

SPM 4612 | 3 Credits

Summer A 2025

COURSE INFORMATION**INSTRUCTOR****Randall Penn**

Office: Virtual

Office Phone: (941) 861-9849

Preferred Method of Contact: rpenn@ufl.edu*Expect a response within 24 hours M – F, 48 hours after 4pm Fri, and 48 hours on Sat or Sun.***OFFICE HOURS**

Tues (2:45 pm – 4:45 pm), Thurs (3:50 pm – 4:30 pm), & by appointment

MEETING**TIME/LOCATION**

This course does **not** have scheduled meeting times. Assignments and quizzes are due on scheduled dates and times. Access the course online through Canvas on UF e-Learning (<https://elearning.ufl.edu/>) & the Canvas mobile app by Instructure.

COURSE DESCRIPTION

Students will learn about the components of successful environmental sustainability programs through the evaluation of sport leagues, individual teams, collegiate programs, and venues/arenas, exposing students to key tactics and skills necessary for success in the field. Best practices on core topics provide students with a view of how organizations implement environmental sustainability and social responsibility programs.

PREREQUISITE KNOWLEDGE AND SKILLS

- junior standing & above

REQUIRED MATERIALS

- McCullough, B. P. (2015). Introduction to Environmental Sport Management. Forwarding Sport Sustainability, LLC. ISBN: 9780996926904.
- **Additional Readings posted to Canvas.**

MATERIALS AND SUPPLY FEES

- There are no supply or material fees for this course.

COURSE FORMAT

- **Instructional Methods:** This course consists of asynchronous lectures, readings, and discussions to provide students with a variety of learning methods. You are responsible for observing all posted due dates and are encouraged to be self-directed and take responsibility for your learning.
- **Minimum Technology Requirements:** The University of Florida expects students to acquire computer hardware and software appropriate to his or her degree program. Most computers can meet the following general requirements. A student’s computer configuration should include:
 - Broadband connection to the Internet and related equipment (Cable/DSL modem)
 - Microsoft Office Suite installed (provided by the university)
- **Minimum Technical Skills:** To complete your tasks in this course, you will need a basic understanding of how to operate a computer, and how to use word processing software.
- **Zoom:** Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at <https://ufl.zoom.us>.
- **Lectures & Assignments:** Students will watch pre-recorded lectures and complete weekly assignments and discussions based on assigned due dates. Students should read the textbook prior to watching the lectures.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

Identify the components of an environmental sustainability plan

Analyze the differences between the components of environmental sustainability

Justify the importance of establishing transparency and credibility with environmental programs

Evaluate key reasons sport organizations are implementing sustainability programs and what impact it has made on the sports industry

Evaluate the impacts of stakeholder groups on sustainability programs

Compare how different organizations market their environmental programs and create consistency

Identify key market trends that are revolutionizing the consumption of sport and connection with and between fans

Compare Corporate Social Responsibility programs and what differentiates corporations from sports organizations

List which sport organizations are “greenwashing”

Evaluate current trends in sustainability related social issues

GRADING

The table below provides an outline of the assessments for the course.

Evaluation Components	Points Per Component	% of Total Grade
Syllabus Quiz (1)	10 pts each = 10 pts	10/340 = 3%
Midcourse Survey (1) & End of Course Survey (1)	5 pts each = 10 pts	10/340 = 3%
Video Introduction (1)	10 pts each = 10 pts	10/340 = 3%
Assignments (4)	25 pts each = 100 pts	100/340 = 30%
Final Exam (1)	50 pts each = 50 pts	50/340 = 15%
Discussion Boards (4)	10 pts each = 40 pts	40/340 = 11%
Sustainability Final Project – Lightning Talk Presentation, email of introduction & Peer Review	= 120 pts	120/340 = 35%
	340 points possible	100%

Assignments (8 x 25 pts = 200 pts) – Assignments are used to confirm an understanding of course material and evaluate comprehension of course content. Students will complete multiple “assignments,” consisting of a variety of questions, topics, and

question formats. Late assignments will not be accepted for credit unless arrangements have been made with the instructor prior to the due date for that assignment. Failure to make prior arrangements may result in rejection of work submitted late as rescheduling/accepting assignments is at the discretion of the instructor.

