounting 3 or 6 cr.**

Guided work experience in public accounting, industry, government or non-profit accounting. Minimum of 135 clock hours of experience. Academic component consists of two research papers on experience-related topics and a detailed report on the field experience. Credit hours determined by departmental Field Experience/Internship Committee. Previous experience not acceptable for credit. Repeatable up to 6 credits. Spring and Summer. *Prerequisites: Junior or Senior standing, 12 cr. in accounting, departmental approval.*

**ACCT 495 Internship in Accounting 9 or 15 cr.**

Guided work experience in public accounting, industry, government or non-profit accounting. *Minimum of 360 clock hours on internship for 9 credits. Minimum of 600 clock hours (full-time work) for 15 credits. Academic component consists of two research papers on internship-related topics and a detailed report on the internship. Credit hours determined by departmental Field Experience/Internship Committee. Credit hours cannot be used toward accounting major requirements. Previous experience not acceptable for credit. Graded P/F. Spring and Summer. Prerequisites: Junior or Senior standing, 12 cr. in accounting, departmental approval.*

Web Page Manager: Connie Groer

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### **CMAT 100 Communication Practicum 1/2 to 1 cr.**

Entry level work experience in applying communication theory. Opportunities announced in Undergraduate Schedule Booklet every semester. Repeatable to 4 credits; may not be applied to fulfillment of major requirements. Prerequisite: permission of instructor.

### **CMAT 102 Introduction to Speech Communication 3 cr.**

Fundamental theory and practice of speech communication in dyadic, small-group, and public situations. Every semester.

### **CMAT 103 Voice and Articulation 3 cr.**

Voice production and articulation standards. Quality, flexibility, resonance, force, freedom from dialect. Individual attention provided. Variable.

### **CMAT 104 Theatre 1/2 to 1 cr.**

Practical application of principles of acting, directing, or technical aspects, open to all students. Minimum 45 clock hours. Not for students currently enrolled in related courses. Repeatable; 3 credits applicable to major. Every semester.

### **CMAT 105 Introduction to Mass Communication 3 cr.**

A study of the field of mass communication in the United States with attention to the historical origins of film, print, and electronic media; the relative effects of these media upon society; the general nature of management organization in the industry; and an overview of the origins and nature of media regulation. Every semester.

### **CMAT 106 Introduction to Theatre 3 cr.**

Basic elements of the theatre: play, playwright, player, director, audience. A survey of theatrical forms from ancient times to the present. GEP LAC Group A. Every semester.

### **CMAT 107 Introduction to Theatrical Vision 3 cr.**

A general study of design for the theatre aimed at an understanding and facility in visual thinking, visual communication, and visual evaluation. The course covers general design terminology, basic design research, basic design skills, and introduction to theatre styles and conventions. Three hours lecture, one two-hour lab. GEP LAC Group A. Every semester.

### **CMAT 110 Introduction to Acting 3 cr.**

Introductory preparation for acting through developmental exercises. Every semester.

### **CMAT 112 Honors: Introduction to Speech Communication 3 cr.**

Fundamental theory and practice of speech communication in dyadic, small-group, and public situations. Student-led discussions, activities. Variable. Prerequisite: admissions to Honors Program or written permission of instructor.

### **CMAT 122 Introduction to Public Speaking 3 cr.**

Introduction to, and guided application of, basic principles which underlie effective public speaking and listening in informative, persuasive, and ceremonial speeches.

Yearly.

**CMAT 132 Introduction to Interpersonal & Small Group Communication 3 cr.**  
Development of critical thinking, problem-solving, and relational skills in one-on-one and small group settings. Yearly.

**CMAT 150 Introduction to Radio 3 cr.**  
Study of radio in the United States, both AM and FM, with presentations on the basic electronics, operation, regulation, staffing and selling. Variable.

**CMAT 200 Fundamentals of Media Production 3 cr.**  
Student production of short projects directed to a specific audience; a major student-scripted multi-media presentation to the class. Use of media equipment and techniques. Four hrs. per week. Variable.

