

SPMG 3660 Managerial Ethics and Governance in Sport

Semester/Year	Fall 2015
Time/Location	100% online
Learning Facilitator	Dr. Glaucio Scremin, Associate Professor of Sport Management
Office Location	Coliseum room 2043
Office Hours	Mondays and Wednesdays from 10:00 AM to 12:00 PM and from 1:00 PM to 2:00 PM, Tuesdays from 11:00 AM to 12:30 PM, Thursdays from 10:00 AM to 12:30 PM, and Fridays by appointment only.
Online Hours	Upon request I can be available on Google Hangout.
Telephone	Direct Line: (678) 839-6191 Google Voice: (678) 922-9541 Department Line: (678) 839-6530
Fax	678-839-6195
Email	gscremin@westga.edu
Social Media	Twitter: @ScreminSPMGT For this course use #SPMG3660 LinkedIn: https://www.linkedin.com/in/glaucioscremin
Online Support	D2L Home Page https://westga.view.usg.edu D2L UWG Online help http://uwgonline.westga.edu/students.php D2L 24 hour Help https://d2lhelp.view.usg.edu UWG Distance Learning http://uwgonline.westga.edu Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430 Resources for Distance & Off-Campus Students http://libguides.westga.edu/content.php?pid=194459 Ingram Library Services http://www.westga.edu/library University Bookstore http://www.bookstore.westga.edu

COURSE DESCRIPTION

Students in this course will examine ethics and governance of sport organizations within the context of the managerial function. Students discuss various ethical theories, develop a framework for ethical decision-making, and have the opportunity to apply their decision-making framework to important sport industry issues. Students will also examine various governing agencies of sport and how these organizations impact managerial decision-making through policy development and implementation. Requires admission to the sport management major.

Prerequisite: Admission to the Sport Management program and 2.0 GPA.

COLLEGE OF EDUCATION VISION

The College of Education at the University of West Georgia will be recognized for Leading a New World of Learning, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COLLEGE OF EDUCATION MISSION

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards (Commission on Sport Management Accreditation Common Professional Component, COSMA CPC) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE LEARNING GOALS

Your learning goals for this course are to:

- 1) Summarize the main points of videos, articles, and other resources presented in the "Learn More" section of each course module and relate them with key sport governance and ethical concepts, ideas, and applications.
- 2) Apply your knowledge of ethics and sport governance to accurately analyze case studies, solve practical problems, and address real world scenarios.
- 3) Critically analyze current and relevant informational sources—scholarly and non-scholarly—in ethics and sport governance
- 4) Construct valid arguments and support them with credible evidence.

- 5) Create original, thoughtful, and insightful blog posts and Tweets on current and relevant news in ethics and sport governance

(Conceptual Framework Descriptors: knowledgeable, reflective, inquisitive, and collaborative)
(COSMA CPC: Sport Governance and Ethics)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s): no required text.

Recommended Textbook:

Hums, M. A. & MacLean, J. (2009). *Governance and Policy in Sport Organizations* (2nd ed.). Scottsdale, AZ: Holcomb Hathaway.

Required Instructional Resource:

Tk20 Subscription

Tk20 is available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.

If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

Course References:

DeSensi, J., & Rosenberg, D. (2010). *Ethics and morality in sport management* (3rd ed.). Morgantown, WV: Fitness Information Technology.

Eitzen, D. S. (2006). *Fair and foul: Beyond the myths and paradoxes of sport* (3rd ed.). New York: Rowman & Littlefield Publishers, Inc.

Ferrell, O.C., Fraedrich, John, and Ferrell, Linda (2010). *Business Ethics, Ethical Decision Making & Cases* (8th ed.). Boston, MA: Prentice Hall.

Lumpkin, A., Stoll, S. K., & Beller, J. M. (2003). *Sport ethics: Applications for fair play* (3rd ed.). New York: McGraw-Hill.

Thornton, P. K., Champion, W. T., & Ruddell, L. S. (2012). *Sports Ethics for Sport Management Professionals*. Sudbury, MA: Jones & Bartlett Learning.

