

# Capstone (SBLR 5890)

Seattle University  
Albers School of Business and Economics  
Spring Quarter 2022

**Faculty:** Maylon Hanold  
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**Student Hours:** By Appt

**Class time:** Wednesdays: 4/13, 5/4, 5/18  
6:00 – 9:00 PM  
**Class location:** TBD  
**Final Presentation:** June 4, 2022 @ 8:30 AM

## Capstone Overview

The Capstone is the integrative experience of your Master of Sport Business Leadership or MBA in Sport and Entertainment Management program. This course is an opportunity for you to demonstrate and expand on the knowledge and skills you have gained over the duration of the program. It is an opportunity for you to connect your learning in both content and skills acquired in the *curriculum and internships* to some business aspect of a sport organization. You will work independently, with support from professors and peers, to either (1) research a general issue affecting sport organizations or (2) engage in a specific project that helps fill a gap for a particular sport organization. At the end of the quarter you will submit a written report (8-10 pages) and a presentation.

## Capstone Options

### Research Project

- Focused on a broad issue or opportunity within the sport industry
- Original research project exploring a general phenomenon
- Data collection, analysis and presentation of findings
- Discuss implications and suggest recommendations for sport organizations or industry in general

### Example Projects:

- *Ethnic Specific Youth Sport Organizations: A Focus on the Seattle Chinese Athletic Association*
- *Women's Soccer in the United States: A Critical Discourse Analysis of Media Coverage from 1999-2019*
- *Advocating for Athletic Trainers: Changing Perceptions of the Profession through Authentic Leadership*

### Organizational Project

- Focused on a specific project, issue or challenge within a specific sport organization
- Any project that is NOT pure research, but aligned more with action research
- Design and implement a project
- Assess the project and provide recommendations to the sport organization for continued implementation or actionable insights based on findings gathered from project

### Example Projects:

- *State of Play Report Next Steps: Coalition Formation*
- *Developing and Evaluating the Effectiveness of a Student-Athlete Career Development Canvas Program at Seattle University*
- *Cultivating Success for Women in Bowling Through Gender Inclusive Practices*

## Assignments & Timeline

By the end of the course students will have:

- **Identify and develop** a study or design a specific project of a relevant, timely issue or organizational need. (MSBL Learning Outcome: Analysis);
- **Gather background** information and **analyze** prior understandings to gain further insight into this issue or to design and implement a specific project. (MSBL Learning Outcome: Analysis & Synthesis);
- **Research or design/implement project – action stage;**
- **Analyze & Synthesize** findings of original research or feedback from a specific organizational project. (MSBL Learning Outcomes: Analysis & Synthesis);
- **Evaluate & Develop** actionable recommendations or tools to address the issue. (MSBL Learning Outcome: Synthesis);
- **Communicate** findings and recommendations clearly and persuasively. (MSBL Learning Outcome: Communication).

## Required Materials

Jones, I. (2015). *Research Methods for Sport Studies* (3<sup>rd</sup> ed.), New York: Routledge.

- ISBN 9780415749336
- This text is available for free as an e-book from SU Library, click on the following permalink [http://primo.seattleu.edu/SEAU:seau\\_rec\\_1:CP7123634560001451](http://primo.seattleu.edu/SEAU:seau_rec_1:CP7123634560001451)

Reynolds, G. (2020). *Presentation Zen: Simple ideas on presentation design and delivery*, 3<sup>rd</sup> ed. New Riders.

- ISBN: 9780135800911

American Psychological Association. (2019). *Publication manual*. Washington, DC: American Psychological Association.

- ISBN 978-1433832178
- Online APA Guide: This guide provides detailed examples for different types of sources: <http://owl.english.purdue.edu/owl/resource/560/01/>
- YouTube tutorial on APA formatting for references here: <https://www.youtube.com/watch?v=HpAOi8-WUY4&index=2&list=PL8F43A67F38DE3D5D>

## Roles & Responsibilities

The capstone is an independent final project, which requires you to work steadily through the milestones, and to ask for input or assistance when needed.

As the student, you have multiple primary roles for this project:

1. **Primary investigator/project manager:** Since this is an independent project, and you will be designing and driving the project from beginning to end.
2. **Peer reviewer:** Attendance at each of the checkpoint meetings is important. Not only will you work through your own project, you will also provide support and feedback to your peers.
3. **Professional:** Your capstone, including all benchmarks, is an opportunity to demonstrate your ability to manage and deliver a professional public project.
4. Your professor's role is to provide academic guidance during the research process, and to assist you to develop the strongest final project possible. Please do consult with your capstone professor, your peers, and with other faculty or advisers, as your project progresses.

