2020

SPMG 596-01 Sports Administration: Finance

Dustin Thorn
Xavier University

Follow this and additional works at: https://www.exhibit.xavier.edu/sport_studies_syllabi

Recommended Citation
https://www.exhibit.xavier.edu/sport_studies_syllabi/840

This Restricted-Access Syllabus is brought to you for free and open access by the Sport Studies at Exhibit. It has been accepted for inclusion in Sport Studies Syllabi by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.
Course: SPMG 596.01 Sports Administration: Finance (3 hours)
Time/Location: Wednesday, 7:00 – 9:30 pm, Alter Hall 107
Professor: Dr. Dustin Thorn
Email: Thornd@xavier.edu
Phone: (513) 745-3640

Catalogue Description
Sport and athletic/not-for-profit budgets—programs based, project based, and line-item based. Formulating budget. Budgeting cycles, political ramifications imposed and utilized in the federal cycle, fiscal year, and reserves. Financial markets, cash management, and municipal underwriting of recreation and parks facilities. Scale sheets, bond issues, BAN, VKX, sinking fund, etc. Grant-writing. Sources of funding and endowment foundations.

Course is designed to examine both economic and fiscal theories as they are applied to the sport management industry. Various economic and fiscal issues will be explored with a focus on making effective fiscal decisions.

Common Professional Component set by COSMA Relevant by this Course
This course helps meet the Common Professional Component (CPC) of E: 1(Principles of sport finance), 2 (Accounting), & 3 (Economics of sport) set by COSMA.

Reading Materials
Required

Course Objectives/SLO (add sport emphasis into SLOs to deviate from Business)
Upon completion of the course, the student will be able to:

1. Understand profit maximization within different sport industry segments.
2. Understand market conditions affecting sport organizations.
3. Communicate arguments both for and against the use of public subsidy within the sport industry.
4. Discuss the fiscal challenges facing different sport industry segments.
5. Critique economic impact analyses used in the sport industry.
6. Understand different revenue sources and how each are used by different sport industry segments.
7. Explain various financial markets and bond financing.
8. Develop financial statements and interpret their financial conditions.
Criteria for Determination of Grade

<table>
<thead>
<tr>
<th>Grading Scheme</th>
<th>Final Course Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional</td>
<td></td>
</tr>
<tr>
<td>93.00% - 100.00% = A</td>
<td>418.5 – 450</td>
</tr>
<tr>
<td>90.00% - 92.99% = A-</td>
<td>405 – 418</td>
</tr>
<tr>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>87.00% - 89.99% = B+</td>
<td>391.5 – 404.5</td>
</tr>
<tr>
<td>83.00% - 86.99% = B</td>
<td>373.5 – 391</td>
</tr>
<tr>
<td>80.00% - 82.99% = B-</td>
<td>360 – 373</td>
</tr>
<tr>
<td>Satisfactory</td>
<td></td>
</tr>
<tr>
<td>77.00% - 79.99% = C+</td>
<td>346.5 – 359.5</td>
</tr>
<tr>
<td>73.00% - 76.99% = C</td>
<td>328.5 – 346</td>
</tr>
<tr>
<td>Failure</td>
<td></td>
</tr>
<tr>
<td>≤ 72.99% = F</td>
<td>≤ 328</td>
</tr>
</tbody>
</table>

NO EXTRA CREDIT

Exams (250 points)
There will be two exams, a mid-terms exam (100 points each) and one final exam (150 points). The two mid-term exams will cover material presented from the previous exam. The final exam will be divided into two parts. The first part will be on new material presented from the previous exam (100 points). The second part will be over cumulative material presented over the entire semester (50 points). The dates of the exams are as follows:

1. Exam #1 – Wednesday, March 4th
2. Final Exam – Wednesday, April 29th

NCAA College Basketball Finance Game

NCAA College Basketball Finance Game Weekly Reports (50 points)
Students will be required to submit a weekly report during regular season games, a conference championship report, and a NCAA/NIT report that will showcase the student’s financial portfolio position. Each Weekly Report will be graded on a 15-point scale. An average of all reports will be used and converted into the 50-point allotment. Grading will be based on accuracy and financial decision-making within the game.

