I. COURSE DESCRIPTION
While arenas, golf courses, stadiums and fitness centers have distinctive footprints many of their standard operating procedures are similar. The course will present students with the skill set necessary to manage sport venues while at the same time emphasizing the risk management principles to operate these venues successfully.

II. RATIONALE
Learning and Leading through Reflective Practice is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that students be exposed to learning experiences that will enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice. Sport Managers engage in many decision-making processes in the course of providing a variety of services to stakeholders within sport and entertainment. Therefore, students are expected to make numerous decisions based on reflection of context, theory, research, inquiry, and culturally competent practice. The primary purpose of this course is to provide students with knowledge regarding the operations of sport/entertainment facilities and the risk management implications surrounding the policies and procedures governing these types of venues.

III. TEXTBOOKS
ISBN- 978-1-935412-96-0 (Required)

This is a required textbook. Please make certain you have the 3rd edition. There are numerous changes from the 2nd edition.

Information provided in Street & Smith’s Sport Business Journal will be used for class discussion, quizzes and tests. Go to www.sbjcollege.com/subscribe and subscribe. Please select the SBJ 16-week subscription for $73. You may choose between “Home” and “Digital” delivery. Fill out the Subscriber Information, Billing Information and Create Your Online Account sections. Please send me a copy of your email verification. I STRONGLY suggest you subscribe ASAP. The complementary copies are only delivered for the first 2-3 weeks and you have an SBJ submission due by 1/12/18. Please send me a copy of your email verification. Questions can be directed to College & University Program Manager, Molly Kirkpatrick at mkirkpatrick@sportsbusinessjournal.com (Required)
IV. CLASS FORMAT/ATTENDANCE
This class has two sections— an “online” section and a “hybrid” section. Ten of the 15 weeks will be delivered in an online format only. The other five weeks 1/9, 1/16, 1/23, 1/30 and 2/6 from 6:00p-8:50p (CENTRAL TIME) will be presented LIVE in Old Main 204. If you are in the “hybrid” section (U007) you are required to be there. Attendance will be taken during these five dates. If you are in the hybrid section and fail to attend a session there will be a 10-point penalty. If you are in the “online” section (U820T) you can access these LIVE presentations remotely or you can access the class archives and review the PowerPoint presentation at a later date.

Regardless of your course section it you are expected to keep up with weekly chapter assignments. Absences in the hybrid section cannot be made up unless I was notified (and approved the absence) ahead of time. It is the student’s responsibility to check the website to obtain notes, assignments, etc. Excused assignments must be made up within the following week. It is the student’s responsibility to notify me of scheduling and taking missed exams before that week is over. No late assignments will be accepted without prior notice.

V. INSTRUCTIONAL METHOD
This course will be facilitated entirely online via Desire2Learn (https://d2l.sdbor.edu), which you will use to:
• Communicate with your classmates
• View lecture notes and recordings
• View and complete self-assessment quizzes
• Access all required course materials (readings, videos, etc.)
• Access your course progress and grade information

VI. TECHNOLOGY REQUIREMENTS
I am a faculty member and have little technological expertise. Do not contact me if you experience technological problems during a quiz. I cannot “fix” the problem nor can I access your computer. Please refer to the link below if you have problems with your computer during a quiz or other assignment

For information about the university’s technical, academic, and student support services, as well as how to take advantages of these services, please refer to the Online Student Handbook (http://www.usd.edu/~media/files/usd-online/online-orientation-guide.ashx). This document also contains important information pertaining to minimum technology requirements. ITS Help Desk contact information, registration information, as well as other university services and policies. It also provides information about student support services such as advising and enrollment information, financial aid, student life, and counseling, etc. Finally it also provides academic support services such as the library, writing center, proctor and testing information, book purchasing, etc.

The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the “Technology Support and Requirements” section in the Online Student Handbook in the “Getting Started” widget on the course homepage.

Aside from the requirements listed in the handbook, this course has two other requirements:
1. All students should have the ability to submit papers in a format compatible with Word: DOC or DOCX. The University of South Dakota provides access to Google Docs—a free, online office suite—which can save documents as Word files. USD’s Google Docs can be accessed with your USD username and password at: http://docs.usd.edu.

Additionally, USD makes Microsoft Office available for free to all students. For more information, please visit the USD Technology page: http://www.usd.edu/technology
VII. COMMUNICATION
I will use everyone’s university email address. There is an email option with D2L, but we will NOT be using it. Therefore you do not need to check the D2L option for KSM 746. However, we live in a technological society. If you do not check your university email at least once daily, then you need to begin to do so. You are responsible for being aware of any information that I send to the class. However, under no circumstances should you feel that email is the only way to communicate with me. Go “old-school” and pick up a telephone or, if you live close to campus, make an appointment and come see me in my office.

VIII. TURN-AROUND TIME
I will try to answer every email and phone call within 48 hours of receipt. I will also have all your quizzes and tests graded by the Thursday after they are due. All Risk Management projects will be completely graded at the end of the semester by the time grades are due. All SBJ questions are due no later than 11:59p (Central Time) on Friday night. Any other assignments that are due for a given week will be due on Sunday night. The grading cycle for a given week runs Monday-Sunday.

IX. ACADEMIC INTEGRITY
The value of a University of South Dakota education is determined by the quality and character of the students and alums. Therefore, students are expected to uphold academic integrity.

