



KES 5325
Event & Facility Management
Spring 2022 - Online

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(<https://www.schedulicity.com/scheduling/SRSN5W>)

Permanent link to syllabus: <https://srinfo.sulross.edu/fs/9798>

Required Text: Title: Managing Sport Facilities, 4th Edition
Author: Gil Fried & Matthew Kastel
Publisher: Human Kinetics
ISBN: 978-1-4925-8957-0

For this course you will be required to purchase Human Kinetics online access for the required digital textbook. You are not required to have the print version of the text. A full color binder-ready version can be mailed directly to you for an additional fee.

<https://us.humankinetics.com/products/managing-sport-facilities-4th-edition-with-web-study-guide>

You will also need to access the SRSU Library online, to locate and download peer-reviewed, scholarly articles. For assistance you may use “Ask the Library” or contact the Graduate Student Center for help.

Course Description

Sport facility management represents one of the fastest growth areas in the sport industry. With new arenas, stadiums, health clubs, convention centers, and other facilities popping up all over the nation, many job opportunities are available in this discipline. This course will examine the current research related to planning, funding, and operating sporting events and sport/recreation facilities. This course is designed to provide sport managers with the knowledge necessary for planning and operating sport and recreation facilities and events. This is a comprehensive course focused on applied rather than theoretical knowledge. Facility visits, on your own time, will be a requirement of this course.

Course Student Learning Objectives Upon successful completion of this course students will:

1. Explain the basic issues related to planning facilities, including site selection, design and the construction process.
2. Explain the different forms of public and private funding of sport facilities and ethical issues involved in utilizing public funds.
3. Describe the process involved in event planning and management.
4. Explain the event and facility issues pertinent to participants, spectators and sponsors.
5. Describe the operation of venues and events including staffing, box office management, security, concessions, and maintenance.
6. Explain the legal issues facing event and facility management including the risk management process.
7. Analyze the process of event bidding and venue selection.
8. Operationalize event and facility marketing, law, and finance.

Marketable Skills

The following marketable skills are achieved in this course:

1. Students acquire *communication* skills.
2. Students acquire *collaboration* skills.
3. Students demonstrate *creativity*.
4. Students demonstrate *critical thinking*.
5. Students demonstrate *career management*.

Style Of Teaching:

The objectives of this course will be met through an integrated teaching style that will include online discussions, chapter readings, homework assignments and group projects. Students will be encouraged to remain actively involved in online discussions and will be responsible for reading all assigned material for this class. There is an online blackboard component required for this course. No Human Kinetics.

All Course Requirements Deadline

Due to the time requirement for grading purposes, all course requirements must be submitted/completed by the 'Course Requirements Deadline' of Wednesday in Week 8 at 11:59pm to be counted for credit towards the final letter grade in this course. There will be no exceptions to this policy. Late deductions will apply as per policy below.

Late Work Policy

All coursework must be submitted by the provided due dates in Blackboard or Connect. LearnSmart readings must be completed by the due date for credit - no late work will be accepted.

Discussions/Responses/Assignments/Quizzes/Final Projects carry a 5% deduction per day late; up to 30% maximum deduction. If you have not turned in an assignment within 7 days of the due date, you must email the professor for grading consideration.

GRADING POLICIES/TESTING/ASSIGNMENTS/ATTENDANCE/EXPECTATIONS

Outcome Measure	Points Per Item	Number of Items	Available Points	Percentage of Grade
Connect\Smartbook Chapter Readings	20-25	12	250	19%
Connect Quizzes	100	3	300	23%
Discussion	50	4	200	16%
Assignments	100	3	300	23%
Final Project/Presentation	250	1	250	19%
Total/Final Grade*	-	-	1300	100%

*Letter Grading as per SRSU policy will be used in this course.

Be sure to complete all assignments by the due date.

Late assignments will not be accepted.

Note: Satisfactory progress in the HHP program means a cumulative GPA of 3.0 in all core classes (e.g. everything leading up to the final practicum course). In most cases, this means a 'B' or better in each class is considered satisfactory progress.

Class Meetings:

This course will require three (3) online class meetings as a whole group plus three (3) small group meetings for work on your assignments 2-3 and your final project and presentation.

Dates for Online/Virtual Meetings (via Collaborate Ultra inside Blackboard)

- Monday

COURSE REQUIREMENTS

I. Chapter Quizzes

300 points total; 100 points per quiz

There will be three tests throughout the semester that will assess your knowledge of the corresponding LearnSmart assignments. Each quiz contains a mixture of information from the various chapters assigned. The quizzes will consist of multiple choice questions.

II. Discussions

200 points total; 50 points per discussion (40 points for original post / 10 points for response)

To create a thread, click on the hyperlink to the discussion and then click on 'create new thread'. Put your name and the discussion number in the subject line (e.e. Shanna Moody #3). Please respond directly in the message area; no attachments unless requested.

