

SPMG 4685 Special Topics in Sport Management – Fitness Management

Semester/Year	Fall 2015
Time/Location	Tuesdays and Thursdays from 12:30 PM to 1:50 PM in classroom 3009 at the Coliseum
Learning Facilitator	Dr. Glaucio Scremin
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 Department Line: 678-839-6530
Fax	678-839-6195
Email	gscremin@westga.edu
Social Media	Twitter: @ScreminSPMGT For this course use #FitMgmt 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

The purpose of this course is to introduce students to the fundamental concepts, principles, and best practices associated with managing a fitness facility. This course was developed with the intent of providing students with a general overview of the management issues facing fitness professionals in their careers.

Prerequisites: Overall GPA of at least 2.0 is required. Admission to Sport Management or permission of the instructor.

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.

APPROACHES TO INSTRUCTION

You will participate in a variety of individual and collaborative learning activities including but not limited to: small group discussion, blogs, reflection journals, oral presentations, case studies, and authentic assessments. Students will utilize CourseDen to submit assignments, take quizzes, and receive information related to the course.

This course will be delivered approximately 60% online. This requires the online equivalent of 900 minutes of instruction (seat-time) and an additional 2000 minutes of supporting activities. As such, you will be required to complete the following online activities during this course:

<i>Activity</i>	<i>Instructional Equivalent</i>
Assignments	700 minutes
Projects	700 minutes
Videos and lectures	600 minutes

Additionally, it is anticipated that you will need to work independently for twice the number minutes listed above to complete the online activities.

COURSE LEARNING GOALS

Your learning goals for this course are to:

- 1) Critically evaluate fitness management concepts, ideas, and applications.
(Conceptual Framework Descriptors: knowledgeable, reflective, inquisitive, adaptive)
- 2) Use your knowledge of fitness management concepts, ideas, and applications to accurately answer questions, analyze case studies, solve practical problems, and address real world scenarios.
(Conceptual Framework Descriptors: knowledgeable, reflective, inquisitive, collaborative)
- 3) Engage in meaningful exchange of ideas, experiences, insights, and information to build a learning community.
(Conceptual Framework Descriptors: knowledgeable, reflective, inquisitive, proactive, collaborative, empathetic)
- 4) Apply your knowledge of fitness management concepts, ideas, and best practices in various sport settings to develop a comprehensive and relevant business for a fitness facility.
(Conceptual Framework Descriptors: knowledgeable, inquisitive, adaptive, and collaborative)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s):

None required.

Recommended Text(s):

Bates, M. (2008). *Health Fitness Management: A Comprehensive Resource for Managing and Operating Programs and Facilities* (2nd ed.). Champaign, IL: Human Kinetics.

ISBN: 978-1-885693-97-6

Tharrett, S. & Peterson, J. (2012). *Fitness Management* (3rd ed). Monterey, CA: Healthy Learning.

ISBN: 978-1-606792-15-5

Required Instructional Resource:

Tk20 Subscription 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:

Coffman, S. (2007). *Successful programs for fitness and health clubs: 101 profitable ideas*. Human Kinetics.

International Health, Racquet, and Sportsclub Association (IHRSA). (2006). *Profiles of success*. Boston: IHRSA.

Tharrett, S.J., McInnis, K.J., and Peterson, J.A. (2007). *ACSM's health/fitness facility standards and guidelines*. 3rd ed. Champaign, IL: Human Kinetics.

National Fitness Trade Journal (<http://www.nationalfitnesstradejournal.com/>)

IDEA Health and Fitness Articles (<http://www.ideafit.com/fitness-library>)

Club Industry Magazine (<http://clubindustry.com/>)

IHRSA Resource Center (<http://www.ihrsa.org/club-resources/>)

COURSE ASSESSMENTS

1. Collaboration

Collaboration grade will be assigned at the mid-term and at the end of the semester based on the insightfulness of your writing, level of effort, and the level of interaction with your classmates. Your final collaboration grade will be calculated as the average of your mid-term and end of the semester collaboration grades. (Course Goals: 1, 3)

1) *Fitness Management Blog*

Blogging gives you a chance to connect what you are learning in the course with real stories and events that matter to you. It also gives you an opportunity to share your insights and information with your classmates and in return learn from reading their blog posts.

