Instructor:
Dr. Misty Kesterson Office telephone: (361)825-3299
Office: Island Hall (IH)374 Office Hours: T-Th 9:00-12:00
Class meeting: IH 163 Class meeting times: TR 02:00-04:30 PM
E-Mail:misty.kesterson@tamucc.edu or Blackboard

I. Course Description: Sport facilities are changing at a rapid pace. 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, numerous job opportunities are available in this discipline. This class will cover numerous issues from construction-related concerns to marketing facilities, naming rights, and concession concerns. Also covered will be topics related to the facility management side of the industry, with special attention paid to back-house operations such as water, heating, cooling, and related activities. This is a comprehensive course focusing on applied rather than theoretical knowledge. To learn some of the hands-on elements of running a facility, students will visit a variety of facilities. There they will spend time with facility staffers to learn how each facility is operated.

II. Rationale: Emphasis will be placed on introducing students to the general concepts and technical aspect of planning, designing, and operating recreation facilities. General principles of assessment, design, financing, construction and operation will be addressed.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS AND/OR ADMINISTRATORS/COUNSELORS
State Adopted Proficiencies for Teachers &/or Administrators/Counselors
A. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
B. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
C. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.
D. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
E. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

IV. TEXES COMPETENCIES N/A

V. COURSE OBJECTIVES/LEARNING OUTCOMES -
Students are expected to learn the following:
• Facility marketing
• Facility law
• Facility financing from construction through operations
• Facility construction and renovation
• Facility operations
• The responsibilities and duties of a facility manager
• The role facilities play in revenue generation
• Facility changeover and other maintenance- and preparation-related concerns
• Crowd management and patron relation
VI. Course Topics

This course is designed to enable students to understand the planning, design, construction and operation of recreation facilities. Students will gain knowledge about planning principles, construction, and management of facilities. To learn some of the hands-on elements of running a facility, students will visit a variety of facilities to spend time with facility staffers to learn how each facility is operated.

VII. Instructional Methods and Activities

A. This is a hybrid/blended course where course content is delivered online in conjunction with class meetings.
B. Online Experiences: All tests, quizzes and assignments are detailed in the Assignment tool and Assessment section.
C. In class experience include lecture, demonstration, video, guest speaker, guided discovery, lab exercises, video, etc
B. Clinical Experiences - cooperative groups; student presentations
C. High Impact practices – Case study, facility project, facility tours

VIII. EVALUATION AND GRADE ASSIGNMENTS

The methods of evaluation and the criteria for grade assignment are:

A. Methods and Percentage of Final Course Grade Each Assessment Constitutes
Course evaluation is based upon the assessment of each student’s mastery of the course content (knowledge), and mastery of selected skills. Knowledge and skills are evaluated by written examinations, course assignments, and service learning opportunities. Grades are awarded according to the EARNED percentage of the FINAL MAXIMUM POINT TOTAL.
1. Traditional Assessment
2. Performance Assessment

Major Course Requirements:
  a. Chapter Quizzes
  b. Attendance and participation points. Students are expected to actively participate in weekly course activities.
  c. Assignments (3) 25 points each. The assignment topics are facility planning, compare and contrast facilities after tours, and ADA requirements. Assignment details will be communicated through Blackboard.
  d. Tests (3) 50 pts each.
  e. The semester project (50 points) will be a presentation depicting a facility designed by each student within given parameters. Assignment details will be available in Blackboard.
  f. **NOTE: Late assignments will not be accepted.** All written work must exhibit a college level competency in spelling, grammar, punctuation, and style. Written work with significant mechanical flaws will not be accepted.