• All academic work, including, but not limited to, papers, computer programs, assignments, and tests, must consist of the students’ own work.
• Students are expected to learn and practice proper techniques for accurately citing resource material.
• Students are expected to be honest in all academic work, refraining from all forms of cheating.

Academic dishonesty may take many forms. Examples of academic dishonesty include but are not limited to the following:
• Buying, selling, or trading papers, projects, or other assignments;
• Using or attempting to use any unauthorized book, notes, or assistance from any person during a quiz or examination;
• Plagiarizing and/or submitting the work of another as your own;
• Fabricating information or citations;
• Facilitating dishonest acts of others pertaining to academic work
• Submitting, without instructor permission, work previously used;
• Tampering with the academic work of another person;
• Ghosting-taking a quiz or exam in place of a student or having any person take a quiz or exam in your place;
• Any attempt, or actual, collusion willfully giving or receiving unauthorized or unacknowledged assistance on any assignment (both parties to the collusion are considered responsible.)
• Forging a faculty members or administrator’s signature on any card, form or document.

X. PLAGIARISM
A. Successful students do not claim the words or ideas of others as their own. You must cite where the information came from if it is not completely (100%) your own.

B. Plagiarism- 1) to steal and pass off (the ideas or words of another) as one's own 2) use (another’s production) without crediting the source 3) to commit literary theft; present as new and original an idea or product from an existing source (Merriam Webster Dictionary). Plagiarism is a white or black issue; there are no shades of gray. This means either plagiarism occurred or it didn’t. Some students are under the mistaken impression that “unintentional” plagiarism may occur; there is no such thing.
C. No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:
   a. Given a zero on the assignment.
   b. Allowed to rewrite and resubmit the assignment for credit.
   c. Assigned a reduced grade for the course.
   d. Dropped from the course.
   e. Failed in the course.

Relevant policy links follow below:

XI. USD Policies

Freedom in Learning
Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

Disability Accommodation
Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.
Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.
Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389
Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

Add/Drop
You may generally add or drop a course within the first ten days of classes using the Add/Drop form (Please see the Academic Calendar for the official add/drop dates for your current semester).
If you need personal assistance with add/drop, please contact the Registrar’s Office during normal business hours. When dropping your only course - or all of your courses - you must withdraw from the university using the withdrawal form. Contact the Registrar’s Office (Belbas 223) for details. For information on registration dates - including the last day to add or drop class and last day to drop a course with a “W” - please see the current semester’s Academic Calendar.
https://portal.usd.edu/academics/registrar/add-drop-procedures.cfm

Diversity and Inclusive Excellence
The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD’s diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.
XI. GENERAL INSTRUCTIONS

XII. NETIQUETTE REGARDING DISCUSSION BOARDS, EMAILS, ETC.

General Netiquette guidelines can be found in the CE Online Orientation [http://www.usd.edu/continuing-and-distance-education/upload/Online-Orientation-Guide.pdf](http://www.usd.edu/continuing-and-distance-education/upload/Online-Orientation-Guide.pdf). The expectations are to follow the basic rules of netiquette and to be courteous to all those in the class. Please type in complete sentences and follow the discussion board guidelines. Use only appropriate acronyms, for example DE for distance education and F2F for face to face. For more information on netiquette please review the following site [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html). If you need assistance with a spell-checker, you can download a browser based spell-check at [http://www.iespell.com](http://www.iespell.com) or use Mozilla Firefox. Please treat all communications in this class as you would in the business world.

XIII. EXPECTATIONS

1. This syllabus is your “playbook” for the class. This syllabus is tentative and changes will be made during the course of the semester, especially with the course schedule. You will be held responsible for all items in this document.

2. Late work will only be accepted— and/or make-up assessments will only be made available— under conditions such as a documented illness, family emergencies, etc., and will be provided solely at MY discretion. When possible, students should notify me prior to missing any assessment.

3. The inability to write properly and spell correctly plagues many students, therefore writing and spelling skills will be emphasized in this course. EVERY spelling error will result in a (1) point penalty on any assignment. One suggestion is to type everything in a MS document (including your SBJ questions), do a spell check and then copy & paste. The students who seem to have problem with spelling are those who use their smart phones or iPads to complete these assignments. I love technology as much as the next person does, but there are times when going “old school” and using a dictionary is the best option!

4. To be successful in this competitive world it is imperative that the quality of your work be outstanding. Do NOT turn anything into me that is not your best effort. One technique to insure the highest quality is to revise your writing. Have someone else read it, make suggestions and revise it again.

XIV. ASSESSMENT TECHNIQUES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quizzes (4 x 25)</td>
<td>100</td>
</tr>
<tr>
<td>2. SBJ questions (10 will be counted)</td>
<td>100</td>
</tr>
<tr>
<td>3. Midterm</td>
<td>50</td>
</tr>
<tr>
<td>4. Final</td>
<td>50</td>
</tr>
<tr>
<td>5. Risk Analysis Power Point Project</td>
<td>100</td>
</tr>
</tbody>
</table>

1. **Quizzes** - The four quizzes will be comprised of fill-in-the-blank or short answer questions and will cover any lectures, Power Points, or reading assignments (from the textbook or SBJ) determined by me to be pertinent. Stay up on your in-class reading assignments and you’ll do fine. **(100 points)**

2. **SBJ Questions** - Students must stay up with the class readings in order to participate effectively. Examples are provided on pgs. 9-11. **(100 points)**