**CMAT 204 Stagecraft 3 cr.**  
Advanced study and practice in constructing, handling, rigging, and shifting scenery and properties. Attention given to techniques with metals and plastics. Fundamentals of drafting techniques for theatrical application. Work on department productions required. Two hours lecture, one two-hour studio. Yearly.

**CMAT 208 Acting: Stanislavskian Approaches 3 cr.**  
An introduction to the basic principles of the Stanislavski approach to acting and to the application of its components, including: Sense Memory, Affective Memory, Relaxation, Concentration, Justification, Improvisation and Animal Exercises. Consists of work involving various exercises - very little text or scene work will be covered. Variable. *Prerequisite: CMAT 110 or permission of the department.*

**CMAT 211 Introduction to Film Studies 3 cr.**  
Development of the movies as an art form; major movements, major figures. One hour lecture, weekly film viewing, and 1 hr. discussion and interpretation. Variable.

**CMAT 212 Video Production Industry 3 cr.**  
Survey of professional uses of video in communication, including broad-cast television, corporate video, and educational television. Introduction to crewing, procedures, and equipment for multi-camera production systems. Every semester.

**CMAT 213 Audio Production 3 cr.**  
Development of skills in multiple aspects of audio production. Through lecture and labs, students learn to script, produce, and record news, commercial, and entertainment programs. Analog and digital processing techniques will be included. Variable.

**CMAT 215 Small Group Communication 3 cr.**  
Principles and practice of communication in small, task-oriented groups. Interaction of task and social dimensions. Problem-solving groups and decision-making principles and methods. Yearly.

**CMAT 225 Interviewing 3 cr.**  
Communication in informational, appraisal, employment, and persuasive interviews. Selecting and structuring questions to achieve specific objectives. Every semester. *Prerequisite: CMAT 102/112.*

**CMAT 250 Announcing and Performance 3 cr.**  
Training in the physical, intellectual, and technical requirements for talent in the electronic media. Development of basic performance skills in news, entertainment,

advertising, and informational programming. Two hrs. lecture, 2 hrs. lab. Variable. *Prerequisites: CMAT 212 and CMAT 225, or per-mission of instructor.*

**CMAT 300 Interpersonal Communication Theory 3 cr.**

Humanistic and scientific approaches to interpersonal communication. Philosophical bases of interpersonal communication theory. Every semester. *Prerequisite: CMAT 102/112 or CMAT 132 or permission of instructor.*

**CMAT 301 Multi-Media Workshop 3 cr.**

Techniques in aural and visual media; use of specialized photography, sound recording, video, and graphics; production of multimedia programs; current and developing media technology. Variable. *Prerequisite: CMAT 200.*

**CMAT 302 Argumentation and Debate 3 cr.**

Analysis, construction, and communication of logical arguments in a variety of decision-making contexts. Alternate years. *Prerequisite: CMAT 102/112 or CMAT 122 or permission of instructor.*

**CMAT 303 Contemporary Public Address \_ 1960 to Present 3 cr.**

Study of leading contemporary speakers on major issues. During presidential election year, emphasis on candidates and issues. Analysis and criticism of content, style, organization, and delivery of current speeches. Alternate years.

**CMAT 305 Scene Design 3 cr.**

Techniques of scene design; scenic styles and forms; esthetic principles including ground plan, front and rear elevation, rendering, and building of models. Yearly. *Prerequisite: CMAT 107 or permission of instructor. Recommended: CMAT 204.*

**CMAT 306 Stage Lighting 3 cr.**

Lighting as artistic design: theory and practice, types of equipment, use and deployment, and innovations. Yearly. *Prerequisite: CMAT 107 or per-mission of instructor. Recommended: CMAT 204.*

**CMAT 307 Costume Design 3 cr.**

Studio course in design of costumes for theatre; visual interpretation of plays through character. History of dress; fashion effects; styles, fabric, draping, costume constructions. Yearly. *Prerequisite: CMAT 107 or per-mission of instructor.*

**CMAT 308 Directing 3 cr.**

Techniques for directing with practice in interpretation and staging of plays from the modern era. Yearly. *Prerequisite: CMAT 107 or permission of instructor.*

**CMAT 309 Experiments in Scripting and Staging 3 cr.**

Creating scripts from short stories, novels, and such non-narrative sources as historical documents or poetry. Staging experimental performances of the scripts. Variable. *Prerequisite: CMAT 310 or permission of instructor.*

**CMAT 310 Performance Studies 3 cr.**

Development of specific skills needed for the interpretation and performance of various forms of literature. Yearly.

