

**ANNETTE CALDWELL SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT  
SPORT MANAGEMENT DEPARTMENT**

APSM 4371 Revenue in Sport  
Spring Semester, 2014  
Course Syllabus

**Instructor:** Michael Stone, PhD

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**Telephone:** 214-768-1035

**Office Hours:** By Appointment

**Required Text:** Howard, Dennis R. and Crompton John L., *Financing Sport*, 3<sup>rd</sup> Edition, Fitness Information Technology, 2005.

**Course Description:**

The course is designed to familiarize students with the conventional sources and uses of income available to sport organizations. The course presents management techniques that have been and are being utilized in the rapidly changing world of sport finance. Topics will be presented in a functional manner and students will be able to understand capital financing and revenue acquisition practices that are currently being employed by sport organizations.

**Course Objectives:**

- . Insight into the economic magnitude and factors influencing the continuing growth of sports
- . Understanding of innovations in revenue development in sports
- . Knowledge of the dynamics in the environments of sport organizations.
- . Knowledge of the financial considerations affecting amateur and professional organizations
- . Understanding of cost containment techniques employed by sport organizations
- . Knowledge of the factors impacting the financial performance of sport organizations
- . Knowledge of methods for funding sport facility construction
- . Insight into the financial challenges created by economic recession
- . Insight into the establishment and maintenance of positive sponsor relationships
- . Ability to determine the economic impact of a sport organization on a marketplace

**Attendance and Participation:**

Students are expected to complete assigned readings in a timely fashion and attend class on a regular basis. Participation in class discussions is required and will enter into final assessment of student performance.

**Examinations:**

The course will include two examinations (mid-term and final) and three designated case studies. Examinations will be based on textbook assignments, reading material and lecture content.

**Re-Grade Policy:**

Students wishing to have the credit awarded on an assignment or test reconsidered, have the option to do so. Re-grade requests must be made within one class period of the return of the test or assignment to the student. The full assignment or test will be re-graded and the results, either positive or negative, will be binding. Re-grade requests not made within one class of student receipt will not be reconsidered.

**Grade Scale:**

94-100 = A	90-93= A-
87-89 = B+	84-86 = B
80-83 = B-	77-79 = C+
74-76 = C	70-73 = C-
67-69 = D+	64-66 = D
60-63 = D-	Below 60 = Failure

**Requests for Help with Assignments:**

Students should feel free to talk with, or email, the instructor about any assignment. Such help should not be requested within twenty-four hours of an examination.

**Disability Accommodations:**

Students needing academic accommodations for a disability must first contact Ms. Rebecca Marin, Coordinator, Services for Students with Disabilities, (214) 768-4557, in order to establish eligibility for such accommodations. Disabled students should then make an appointment with their professor to make appropriate arrangements (see University Policy Number 24)

**Religious Observance:**

Students desiring to miss class in order to attend religious holidays should notify their professor at the beginning of the semester in which the requested absence will occur.

**University Extracurricular Activities:**

Students participating in an officially sanctioned and scheduled extracurricular activity will be given the opportunity to make-up class assignments/examinations missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work (University Undergraduate Catalog).

**Grading Criteria:**

Attendance	5%
Participation	5%
Case Studies (3)	30% (10% each case)
Mid-Term Exam	30%
Final Examination	30%

**Case Study Rubric**

<b>Criteria</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Sources	All sources (information and graphics) are accurately documented in the desired format.	All sources (information and graphics) are accurately documented, but a few are not in the desired format.	All sources (information and graphics) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.