3, 4. **Midterm/Final** - will be comprised of fill-in-the-blank or short answer questions and will cover any lectures, Power Points, textbook or SBJ reading assignments determined by me to be pertinent. **(100 points)**
5. **Risk Analysis Project** - The risk analysis project is the **MOST** important assessment of the semester. Topics for the projects must be approved **before** (not on) Friday 1/19/18. The objective is to conduct a risk analysis for a sport facility of your choice (**you MUST be able to visit the site 2-3 times**). Locations will be on a first come first served basis. The analysis is due **before** 9:00a Friday on 3/16/18. (100 points)

<table>
<thead>
<tr>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% - 100%</td>
</tr>
<tr>
<td>80% - 89%</td>
</tr>
<tr>
<td>70% - 79%</td>
</tr>
<tr>
<td>60% - 69%</td>
</tr>
<tr>
<td>Under 60%</td>
</tr>
</tbody>
</table>

Any work, which meets the **basic** requirements of an assignment is **not** worth an "A"; it is a "C" paper or project. Work, which is characteristic of an “A” grade, is unusual, creative, insightful and imaginative. I bring this up because some students are under the mistaken impression that work, which meets the basic requirements of an assignment, deserves an "A" grade. Average work is average work.

**DO NOT BE SATISFIED WITH MEDIOCRITY!!**

**XV. QUIZ SCHEDULE**

Each quiz is worth 25 points. The quizzes will be comprised of multiple-choice, fill-in-the-blank, or short answer questions over any lectures or Power Points deemed to be pertinent. There will be at least five (5) questions from the SBJ. The quizzes will be available from 9:00a - 11:59p on the posted dates. You will have EXACTLY 45 minutes to take each quiz.

**ALL TIMES ARE CENTRAL DAYLIGHT TIME**

- Quiz #1 – 1/19-1/21 9:00a – 11:59p
- Quiz #2 – 2/2-2/4 9:00a – 11:59p
- Quiz #3 – 3/16-3/18 9:00a – 11:59p
- Quiz #4 – 4/6-4/8 9:00a – 11:59p

**ALL TIMES ARE CENTRAL DAYLIGHT TIME**

The tests are each worth 50 points and their format will be similar to the quizzes. You will have EXACTLY 90 minutes to take the tests. The tests will be available from 9:00a – 11:59p on the posted dates.

- Midterm - 2/16-2/18 9:00a – 11:59p
- Final - 5/2-5/4 9:00a – 11:59p

Before taking any of my quizzes you will need to download software called “Respondus Lockdown Browser”. It can be accessed at [http://www.respondus.com/lockdown/information.pl?ID=579736524](http://www.respondus.com/lockdown/information.pl?ID=579736524). This needs to be done BEFORE starting the quiz. It normally takes will take 10-15 minutes to download depending on your computer. I suggest that you download it over the next couple of days and place it on your desktop. They update the Browser every couple months so it wouldn’t hurt to update you copy to ensure there are no problems. You will access the quiz through the Lockdown Browser. Please let me know if you have any questions.
### XVI. STUDENT LEARNING OBJECTIVES