**CMAT 311 Video Production Workshop 3 cr.**

Introduction to the technical and aesthetic aspects of single camera video production as applied to a variety of projects. Students produce various FSU sports and special events to be carried on FSU-TV cable channel 3. Fall and spring. *Prerequisite: CMAT 212 or permission of instructor.*



**CMAT 312 Language Behavior and Communication 3 cr.**

Processes of human language that enhance or limit thought and expression; development of language and symbolizing, relationship of thought to language, effects of language behavior. Every semester. *Prerequisite: CMAT 102/112 or permission of instructor.*

**CMAT 313 American Popular Culture 3 cr.**

Popular customs and entertainment in a mass society with leisure time and technological innovations. American humor, story-telling, popular music, radio, television, film, and stage entertainment. Variable.

**CMAT 315 Creative Dramatics 3 cr.**

Creative dramatic activity for learning and self-development of the child. Laboratory experience in supervising creative dramatic activity. Variable. *Prerequisite: permission of instructor.*

**CMAT 316 Telecommunications Management 3 cr.**

A study of problems of organization and management of radio and television stations with attention to problems of programming, sales, public relations, governmental agencies, and audiences. Also a consideration of regulatory, station, personnel, and affiliation restraints upon decision-making in management. Yearly.

**CMAT 318 Acting: Analysis and Performance 3 cr.**

A continuation of the study of the Stanislavskian approach to acting and the application of its principles through exercises, text analysis and rehearsals of scenes from major modern realistic playwrights. Yearly. *Prerequisite: CMAT 208 or equivalent.*

**CMAT 319 Acting in Pre-Modern Drama 3 cr.**

Preparation for acting the classical repertoire from the Renaissance through the eighteenth century. Alternate years..

**CMAT 322 Advanced Public Speaking 3 cr.**

Theory, practice and criticism of speaking in public. Major attention to rhetorical sensitivity and analysis. Alternate years. *Prerequisite: CMAT 102/112 or CMAT 122.*

**CMAT 325 Advanced Directing 3 cr.**

Directing period and modern plays of various genres in a variety of styles. Yearly. *Prerequisite: CMAT 308 or permission of instructor.*

**CMAT 326 Writing for Electronic Media 3 cr.**

Fundamentals of broadcast writing; vocabulary, syntax, organizing ideas according to broadcast needs. Sound message versus print message: aural style and announcing as message acting. Print versus electronic writing. News formats. Every semester. *Prerequisite: prior journalism study or experience or permission of instructor.*

**CMAT 336 Broadcast-Cable Programming 3 cr.**

Study of the general theoretical principles of scheduling and selecting programming for broadcasting and cable uses. An examination of general programming principles and practices, regulatory constraints upon programming, the nature and interpretation of ratings and their influence upon programming. Alternate years.

**CMAT 340 Theatre Management 3 cr.**

Business and production management of theatrical ventures; to include box office, budget, promotion, and personnel. Variable. *Prerequisite: permission of instructor..*

**CMAT 346 Mass Communication Theory 3 cr.**

Survey and analysis of communication within a mass society, including examination of culture, effects, audience, and industry. Every semester. *Prerequisites: CMAT 102/112, 105, 225 or permission of instructor.*

**CMAT 347 Telecommunications Law 3 cr.**

Survey of both constitutional and administrative laws, regulations, and public policies which govern the United States' telecommunication systems. Every semester..

