

# SPM 5107 Sport Event Management: Applications & Principles

**Class # 16171 (OS07)**  
**3 Credits / Spring 2026**

## Course Information

### INSTRUCTOR

**Dr. Willming**

Office: FLG 300 A

Office Phone: 352-294-1662

**Preferred Method of Contact:** [willming@hhp.ufl.edu](mailto:willming@hhp.ufl.edu)

*Expect a response within 24 hours M – F, 48 hours after 4pm Fri, and 48 hours after Sat or Sun.*

### OFFICE HOURS

M (2:45 pm – 3:45 pm), W (2:45 pm – 3:45 pm) or by appointment.

This course meets on Tuesday 12:50 pm – 1:40 pm in Turlington 2346.

### MEETING

Access the course through Canvas on UF e-Learning

### TIME/LOCATION

(<https://elearning.ufl.edu/>) and the Canvas mobile app by Instructure.

## COURSE DESCRIPTION

- Introduces students to the planning and management of national and international sport events through the strategic and systematic process of event management, exploring the phases and structural domains associated with the model.

## COURSE LEARNING OBJECTIVES:

By the end of this course, students should be able to:

- Apply the event management process to sport events.
- Develop sustainable sport events.
- Create risk management solutions to minimize, transfer, avoid, or accept risks for sport events.
- Respond appropriately to managerial challenges facing sport event managers.

## PREREQUISITE KNOWLEDGE AND SKILLS

- Class standing of 7 or 8.

## REQUIRED AND RECOMMENDED MATERIALS

- Greenwell, C., Danzey-Bussell, L., & Shonk, D. (2025). Managing Sport Events (3rd Edition). Human Kinetics: Champagne, IL. **ISBN:** 9781718217621
- This course will be participating in the **UF All Access** program this semester. Students will have two options to gain access to the required textbook when classes begin. Students will have a choice to “OptIn” to access the textbook through a link provided in CANVAS for a reduced price and pay for the textbook through their student account. Students who do not choose this option will be able to purchase a standalone code through the UF Bookstore. Both options provide access to the same online materials.

## MATERIAL AND SUPPLY FEES

- There are no supply or material fees for this course.
- Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor. The instructor is only responsible for these instructional materials.

## 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:
  - Stable Broadband connection to the Internet and related equipment (Cable/DSL modem) and Microsoft Office Suite installed (provided by the university)
- **Digital Information Literacy Skills:** Canvas is a learning management system and is the platform for this course. You can find help using Canvas at <https://community.canvaslms.com/t5/Student-Guide/tkbp/student>.
  - Using online libraries and databases to locate and gather appropriate information
  - Using computer networks to locate and store files or data
  - Using online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters
  - Analyzing digital information for credibility, currency, and bias (e.g., disinformation, misinformation)
  - Properly citing information sources
- **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 assignments and discussions based on assigned due dates. Students should read the textbook prior to watching the lectures.

## Grading

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

| Evaluation Components   | Points Per Component   | Grade |
|---|------------------------|-------|
| 1. Discussion Boards (4) (individual work)  | 10 pts each = 40 pts   | 7%    |
| 2. Active Shooter Certificate (1) (individual work)   | 75 pts                 | 13%   |
| 3. Special Events Contingency Planning for Public Safety Agencies Certificate (1) (individual work) | 75 pts                 | 13%   |
| 4. EMBOk Sport Event Reflection Paper (individual work)   | 50 pts                 | 9%    |
| 5. Group Work/Assignments A-F (6) (group work)  | 115 pts                | 20%   |
| 6. Quiz I and II (2) (individual work)  | 100 pts each = 200 pts | 35%   |
| 7. BOSS Proposal (individual work)  | 150 pts                |       |
|   | 705 points possible    | 100%  |

**LATE ASSIGNMENTS ARE NOT ACCEPTED** unless in accordance with UF's Attendance Policy.

### Evaluation Components 1-8

1. **Discussion Boards** (4 x 10 points = 40 points): Some interactions for this course will emerge through online discussions with other students and build on weekly readings. Discussion boards will involve students posting one response (#1) to the prompt on specified days and times and two additional responses (#2 & #3) to two different students' posts on specified days and times, totaling **three** posts per discussion board. Ensure you post responses to students who have NOT received responses from other students. This way every student will have a response from another student.