Module Quizzes (4 x 30 pts = 120 pts) - Module quizzes will monitor and assess major concepts taught in each module of the course to gauge course content comprehension and application.

Discussion Boards (5 x 10 pts = 50 pts) – Some interactions for this course will emerge through online discussions with other students and the professor. Discussion boards will be built on weekly readings. Discussion boards will involve students posting one response (#1) to the prompt on specified days and times and a second (#2) and third (#3) response to two other students’ posts on specified days and times, totaling three posts per discussion board.

- Each of the three posts per discussion board must be between **100 to 200 words** otherwise points are deducted.

Discussion Broad Grading Rubric

Exceeded Expectations 10-9	<ul style="list-style-type: none"> •Posts comprehensively address the discussion with stimulating posts. •Posts in-depth, insightful reflections that demonstrate critical thinking and share real-world experiences and examples. •Well-written posts made within the required timeframe and are at least 100 words. •No grammatical or spelling errors.
Met Expectations 8	<ul style="list-style-type: none"> •Posts are on topic and contain original content. •Posts elicit reflections from and/or build on ideas from others, showing evidence of knowledge and understanding of content with occasional examples. •Posts use complete sentences and rarely have grammatical errors. <p>Posts are made within the required timeframe and are at least 100 words.</p>
Emergenced Toward Expectations 7-6	<ul style="list-style-type: none"> •Posts are on topic but lack originality and/or fail to elicit reflections from or fail to build on ideas of others. •Examples might be made but may be irrelevant or unclear how they connect with course content. •Posts may contain multiple grammatical and spelling errors. <p>Posts are made within the required timeframe and are fewer than 100 words.</p>
Below Expectations 5-0	<ul style="list-style-type: none"> •Posts do not contain enough reference back to the original topic or may not address the issue at hand successfully. •Little evidence of knowledge or understanding of course content is shown and examples are missing. •Posts contain incomplete sentences and/or may not adhere to Standard English and grammar. <p>Posts are not made within the required timeframe and are fewer than 100 words.</p>

Final Exam (1 x 50 pts = 50 pts) - The Final Examination will progress monitor and assess major concepts taught throughout this course to gauge course content comprehension and application.

Sustainability Final Project: Lightning Talk Video Presentation and Peer Review (1 x 100 pts = 100 pts) –

Instructions:

- Create a 5-minute lightning talk video presentation on a sports organization’s sustainable practices.
- You will be asked to upload your video presentation and post it to the discussion board by the due date.
- Additionally, you will be required to view your peer’s presentations and make comments.

The lightning talk video presentation should include PowerPoint-type slides that highlight environmental initiatives and sustainable programs that we have covered throughout the course. Be sure to include potential new projects and ways to improve existing programs as part of the presentation. We want to learn from you about the organization you selected and the environmental sustainability programs.

About Lightning Talk Video:

Lightning talks are structured and focused presentations that are often presented at conferences. Presenters will have exactly 5 minutes for the video presentation, using 20 slides. Slides will automatically advance every 15 seconds. (see sample in course module)

Focus on the following areas for your lightning talk video presentation:

1. Making the Case for Sustainability
 - Current sustainability initiatives (people)
 - Motivations on why they started the program
 - Challenges and successes with implementing programs

2. Strategic Planning and Marketing
 - Environmental mission statement (planet)
 - League Structure
 - Partnerships
 - Corporate social responsibility programs (people)

3. Environmental Operations and Management
 - Financial benefits and ROI (profit)
 - Future programs recommendations
 - Potential opportunities for future initiatives
 - Guidelines and Submissions

Final Project includes:

- Topic Selection (week 3) – 10 points
- Final Lightning Talk Video Presentation (week 5) – 80 points
- Peer Review of Lightning Talk Video (week 6) – 10 points