**CMAT 400 Theatre Production 3 cr.**

Practical application of the principles of theatre production on the advanced level, involving participation in actual production, classes, and workshops of university-affiliated professional theatre. May be repeated. Variable. *Prerequisite: permission of department.*

**CMAT 407 Topics in Production Techniques 2 or 3 crs.**

Detailed techniques concerning a particular production subject announced in advance. Lecture and practical laboratory. Repeatable on a different topic. Variable. *Prerequisite: permission of instructor.*

**CMAT 422 Rhetorical Criticism 3 cr.**

Criteria and methods for analysis of rhetorical discourse. Neo-Aristotelian, Genre, Feminist, Metaphoric, Narrative and Burkeian approaches. Alternate years. *Prerequisite: CMAT 322 or permission of instructor.*

**CMAT 425 History of the Theatre I 3 cr.**

Study of the cultural background of the theatre and the historical development of dramatic art from its beginnings to the Elizabethan period. Alternate years. *Prerequisite: permission of instructor.*

**CMAT 426 History of the Theatre II 3 cr.**

Study of the cultural background of the theatre and the historical development of dramatic art from the English Renaissance to modern times. Alternate years. *Prerequisite: permission of instructor.*

**CMAT 427 History of the Theatre III 3 cr.**

Study of the cultural background of theatre and the historical development of dramatic art in the modern era (1850 A.D. to the present). Alternate years. *Prerequisite: permission of instructor.*

**CMAT 428 Women Through Theatre 3 cr.**

Seminar providing a historical survey of women's participation in theatre, examination of images of women presented by both female and male dramatists, and exploration of the contemporary world of women in theatre and related fields. Alternate years. *Prerequisite: permission of instructor.*

**CMAT 431 World Drama I: Premodern 3 cr.**

World Drama from the 5th century B.C. Greeks to the late 19th century. Representative dramatists and forms from both the West and the East. Multicultural emphasis on the use and development of drama. Also offered as ENGL 431. Alternate years. *Prerequisite: ENGL/MDFL 150/250 or CMAT 106 or permission of instructor.*

**CMAT 432 World Drama II: Twentieth Century 3 cr.**

World Drama during the twentieth century. Representative dramatists and forms from

both the West and the East. Multicultural emphasis on the variety of dramatic forms. Also offered as ENGL 432. Alternate years. *Prerequisite: ENGL/MDFL 150/250 or CMAT 106 or permission of instructor.*

**CMAT 451 Theories of Persuasion 3 cr.**

Seminar in the dynamics of persuasion in speaking and related modes. Contemporary and classical theory. Application to realistic settings. Alternate years. *Prerequisite: permission of instructor.*

**CMAT 456 Creative Strategies in Advertising & Media Buying 3 cr.**

Investigation of how effective advertising campaigns are mounted by agencies. Creative strategies emphasized. A campaign for a new product is researched, designed, and presented by students. A basic understanding of media placement, rates and rate cards included. Every semester. *Prerequisites: BUAD 361 and CMAT 326 or permission of the instructor.*

**CMAT 465 Projects in Theatrical Design 3 cr.**

Advanced design projects in scenery, lighting, or costumes. Emphasis on musical forms: opera, dance, and musical theatre. Weekly presentations. Repeatable to a maximum of 9 hrs. Variable. *Prerequisite: CMAT 305, 306, or 307, and written permission of the instructor.*

**CMAT 475 Rhetorical Theories 3 cr.**

Rhetorical theories from classical Greek times through the 20th century. Relationship of theories to practice in contemporary forums, cultures, environments, and media. Alternate years.

**CMAT 485 Issues and Responsibilities of Communication 3 cr.**

Study of ethical perspectives and legal constraints on communication as practiced in interpersonal, public, mass media, and artistic situations. Every semester.

