

Integrating Paralympic Sport into the Sport Management Curriculum

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Introduction

- **A. Development of Sport Management Curriculum**
- **B. Integration of Other Groups into the Sport Management Curriculum**
 - 1. Women
 - 2. Racial/Ethnic Minorities
 - 3. People With Disabilities
- **C. Instructional methods**
 - 1. Traditional
 - 2. Comprehensive



Traditional Approach

■ A. Lecture

- **1. Principles of Sport Management**
 - industry segment
- **2. Sport Governance**
 - Paralympic structures, mission
- **3. Sport Marketing**
 - sponsorships
- **4. Current Trends**
 - doping, integration
- **5. Facility Management**
 - accessibility for athletes & spectators □



Traditional Approach

■ B. Case Studies

- 1. Marketing the Paralympic Games

■ C. Guest speakers

- 1. Paralympic athlete

■ D. Internship opportunities

- 1. Int'l Paralympic Committee

Benefits of the Traditional Approach

- 1. Provides knowledge base
- 2. One approach
- 3. Comprehensive learning adds the hands-on component





Comprehensive Approach

■ A. Overview – Five Steps

- **Infusion of case studies, modules and student projects into existing required and elective courses**
- **Use of guest speakers as role models**
- **Dedicated elective course on Paralympics**
- **Research related to Paralympics**
- **Development of on-campus Paralympic Training and Development Center**



Step One: Infusion Into Existing Curriculum-Required Courses

- 1. Foundations of Sport Management
 - Module & Guest Speaker on Paralympics
- 2. Sport Media Management
 - Module on Broadcast and Print Media Coverage of Paralympics
- 3. Information Technology in Sport
 - Module on Internet Coverage of Paralympics
- 4. Sport Marketing
 - Comparative Module on Olympic/Paralympic Marketing
 - Student Projects: Strategic Marketing Plans for DSOs or Paralympic LOCs
- 5. Strategic Management in Sport Organizations
 - Case Study on Integration of USSA
 - Case Study on USOC- USPC
 - Student Projects: Strategic Management Plans



Step Two: Guest Speakers as Role Models

- Paralympic athletes
- Other faculty





Step Three: Dedicated Elective Courses & Experiential Activities on Paralympics:

■ Dedicated Elective Courses

- SPM 329 - History & Management of the Paralympic Games**
 - 1. cross-listed three credit Sport Management/ Adapted Physical Education course**
 - 2. Taught in the fall or spring semester preceding a Paralympic Games**



Step Three: Dedicated Elective Courses & Experiential Activities on Paralympics:

■ **Experiential Activities**

- **Practica Related to Disability Sport -Winter Paralympics – Project 2002**
 - 32 SUNY Cortland faculty and students from Sport Management, Adapted Physical Education, Therapeutic Recreation, and Special Education
 - Worked a special volunteer team at Nordic events in Soldier Hollow during 2002 Paralympic Winter Games
- **Internships related to Paralympics**
 - two senior interns working at IPC Headquarters in Bonn, Germany
 - Three senior interns working in Paralympic supporting roles for SLOC 2002



Step Four: Research Related to Paralympics



- **IPC/SLOC 2002 - Media/History Project**
- **Development and publication of first written history of Paralympic Nordic Ski Sport (1976 – 2002)**





Step Five: Paralympic Development and Training Center

- **1. Joint venture among departments to form swim team**
- **2. Other sports identified for future development**
- **3. Working to establish joint relationships with National Governing Bodies**



Benefits of the Comprehensive Approach

- **1. Builds on elements of Traditional approach**
- **2. Provides variety of learning activities**
- **3. Promotes creativity**



Summary

- **A. There are different instructional methods**
- **B. There are resources out there to help**
- **C. There is much for students to learn!**
- **D. Creates a more inclusive curriculum**
- **E. Must “educate the educators”**

QUESTIONS?

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