EVALUATION

1. Exams (4) 35%
2. Quizzes (14) 20%
3. Assignments (3) 15%
4. Project 15%
5. Attendance/Participation 15% 100%
B. Grading Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
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<tr>
<td>59% or less</td>
<td>F</td>
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IX. Course Schedule and Policies (subject to change)
A. Class Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Assignments Due</th>
<th>Topic Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Read Chapter 1 History and Future of Sport and Public Assembly Facilities</td>
<td>Introductions, Review Syllabus and Resources Dugan Wellness Center/Island Hall gym</td>
</tr>
<tr>
<td>2</td>
<td>Read Chapter 2 Facility management</td>
<td>CC Athletic Club, Gold’s Gym</td>
</tr>
<tr>
<td>3</td>
<td>Read Chapter 4 Facility planning</td>
<td>Disability Services - Accessible Design &amp; Signage Distribute Project and Assignment information for the semester</td>
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<tr>
<td>4</td>
<td>Test #1 Ch. 1, 2, &amp; 4 Online</td>
<td>Schlitterbahn – Padre Island</td>
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<tr>
<td>5</td>
<td>Read Chapter 5 Facility Site and Design</td>
<td>Mark Bohling – TAMUCC Soccer/Track</td>
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<td>6</td>
<td>Read Chapter 6 Facility Construction</td>
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<tr>
<td>7</td>
<td>Read Chapter 7 Facility Systems</td>
<td>Performing Arts Center then classroom</td>
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<tr>
<td>8</td>
<td>Read Chapter 8 Facility Operations</td>
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<tr>
<td>9</td>
<td>Test #2 Ch. 5-8 Online</td>
<td>Hurricane Alley/Whataburger Field</td>
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<tr>
<td>10</td>
<td>Read Chapters 9 Facility Maintenance</td>
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<tr>
<td>11</td>
<td>Read Chapters 11 Finance &amp; Budgeting</td>
<td>American Bank Center/SMG</td>
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<tr>
<td>12</td>
<td>Chapter 13 Implementing a Security Plan/Test #3 Ch. 9, 11, &amp; 13</td>
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<tr>
<td>13</td>
<td>Facility Project Presentations</td>
<td>Project presentations</td>
</tr>
</tbody>
</table>

B. Class Policies (includes policies related to attendance, late assignments, make-up tests)

**Attendance/tardiness**
Students are required to punctually attend all class meetings (when applicable) and complete all assignment deadlines. Excused absences are limited to participation in a TAMUCC sanctioned event or participation in a religious holy day as outlined in the University catalog. Any assignment, quiz, or test missed due to a TAMUCC sanctioned event must be completed prior to the absence. Coursework, assignments, and quizzes may not be made up due to tardiness. **Consistent attention to assignment instructions and submission deadlines is critical to the successful completion of this course.**

**Facility Tours** This course involves touring facilities off campus to apply information from the text and in class lectures and activities. Transportation is the students’ responsibility. As the tour schedules are dependent upon other individual’s and facility event schedules, tour dates are subject to change. Students are representing the university during these off campus tours and must conduct themselves in a manner that represents the institution in a positive manner. Failure to do so may impact the attendance and participation grade for that day.
Late work and Make-up Exams
Assignments are due the day they are scheduled to be due at the time they are scheduled. MAKE-UP EXAMS are given only under dire circumstances in which prior permission from the instructor is required.

Extra Credit

Cell Phone/Electronic Device Usage
It is inappropriate to have cell phones active during class and will not be tolerated. Failure to observe this policy will result in being asked to leave the class.

Academic Integrity/Plagiarism.
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved.

Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:
1. Written reprimand.
2. Requirement to re-do work in question.
3. Requirement to submit additional work.
4. Lowering of grade on work in question;
5. Assigning grade of ‘F’ to work in question;
6. Assigning grade of ‘F’ for course;
7. Recommendation for more severe punishment, such as dismissal from the program or from the University.

See the University Catalog for more information.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. (Include date for semester) is the last day to drop a class with an automatic grade of “W” this term.

Preferred methods of scholarly citations - APA Format
https://owl.english.purdue.edu/owl/resource/560/01/

Classroom/professional behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility (can be in place of classroom/professional behavior)
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are
 responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Grade Appeals**
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**Disabilities Accommodations**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**NOTE:** Printing online tests and/or quizzes is strictly prohibited.

X. TEXTBOOK (required)


Other Reading as Recommended

KINE 4308 Facility Design and Plan in Recreation
Syllabus Acknowledgment Form

I, (print name)__________________________________________, certify by my signature that I have read and understand the class policies that have been presented in the class syllabus for KINE 4308 Facility Design and Plan in Recreation.

Signature ___________________________________________ Date ____________________