COURSE ASSESSMENTS

1. Discussion Forums

The discussion forums are an opportunity for you to develop your critical thinking skills. To successfully demonstrate critical thinking, you must do three things. First, you must carefully read the discussion topic and reflect on how it relates to what you are learning in the course. Second, you must review the literature to find relevant, current, and credible informational sources on the topic. Here you must also analyze the quality of informational sources, both scholarly and non-scholarly. To find scholarly informational sources on international sport, you must go beyond your favorite Internet search engine. Our UWG library has a vast number of online academic databases that you can use. I suggest you start by using the SportDiscus and SBRNet databases. If you have any questions about how to find information, contact a UWG librarian. They are extremely competent and helpful—so take advantage of their expertise. Third, you must construct valid arguments that specifically address *all* aspects of the discussion topic. You must *not* base your arguments solely on your opinion or anecdotal evidence. You must support your points with factual or empirical evidence taken from credible sources. You should also illustrate your arguments with specific and relevant examples.

Discussion topics include current issues, cases, situations, or scenarios related to the broad themes covered throughout the course. You will be evaluated on the thoughtfulness and insightfulness of your discussion entries (see discussion rubric for more detail). In addition, given that discussion forums serve the purpose of generating student interaction, you are expected to post thoughtful questions or comments to at least one of your classmate's discussion entries. Along with your initial discussion entry and comments to one or more of your classmate's entries, you must complete a discussion forum self-assessment (see the Graded Discussion Forums in the "Discussions" area of the course for more details).

There are a total of eleven discussion forums in the course. You must participate in SIX discussion forums. If you participate in more than six discussion forums, your highest six discussion grades will count toward your final grade. I will ONLY grade up to EIGHT discussion forums. You can participate in more than eight discussion forums but I will only grade your first eight discussion forum participations.

Log into CourseDen (D2L) then click on "Mgmt Ethics/Governance in Sport Section E01 Fall Semester 2015 CO". On the course homepage, navigate to the "Discussions" area of the course. Scroll down to the "Graded Discussion Forums" and carefully read both the discussion instructions and rubric. Next, select the discussion topic you want to participate and click on the "Start a New Thread" to write your discussion entry.

(Course Goals: 3 and 4)

2. Assignments

Throughout the semester you will be engaged in a number of learning activities that include but are not limited to problem-based activities, case studies, concept maps, and data analysis. The purpose of these assessments is to have you perform practical tasks that demonstrate meaningful application of governance and ethics concepts in various sport settings.

(Course Goal(s): 2, 3, and 4)

3. Structured Reflections

Learning is an active, NOT a passive process. The most significant learning occurs when you reflect on your learning experiences and construct meaning out of those experiences. A major goal of this course is to help you develop cross-cultural awareness and sensitivity. You won't achieve this goal by simply reading the textbook, reviewing course notes, and then trying to memorize facts and information. To help you achieve this goal, you will take a number of self-assessments, and answer questions designed to make you reflect on your learning experiences in this course.

You will find specific instructions for the Structured Reflections in the "Discussions" area of CourseDen (D2L).

(Course Goal: 3)

4. Participation

Participation serves three purposes. First, it gives you the opportunity for you learn from each other through the exchange of ideas and sharing of information—thus creating a learning community. Second, it helps solidify your learning by making you connect what you will learn in the course with current and relevant information on issues related to governance and ethics in sports. Third, it gives you a chance to create original content and share it with the world using social media.

There are a several ways for you to demonstrate participation. First, you can provide a summary of the articles and videos found in the "Learn More Resources" in each course module. Second, you write a blog related to aspect of governance and ethics in sports. You will find instructions on how write and post your blog in the "START HERE" area of the course. Third, you can Tweet about current news and events related to governance and ethics in sports. You will find instructions on how write and post your Tweets in the "START HERE" area of the course. In all three participation opportunities, you are expected to comment on your fellow classmates responses.

I will monitor your participation contributions but I will not grade them individually. At the end of the course, you are to turn in a one- to two-page participation report. In this report, you will highlight your participation contribution, declare the participation grade you think you deserve, and make a case for why you deserve that grade. I will read your report evaluate

the quality of your participation contributions and grade you accordingly. You will find instructions on what to include in your participation report in the "Dropbox" area of the course.