Grading Rubric: Sustainability Final Project – Lightning Talk Video Presentation

Criteria	Ratings			Pts
This criterion is linked to a Learning Outcome Research	20 to >17.0 pts Satisfactory Research selected is relevant to the assignment, is presented accurately and completely.	16 to >10.0 pts Needs Improvement Research selected is somewhat relevant to assignment, presentations is less accurate and incomplete	9 to >0 pts Poor Research selected lacks relevance to the assignment, overall presentation is inaccurate and incomplete	20 pts

Grading Rubric: Sustainability Final Project – Lightning Talk Video Presentation

Criteria	Ratings			Pts
This criterion is linked to a Learning Outcome Writing & Organization	20 to >17.0 pts Satisfactory Writing is clear and concise, using complete sentences except where text is presented in tables, images or captions	16 to >10 pts Needs Improvement Some required sections are missing. There are a few incomplete sentences and writing is not concise	9 to >0 pts Poor Most required sections are missing. There are many incomplete sentences and writing is not concise.	20 pts
This criterion is linked to a Learning Outcome Supporting Conclusions	20 to >17.0 pts Satisfactory Content is thorough and comprehensive. Evidence is present to backup opinions presented by student.	16 to >10.0 pts Needs Improvement Content lacks detail and ideas presented are superficial or unfinished. Evidence is questionable or not consistently present to backup opinions presented by student.	9 to >0 pts Poor Content lacks any detail and ideas are unfinished. Evidence is not present to backup opinions presented by student.	20 pts
This criterion is linked to a Learning Outcome Timeliness	20 to >17.0 pts Satisfactory Assignment was submitted by due date.	16 to >10 pts Needs Improvement Assignment was submitted after the due date.	9 to >0 pts Poor No project submitted.	20 pts
Total Points: 80				

Sustainability Final Project: Peer Review Discussion Rubric

Grading Rubric: Sustainability Final Project - Peer Review Discussion Rubric

Criteria	Ratings			Pts
This criterion is linked to a Learning Outcome Timeliness	4 pts Satisfactory 2 Posts were submitted by due dates.	3 pts Needs Improvement 2 Posts were submitted after due dates	2 to 0 pts Poor 2 Posts were not submitted	4 pts

Grading Rubric: Sustainability Final Project - Peer Review Discussion Rubric

Criteria	Ratings			Pts
This criterion is linked to a Learning Outcome Writing and Organization	6-4 pts Satisfactory 2 Posts were concise, well written, thoughtful, and grammatically correct	5 to 4 pts Needs Improvement 1 or 2 Posts have sections missing and were incomplete.	3 to 0 pts Poor Most sections of 2 posts are missing and are incomplete	6 pts
This criterion is linked to a Learning Outcome Research and Supporting Conclusions	10 to 9 pts Satisfactory 2 Posts were relevant to the assignment and presented accurate responses. Content is thorough and comprehensive. Evidence is presented to support opinions.	7 to 6 pts Needs Improvement 1 or 2 Posts were somewhat relevant to assignment, but sections were incomplete. content lacks details and ideas presented are unfinished.	5 to 0 pts Poor 2 Posts lack relevance to the assignment. Content lacks any details and ideas are unfinished.	10 pts
Total Points: 10				

GRADING SCALE

- Grades will be posted in the CANVAS gradebook. Grades are dependent on the student’s performance measured by assignments, discussion boards, quizzes, etc. Final grades are based on the accumulation of points the student earns throughout the semester. Total points are converted to letter grades using the grading scale below.
- The grading scale is strictly enforced and unchangeable. **The instructor will NOT change grades** because the student is unhappy with their academic performance.
- More detailed information regarding current UF grading policies can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	100% - 93.00%	4.0
A-	92.99% - 90.00%	3.67
B+	89.99% - 87.00%	3.33
B	86.99% - 83.00%	3.0
B-	80.00% - 82.99%	2.67

C+	79.99% - 77.00%	2.33
C	76.99% - 73.00%	2.0
C-	70.00% - 72.99%	1.67
D+	69.99% - 67.00%	1.33
D	66.99% - 63.00%	1.0
D-	60.00% - 62.99%	0.67
E	59.99% & below	0

Course & University Policies

ATTENDANCE POLICY

You are NOT physically required to be on UF's campus to complete this online course. However, you are required to complete the assignments, discussions, and quizzes on time.