NCAA College Basketball Finance Game Analysis (100 points)
Students will participate in a NCAA College Basketball Finance game in which they will represent an athletic apparel company. The objective of the game is to maximize revenues for their company by signing college teams to sponsorship contracts. Students will navigate the challenges of a salary cap, luxury tax, borrowing money, and financial decision-making. Each student will be challenged with making weekly decisions that will guide the student through the replicated financial scenario. To culminate the game each student will make a financial analysis presentation focused on the entire evaluation of the project and the decisions made within. A detailed description of this game and requirements for the final analysis will be presented to the student in an attached document.
Game Theory Games (50 points)
Throughout the semester we play several Game Theory Games to illustrate some of the concepts to Game Theory and its application to Sport. These activities will be done in class. Depending on the activity students will either submit a response in-class or be asked to reflect and turn in a written evaluation at a later date.

Course Requirements
Academic Honesty
The pursuit of truth demand high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, and falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student’s own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another’s efforts is prohibited as is the use of any work untruthfully submitted as one’s own. Penalties for violations of this policy may include one or more of the following:
- A zero for that assignment or test
- An “F” in the course
- Expulsion from the University

The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test, or course. If disputes of interpretation arise, the student, faculty member, and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.

Xavier University provides students an excellent tool for avoiding issues with academic honesty. Please use the following link for tools on preventing plagiarism and avoiding issues of academic honesty.

https://www.xavier.edu/library/xu-tutor/preventing-plagiarism/how-can-plagiarism-be-avoided-citations-for-web-pages

**Quick Fact: Submitting work originally prepared for another class without the explicit permission of the instructor is also a violation of academic honesty and is subject to the penalties for violation.**

Attendance Policy
There is no attendance requirement for this course. Attendance will be not be taken. Students are encouraged to attend to be part of the course discussion. Material covered in this course is
not limited to the text or power point presentations. Testable material will also include student discussion in class. Missing class will also void the student of other opportunities to gain vital knowledge and materials necessary to succeed in the course.

Absences, excused or not, do not absolve students from the responsibility of completing all assigned work promptly. Students who choose to miss assignments, announced/unannounced quizzes/participation, or other course work obligations due to excused absences will be allowed to make up the work in a manner deemed appropriate by the instructor. It will be the responsibility of the student to contact the instructor and make arrangements at the convenience of the instructor. The instructor is not obligated to allow a student to make up work missed due an unexcused absence.

Absences will be excused for documented cases of:

1. Incapacitating illness (must have documentation).
2. Official representation of the University (Please see section 1.2.7.1 “Class Absence for Participation in Official University Events” of the student handbook for details).
3. Death of a close relative.
4. Religious holiday.

**Quick Fact: I MUST have a note/documentation to excuse an absence and allow for the make-up policy to be in play. If you know of an upcoming excused absence, it is the student’s responsibility to turn in assignments and take exams PRIOR to missing class.**

**Classes/Discussions**
Lectures and discussions are intended to reinforce text and other readings. Active participation in class projects, discussions, and group assignments is expected of all students. Students are encouraged to ask questions, actively participate in discussions, and comment on reading and lecture materials. Students should be prepared to discuss and answer questions about the text, lecture and other assigned reading material.

**Eating**
Please have your breakfast/lunch before or after class. The crinkling of wrappers, opening of packages and crunching of food is extremely disruptive. Please let the instructor know if you have a medical condition which would require you to eat during class.

**Incomplete Policy**
Grades of “M” (graduate incomplete) should be cleared within four weeks after the last day of the term in which the course was taken. This time limit may be extended upon administrative approval but generally may not exceed a period of one year from the end of the term.
Inclusivity Statement
I am committed to providing an atmosphere for learning that respects diversity and in which all students feel comfortable and safe to learn. In order to build a classroom community, I ask that students:

- Share their unique experiences, values and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their peers.
- Appreciate the opportunity that we have to learn from each other in this community.
- Communicate in a respectful manner.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Utilize this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Xavier community.

Late Assignments
All class assignments are due the beginning of class on the date assigned. Assignments turned in late will be subjected to an automatic 20% grade reduction. There are NO exceptions. Any assignments received after class has ended on a particular due date will be counted as a late assignment and receive a 20% grade reduction.

Last date of accepted late assignments: **Wednesday April 29th (by the beginning of class)**

Makeup Assignment/Exam Policy
Students who have a valid and documented official university excuse or illness will be permitted to makeup the assignment or exam missed. For expected absences on due dates of assignments or exams, students should notify and schedule a makeup with the professor prior to the date of submission. Students that arrive late for an exam will have the remaining time to complete the exam. No additional time will be granted. Students who do not have a valid or documented excuse will NOT be permitted to makeup an assignment or exam.

