



KES 5323 – Sport Finance and Sales – Fall 2024

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*****Please include you're A# and KINE 5323 in subject of ALL emails)**

Office Hours: By Virtual APPT – email to schedule

Class Meeting: MW 12:00-12:50 / Asynchronous

Web Course Required Text:

Title: Sport Finance - 4th Edition

Author: Fried, DeSchraver, & Mondello

Publisher: Human Kinetics

ISBN: **9781492559733**

OR

Title: Sport Management Collection or 'Sport Finance by Fried'

Author: Human Kinetics

Publisher: Human Kinetics

ISBN: **9781718207226**

For this course you will ONLY need access to the 'Sport Finance' text BUT you may already have or want to purchase the Sport Management Collection provided from Human Kinetics.

STUDENTS IN THE MS IN SPORTS ADMINISTRATION PROGRAM AT SRSU MAY BUY THE SPORT MANAGEMENT COLLECTION once and gain access to relevant texts for the program.

COURSE DESCRIPTION

Students learn financial concepts including financial planning and management, budgeting, the fundraising cycle, and explore the use of different strategies and techniques to maintain or expand sports operations, stadium/facility proposals, budgets, and bond referendums. In addition, a variety of revenue streams are discussed in detail. Students are exposed to a variety of different sales strategies and tactics that can be applied to the sport industry and are also exposed to the latest research and professional trends in the field.

STUDENT LEARNING OUTCOMES

- A. The student will gain a basic overview of the finance field and how it applies to sport management
- B. The student will understand revenue and expenses across a wide variety of sport organizations
- C. The student will learn to develop and track a budget and determine compliance
- D. The student will analyze the cash needs of a sports organization
- E. The student will examine financial statements and how sport organizations make decisions that take into consideration various financial issues

PROGRAM LEARNING OUTCOMES & MARKETABLE SKILLS – Sports Admin

This course is aligned with the following program learning outcomes & marketable skills:

Content Knowledge: Students in the Sports Admin program will demonstrate content knowledge in fiscal management necessary for successful performance in their field.

Critical Thinking/Problem Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems in fiscal management.

Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

Methods of Evaluation (See next page 'Course Requirements' for more details)

Outcome Measure	Points per unit	Available Points	Percentage of Grade
<i>Student Agreement & Welcome Discussion</i>	NA	NA	<i>Required to open all course content</i>
Journals (4)	15	60	6%
Textbook Quizzes (3)	50	150	15%
Discussions From Chapters (4)	60	240	24%
Assignments / Case Studies (4)	100	400	40%
Final Project (1); rough draft (50pts) and final (100pts)	150	150	15%
Total/Final Grade*	--	1000	100%

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

Note: Satisfactory progress in the Sports Admin 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.

LATE WORK POLICY

All coursework must be submitted by the provided due dates in Blackboard or connected third-party application (e.g. McHill Connect - if applicable). In order to promote an actively engaged learning environment the following late points will apply to all late work: 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 to ask for grading consideration.

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 Friday in the final week of class 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 above policy.

TENTATIVE COURSE CALENDAR

Week	Textbook Chapters	Assessments
GETTING STARTED WEEK 1.	-Review Blackboard: "Getting Started" Folder -Immediately start reading and preparing for Part 1 in Text	-Submit Welcome Discussion - <i>Students must complete Student Agreement & Welcome Discussion to Open the rest of the course content!</i> Assignment #1 / Journal #1
Week 2.	-Finish reading Part 1: Chapters 1-4	-Discussion 1 / -Quiz 1: Chapters 1-4
Week 3.	Review case study Start Part 2: Chapters 5-8	- Assignment #2 / Journal #2
WEEK 4.	<i>Review case study</i>	-Discussion 2 / -Quiz 2: Chapters 5-8
WEEK 5.	Part 3: Chapters 9-10 Review Cases	- Assignment #3 / Journal #3
WEEK 6.	Begin Part 4: Chapters 11-12-13-14 Review Cases	-Discussion 3 / Rough Draft. Final Project
WEEK 7.	<i>Finish remaining chapters</i>	- Assignment #4 / Discussion 4
WEEK 8.	<i>COMPLETE FINAL PROJECT</i>	Quiz 3 Final Project

***Recommend copy/save all discussions from yourself and others, and all submitted work so you can have this material for your COMP exam at the end of the program.

EXPECTATION OF STUDENTS

Students are responsible for keeping up with the reading and are expected to read the assigned chapters and/or other posted readings prior to class in order to contribute to online discussion. Handouts distributed through Blackboard should be kept in a notebook in order to be referred to as necessary.

LEARNER SUPPORT

SRSU GRADUATE CENTER

The Graduate Student Center, located in BAB 104, provides resources and services for all SRSU graduate students. There is a computer lab with desktop computers and a networked printer/copier/scanner; laptop computers which can be checked out; a projector and screen for rehearsing student presentations; and a conference room for group study. Both Alpine and distance education students can receive writing and other assistance by calling 432-837-8524.

BLACKBOARD

Our new 24/7 Blackboard online support desk and toll free hotline are set to debut next Monday, May 18th, the Blackboard online support desk toll free number will go live and will be made available to SRSU faculty and students to begin using immediately for any Blackboard technical support issues. SRSU 24/7 Blackboard Technical Support Online Support Desk Contact Info: Toll Free: 888.837.6055 Email: blackboardsupport@sulross.edu

MCGRAW HILL CONNECT If you have any technical issues or questions, please contact McGraw-Hill's Customer Experience Group at 1-800-331-5094.

UNIVERSITY POLICIES

Accidents & Injuries

In the case of bodily or personal property damage, the Kinesiology Department will not be held responsible. The student must report any field experience related injury or illness to the Instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

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 Schwartze 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 mschwartze@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.