Upon completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Course Outcomes</th>
<th>Assessment</th>
<th>Cross-Curricular Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong> – apply communication skills to disseminate information in a variety of formats to a diverse set of stakeholders.</td>
<td>• Utilize written communication skills as they relate to event and facility management.</td>
<td>Risk analysis project SBJ questions Quizzes Exams</td>
<td>#1 - Demonstrate the ability to use inquiry and analysis as well as critical and creative thinking.</td>
</tr>
<tr>
<td><strong>Personal and Professional Decision Making</strong> – utilize a wide base of knowledge to develop both critical thinking and practical skills which allows for the integration of theory and practice.</td>
<td>• Analyze and identify potential problems in facility and event management globally and develop proper resolutions.</td>
<td>Risk analysis project SBJ questions Quizzes Exams</td>
<td></td>
</tr>
<tr>
<td><strong>Practical and Theoretical Competence</strong> – incorporate cutting-edge research findings and recent developments in the field-of-study.</td>
<td>• Demonstrate an understanding of the procedures, principles, and current trends in planning and managing an event or facility anywhere in the world. • Analyze research to investigate facility design and risk management.</td>
<td>Risk analysis project SBJ questions</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Development</strong> - collaborate with industry leaders to experience diverse on- and off-campus experiences.</td>
<td>• Demonstrate an understanding of the procedures, principles, and skills required in planning and managing an event.</td>
<td>Risk analysis</td>
<td></td>
</tr>
<tr>
<td><strong>Self enhancement</strong> – demonstrate inclusive excellence by incorporating diversity and social responsibility as core elements in each academic course.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DATE</td>
<td>LECTURE</td>
<td>CHAPTERS</td>
<td>ACTIVITY</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------</td>
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<td>-----------------------------------------------</td>
</tr>
<tr>
<td>(1) 1/8-1/14</td>
<td>Introduction to Class; Syllabi Facility/Event Ops</td>
<td>1 &amp; 2</td>
<td>HYBRID #1 (1/9) SBJ #36 due on 1/12 by 11:59p</td>
</tr>
<tr>
<td>(2) 1/15-1/21</td>
<td>Finish Facility Ops Risk Management/DIM</td>
<td>2 &amp; 10</td>
<td>HYBRID #2 (1/16) SBJ #37 due on 1/19 by 11:59p Quiz #1 - taken (1/19-1/21) ANALYSIS LOCATIONS DUE BY 1/19/18</td>
</tr>
<tr>
<td>(3) 1/22-1/28</td>
<td>Risk Management/DIM/Photos</td>
<td>10</td>
<td>HYBRID #3 (1/23) SBJ #38 due on 1/26 by 11:59p</td>
</tr>
<tr>
<td>(4) 1/29-2/4</td>
<td>Premises Liability/Cases</td>
<td>11</td>
<td>HYBRID #4 (1/30) SBJ #39 due on 2/2 by 11:59p Quiz #2 - taken (2/2-2/4)</td>
</tr>
<tr>
<td>(5) 2/5-2/11</td>
<td>Crowd Management</td>
<td>12</td>
<td>HYBRID #5 (2/6) SBJ #40 due on 2/9 by 11:59p</td>
</tr>
<tr>
<td>(6) 2/12-2/18</td>
<td>EVERYTHING TO DATE</td>
<td>NONE</td>
<td>MIDTERM (2/16-2/18) NO SBJ</td>
</tr>
<tr>
<td>(7) 2/19-2/25</td>
<td>ADA</td>
<td>7</td>
<td>SBJ #42 due on 2/23 by 11:59p</td>
</tr>
<tr>
<td>(8) 2/26-3/4</td>
<td>Food &amp; Beverage</td>
<td>15</td>
<td>NONE</td>
</tr>
<tr>
<td>(9) 3/5-3/11</td>
<td>SPRING BREAK</td>
<td>NONE</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>(10) 3/12-3/18</td>
<td>Emergency Action Plans</td>
<td>13</td>
<td>SBJ #45 due on 3/16 by 11:59p Quiz #3 - taken (3/16-3/18) RISK ANALYSIS PROJECTS DUE BY 9:00a ON 3/16</td>
</tr>
<tr>
<td>(11) 3/19-3/25</td>
<td>Financing Publicly Owned Facilities</td>
<td>3</td>
<td>NONE</td>
</tr>
<tr>
<td>(12) 3/26-4/1</td>
<td>Alcohol Management</td>
<td>14</td>
<td>SBJ #47 due on 3/30 by 11:59p</td>
</tr>
<tr>
<td>(13) 4/2-4/8</td>
<td>Ticketing</td>
<td>16</td>
<td>SBJ #48 due on 4/6 by 11:59p Quiz #4 - taken (4/6-4/8)</td>
</tr>
<tr>
<td>(14) 4/9-4/15</td>
<td>Revenues &amp; Expenses/PSLs Hiring Personnel</td>
<td>6 &amp; 8</td>
<td>SBJ #49 due on 4/13 by 11:59p</td>
</tr>
<tr>
<td>(15) 4/16-4/22</td>
<td>Green Facilities Readings</td>
<td></td>
<td>SBJ #1 due on 4/20 by 11:59p</td>
</tr>
<tr>
<td>(16) 4/23-4/29</td>
<td>Terrorism</td>
<td></td>
<td>NONE</td>
</tr>
<tr>
<td>5/2-5/4</td>
<td>EVERYTHING SINCE MIDTERM</td>
<td>NONE</td>
<td>FINAL (5/2-5/4)</td>
</tr>
</tbody>
</table>

(XVII. TENTATIVE SCHEDULE (SUBJECT TO CHANGE))
XVIII. WEEKLY SBJ QUESTION
You will each submit a question (via email) from Street & Smith’s SportsBusiness Journal (SBJ) on select Fridays before 11:59p. I will send all the class questions minus the responses back to each of you sometime on Monday-Tuesday. You will then use these questions as a type of “study guide” for that week’s issue of the SBJ. Once you have received the “total questions” from me you may send the next week’s question at any time. However, the deadline is each Friday night at 11:59p (beginning on 1/12/18)

Be sure to include all the following:

1. **Use Times New Roman 10 point font on each submission.**
2. On the “subject” line of the email put down the SBJ Issue # (i.e. #38)
3. Create a SIX-EIGHT (6-8) sentence multiple choice question from (in your opinion) the “MOST IMPORTANT” article pertaining to sport facilities or risk management in each week’s issue of SBJ. It needs to be a “feature” article. I will explain this in more detail on Tuesday night.
4. In EIGHT-TEN (8-10) sentences explain the significance of the article as well as why you chose it. Ideally the questions should have something to do with information we have covered in class. In other words I want to show me how you can “connect the dots”. This part of the assignment is extremely important and will be 70% of the 10 points.
5. Provide four multiple choice options. In most cases stay away from using dollar amount and dates. These tend to fluctuate and, at times, aren’t all that accurate.
6. Indicate which of the four responses is correct; include the page number where the information was taken.
7. I will assign a point value of 10 to each submission, depending on the “value” (see #4). The rigor, spelling, grammar, sentence structure etc. of the question will be worth 3 points.
8. Put the information in the body of your email. Do NOT send it as an attachment.

I provided one poor example (from this class last spring) and two excellent examples. These examples should provide you with an example of the quality I am looking for.

**POOR EXAMPLE**
From: Allison Airhead
To: Dr. Robin Ammon
Date: September 6, 2017
Subject: SBJ #16

Ever since it was announced that the MLS collaborated with IMG in October to help them grow their global image it was only a matter of time until they started gaining global sponsorships. Not only is the MLS expanding into Europe but it has also gotten interest around the globe from broadcasters in Latin and South America, Africa, and Asia. According to the article what two companies has the league already signed deals with in the 2016 season?

A. Sky Sports and Eurosport
B. Heineken and Sony
C. Sky Sports and Sony
D. Heineken and Eurosport

The correct answer is A. This can be found on page 4.