- Each of the three posts per discussion board must each be between **100 to 200 words and include word counts separately for each of the three posts.**
- Points are deducted from discussion boards if you do not write at least 100 words and are missing word counts.
- Make-up Discussion Boards are NOT permitted unless in accordance with UF's Make-Up Policy.

2. **Federal Emergency Management Association (FEMA) Certificate (online): IS-907 Active Shooter:**

**What You Can Do Certificate** (75 points): Given the climate of gun related incidences in our society, the Active Shooter Training prepares you to respond to a potential active shooter situation in a variety of settings, including sport events. <https://training.fema.gov/is/courseoverview.aspx?code=IS-904&lang=en>

3. **Federal Emergency Management Association (FEMA) Certificate (online) S-15.b Special Events**

**Contingency Planning for Public Safety Agencies** (75 points): The safety of event attendees, stakeholders, and surrounding communities are primary concerns for sport event planners whether before, during, or after events. Event managers must identify, mitigate, and respond to risks or safety concerns and this is accomplished through risk management, or contingency plans strongly influenced by public safety officials. <https://training.fema.gov/is/courseoverview.aspx?code=IS-15.b&lang=en>

4. **EMBOk Sport Event Reflection Paper** (50 points): The successful planning and management of sport events requires the application of functions and sub-functional areas represented in the Event Management Body of Knowledge.

5. **Group Work/Assignments A-F** (115 pts): Assignments are designed to introduce you to event management terminology, event management phases, steps within the phases, and application of the event management phases. The assignments will assist you in developing skills that are essential to the successful planning and management of sport events, but these skills are also transferable to other areas of business outside of the sport industry.

- The instructor will assign you to a group by the second week of class. If you have not been assigned to a group, please contact the instructor immediately.
- Submit assignments using Word.
- Name the Word file as last name, first initial, and name of the assignment (e.g., Willming C Motivation.doc or pdf).
- **LATE ASSIGNMENTS ARE NOT ACCEPTED** unless in accordance with UF's Attendance Policy.

6. **Quizzes I and II** (2 x 100 points = 200 points): Each quiz consists of 50 questions, 2 points per question, totaling 100 points. Questions will be multiple choice, true/false, fill-in-the-blank, and short answer. Students are not permitted access to any kind of materials, notes, or interactions with others during the quizzes. Most of your preparation for the quiz should be given to the lecture, lecture notes, and textbook but also focus on supplemental materials. Quizzes are administered online, and students have 50 minutes to complete each quiz. Make-up quizzes are NOT permitted unless absences are in accordance with UF's Make-Up Policy.

7. **BOSS Proposal** (150 points): Apply the Event Management Process to create a one-day “Business of Sport Symposium” (BOSS) proposal for undergraduate and graduate sport management students at UF. This event should focus on career development that brings together sport industry professionals, UF SPM faculty, and students to explore key issues, innovations, and trends in sport business and management.

## GRADING SCALE

- Grades will be posted in the CANVAS gradebook and are dependent on the student's performance measured by surveys, module quizzes, discussion boards, and Quizzes I and II.
- Final grades are based on the accumulation of points you earn throughout the semester.
- Grades ending in .45 will be rounded up.
- The grading scale is strictly enforced and unchangeable.
- The professor will NOT change grades at the end of the semester because the student is unhappy with their academic performance. Do not ask.
- More detailed information regarding current UF grading policies can be found here: • <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>
- Total points are converted to letter grades using the grading scale below:

| Letter Grade | Percent of Total Points Associated with Each Letter Grade | GPA Impact of Each Letter Grade |
|--------------|---|---------------------------------|
| A            | 89.45-100%  | 4.0                             |
| A-           |   | 3.67                            |
| B+           | 86.45-89.44%  | 3.33                            |
| B            | 83.45-86.44%  | 3.0                             |
| B-           | 79.45-83.44%  | 2.67                            |
| C+           | 76.45-79.44%  | 2.33                            |
| C            | 73.45-76.44%  | 2.0                             |

|    |              |      |
|----|--------------|------|
| C- | 69.45-73.44% | 1.67 |
| D+ | 66.45-69.44% | 1.33 |
| D  | 63.45-66.44% | 1.0  |
| D- | 59.45-63.44% | 0.67 |
| E  | 0-59.44%     | 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.