I expect your discussion to be "applied", meaning that your post must discuss the content in a new way - including, but not limited to: adding to the the discussion with further information you find (cite your source), describing application to sports, health, or performance, as well as providing constructive criticism, a different viewpoint. Writing should be professional, use academic language, and be more than a social media post style of writing (aka no chat room or informal language).

To respond to a classmate's post, click on their post and then choose 'reply'. Title the subject of your response with your last name and response to the author's name and the discussion number. (e.g. Moody response to Smith #3). The response must be at least 100 words and more than "good job", "I like what you said" etc. It must be a substantial response that would be as if you were having a discussion on this topic in person.

III. Assignments

400 points total. 100 points each.

The assignments will provide a real-word / practical application of the relevant course content. There will be assignments throughout the semester that will focus on specific topics covered in text. Tour a facility and develop a powerpoint highlighting key parts of the tour and aspects of facility management. Focus on things such as the design, architecture, surrounding neighborhood, mechanical systems, operations, policies, personnel, or other components specific to the facility.

Building a Mock Facility

Develop a business plan for a new sport facility. Should be thorough enough to submit to potential investors. The plan should be for a small-scale facility (such as batting cage, health club, gym, sand volleyball court, paintball course, skating rink, etc.) This is not hypothetical. Students should identify an actual plot of land, storefront, or related property, get property costs and sales terms. Then create scale diagrams, examine renovation or building options and costs, plan a timeline for construction or renovations, examine programmatic options, and develop marketing materials and plans. The key is to make the presentation realistic. A business plan template will be provided.

IV. Group Project

Each student will work with his or her group to complete the major project, each person in that group has to contribute his or her share to get the job done. Students must therefore use managerial skills to help motivate group members and assign sub-deadlines. Just as in the real world, a group member can be terminated from the project with proper documentation supporting the decision.

Potential Topics:

- What is involved in facility management
- State of the industry analysis for outsourcing companies
- How to take care of athletic facilities or fields
- Whether it is economical to spend public funds on large stadiums or arenas
- Steps that can be taken to ensure that a crowd is safe
- How to create an operational plan for a new facility

V. Final Project

250 points total (100 for presentation; 50 for project submission)

The final project will require in depth application of knowledge gained throughout the course in relation to the Student Learning Outcomes previously stated in the syllabus. For detailed instructions on this assignment refer to Week 8 in Blackboard.

TENTATIVE COURSE CALENDAR

We ek	Dates	Content	Activity	Due
1	3/14-3/20	<ul style="list-style-type: none"> ● Ch. 2 - Facility Management ● Ch. 4 - Human Resources 	Case Study	
2	3/21-3/27	<ul style="list-style-type: none"> ● Ch. 5 - Facility Planning ● Ch. 6 - Design ● Ch. 7 - Construction 	Facility Tour	
3	3/28-4/3	<ul style="list-style-type: none"> ● Ch. 8-13 (Pick 2) 	Design a facility	
4	4/4-4/10	<ul style="list-style-type: none"> ● Ch. 14 - Marketing ● Ch. 15 - Finance 	Stadium Tour	
5	4/11-4/17	<ul style="list-style-type: none"> ● Ch. 16 - Legal ● Ch. 17 - Security 	Security Plan	
6	4/18-4/24	<ul style="list-style-type: none"> ● Ch. 18 - Event Preparation 	Video Tours	
7	4/25-5/1	<ul style="list-style-type: none"> ● Ch. 19 & 20 - Analysis 	Group Project	
8	5/2-5/8	<ul style="list-style-type: none"> ● Class Presentations 		

A quick note on group projects:

- If you choose to try to let others do the work on your group projects, you will be penalized.
- In this course, I have each group member complete an evaluation of their fellow group members' performance on the group projects.
- I then take the summed scores of all group members' ratings and divide it by the maximum number of points possible to obtain a percentage.
- Once that percentage is arrived at, I multiply the percentage by the final grade that the group receives.
 - o Example: You receive 58 out of 60 possible points from your fellow group members. That percentage comes to 96.67%. Let's say your group earned a 90 on the final project. Your adjusted grade would then be: $.9667 * 90 = 87.003$.
- In order for the evaluations to have merit, you must justify the ratings assigned to a person.
- Why do I do this? There's nothing worse than having someone ride the coattails of others on a project. This method provides you with a way to evaluate and report the work output (or lack thereof) that an individual put into a project. This method is meant to help your group and keeps it from being a "one-person show." In a class this small, EVERYONE will have to work together to make the project a success.

UNIVERSITY POLICIES

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

SRSU Library Info

The Bryan Wildenthal Memorial Library in Alpine. Offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Disability Statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Academic Integrity Statement

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Academic Affairs Service Statement

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

Academic Excellence Statement

Sul Ross holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.