**Statement of Significance**
This is the most important article because of what it means for the MLS. As the worldwide interest in the MLS grows and it brings in global partnerships, no longer will it be viewed as the baby brother of all the other major league sports. It will be interesting to see if any of the other major league sports will be able to compete with the MLS in terms of global interest.
GOOD EXAMPLE #1
From: Adam Awesome
To: Dr. Robin Ammon
Date: February 6, 2017
Subject: SBJ #40

Recently in our readings and in class we have been covering risk management. This is a very critical part in the field of sport management. As Dr. Ammon stated in his email “chapter 9 is the most important chapter of the semester”. This article is about how the management staff for Super Bowl 50 plans to manage the traffic flow during the huge event. Levi’s Stadium has been criticized for logistical issues with traffic jams and gridlock at 49ers games and other major events. According to the article the key to managing the crowd flow is controlling the traffic flow outside the facility. Jerry Anderson who is the senior principal with Populous (an NFL consultant) is working his 31st Super Bowl, says that each year has “a distinct flavor and theme”. Jerry says that this year is all about the stadium itself. The stadium is in an urban site which is surrounded by businesses, buildings, light rail, golf course, soccer fields, and the 49ers’ practice facility. This is a unique situation that is going to require a well-developed risk management plan with many creative layouts. To make things run smoothly the NFL has teamed up with the 49ers, city transportation officials, Santa Clara police, California Highway Patrol, and Super Bowl party planners, and lastly crowd management executives, to put together a master risk management/crowd control plan. There are so many potential issues that the many groups have to account for such as, parking lots that will be utilized and how many cars in which it can hold. There is a very extensive security process that the guests must go through to enter the stadium, these procedures have been ramped up since the happenings of 9/11. Populous uses a lot of long-term statistical data on what it takes to get through the queue lines and through the security process. The 49ers doubled their number of entry and exit points from only 3 to 6 since the 2015 season to help with the congestion. Also around the stadium they have installed better signs in the parking lots and restriped more than 300 parking spaces. One of the biggest challenges is inside the stadium where they needed to accommodate for the hundreds of additional TV and radio outlets covering the Super Bowl. To deal with this issue the NFL has built a pair of three-story steel towers in open plaza spaces. To help with the many potential issues that could arise during Super Bowl 50, how many people will be part of the stadiums operations crew?

A. 30 people
B. 50 people
C. 70 people
D. 80 people

It can be found on page 11.

Significance Statement
There are multiple definitions of risk management out there. One definition says that, risk management is the control of financial and personal injury loss from sudden, unforeseen, unusual accidents and intentional torts (Ammon, 1993). The losses or risks can be either physical or financial in nature. In chapter 9 the book says that facility managers have to minimize bodily injuries, and to minimize the risks that could result in a lawsuit. This article is jam packed with potential risk management issues in which Populous is working to eliminate. One of the main concerns for the game is traffic flow outside the stadium. This is significant because if lines are backed up outside the stadium and a fight breaks out, or a stampede starts, a drunk individual assaults someone, or if someone is just purely injured trying to enter the stadium from normal falls from slipping, being tripped etc. Those are all just examples that could occur with larger than normal crowds could. To counter act, the mass crowd the stadium added three more entrance and exit gates for the people to enter. They have also upgraded their parking lots signage, they will be clearer on where people can and cannot park, and put limits to how many cars can park in a lot to reduce accidents, people being hit, and just simply over parking. Also with the parking structures they have restriped over 300 parking spaces. Also to help with the larger crowds they have more than doubled the operational staff to help with potential issues. These issues that Populous has went over with the crowd control and parking lot efficiency are all potential risks that could turn into an individual being injured. In return the Super Bowl organization and crew could be found negligent.
In the article "Temple hires AECOM, Moody Nolan for stadium", Temple University is deciding to do something not many football programs do, and that is to build a stadium with less seats in it than the previous one. AECOM and Moody Nolan will lead the project for the brand new, 30,000 seat football stadium which is set to open in 2018. The team had been playing its home games at Lincoln Financial field, which is home to the Philadelphia Eagles. They averaged a school record 44,000 spectators per home game. So why would you build a stadium that is set to hold nearly 15,000 less seats than your average game attendance? The answer is due to the genius of Moody Nolan. Moody Nolan wants to put the stadium on Temple's urban campus. Athletic Director Patrick Kraft firmly believes that having the stadium on campus would be very beneficial. He believes that building a 30,000 seat stadium will allow the public to see just how much Temple has evolved over the past few years. In the article, it was mentioned that AECOM's Steve Terrill and Brian Pounds had designed a stadium for a university that was very similar to the one Temple University is asking for. What was the name of that University?

A. Florida State University
B. The University of Miami
C. Florida Atlantic University
D. Florida Gulf Coast University

The answer is C and can be found on page 4.