Project Stage	Deliverable	Due Before	Percentage
Identify Project Type	Initial meeting w/ Professor to discuss options Follow up mtg. w/ Prof. to Confirm project type & topic	Feb.15 March 1	Ungraded
Initiate Research	Create initial list of resources w/ notes Submit draft project proposal (Sections 'Overview' and 'Methodology') as basis for... Discuss w/ Prof. initial research or analysis, as applicable	April 6	Ungraded
Finalize Focus	Present topic & peer review Submit final project proposal	Apr. 13 (in class)	5%
Solidify Context	List of Resources Annotated Bibliography	Apr. 20	5%
Analyze Findings	Presentation of Research Progress - Present findings & insights - Peer review & support	May 4 (in class)	5%
Evaluate & Recommend	List of recommendations	May 18 (in class)	5%
Meet w/ Professor	Review final report & presentation	On or before May 27 (Friday)	Ungraded
Communicate	Submit final report Final oral presentation	May 28 June 4	40% 40%

## Professional Formation & Accountability

### Diversity & Inclusion

Seattle University recognizes that diversity is an integral component of educational excellence and prioritizes diversity in education. Diversity is increasingly central to excellence in the sport industry. In the classroom, students are encouraged to honor the uniqueness of peers and to appreciate the opportunities we have to learn from one another. During the quarter, we will cultivate a practice of open and courteous dialogue. Students are encouraged to share diverse experiences, ask questions, and explore different perspectives. Please demonstrate respect for each other's opinions and refrain from personal attacks or demeaning comments of any kind. And, please remember to keep confidential all issues of a personal or professional nature that are discussed in class. If you have questions or concerns, please consult your professor.

For more information about Seattle University's commitment to diversity, please visit:

<http://www.seattleu.edu/policies/diversity>.

For additional Seattle University resources on diversity, visit

[http://www.seattleu.edu/studentlife/diversity\\_and\\_multicultural\\_resources/](http://www.seattleu.edu/studentlife/diversity_and_multicultural_resources/)

### Attendance Policy

Students are expected to attend all class days and be in the classroom from 6:00-9:00pm. The MSBL Capstone is a hybrid course. In-person attendance consists of 3 class meetings, required meetings and communications with the professor, and the final presentation. Attendance is required at the final presentation: absolutely no exceptions will be made. Additional assignments are due throughout the quarter. Your attendance during the weeks we do not meet in person is determined by your participation and/or submission of assignments by the deadline. Please notify your professor via their preferred form of communication prior to the class if you will not be in attendance or unable to make a deadline due to unforeseen circumstances. Make-up work for missing a class or deadline will be determined on a case-by-case basis. Pro-activity and a high degree of personal responsibility are expected.

Action	Result
2 missed online submission deadlines	No effect on grade
One missed class	2.5% lower overall grade
Two classes missed or 1 class and 1-on-1 session	No course credit
Unable to attend Capstone Presentation	No course credit

## Grading

Grades are assigned based on the following weights and approximate scale.

Grading Scale	Letter Grade
95% and higher	A
90%-94%	A-
87%-89%	B+
83%-86%	B
80%-82%	B-
77%-79%	C+
73%-76%	C
70%-72%	C- no credit towards graduation
67%-69%	D+
63%-66%	D
60%-62%	D-
59% and lower	F

## Academic Honesty

I expect that all students will abide by the University's Academic Honesty Policy. "Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community." If you are not sure about whether an action is acceptable per the Academic Honesty Code, you should check with me before engaging in it.

As required by University regulations I must report to the chair of the department all verified instances of plagiarism, cheating and usage of unauthorized sources in exams, papers, projects, homework, or any other academic assignment. Depending on the severity and circumstances of the violation I may recommend that the student receive a grade of D or F in the course.

## Office of Institutional Equity (Title IX)

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle University remains committed to providing a safe and equitable learning, living, and working environment. Seattle University offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle University requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (email: [oiie@seattleu.edu](mailto:oiie@seattleu.edu); phone: 206.296.2824)

## Notice on Religious Accommodations

It is the policy of Seattle University to reasonably accommodate students who, due to observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see Policy on Religious Accommodations for Students. (<https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.pdf>)

## Notice for Students Concerning Disabilities

Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. For disability and other learning-related needs and accommodations that you have already arranged via Disability Services, please communicate with me during the first week of class through email or Zoom. Should concerns arise at any point in the quarter, please let me know as soon as possible.

If you have, or think you may have, a disability (including an "invisible disability" such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, but have not yet arranged support services and/or accommodations, I encourage you to do so through Disability Services staff at [DS@seattleu.edu](mailto:DS@seattleu.edu) or (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process. I am committed to working with you, so please do not hesitate to contact me.

## Academic Resources

Library and Learning Commons (<https://www.seattleu.edu/learningcommons/> )

(E.g.: *Learning Assistance Programs, Library Research Services, Writing Ctr., Math Lab.*)

- Academic Integrity Tutorial (<https://www.seattleu.edu/academic-integrity/resources-for-students/>)

## Academic Policies

- Academic Integrity Policy
- Grading Grievance Policy
- Professional Conduct Policies (program-specific)

You will find these and other policies on the Registrar's website: <https://www.seattleu.edu/redhawk-service-center/academic-policies/>