(Course Goal: 1 and 5)

Assessment	Percent of Final Grade	Assessment Tools	Submit In	Due Date
6 Discussion Forums	30	Rubric	CourseDen	See course schedule for specific due dates
1 Policy Development Assignment	20	Rubric	CourseDen	Sunday, October 11
1 Ethical Decision Making Case Study	20	Rubric	CourseDen	Sunday, November 22
11 Structured Reflections	20	Rubric	CourseDen	See course schedule for specific due dates
1 Participation Report	10	Rubric	CourseDen	Sunday, November 22

GRADING

I will post all assignment grades and my feedback in CourseDen. It may take me from three to seven business days to grade your assignments and give you feedback on your performance.

Grading Scale

A = 90%-100% - Exceptional academic work quality and high level of engagement and collaboration in class and online. Students who achieve a 90% or above exceed what is expected of them in the course.

B = 80%-89% - Competent academic work quality and good level of engagement and collaboration in class and online. Students who achieve an 80% - 89% meet what is expected of them in the course.

C = 70%-79% - Average academic work quality and satisfactory level of engagement and collaboration in class and online. Students who achieve a 70% - 79% barely meet what is expected of them in the course.

D = 60%-69% - below average work quality and effort. Students who achieve a 60% - 69% do not meet what is expected of them in the course.

F = 59% & Below - incomplete or poor work quality and effort. Students who achieve a 59% or below have serious deficiencies and fall well below of what is expected of them in the course.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Attendance

Each time you log into the course in CourseDen (D2L) the time of your login and logout and the activities you performed are recorded. You are expected to log into the course at least five times a week.

Course Workload Time Estimate

The course is divided in twelve modules. Each course module runs for a week (see course schedule). You are required to complete all course activities in the timeframe within each course module (see course schedule). *No late submissions will be allowed.* Below is an estimate of the time it should take you to complete each learning activity within each course module.

Reading Assignment: 1 to 3 hours per course module

Discussion Forums: 1 to 2 hours per discussion topic.

Assignments: 3 to 5 hours per assignment

Structured Reflection: 30 minutes to 1 hour per course module

Participation Activities: 30 minutes to 1 hour per course module

Based on these estimates, it should take you a minimum 6 hours and a maximum 12 hours of to complete the learning activities in each module. I strongly recommend you be conservative and budget 12 hours every week in your schedule to complete the course activities. Please keep in mind that these are ESTIMATES and that it may take you more time to complete each course activity.

Online Code of Conduct - Netiquette

This code of conduct for online courses is called "netiquette" and is the practical code of behavior for working virtually on the Internet. The following are some netiquette guidelines you are expected to adhere to as you engage with your classmates in the discussion forums and other collaborative activities throughout the course.

1. Follow to the same standards of behavior online that you follow in real life and in a traditional classroom. Remember that there is a human on the other side of the computer!
 2. Respect other people's time and bandwidth - so contribute valuable comments rather than "noise" – I agree or disagree comments, for instance.
 3. Don't start "flame wars" (emotionally-charged opinions) and work to douse flaming whenever you see it.
 4. Respect other people's privacy by not sharing or spreading inappropriate information. If someone posts information that you think may have been posted accidentally, let them know about it privately.
 5. Be forgiving of other people's mistakes, and acknowledge your own mistakes if you make them. Don't point out insignificant problems made by others in front of the entire class.
 6. Use proper and respectful language and refrain from using pejorative terms, off-colour jokes, insults, or threats.
 7. Express yourself clearly in writing and respect the views and experiences of your fellow classmates. At times we will have to agree to disagree!
 8. Challenge ideas rather than the students who offer those ideas. When you challenge an idea, do so respectfully and with the goal of increasing everyone's knowledge. Don't take criticisms personally.
- Remember that your colleagues can't see you wink or smile when you type. You may want to use "emoticons" (emotion icons) to indicate your feelings, such as the ubiquitous smiley face :) or frowning face :(Only use those emoticons that will be understood by others, or explain its meaning when you first use it. Remember that using capital letters in cyberspace is the equivalent of shouting so use ALL CAPS sparingly, to emphasize a particular word or phrase.