PERSONAL CONDUCT POLICY

Professional behavior is expected from all students. This includes respect and consideration for the ideas and beliefs expressed by all students. It is important for students to practice civil discourse as uncomfortable or challenging topics might unfold through discussions.

- ***Adherence to the UF Student Honor Code***

- Students are expected to exhibit behaviors that reflect highly upon themselves and the University of Florida.
- UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.
- **The Dean of Students Office will receive alleged violations of the Honor Code regardless of the severity.**

CLASS DEMEANOR POLICY

- Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating outside of the classroom, or during designated break periods. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at a minimum, if at all.

COURSE COMMUNICATION

- **Course Communication** - The student is responsible for getting a University of Florida email account (e.g., john.doe@ufl.edu) and should use this email for all university related correspondence – The instructor may not read emails from or send emails to any non-UF email addresses (e.g., john.doe@hotmail.com). Email subject should start with "SPM 46XX – First name, Last name - ...". Email use does not relieve students from the responsibility of confirming the communication with the instructor. Always sign your email – don't make the instructor guess from whom the email was sent. The instructor will answer your email within two business days. However, a timely email response will be subject to the instructor's commitment to research, scholarly activity, and service. Course-related communications such as syllabus, announcements, and other documentations will be available for students on Canvas (<http://elearning.ufl.edu/>). It is the student's responsibility to check Canvas frequently for updates, notes, announcements, readings, etc.

ASSIGNMENTS

- Assignments must be typed, double-spaced, use 12-point font, Times New Roman, and 1-inch margins.
- Upload only **WORD documents** to CANVAS.
- Follow APA guidelines:
(https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html). (No cover pages)
- Points are deducted for inappropriate grammar, spelling, punctuation, sentence structure, and lack of citations.
- ***Technology problems are not acceptable excuses for late assignments or missed exams.***
- Refer to the Course Schedule in the syllabus or Canvas for assignment due dates.

MAKE-UP POLICY

- Acceptable reasons for make-up quizzes, assignments, discussions, and other work in this course are consistent with UF's Attendance Policy:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
- Acceptable reasons for an absence or failure to engage in class include:
 - Documented illness, Title IX-related situations, serious accidents or emergencies affecting the student, their roommates, or their family, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions that prevent class participation, religious holidays, participation in official university activities (e.g., music performances, athletic competition, debate), and court-imposed legal obligations (e.g., jury duty or subpoena). Other reasons (e.g., job interview or club activity) might be deemed acceptable if approved by the instructor.
 - For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class.
 - For all unplanned absences because of accidents or emergencies, students should contact their instructor as soon as conditions permit.
 - The university recognizes the right of the instructor to make attendance mandatory and **require documentation for absences (except for religious holidays), missed work, or inability to fully engage in class.** After due warning, an instructor can prohibit further attendance and subsequently assign a failing grade for excessive absences.

TECHNOLOGY PROBLEMS

- Technology is not an acceptable excuse for late work including assignments and quizzes.
- If technology becomes an issue in submitting assignments or other work to eLearning, please contact the UF Help Desk 352-392-HELP (4357).
- After contacting the Help Desk, ensure you receive a ticket number with the time, date, and explanation of the problem for your records.
- You must email the instructor within 24 hours of the technical difficulty.
- **LATE WORK IS NOT ACCEPTED IN THIS COURSE** unless in accordance with UF policy:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

ACCOMMODATING STUDENTS WITH DISABILITIES

- Accommodating students with disabilities is particularly important to me. If you are aware of your disability or might be concerned you have a disability, please register with the Disability Resource Center by visiting their Get Started page at <https://disability.ufl.edu/students/get-started/>, call them at 352-392-8565, or visit the Dean of Students Office. Once registered, please contact me via email or in person during the first two weeks of class to provide me with a copy of your accommodation

letter to ensure I fully understand your needs. It is my goal to provide you with the tools necessary to ensure you are successful in this course.

