



**KES 5325**

**Event & Facility Management**

**Spring 2025**

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**Office Hours:** Virtual - **By appointment** (email to setup)  
**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.

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[Access through Brytewave Course Link and/or Sully Bookshelf](#)

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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 Thursday in Week 8 at 10am 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.

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
Chapter Quizzes	20	15	300	30%
Journals	15	4	60	6%
Discussions	60	4	240	24%
Assignments	100	3	300	30%
Project	100	1	100	10%
<b>Total/Final Grade*</b>	-	-	<b>1000</b>	<b>100%</b>

\*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 result in point deduction**

**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.

## COURSE REQUIREMENTS

### I. Chapter Quizzes

*300 points total; 20 points per quiz*

Quizzes will correspond to chapters/parts in the textbook and be placed throughout the semester to assess your knowledge of the content. The quizzes will consist of multiple choice, true/false or short answer questions.

### II. Discussions

*240 points total; 60 points per discussion (50 points for original post / 10 points for responses)*

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 (i.e. Shanna Moody #3). Please respond directly in the message area; no attachments unless requested. **TWO RESPONSES ARE NEEDED.**

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 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. *Journals*

60pts total; 15pts each, 4 in total

These are unique student-centric activities that allow for application and reflection of course materials within a private learning environment with the professor. Students answer prompts and follow the instructions that are given.

### IV. Assignments

*300 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.

### V. Project

*100 points total*

The course project will require in depth application of knowledge gained throughout the course in relation to the Student Learning Outcomes previously stated in the syllabus.

**KES 5325**  
**TENTATIVE COURSE CALENDAR**

<b>Week</b>	<b>Dates</b>	<b>Content</b>	<b>Due</b>
1	Mar 17-23	<ul style="list-style-type: none"> <li>Part 1, Chapters 1-4</li> </ul>	Discussion #1
2	Mar 24-30	<ul style="list-style-type: none"> <li>Part 2, Chapters 5-7</li> </ul>	Assignment #1 Journal #1
3	Mar 31 – 6 April	<ul style="list-style-type: none"> <li>Part 3, Chapters 8-13</li> </ul>	Discussion #2
4	Apr 7-13	<ul style="list-style-type: none"> <li>Part 4, Chapters 14-16</li> </ul>	Assignment #2 Journal #2
5	Apr 14-20	<ul style="list-style-type: none"> <li>Part 5, Chapters 17-20</li> </ul>	Discussion #3
6	Apr 21-27	<ul style="list-style-type: none"> <li>Review</li> </ul>	Assignment #3 Journal #3
7	Apr 28-4 May	<ul style="list-style-type: none"> <li>Prepare for Project</li> </ul>	Discussion #4
8	May 5-9	<ul style="list-style-type: none"> <li>Project and All submission Deadline</li> </ul>	Course Project Journal #4

# 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](http://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](mailto: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](mailto: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.