### AI POLICY

The use of artificial intelligence (AI) tools or services is **NOT permitted** in this course unless explicitly authorized by the instructor in writing. AI tools include, but are not limited to, text generators, paraphrasing tools, and AI-assisted editing software (e.g., ChatGPT, Copilot, Gemini, DALL-e, etc.). All work submitted in this course must be original, human-created work produced solely by the student. Assignments, assessments, discussions, projects, and quizzes must reflect the student's own understanding, reasoning, writing, and effort.

#### Students cannot use AI tools to:

- Generate or draft written responses, essays, or discussion posts
- Paraphrase, summarize, or rewrite text
- Create outlines, theses, or arguments
- Edit, revise, or polish work beyond basic spelling or grammar checks

**Students can use** spell check, grammar check, dictionaries, and citation managers unless otherwise stated by the instructor.

Use of AI tools in violation of this policy constitutes academic dishonesty. Suspected violations will be handled in accordance with the institution's academic integrity policies or Honor Code violations ad may result in penalties ranging from a failing grade on an assignment to failure of the course or further disciplinary action. Students are responsible for understanding this policy and seeking clarification before submitting work if there is any uncertainty about permitted tools.

### COURSE INFORMATION

Students should be aware that online learning is different than a traditional classroom experience and can present unique challenges, particularly to individuals who do not possess good time management skills. The online classroom is available to you 24 hours a day. Unlike traditional instructional settings in which each student gets the same class at a set time and day, the online setting gives students the opportunity to tailor the class to their learning style. You should note, however, that this course is not completely self- paced. As listed on the course schedule, there are select times during which course materials will be available and are due. You can view each module's lectures at any time during the dates in which that specific module is open. Please note that all evaluation components must be completed and submitted by the due date listed in the syllabus. Since we will not have in-class meeting times, it is essential for you to familiarize yourself with the course schedule and due dates.

## PERSONAL CONDUCT & ACADEMIC 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.

- University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The [Student Honor Code and Conduct Code \(Regulation 4.040\)](#) <https://scrc.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course.

## EVALUATION/ASSESSMENT COMPONENTS

- Upload only **WORD documents** to CANVAS following APA guidelines: ([https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)).
- Discussion boards must be typed, double-spaced, use 12-point font, and Times New Roman.
- Upload Discussion Boards as **Word files** beginning with your last name, first initial, and assignment name..
- Points are deducted if appropriate grammar, spelling, punctuation, and sentence structure are deficient.
- Include citations if you are citing someone else’s work.
- Technology problems are **NOT** acceptable excuses for late evaluation components.
- Refer to the Course Schedule and/or Canvas for due dates.
- **LATE ASSIGNMENTS ARE NOT ACCEPTED** unless in accordance with UF’s Attendance Policy.
- **PLEASE DO NOT ASK the instructor to accept your late assignment because the answer will be no.**

## MAKE-UP POLICY

- Make-up surveys, module quizzes, discussions, quizzes or any other work in this course are consistent with university policies that can be found in the online catalog at: <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 such as a job interview (not working at a job) or UF club activity might be deemed acceptable if approved by the instructor.
  - For all unplanned absences because of accidents or emergencies, students should contact their instructor as soon as conditions permit.
- If you have a problem submitting assessments via Canvas, the student must immediately contact the UF Help Desk 352-392-HELP (4357) for assistance in resolving the problem rather than waiting after the

assessment is due. When the student reports the problem, the UF HELP DESK will document the day and time of the problem and provide the student with a ticket number confirming the incident. The student must immediately forward the email to the professor within 24 hours if you wish to request a makeup.

## TECHNOLOGY PROBLEMS (Late work is accepted unless in accordance with UF policy.)

- Technology is NOT an acceptable excuse for any late work.
- **LATE WORK IS NOT ACCEPTED IN THIS COURSE** unless in accordance with UF's policy.
- Students needing technical assistance should contact the Help Desk at 352-392-HELP (4357).
- After contacting the Help Desk with technical problems, ensure you receive a ticket number with the time, date, and explanation of the problem from the UF Help Desk and email this to your professor within 24 hours.
- **LATE WORK IS NOT ACCEPTED IN THIS COURSE** unless in accordance with UF policy.