ZOOM

- Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at <https://ufl.zoom.us>.

COURSE EVALUATIONS

- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

CHANGING NAME DISPLAY IN CANVAS

- It is important to the learning environment that you feel welcome and safe in this class and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.
- You may also change your “Display Name” in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

IN-CLASS RECORDINGS

- Students are allowed to record video or audio of class lectures but NOT other students in the course. Recordings are strictly controlled and must be (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited.
- Students may NOT publish recorded lectures without the written consent of the instructor.
- A “class lecture” is an educational presentation intended to inform or instruct enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course.
- A class lecture does not include lab sessions, student presentations, and clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, and exams), field trips, and private conversations between students in the class or between a student and the faculty or lecturer during a class session.

- **Publication without the permission of the instructor is prohibited.** To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.”

Getting Help

STUDENT SUPPORT

- **U Matter, We Care:** If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575.
- **Counseling and Wellness Center:** <https://counseling.ufl.edu/>, 352-392-1575.
- **Crisis Lifeline:** 988
- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161.
- **University Police Department:** 392-1111 (or 911 for emergencies) <http://www.police.ufl.edu/>.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need or visit shcc.ufl.edu.
- **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

ACADEMIC SUPPORT

- **E-learning Technical Support:** UF HELP Desk - 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>
- **Career Connections Center, Reitz Union:** 392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- **Library Support:** <http://cms.uflib.ufl.edu/ask>. Many ways to receive assistance with respect to using libraries or finding resources.
- **Teaching Center, Broward Hall:** 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>
- **Writing Studio, 302 Tigert Hall:** 846-1138. Help with brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- **Student Complaints On-Campus:** <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- **On-Line Students Complaints:** <http://distance.ufl.edu/student-complaint-process/>

Weekly Tentative Course Schedule

This course schedule below is tentative and might change based on the pace of the lectures and student needs; however, changes will be announced through CANVAS. The instructor bears no responsibility for announcing the changes to each individual student. All times are in Eastern Standard Time (EST).

CRITICAL DATES & UF OBSERVED HOLIDAYS

- Complete list available here: <https://catalog.ufl.edu/UGRD/dates-deadlines/2023-2024/#spring24text>

Weekly Course Schedule

Week	Dates	Readings	Assignments, Quizzes, Discussion Boards
		MODULE 1: Making the Case for Sustainability	Due:
1		<ul style="list-style-type: none"> • History of the Environmental Movement • McCullough, B (2015). <i>Introduction to Environmental Sport Management</i>, Forwarding Sports, LLC. pdf <ul style="list-style-type: none"> ○ Chapter 1 • Carson, R. (1962). <i>Silent Spring</i>. Boston, MA: Houghton Mifflin: pdf <ul style="list-style-type: none"> ○ Chapters 1, 4, & 14 • Organizational Participation in Sports • McCullough, B (2015). <i>Introduction to Environmental Sport Management</i>, Forwarding Sports, LLC. <ul style="list-style-type: none"> ○ Chapter 2 • Making the Case for Sustainability in Sports • McCullough, B (2015). <i>Introduction to Environmental Sport Management</i>, Forwarding Sports, LLC. <ul style="list-style-type: none"> ○ Chapter 3 	<ul style="list-style-type: none"> • Sustainability Syllabus Quiz, Due: Sunday, May 18th by 11:59 pm; • Student Video Introduction, Due: Sunday, May 18th by 11:59 pm; • Assignment #1: Research an Environmental Issue, Due: Sunday, Sunday May 18th by 11:59 pm. • Discussion Board #1: Green Sports Alliance, Initial Post Due: Wednesday May 14th by 11:59 pm, Final Post Due: May 18th, 11:59 pm; • Final Project: Topic Selection, Due Sunday, May 18th, 11:59 pm
		MODULE 2: Strategic Planning and Marketing Through Sports	Due:
2		<ul style="list-style-type: none"> • Strategic Planning • McCullough, B (2015). <i>Introduction to Environmental Sport Management</i>, Forwarding Sports, LLC. <ul style="list-style-type: none"> ○ Chapter 4 • Professional Sports • McCullough, B (2015). <i>Introduction to Environmental Sport Management</i>, Forwarding Sports, LLC. , chapter 5 • Sports Websites: <ul style="list-style-type: none"> ○ NBA Green (Links to an external site.) ○ NFL Green (Links to an external site.) ○ Major League Baseball Green (Links to an external site.) ○ National Hockey League Green (Links to an external site.) ○ NASCAR Green (Links to an external site.) • Marketing Sustainability through Sports • McCullough, B (2015). <i>Introduction to Environmental Sport Management</i>, Forwarding Sports, LLC. • Chapter 6 	<ul style="list-style-type: none"> • Assignment #2: Sustainability in Sports Leagues, Due: Sunday, May 25th at 11:59 pm. • Discussion Board #2: Greenwashing, Initial Post Due: Wednesday, February 21st by 11:59 pm, Final Post Due: Sunday, May 25th by 11:59 pm. • Final Project: Email Introduction, Due Sunday May 25th, 11:59 pm