**Statement of Significance**

This was by far the most important article this week. It contained so many different aspects of what we have talked about in class. From, constructing a facility and the importance of how to finance the building of a new one, to ticket sales and how Temple is designing their new stadium to include more club seats and suites. What stood out the most to me in this article though is how both the designers/architects and the school want the new stadium to be built on campus. I thought of the Barclays Center in Brooklyn when I read that they are looking to build it in this specific area. The way the designers made that area fit-in to the surrounding neighborhood made that arena that much more special. I think that Temple is trying to go that route as well; to make the stadium reflect the campus, and the community. As the facility manager, I would pay special attention to a couple of things. First, where are you going to have parking located? Broad Street, located on the east side of the stadium, is the city's busiest thoroughfare. I would try to stay away from having fans crossing the street just to get to the stadium. Because it is such a compacted area of town, no matter where you have parking, you will have to provide proper signage to reduce the risk of accidents happening. The second thing I would do is to get a team together to talk about whether or not you are going to sell alcohol during home games, and if so, how do you limit the sales so that you don't get out of control spectators. Temple University wants this new stadium to be on campus. They want students, as well as the community to be more involved during home games. I think the best option would be to hold off on alcohol sales until you get a good grasp of how this new stadium affects the community. The last thing you want is to have a poorly implemented alcohol policy and a college student purchases excessive amounts of beer and harms one of your alumni donors. There is a lot to look forward to if you are involved with this process at Temple University. The stadium sounds like it will be a success. That being said, the athletic director and facility manager need to be aware of the potential risks with building a stadium on a college campus, especially near busy roads and businesses.
Choose a golf course, ski area, fitness center, outdoor or indoor swimming pool; tennis court complex; high school gym; YMCA/community center; baseball stadium, recreation center; university or municipal stadium or arena and conduct a detailed risk analysis of the facility.

When you have selected a project, email the following information to me about your choice.
1. Your name
2. Name of facility
3. Location of facility
4. Title of the Power Point (1-10 words). The title must be specific enough to where a reader knows what the project entails.
5. Date of facility visit. The name and title of your contact. The phone number of contact in case I have any questions.

Only one student will be allowed per facility, so time is of essence. NO USD facility will be approved, so don’t waste your time. In addition, it can’t be a facility you work at or any of your relatives own. You are graduate students and I expect you not to take the path of least resistance. Undergraduate students make that mistake and you are graduate students. Go somewhere you have never been before…..LEARN SOMETHING NEW! There is a list of previous venues on pages 15-16. There are facilities from SIX different states! ALL topics must be selected and approved by January 19th. The project must be submitted no later than Friday March 16th. It may be turned in earlier, though it is entirely possible the project may not be graded until after the Final Test.

A. GENERAL GUIDELINES
   1. Read these instructions in their entirety before beginning the assignment. Your grade may be affected by leaving out important details due to not reading these instructions.
   2. Always include specific examples when appropriate. Photos- photos-photos….you can never have too many photos. Every photo must include a caption. I need to understand what I am looking at.
   3. Each student will be responsible to research and present a Power Point presentation about the facility they choose.
   4. The information must be presented in a manner so I will understand the relevance of the information.

B. ASSESSMENT CRITERIA
   ALL of the following criteria must be discussed in order to receive a passing grade on the project.

   DO NOT SEND THIS INFORMATION TO THE SITE IN AN EMAIL!! This is a research project……that means YOU collect this information (research), not someone from the facility. It is not their job…..it is part of the assessment.

   1. Who had the original idea for the facility?
   2. What company was awarded the contract for construction? Who was the architect?
   3. How was the facility financed? List at least three of the following preliminary costs: site acquisition, cost of bond issue (if there was one), site development, construction costs, promotion and publicity.
   4. List at least two current maintenance problems. You may ask your contact about these.
   5. What is the facility’s administrative structure? What are their responsibilities? Include a slide with an organizational chart (this must be in chart format). It needs to include the specific names of the individuals involved.
   6. What member of the facility staff is responsible for risk management problems?
7. Identify five— not four, not six— **FIVE** (5) specific risks— these should either be risks you identified, your contact told you about, or those that you recognize will be there due to your knowledge gleaned from this class. These **MUST** be realistic risks— not something you “think” might be a risk. Please make **CERTAIN** you do NOT include any “inherent” risks such as lightning, concussions etc. You **must** include photos of all the risks!

8. This section **must** include three separate matrices: 1) Risk category; 2) Risk treatment; 3) Risk reduction. Refer to your text as well as the first night’s PPT presentation
   a. Does the facility staff use waivers? If they use one you need to **provide** a copy of the one they use. You need to discuss/decide if it is a well written one and explain.
   b. Use key words for reduction of risks (i.e. supervisory plan, inspections, in-service education plan).
   c. Describe the specific types of insurance (property and liability) the facility carries. If you can find out how much, it means 1-2 “bonus” points.
   d. **ANY** type of facility will have **hundreds** of risks associated with it. You are required to cover only **FIVE** (5).

9. Does the facility meet ADA requirements?? In which areas are they compliant? Not compliant?? **Photos with appropriate captions are required** for this section. Complete the ADA Checklist Americans With Disabilities Accessibility Report. I will send it to you. Someone please remind me!

   This will necessitate you taking a measuring tape with you to make the appropriate measurements.
   a. There are **SIX** specific priorities in the checklist. I expect a section on each.
      1) Accessible Entrance
      2) Ramps
      3) Parking & Drop-off
      4) Entrances
      5) Deputy Registrar Services
      6) Restrooms

10. **Photos** of any **special design features**, such as: types of ceilings, unique wall materials, distinctive lighting, outsized storage areas or other unexpected design structures.

11. **Photos** of **safety features** such as: fire doors, smoke detectors, emergency phone.

12. The PPT must include a **comprehensive** conclusion; Not a couple of paragraphs thrown together. Also be sure to include references (in proper APA format).

C. **IMPORTANT SUGGESTIONS**

1. Video clips may **not** be used. However, some type of creativity is required. A number of **actual** photos are required (not downloaded from the Internet). Remember “a photo is worth 1000 words”. Each photo **must** include a caption of some kind. Be certain to include photos, charts, graphs, video etc.