## COMMUNICATION AND QUESTIONS

- Students are responsible for using a UF 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 non-UF email addresses (e.g., john.doe@hotmail.com).
- **Email should include:**
  - *To: [willming@hhp.ufl.edu](mailto:willming@hhp.ufl.edu)* ○ *From: @ufl.edu*
  - *Subject: Prefix, course number, and first and last name*
    - ◆ *Example: SPM 5107 Alberta Gator*
    - ◆ *Dear Dr. Willming,*
    - ◆ *My name is Alberta Gator, and I am a student in SPM 5107. I have read the syllabus, referred to the Canvas website, reviewed class notes, and asked other students about \_\_\_\_\_, but I am unable to find the information. My question is...*
    - ◆ *Thank you,*
    - ◆ *Alberta Gator*

## ACCOMMODATING STUDENTS WITH DISABILITIES

- If you have a disability or suspect you might, it is important to take proactive steps to ensure you receive the necessary support and accommodation to succeed in your academic endeavors. The Disability Resource Center (DRC) at the university provides assistance and accommodation to students with disabilities, ensuring equal access to education opportunities. To initiate the process, you can begin by visiting the DRC's Get Started page at <https://disability.ufl.edu/students/get-started/>, calling them at 352-392-8565, visiting on online <https://accessibility.ufl.edu/>, or by visiting the Dean of Students Office in person on campus. This office will guide you through the registration process and assist you documenting your disability. This initial step is crucial as it allows the university to better understand your specific needs and provide appropriate accommodation. Once you are registered with the DRC, provide me with your letter of accommodation within the first two weeks of the semester. This letter outlines the accommodation you are eligible for based on your documented disability. By providing this letter early in the semester, I can ensure that these accommodations are implemented effectively and that you receive the support necessary to excel in this course. Please rest assured that it is my goal to support your success in this course by providing the tools and accommodation needed to accommodate your

unique circumstances. I am committed to fostering an inclusive and supportive learning environment where all students can thrive academically.

## 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. Students can complete evaluations in three ways: (1) The email they receive from GatorEvals, (2) Their Canvas course menu under GatorEvals, or (3) The central portal located [here](#). Guidance on how to provide constructive feedback is available at [the gator evals site](#). Students will be notified when the evaluation period opens. Summaries of course evaluation results are also available at [the gator evals site](#).
- **Providing Constructive Feedback**
  - Teaching is fundamental to the University of Florida. We appreciate your confidential feedback, which improves learning and is also used for Faculty development and evaluation.
  - Research shows that we may evaluate identical course content and teaching differently based on unintentional stereotypes, such as professor age, gender, nationality, race, title, or other characteristics. For example, *women and people of color may be rated lower even when no actual differences exist.*
  - Please keep this in mind and focus evaluations on course content (assignments, readings, in-class materials) and not unrelated matters (instructor's appearance).
- **Use the following guidelines to provide your instructor with constructive feedback:**
  - Be respectful—Your evaluation is a medium for professional communication. Derogatory or offensive language is inappropriate and unhelpful.
  - Focus on course substance—Comments about clothing, hairstyle, etc., are unhelpful.
  - Be clear and specific—Think about activities and content (assignments, lectures, discussions). Provide examples and constructive suggestions.

## 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](http://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.”

## GRADE APPEAL

Should you want to contest a grade, you will have up to three (3) days after a posted grade to contact me and discuss your issue; after which the grade is final. Grades are based on a point scale.

## COPYRIGHT STATEMENT

- Course material is copyrighted and is the property of UF and may not be duplicated in any format without permission from the College of Health and Human Performance and UF and may not be used for any commercial purposes.
- Content includes syllabi, videos, slides, quizzes, exams, lab problems, in-class materials, review sheets, additional problem sets, and other content. Because these materials are copyrighted, you do not have the right to copy or distribute the course materials, unless permission is expressly granted. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

## DISCLAIMER

- This syllabus represents the objectives and tentative plans for the course. As we go through the semester, those plans may need to change to enhance student learning opportunity. Such changes will be communicated clearly.