		<ul style="list-style-type: none"> • CSR and Greenwashing • Regan, Jennifer 2014. <i>National Resource Defense Council: Guide To Recycling Green Teams At Sports Venues</i>: pdf 	
		MODULE 3: Environmental Operations and Management	Due:
3		<ul style="list-style-type: none"> • Week 8 Facility and Team Operations • McCullough, B (2015). <i>Introduction to Environmental Sport Management</i>, Forwarding Sports, LLC. • Chapter 7 • Week 9 Climate Change and Sports • Climate Pledge Arena Sustainability (Links to an external site.) • Week 10 Partnerships and Sponsorships • McCullough, B (2015). <i>Introduction to Environmental Sport Management</i>, Forwarding Sports, LLC. • <i>Chapter 8</i> 	<ul style="list-style-type: none"> • Live Zoom Meeting – PGA Tour Sustainability, Wednesday, May 28th @ 6:30PM • Discussion Board #3: PGA Tour, Final Post Due; Sunday, June 1st by 11:59 pm. • Assignment #3: Climate Change Assessment, Due: Sunday, June 1st by 11:59 pm;
		MODULE 4: On Campus	Due:
4		<ul style="list-style-type: none"> • What is UF Doing? • UF Office of Sustainability. Campus Initiatives (Links to an external site.). Copyright of the University of Florida. • University of Florida. Sustainability In Gator Athletics (Links to an external site.). Copyright of the University of Florida Athletics. • The Importance of Green Campus Sports • Hoover, Darby 2014. <i>Guide to Composting at Sporting Events</i>. National Resource Defense Council. pdf • Fan Engagement • University of Colorado. Environmental Learning Center Homepage (Links to an external site.). Copyright of the University of Colorado Boulder. 	<ul style="list-style-type: none"> • Discussion Board #4: Collegiate Sustainability Programs, Initial Post: June 4th at 11:59 pm, Final Post: June 8th at 11:59 pm. • Assignment #4: Fan Engagement, Due: Sunday, June 8th by 11:59 pm;
		MODULE 5: Sustainability Movements	Due:

5		<ul style="list-style-type: none"> • Food Systems and Sustainability • Henly, Alice 2015. <i>Champions of Game Day Food</i>. National Resource Defense Council (NRDC). pdf • Sustainability and Social Issues • Wooten, James T. (April 18, 1971). Florida U. Head Disavows Racism (Links to an external site.). The New York Times Archives. • Aspuru, Ariana (July 2020). Students continue push for UF administration to rename campus buildings (Links to an external site.). The Independent Florida Gator 	<ul style="list-style-type: none"> • Final Project: Lightning Talk Presentation, Due Sunday June 15th, 11:59 pm
MODULE 6: Final Exam Week		Due:	
6		<ul style="list-style-type: none"> • Final Examination / discussion posts 	<ul style="list-style-type: none"> • Final Project: Peer review, Final Post by Thursday, June 19th by 11:59 pm. • Final Exam: Open: Sunday, June 15th, 11:59 pm, Due: Thursday, June 19th, 11:59 pm;

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