2. It is important to remember that a PPT slide is supposed to be an **outline of the information**. It should **not** be word for word what you tell me in your audio. You should ALWAYS include your name, the course name, and the course number on the title slide.

3. Do NOT wait until the last minute to begin work on this project; the inability to tour the facility has caused many previous students to do poorly on this assignment. It will be very apparent to me if you don’t visit the facility.
4. When making an appointment with the facility ask about the needed info (stated above). Do not tell me in the presentation that the info was unavailable. If this is the case pick a different facility.

5. The project must be original; that is you must be the author of it and it must not have been used for another course. **NOTE:** PLAGIARISM WILL NOT BE TOLERATED. If you have any questions notify me immediately!!

6. Do **NOT** wait until the last minute to begin work on this project. It takes a LOT of work to put together the presentation AFTER you have all the material.

D. **FORMAT**

This is an EXTREMELY important section. At least two students received failing grades on last year’s facility analysis for failing to follow these directions.

1. For most computers you **will need a headset and microphone.** Your sound quality MAY be poor without one. You can borrow one from someone if you don’t want to buy one, it doesn’t make any difference to me. You can purchase a fairly inexpensive one ($15-$20) from Wal-Mart. Without a headset the audio is often times distorted. Make certain you check this out **before** embedding your audio.

2. I suggest constructing your PPT first. Then go back and add the audio. That way you already have an idea of the content on each slide. Also script out what you are going to say……do **NOT** make the rookie mistake and try to shoot from the cuff. It RARELY sounds professional. One student did this last semester and it was the difference in at least two letter grades.

3. At the bottom of your slides is an area that it titled “click to add notes”. Please type **everything** you say here. This becomes your **script**.

4. One of your peers put together this video clip together to provide directions on how to put together the graduate facility analysis. Please review it as I will expect everyone’s PPTs to be formatted correspondingly. Please do not use Ashton’s color scheme, be creative and come up with your own.

   [https://www.youtube.com/watch?v=lzOTHzcbuE4](https://www.youtube.com/watch?v=lzOTHzcbuE4)

5. You are all graduate students and are thus responsible for the quality of your presentation. Go through several trial runs, send it to a friend and have them review it. Proof read the slides. Listen to the audio on every slide. Make CERTAIN that you have ironed out all the bugs BEFORE sending to me. I will grade it exactly as is. It is your responsibility to ensure it opens up and operates correctly. You will lose points if I can’t open the presentation, if the audio isn’t discernable or if the slides don’t automatically advance.

6. Get rid of your “um’s”, “uh’s”, “like”, “kinda”, “you know what I mean” plus any slang in your trial runs. Clearing your throat or sniffing will definitely detract from the overall quality. Do **NOT** yawn while recording (seriously, one student did last spring). Do not answer a roommate’s question (again- this happened last spring). I expect a quality presentation (slides and audio).

7. The project must be submitted **before** 9:00a on FRIDAY MARCH 16th. Please remember this project is THE major emphasis of the semester; it is worth 25% of your total grade. I can guarantee, in most cases, I will **not** be able to complete everyone’s rubric until the date grades are due. However I will make every attempt to return them ASAP.

8. The rubric I will use to grade your case analysis is below. Please make sure you are cognizant of the structure and format I expect regarding the assignment. Some students fail to read information on the rubric and are then confused as to why they lost points.
9. Do **NOT** wait until the last minute to begin work on this project.

10. My expectations are extremely specific. While I welcome creativity this is **not** the type of assignment to ignore the details I require. Photos, photos, photos!!
Examples of previous locations—these are just examples; be creative; explore a new venue! Remember NO USD facilities are to be considered:

- 24/7 Fitness Club, Sioux Falls, SD
- All American Gymnastics Academy, Sioux Falls, SD
- Avera Sacred Heart Wellness Center, Yankton, SD
- Avera Sports Institute, Sioux Falls, SD
- Avera Wellness Center, Sioux Falls, SD
- Big Stone Fitness Center, Ortonville, MN
- Body Works 24 Hour Fitness, Sioux Falls, SD
- Bronco Nagurski Football Complex, Minneapolis, MN
- Corn Palace, Mitchell, SD
- Creighton University Championship Center, Omaha, NE
- Dakota Dunes Country Club, Dakota Dunes, SD
- Dakota Wesleyan University/Avera Sports and Wellness Complex, Mitchell, SD
- Denny Sanford Premier Center, Sioux Falls, SD
- Fitness 365, Yankton, SD
- Four Seasons Health Club, Sioux City, IA
- Fox Run Golf Course, Yankton, SD
- Full Dimension Crossfit, Freehold, NJ
- Hillcrest Golf & Country Club, Yankton, SD
- Howard Wood Field, Sioux Falls, SD
- Huron Arena, Huron, SD
- Iowa Lakes Soccer Stadium, Spencer, IA
- King’s Pointe Water Park and Indoor Resort, Storm Lake, IA
- Laddie E. Cimpl Arena, Yankton, SD
- Long Lines Family Recreation Center, Sioux City, IA
- Madison Community Center, Madison, SD
- Midco Aquatic Center, Sioux Falls, SD
- NFAA Easton Archery Complex, Yankton, SD
- Norm Waitt Sr. YMCA, South Sioux City NE
- North High School, Sioux City, IA
- Oakmont Country Club and Golf Course, Glendale, CA
- Papillion La Vista High School Pool, Papillion, NE
- Perfect Practice Sports Academy, Harrisburg, SD
- Power Fitness, LLC, Luverne, MN
- Prairie Green Golf Course, Sioux Falls, SD
- Prairie Rose Golf Course, Brunsville, IA
- Rapid City Central High School Field House and Weight Room, Rapid City, SD
- Rock Rapids Speedway, Rock Rapids, IA
- Sanford Family Wellness Center, Sioux Falls, SD
- Sanford Fieldhouse, Sioux Falls, SD
- Sanford Pentagon, Sioux Falls, SD
- Sioux Falls Arena, Sioux Falls, SD
- Sioux Falls Stadium, Sioux Falls, SD
- Sky Zone Trampoline Park, Sioux Falls, SD
- South Sioux City High School Mini Dome, South Sioux City, NE
- Summit Activities Center, Yankton, SD
- Swifte Center, Brookings, SD
- Target Field, Minneapolis, MN
- TCF Bank Stadium, Minneapolis, MN
- TD Ameritrade Park, Omaha, NE
- Terry Peak Ski Area, Lead, SD
- The Bluffs Golf Course, Vermillion, SD
- The Bridges at Beresford, Beresford, SD
- Tyson Event Center, Sioux City, IA
- Urbandale High School South Gymnasium, Urbandale, IA
Vermillion High School, Vermillion, SD
Watertown Rec Center, Watertown, SD
Waveland Golf Course, Des Moines, IA
Westward Ho Country Club, Sioux Falls, SD
Willow Creek Golf Course, LeMars, IA
Willow Run Golf Course, Sioux Falls, SD
Winner Athletic Club, Winner, SD
Yankton High School Gym, Yankton, S.D.
Yankton Ice Arena, Yankton, SD
YMCA, Sioux Falls, SD
Sport Facility Risk Assessment Rubric

Name: ________________________________

1. **Length**: /6 points

   MINIMUM- 25-30 slides per presentation (this is for a “C”). Your name should be on the first slide and include the title of the presentation. The title should be clear and definite. A reader should know exactly what is being presented by reading the title.

2. **Creativity**: /10 points

   Was the presentation presented in a manner that was unique and interesting? Did you display independent thought? Were photos of all the requisite items (see instructions) included in the presentation? Remember a picture is worth a thousand words! If you create an average presentation you won’t receive anything higher than a 6 or 7 on this section.

3. **Preparation**: /8 points

   Title page

   Has the student practiced the presentation, or does it appear this is the first time they have presented it? Was the student organized, confident, and prepared? Did student stammer? How many “uh’s”, “um’s” and “likes” were spoken?

   Did the presentation include a comprehensive conclusion?

   Was there reference slides; were they in correct APA format?

4. **Quality of Oral Presentation** /10 points

   Were the slides formatted as directed in YouTube clip?? Is the audio audible?

   Minus spelling errors (1 point each)

5. **Matrices (You must include all three!!)** /21 points

   Risk Category

   Risk Treatment

   Risk Reduction

   **SUB-TOTAL** /55
6. **Content:**

   Provided complete information for each of the following areas:

   ____/3 Who had the original idea for the facility?

   ____/3 What company was awarded the contract for construction? Who was the architect?

   ____/3 How was the facility financed? List at least three of the following preliminary costs: site acquisition, cost of bond issue, site development, construction costs, promotion and publicity.

   ____/3 List at least two current maintenance problems. You must include photos (and captions)

   ____/3 What is the facility’s administrative structure? What are their responsibilities?? Include a slide with an organizational chart (this must be in chart format). It needs to include the specific names of the individuals involved.

   ____/15 Who in the facility is responsible for risk management problems? Discuss the FIVE (5) most obvious risks you noticed during your visit (photos/captions are vital). Provide a risk reduction technique for each of them.

   ____/3 Describe the specific types of insurance (property and liability) the facility carries.

   ____/6 Does the facility meet ADA requirements. In which areas are they not compliant? Photos with captions are necessary in this section as well.

   ____/3 Photos/captions of any special design features, such as: types of ceilings, unique wall materials, distinctive lighting, outsized storage areas or other unexpected design structures.

   ____/3 Photos/captions of safety design features such as: fire doors, smoke detectors, emergency phones.

   **Total** ___________/100
ACKNOWLEDGEMENT OF POLICIES AND PROCEDURES FOR KSM 746

I fully comprehend and agree to comply with all of the policies and procedures included in the KSM 746 (Sport Facility & Risk Management) course syllabus for spring 2018. I also appreciate that failure to adhere to all of the outlined requirements may seriously affect my grade and future in this class. Dr. Ammon has explained to me that certain items may-be added or deleted to this course syllabus (including the tentative schedule) and I will be held responsible for any and all of the new information. I understand all of the information pertaining to plagiarism as mentioned on pages 2-3 of this syllabus. I know the differences between the “online” and “hybrid” sections. I acknowledge that in order to comply with University policy if I am in the “hybrid” section I am required to be in attendance on 1/9, 1/16, 1/23, 1/30 and 2/6. If I am in the hybrid section and fail to attend a session I realize a penalty will be imposed. I have been given the opportunity to ask any questions pertaining to the information contained in this document and have had all of my questions answered to my complete satisfaction. I understand all of the information contained on this 19-page syllabus and my signature below attests to my comprehension of this material.

Signed name

Date

Printed name

Robin Ammon

Date