Respect
In order to maintain a positive learning environment, the following ground rules will be followed:

- Personal perspectives will be valued. Degrading or discriminatory remarks or behaviors are not acceptable and will not be tolerated.
- Discussions will reflect an exchange of information, experiences, ideas, opinions, etc.
- For group projects, it is the responsibility of the group members to communicate, delegate work, and turn in a completed assignment representative of all group members.
- If a student’s behavior in the classroom is disruptive, the professor will give him/her an opportunity to correct the behavior without penalty. If the student’s behavior continues to be disruptive, he or she will be asked to leave or stay after class and speak with the
professor about the behavior so the future behaviors may be avoided. Additionally, points may be deducted from student’s participation/professionalism grade.

Student Support

Gender-based Discrimination and Violence
Xavier University seeks to provide an environment that is free from discrimination based on sex and/or gender. If you have experienced sex discrimination, including sexual violence, intimate partner violence, stalking, or sexual harassment, we encourage you to seek support from Xavier’s confidential Advocacy & Prevention Coordinator and to report to Xavier’s Chief Title IX Officer and/or Xavier University Police Department. Xavier faculty is committed to supporting student sand promoting a safe, respectful environment. Therefore, if a student shares information regarding sex discrimination with a Xavier faculty member that faculty member will share this information with Xavier’s Chief Title IX Officer so that she can provide you with comprehensive information on your rights, options and available resources. When sharing information with faculty member, you may choose to withhold identifying information until you have spoken to a confidential resource to learn all options and resources. For a list of confidential and non-confidential resources, please see:


Mathematics Tutoring Lab
The mathematics Tutoring Lab offers mathematics tutoring for all Xavier students.

Mathematics Tutoring Lab
Conaton Learning Commons, rm. 419
(513) 745-3069
http://www.xavier.edu/mathematics/Math-Lab.cfm

Mental Health Resources
Life at college can get very complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. McGrath Counseling Services and the Psychological Services Center help students cope with difficult emotions and life stressors. These centers are staffed by therapists, counselors, and other staff who are attuned to the needs of college students. These services are FREE and completely confidential.

McGrath Health and Wellness Center – Counseling Services
1714 Cleneay Avenue (next to Cohen Center parking lot)
Cincinnati, OH 45207
(513) 745-3022
https://www.xavier.edu/health-wellness/
Office of Academic Support
The Office of Academic Support offers tutoring, supplemental Instruction (SI), and study groups. For information on these services, contact:

Stephanie Daniels
Director, Student Learning Support
Office of Academic Support
Conaton Learning Commons, Suite 514
(513) 745-3214
danielss3@xavier.edu

Students with Disabilities
Students with disabilities who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students are also encouraged to seek the Office of Disability Services for the university for their assistance in matters related to accommodations and assistance.

Cassandra Jones
Director, Disability Services
Office of Disability Services/Student Enrichment
Conaton Learning Commons, Suite 512
disabilityservies@xavier.edu
(523) 745-3280
(513) 745-3387 fax
http://www.xavier.edu/disability-services/index.cfm

University Library
The Xavier University Library provides academic support with research needs for all Xavier students. Many scholarly resources are available through the website. The book collection and MarkerSpace are located in the McDonald Library building. The Connection Center Desk is located in the Conaton Learning Commons on the 3rd Floor adjacent to the library. Students can contact the Library Research Desk at (513) 745-4808. You may also contact a librarian at the

Syllabus
This syllabus is a guide for the course and is subject to change with advanced notice.
Technology
As a courtesy to others, please silence or turn off all cell phones prior to entering the classroom. In the case of an emergency or extenuating circumstance which lends it necessary for the student to be contacted during class, it is the student’s responsibility to notify the professor ahead of time of any possible disruptions during class.

Laptops and tablets are permitted in class under the assumption they are being used for class-related purposes. Personal use of laptops and tablets during class (i.e. social media, responding to email, general web browsing) is not permitted.

Students are expected to have a working knowledge of how to use Canvas as this will be the primary form of content dissemination outside of lectures. Student will have an ability to access course syllabus, lectures and assignments. In some cases, assignments will be submitted through Canvas.