**CMAT 487 Advanced Video Production 3 cr.**

Advanced production course designed to enable each student to utilize production skills acquired in other courses to produce regularly scheduled television programming to be broadcast on the University's cable channel three. Two hrs. lecture, 2 hrs. lab. Every semester. *Prerequisite: CMAT 212, 311, or permission of instructor.*

**CMAT 488 Cable Channel Operation and Management 3 cr.**

Student operation and management of the University's cable channel 3. Students are responsible for producing and maintaining the message board, and a program schedule and log. Students also produce programming such as sports and special events, sign-on/sign-off announcements and promotional program spots. 1 hr. lecture 6 hr. lab. Every semester. *Prerequisite: CMAT 311, CMAT 487, or permission of instructor.*

**CMAT 489 Special Topics in Acting 3 cr.**

Studies and performance of scenes from contemporary non-realistic forms of drama including the works of Pinter, Brecht and Beckett. Variable. *Prerequisite: permission of instructor.*

**CMAT 490 Special Topics in Communication and Theatre Arts 3 cr.**

Research or applied experience on an announced selected topic. Variable. *Prerequisite: permission of instructor.*

**CMAT 492 Internship Project 3 cr.**

Academic component of internship experience, in conjunction with CMAT 495. Grades A through F. Every summer. *Corequisite: CMAT 495.*

**CMAT 493 Field Work in Theatre Practice 1 to 3 crs.**

Participation in production and/or management in an approved theatre or in an organization in a related communication field. Participants in university-affiliated professional theatre may be eligible. May be repeated. Variable. *Prerequisite: permission of department.*

**CMAT 494 Mass Communication Practicum 1 to 3 crs.**

Supervised field experience for Mass Communication majors. Participation in the communication operations of a commercial, governmental, or educational organization. Repeatable but only 3 credits may be applied for the completion of one professional focus. Every semester. *Prerequisite: Junior/senior standing, a minimum of 12 credits in Mass Communication courses, and permission of the instructor.*

**CMAT 495 Internship in Communication 6 or 12 crs.**

Experiential component of internship: guided work experience directly related to student's academic program. Full-time interns register for 12 credits in 495, 3 credits in 492, and may not enroll in any other courses. Part-time interns must register for 6 credits in 495 and 3 credits in 492. Graded P/F. Summer only. *Prerequisites: Junior/senior status, not on probation; declared major in speech communication or mass communication, minimum 12 cr. in speech communication or mass communication, and 2.5 GPA in major; Internship Agreement Form approved by department internship director before registering.*

**CMAT 499 Directed Study 1 to 6 crs.**

Intensive study through faculty-directed projects or papers. Hours arranged. Variable. *Prerequisite: permission of Department Chair.*

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## Undergraduate Course Descriptions

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### **COSC 100 Introduction to Computer Science 3 cr.**

A survey of the historical, technological, and societal aspects of computing with a practical component involving contemporary software applications. Topics include past and future computing, hardware, software, computer systems, data representation and processing, and social and ethical concerns of computing. Practical applications include word processors, spreadsheets, database managers, graphics packages, and telecommunications software. Every semester.

### **COSC 110 Honors: Introduction to Computer Science 3 cr.**

A survey of the historical, technological, and societal aspects of computing with a practical component involving contemporary software applications and a programming component using a modern, high-level language. Topics include past and future computing, hardware, software, algorithms, computer systems, data representation and processing, and social and ethical concerns of computing. Practical applications include word processors, spreadsheets, database managers, programming languages, graphics packages, telecommunications software and desktop publishing software. Fall only. Prerequisite: acceptance into the Honors Program or permission of instructor.

### **COSC 120 Introduction to Cyberspace 3 cr.**

A survey of the primary Internet resources, using a world wide web browser as the interface to the Internet; WAN resources beyond the Internet will also be explored. Introduction to networks and communication hardware and software. The learning environment will be a combination of labs and lectures. Every semester.

### **COSC 200 Computer Science I 3 cr.**

An introduction to problem solving on digital computers, algorithm development and design. Fundamental computer programming concepts and constructs including sequence, selection, iteration, subprograms, data types and arrays. A thorough study and programming experience with a high-level structured programming language. Every semester. Prerequisite: COSC 100 or 110 or permission of instructor.