You will search for websites, news stories, research articles, videos, podcasts, and other materials that are related to the concepts we will cover in the course. Then you will 1) post a link to the story, embed a video or podcast in the blog, 2) provide a description or write a quick summary of what you posted, and 3) quickly explain why and how what you posted relates to one or more specific fitness management concepts, ideas, or information covered in the course. See course schedule blog submission deadlines. All blog posts must be submitted inside the Fitness Management course Blog created in Blogger.

2) Reflection Journal

Learning is an active NOT a passive process. Simply reading the textbook, reviewing course notes and materials and then trying to memorize that information is not the best way to learn. The most significant learning occurs when you reflect on the information you are exposed to in the course. To help reflect on your learning experiences in the course, you are to post four journal entries during the semester. Those learning experiences may include but are not limited to: 1) thoughts of how a particular topic in the course was interesting, challenging, boring, or surprising to you, 2) how you may apply a particular concept or theory you learned in your current or future profession, or 3) how a particular aspect of the reading is similar or different from your own professional experience. Reflections are not a summary of what you learned but a discussion of how you make sense of what you learned. All reflection journal entries must be submitted in the CourseDen (D2L). To generate dialogue, the reflection journal is set up in CourseDen (D2L) as a discussion forum. You are to read your classmates' reflection entries and comment on at least two posts.

2. Case Study Analysis

This is an applied assignment. This assignment will give you a chance to apply the knowledge you gained in the course pertaining to various real world scenarios in fitness management. You must complete two case study analyses. You will find specific instructions for this assignment in the Dropbox area of CourseDen (D2L).

(Course Goal: 2)

3. Capstone Project - Business Plan

This is an applied group-project. This assignment will give you a chance to apply the knowledge you gained in the course. You will develop a business plan for a fitness related organization of your choice. You will find specific instructions for this assignment in CourseDen (D2L).

(Course Goal: 4)

4. Participation

Class participation is an essential learning component of this course. Although not explicitly graded, you will be evaluated on the amount, frequency, and quality of your contributions and insights. Quality participation has one or more of the following properties:

- Offers a different and unique, but relevant, perspective;
- Contributes to moving the discussion and analysis forward;
- Builds on other comments;
- Transcends the "I feel" syndrome. That is, it includes evidence, argumentation, and analysis. In other words, the comment demonstrates some reflective thinking.

EVALUATION PROCEDURES

Assignment	Percent of Final Grade	Assessment Tools	Submit In
Collaboration	20	Rubric	CourseDen (D2L)
Case Studies	30	Rubric	CourseDen (D2L)
Business Plan	40	Rubric	CourseDen (D2L) & Tk20
Participation	10	Rubric	CourseDen (D2L)

GRADING

I will post all assignment and discussion grades in CourseDen. For all other course assignments, it may take me from three to seven days to grade them 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.

There are no extra credit opportunities in this course.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Attendance

Attendance is an integral part of successfully completing this course and therefore you are expected to attend all classes. If you do not stay until the end of class (without prior permission) you will be considered absent for that day. Excused absences with proper documentation only (athletic travel schedule, doctor's note, jury duty) will be permitted. I must receive notification prior to the class in which you will be absent. All of you involved in any academic or athletic UWG team must submit an official team travel schedule by September 3.

In the event of unforeseen emergency circumstances requiring you to be absent from class, it is your responsibility to notify me no later than five days after the class you missed. I may require you to provide documentation to corroborate your excuse. You are responsible for making up any work missed due to class absences. It is your responsibility—whether the absences are excused or unexcused—to obtain any information missed (e.g., announcements made to the class, handouts or other distributed materials, etc.) You need my permission to make up any missed in-class activities or submit any assignments passed their due date.

Class Decorum

You are expected to arrive on time. As part of a learning community, you are expected to do more than just show up to class. You must be prepared and ready to contribute to the topics of discussion for that day and actively engage in all learning



activities we do in class. You are expected to be respectful of the experiences and opinions of others. At times we will have to agree to disagree! I will not tolerate disrespectful comments toward a classmate.

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 general information about course. You also have the "Start Here" module, Dropbox, and Discussion areas of the course in CourseDen (D2L) as resources 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. 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 CourseDen, Blackboard Collaborate, or 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.

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.