Adapted from <http://carleton.ca/edc/wp-content/uploads/Netiquette.pdf>

Three Before Me Rule

If you have questions regarding the material, assignments instructions and deadlines, technical issues, or other related matters concerning the course, you must take the initiative to find the answers. The "Three-Before-Me" rule is simply this: You must prove that you have sought out at least three avenues to obtain information regarding a question or problem you are having before you can ask me. The course syllabus and schedule is your first and best resource for information about course. You also have the "START HERE" module in CourseDen (D2L) as a resource for course content, policies, and instructions for the learning activities in the course.

The UWG library website (<http://www.westga.edu/library>), the UWG Online Student Services website (<http://uwgonline.westga.edu/students.php>) and other avenues available online to you to locate the answers you need. Use them! Ask them! Something a friend said is not a valid resource. I will not respond to questions before you prove that you have met the "Three-Before-Me" rule. I will also not respond to questions that have already been answered.

Course Communication

University of West Georgia students are provided a MyUWG e-mail account. **Do NOT use CourseDen's (D2L) email tool.** The University considers this account to be an official means of communication between the University and the student. The

purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email. When sending email, you are expected to communicate clearly by: (1) writing your full name, student ID number, and the course you are in, (2) asking your questions or stating concerns in a succinct but descriptive manner, and (3) using correct grammar and punctuation.

CourseDen will be used as an information outlet for the class. All your grades and my feedback will be posted on CourseDen. You must check the course page in CourseDen daily to monitor grades, obtain course materials and assignment instructions, post your work, and read important course announcements.

Email is the best way to reach me. I will do my best to get back to you within the same day (except on weekends and holidays). You can also call my office during my office hours or make an appointment to come see me in my office. I can also be available virtually on Google Hangout.

Extra Credit

There are no extra credit opportunities in this course.

Late Work

You must submit all coursework on time. You will receive a zero in any assignment not submitted by the stipulated deadline on the course schedule.

Computer Access and Technical Requirements

This is an online course. Therefore, you must have access to a computer, five to seven days a week, that meets all the technical requirements so you can complete your coursework. Click on the following link to see if your computer and browser are compatible with CourseDen: <http://www.usg.edu/usgweb/d2lchecker/>

You will want to make sure that all of the checks say **YES**. If anything says **NO**, you will need to try to fix it or contact the UWG|Online Helpdesk - M-F 8am-5pm - 678-839-6248 - online@westga.edu or CourseDen 24-hour Help 1-855-772-0423 - <http://D2Lhelp.view.usg.edu>. You can also contact Student Information Technology Services (SITS) at <http://www.westga.edu/sits/> for technical computer requirements and assistance.

You must also have access to a second computer in case of emergencies. Computer crashes or another malfunction will NOT be accepted as excuse for late submissions.

CourseDen Maintenance Schedule and Technical Problems

You will be submitting your assignments through *CourseDen*. Scheduled downages of *CourseDen* are posted on your *My CourseDen* page under *Campus Announcements* (see graphic below). It is your responsibility to keep abreast of these scheduled downages. In addition to these, *CourseDen* sometimes does not work. Do not procrastinate with your assignments. Try to give yourself your own deadline. For example, if an assignment is due Wednesday at 9:59 pm, try to get it in by Wednesday at 8 am to allow for unforeseen technical problems.

If you're interested, check out the *CourseDen* Maintenance Schedule for this semester:

<http://www.alt.usg.edu/gaview/support/maint-schedule.phtml> In addition, when there are emergencies, the courses are always taken off-line at 10:00 pm so it is best not to procrastinate. That is also why I set our submission time for assignments at 9:59 pm.

University of West Georgia Honor Code

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving

credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog.

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing. The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions

Americans with Disabilities Act

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.

For more information, please contact Disability Services at the University of West Georgia:

http://www.westga.edu/studentDev/index_8884.php.

Common Language for Course Syllabi

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

UWG Cares

If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/> The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.