### **COSC 201 Computer Science II 3 cr.**

Design and implementation of data structures used in programming such as linked lists, stacks and queues. Internal sorting, searching, and merging algorithms. Recursion. Performance analysis of algorithms. Every semester. Prerequisite: COSC 200.

### **COSC 220 Introduction to Software Applications 3 cr.**

Survey of hardware, introduction to software used in business applications, microcomputer operating system, graphics, word processing, spreadsheet, database management systems, and network communication software for microcomputers. Every semester. Prerequisite: COSC 100 or COSC 110.

### **COSC 300 Structured Systems Analysis and Design 3 cr.**

Analysis and design of information processing systems. Topics include system development life cycle: study phase, design phase, development phase, operation phase. Student will design and analyze a simple system. Spring only. Prerequisite:

COSC 220 or COSC 320.

**COSC 305 Computer Ethics 3 cr.**

Ethical issues related to computing. Includes topics such as responsibility of the computing professional, computerized crime, technology and employment, equitable access to computing, national databases and privacy, software ownership, and responsibilities of the computing profession. Fall only. Prerequisite: COSC 200.

**COSC 310 Data Structures and File Organization 3 cr.**

Design and implementation of advanced data structures for computer applications. Topics include trees, graphs, external sorting, hash table and file organization management. Fall only. Prerequisite: COSC 201.

**COSC 320 Business Programming 3 cr.**

Design and implementation of business programming using COBOL. Writing programs to generate reports from sequential data files. Report formatting and paging techniques; edited PIC clauses; control breaks, sorting table and table processing, sequential, indexed, and relative files. Every semester. Prerequisite: COSC 200.

**COSC 325 Software Engineering 3 cr.**

Techniques and methodologies of software engineering. Topics include quality assurance, software protection and security. Spring only. Prerequisite: COSC 201.

**COSC 330 Graphical User Interfaces & Interactive Environments 3 cr.**

A practical study of the design, acquisition and technical manipulation of multimedia elements for inclusion in an interactive environment such as the World Wide Web, presentation software, and tutorial/training packages. Course elements include: core concepts of Graphical User Interfaces (GUIs); elements of interface design; file formats, such as text, graphics, compression and archiving, encoding, sound, and video; file transfer; the acquisition and manipulation of multimedia data; and the implementation and evaluation of interactive software. Not open to students who have credit for former COSC 230. Every semester.

**COSC 335 Network Architecture Design 3 cr.**

An introduction to the design of networks. Topics include network architectures, protocols, Ethernet lans, token ring lans, established networks, network relays, repeaters, bridges, routers, network administration, inter-network design, and advanced network architectures. Fall only, odd-numbered years. Prerequisite: COSC 365.

**COSC 340 Database Applications for Microcomputers 3 cr.**

Database management systems for business applications with emphasis on database requirements and design using microcomputer relational databases. Fall only. Prerequisite: COSC 201.

**COSC 345 The Internet and Multimedia Communications 3 cr.**

An introduction to protocols and applications of multimedia communications. Topics include multimedia networks, compression methods, network protocols, end to end multicast, and multimedia application. Spring only, even-numbered years. Prerequisite: COSC 365.

**COSC 350 Computer Organization and Assembly Language 3 cr.**

An introduction to the logical architecture of the computer and to machine organization fundamentals such as bus structures and microcode -as viewed by the assembly language programmer. Every semester. Prerequisite: COSC 200.

**COSC 365 Digital Logic and Computer Design 3 cr.**

Basic switching theory. Design and analysis of combinational logic circuits and synchronous sequential systems. Minimization techniques. Programmable logic and basic computer architecture. Register transfer language. Memory decoding, microprogramming, and bus structure and operation. Detailed study of an actual simple minicomputer or microcomputer system. Every semester. Prerequisites: COSC 350 and MATH 200.

**COSC 380 Computer-Based Information Systems 3 cr.**

Computer information systems from a system planning perspective. Topics include digital communication evaluation, distributed resources, distributed processing and decision-making models. Several case studies are analyzed. Fall only. Prerequisite: COSC 200.