Writing Expectations
Students will complete all written assignments using word processing standard 12 pt Times New Roman font, double spacing, and one (1) inch margins all around with each page numbered. Each paper will consist of a cover page, body pages, and reference page with the following guidelines:

Cover page: 2-inch margin on top, 1-inch on left, right and bottom. Cover page should have the following information (in this order): Title of paper, full name of student, course number, & date

Body Pages: Must include a heading consisting of a running title (left justified), last name of student (right justified), and page number (right justified).

Reference Page: Always on separate sheet of paper. NO heading. The word “References” (NOT “Works Cited”) must be centered on first line of page. All references must be in APA format.

ALL WRITTEN ASSIGNMENTS ARE TO BE APA FORMAT UNLESS OTHERWISE DIRECTED!

Students needing assistance with writing expectations are encouraged to use the Writing Center. The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students.

Writing Center
Conaton Learning Commons, rm. 400
(513) 745-2875
writingcenter@xavier.edu
<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Class Introduction (Syllabus/Assignments/Grading)</td>
<td></td>
</tr>
<tr>
<td>Jan. 15th</td>
<td>NCAA Finance Game</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>NCAA Finance Game Business Plan Due by 11:59 pm Jan. 20th</strong></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Introduction to Revenue Generation in Sport</td>
<td>Text: Introduction</td>
</tr>
<tr>
<td>Jan. 22nd</td>
<td>NCAA Finance Game Auction</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Deadline for Spring 2019 Graduation (Jan. 24th)</strong></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Basic Financial Statements &amp; Basic Financial Analysis</td>
<td></td>
</tr>
<tr>
<td>Jan. 29th</td>
<td><strong>Weekly Report #1</strong></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Operating in a new Economic Reality</td>
<td>Text: Chapter 1</td>
</tr>
<tr>
<td>Feb. 5th</td>
<td><strong>Weekly Report #2</strong></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Challenges facing Intercollegiate and Professional Sport</td>
<td>Text: Chapters 2 &amp; 3</td>
</tr>
<tr>
<td>Feb. 12th</td>
<td><strong>Weekly Report #3</strong></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Facility Financing</td>
<td></td>
</tr>
<tr>
<td>Feb. 19th</td>
<td><strong>Weekly Report #4</strong></td>
<td>Text: Chapter 4</td>
</tr>
<tr>
<td>Week 7</td>
<td>Economic Impact</td>
<td></td>
</tr>
<tr>
<td>Feb. 26th</td>
<td><strong>Weekly Report #5</strong></td>
<td>Text: Chapters 5 &amp; 6</td>
</tr>
<tr>
<td>Week 8</td>
<td>Exam #1</td>
<td></td>
</tr>
<tr>
<td>Mar. 4th</td>
<td><strong>Weekly Report #6</strong></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td><strong>Spring Break</strong></td>
<td><strong>NO CLASS</strong></td>
</tr>
<tr>
<td>Mar. 11th</td>
<td><strong>Weekly Report #7 &amp; Conference Championship Report</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Final Week to purchase additional financial assets</strong></td>
<td>Text: Chapters 7, 8, &amp; 9</td>
</tr>
<tr>
<td>Week 10</td>
<td>Public Funding &amp; Public Subsidy</td>
<td></td>
</tr>
<tr>
<td>Mar. 18th</td>
<td><strong>Weekly Report #8</strong></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Introduction to Game Theory &amp; Sport</td>
<td></td>
</tr>
<tr>
<td>Mar. 25th</td>
<td><strong>Weekly Report #9</strong></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Budgeting &amp; Capital Structuring</td>
<td></td>
</tr>
<tr>
<td>Apr. 1st</td>
<td><strong>Weekly Report #10</strong></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Inventory Management</td>
<td>Text: Chapters 12 &amp; 13</td>
</tr>
<tr>
<td>Apr. 8th</td>
<td><strong>NCAA/NIT Report</strong></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Ticketing &amp; Media Rights</td>
<td></td>
</tr>
<tr>
<td>Apr. 15th</td>
<td><strong>Weekly Report #11</strong></td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Licensing &amp; Merchandise</td>
<td></td>
</tr>
<tr>
<td>Apr. 22nd</td>
<td><strong>Weekly Report #12</strong></td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td>Final Exam</td>
<td></td>
</tr>
<tr>
<td>Apr. 29th</td>
<td><strong>Final Day to withdrawal (May 1st)</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Final Presentations**

**Wednesday, May 6th, 2020 @ 7:00 – 9:30 pm**