**COSC 390 Topics in Modern Programming Languages 1 to 3 cr.**

A modern programming language will be covered. Topics include the syntax and semantics of the language as well as the language programming environment. Example programs will deal with applications particularly suited to the chosen language. Students will be required to design and implement a major programming project. Variable. Prerequisite: COSC 201.

**COSC 410 Data and Computer Communication 3 cr.**

Fundamentals of data communications. Transmission media characteristics, data encoding, and multiplexing. Causes of transmission errors and data link control. Circuit switching, message packing and packet switching. Local area networks, introduction to terrestrial and satellite networks, ISDN, and future trends. Spring only. Prerequisite: COSC 365.

**COSC 415 Computer Interfacing 3 cr.**

Basic digital computer interfacing, combining digital electronics, programming, and computer architecture. Topics include transducers, electronic amplification, D/A and A/D conversion, data sampling, data storage and retrieval, laboratory exercises in discrete and integrated software, survey of commercially available interface devices. Two hrs. lecture and 3 hrs. lab. per week. Variable. Prerequisites: COSC 200, PHYS 216 or PHYS 262 and PHSC 315 or PHYS 332 or permission of the instructor. Also offered as PHYS 415.

**COSC 420 Robotics and Computer Control 3 cr.**

Introduction to the field of robotics: applications, safety, sensors, Robotics Languages Model for Computer Aided Design (CAD), speech recognition and generation. Integration of robots with artificial intelligence. Variable. Prerequisite: PHYS 215 or PHYS 261, COSC core classes and permission of the instructor.

**COSC 430 Computer Education 3 cr.**

An investigation of topics relating to the use and teaching of computing technology for students with a computing background. Fall only, odd years. Prerequisite: COSC 200.

**COSC 435 Network Implementation and Testing 3 cr.**

An introduction to the implementation and testing of networks. Topics include OSI layers, structured cabling, network operating systems, network devices, network connections, and the network file system. Fall only, even-numbered years. Prerequisite: COSC 365.

**COSC 440 Database Systems 3 cr.**

Data modeling such as entity-relationship, relational network, and hierarchical data models. Topics include query languages, database management systems. Students are required to design and implement a database in a relational database system. Fall only, odd-numbered years. Prerequisite: COSC 201.

**COSC 445 Network and Distributed System Management 3 cr.**

An introduction to the management of Network and Distributed Systems. Topics include network technologies, monitoring distributed systems, OSI management model, network management protocols, network planning, security for management, and user administration and accounting. Spring only, odd-numbered years. Prerequisite: COSC 365.

**COSC 450 Programming Language Structures 3 cr.**

Features of existing programming languages and underlying concepts. Syntax and semantics, simple statements, grouping of statements, scopes and storage allocations, subroutines. List processing and string manipulation languages. Fall only. Prerequisite: COSC 310 and COSC 350.

**COSC 455 Artificial Intelligence 3 cr.**

An introduction to knowledge representation and inference, logic, semantic networks, frames and rule-based. Natural language processing; pattern recognition, pattern association and computer vision. Fall, even years. Prerequisite: COSC 201.

**COSC 460 Operating Systems Concepts 3 cr.**

Detailed study of operating systems concepts. Process management, scheduling, time slicing, concurrency, mutual exclusion, semaphores, resource management, memory mapping, virtual systems, mass storage, file systems. Case studies of operating systems. Every semester. Prerequisite: COSC 201 and COSC 365.

**COSC 465 Computer Systems Architecture 3 cr.**

Architecture of large computing systems. Instruction set architecture and RISC. Design of high-speed arithmetic units, I/O subsystems, DMA, and channels. Interrupt structures. Horizontal vs. vertical microprogramming. Memory system hierarchy with emphasis on cache, virtual memory, and interleaving. Introduction to parallel processing and advanced architectural trends. Spring only. Prerequisite: COSC 365.

**COSC 470 Compiler Designs and Constructions 3 cr.**

A detailed study of the concepts and techniques used in design and construction of a compiler. Topics include: lexical analysis, syntactic and semantic analysis, intermediate code generation, final code generation, and optimization techniques. Each student will be required to design and implement a functional compiler or interpreter for a given language. Spring only. Prerequisites: COSC 201 and COSC 365.

**COSC 475 Interactive Computer Graphics 3 cr.**

Concepts of computer graphics. Terminology and programming primitives, raster vs. vector hardware, interaction devices, software packages, geometrical transformations two-and three-dimensional viewing, hidden line and surface removal, object hierarchy. Spring only. Even years. Prerequisites: COSC 310 and 350.

**COSC 480 Knowledge-Based Systems 3 cr.**

Concepts of knowledge-based systems with an emphasis on expert systems. Topics include production systems, building of knowledge-based systems and future trends with expert systems. Spring only, odd years. Prerequisite: COSC 380.

**COSC 485 Theory of Computation 3 cr.**

Basic theoretical principles embodied in formal languages, automata, computability, and computational complexity. Emphasis is placed on developing formal descriptions of computers and computational processes, and practical implications of theoretical results. Fall only, even years. Prerequisites: COSC 310, COSC 365 and MATH 200.



**COSC 491 Seminar in Computer Science 1 to 6 cr.**

Group study of advanced topics under faculty supervision; up to 3 credits may apply to major or minor in Computer Science. Every semester. Prerequisites: core courses and written permission of faculty supervisor. DEPARTMENTAL APPROVAL REQUIRED PRIOR TO REGISTERING.

**COSC 494 Field Experience in Computer/Information Science 3 cr.**

Work experience in industry, government, or small business providing an opportunity for practical application of academic training in computer/ information science. The course requirements are: (1) A minimum of 90 hours of field experience; (2) A written report describing in detail the work performed in the field in conjunction with an oral presentation to interested faculty and students; (3) A project paper on a topic related to the work experience. Previous work experience may not be substituted for this course. More than one field experience may be completed, but the number of credits applied toward a Computer Science major is limited to 3. Every semester.

Prerequisite: junior or senior standing and completion of the core courses in Computer Science. DEPARTMENTAL APPROVAL REQUIRED PRIOR TO REGISTERING.

**COSC 499 Individual Problems in Computer Science 1 to 6 cr.**

Individual advanced projects under faculty supervision; up to 3 credits may apply to major or minor in Computer Science. Students must submit a written, clear proposal to faculty supervisor and department. This proposal must be detailed enough to describe topics, time allocation and limitation, objectives, assignments and projects. Every semester. Prerequisites: core courses and written permission of faculty and supervisor. DEPARTMENTAL APPROVAL REQUIRED PRIOR TO REGISTERING.

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## APPENDIX E

### COMMENTS MADE FROM HUMAN RESOURCE EMPLOYEES

1. Depending on the situation whether the age dealt with is youth, collegiate, or professional athletics, some of the answers in the survey would change.
2. Social issues can be a product of sports, but sports should not be a vehicle to push issues. I think sports can help to break down barriers.
3. The most important skills needed in sports are the same as in any other business, good written and verbal communication skills, computer skills and problem solving ability.
4. My answers to the sport management survey were based on my experience in the grass roots marketing of a woman's minor league soccer team. You must have a vision and you must desire results to work toward and then a solid understanding of the tools necessary for success in sports management.
5. Candidate should demonstrate a willingness to handle all aspects of sports management and an interest in and respect for the specific sport.
6. I've found that communication is vital in pro sports. Money and monetary management is also essential. Computer technology is taking over our industry also.
7. Being new to the sports industry there are many things that any upper management personnel needs to know. The most important thing is understanding your market as well as other events you are up against when competing for that entertainment dollar.
8. Work hard, be honest, do not procrastinate and above all-remember where you came from.
9. All professional sports should be based on base salary plus incentives for accomplishments.
10. Best of luck, it is a tough market place!

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