## PRIVACY AND ACCESSIBILITY

- Adobe
  - [Adobe Privacy Policy](#)
  - [Adobe Accessibility](#)
- Honorlock
  - [Honorlock Privacy Policy](#)
  - [Honorlock Accessibility](#)
- Instructure (Canvas)
  - [Instructure Privacy Policy](#)
  - [Instructure Accessibility](#)

- Microsoft
  - [Microsoft Privacy Policy](#)
  - [Microsoft Accessibility](#)
- Sonic Foundry (Mediasite Streaming Video Player)
  - [Sonic Foundry Privacy Policy](#)
  - [Sonic Foundry Accessibility \(PDF\)](#)
- YouTube (Google)
  - [YouTube \(Google\) Privacy Policy](#)
  - [YouTube \(Google\) Accessibility](#)
- Zoom
  - [Zoom Privacy Policy](#)
  - [Zoom Accessibility](#)
- Canvas
  - Privacy: <https://www.instructure.com/policies/product-privacy-policy>
  - Accessibility: <https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-Canvas-accessibility-standards/ta-p/1564>
- Microsoft
  - Privacy: <https://privacy.microsoft.com/en-us/privacystatement>
  - Accessibility: <https://www.microsoft.com/en-us/accessibility>

## NETIQUETTE GUIDE FOR ONLINE COURSES

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

## SECURITY

**Remember that your password is the only thing protecting you from pranks or more serious harm.**

- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Always logout when you are finished using the system.

## GENERAL GUIDELINES

**When communicating online, you should always:**

- Treat instructor with respect, even in email or in any other online communication.
- Always use your professors' proper title: Dr. or Prof., or if you in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to them by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Times New Roman and use a size 12- or 14-point font.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or ☺.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion. post and your message might be taken seriously or offensive.
- Be careful with personal information (both yours and other's).

- Do not send confidential patient information via e-mail.

## EMAIL NETIQUETTE

**When you send an email to your instructor, teaching assistant, or classmates, you should:**

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return e-mail address.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, “Reply All.” • Be sure that the message author intended for the information to be passed along before you click the “forward” button.

## DISCUSSION BOARD NETIQUETTE AND GUIDELINES

**When posting on the Discussion Board in your online class, you should:**

- Before posting a question to a discussion board, check to see if anyone has already asked it and received a reply.
- Remember your manners and say please and thank you when asking something of your classmates or instructor.
- Be open-minded.
- If you ask a question and many people respond summarize all posts for the benefit of the class.
- When posting:
  - Make posts that are on topic and within the scope of the course material.
    - Be sure to read all messages in a thread before replying.
    - Be as brief as possible while still making a thorough comment.
    - Don’t repeat someone else’s post without adding something of your own to it. ◦ Take your posts seriously. Review and edit your posts before sending.
    - Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point.
    - If you refer to something that was said in an earlier post, quote a few key lines so reader do not have go back and figure out which post you are referring to.
    - Always give proper credit when referencing or quoting another source.
    - If you reply to a classmate’s question make sure your answer is correct, don’t guess.
  - Always be respectful of others’ opinions even when they differ from your own. ◦ When you disagree with someone, you should express your differing opinion in a respectful, noncritical way.
    - Do not make personal or insulting remarks.
    - Do not write anything sarcastic or angry, it always backfires. ◦ Do not type in ALL CAPS, if you do IT WILL LOOK LIKE YOU ARE YELLING.

## ZOOM ETIQUETTE

**When attending a Zoom class or meeting, you should:**

- Do not share your Zoom classroom link or password with others.

- Even though you may be alone at home your professor and classmates can see you! While attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings. Make sure the background is not distracting or something you would not want your classmates to see.
- When in doubt use a virtual background.
  - If you choose to use one, you should test the background out first to make sure your device can support it.
  - Your background can express your personality, but be sure to avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.
- If you want to speak, you can raise your hand (click the "raise hand" button at the center bottom of your screen) and wait to be called upon.

## Getting Help

### HEALTH AND WELLNESS

- ***U Matter, We Care:*** If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- ***Counseling and Wellness Center:*** Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- ***Student Health Care Center:*** Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- ***University Police Department:*** Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- ***UF Health Shands Emergency Room / Trauma Center:*** For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; or visit the [UF Health Emergency Room and Trauma Center website](#).
- ***GatorWell Health Promotion Services:*** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.
- ***Crisis Lifeline:*** 988
- ***Sexual Assault Recovery Services (SARS):*** Student Health Care Center, 392-1161.

### ACADEMIC SUPPORT

- ***Career Connections Center, Reitz Union:*** 392-1601. Career assistance and counseling.  
<https://career.ufl.edu/>
- ***Library Support:*** <http://cms.uflib.ufl.edu/ask>. Assistance with 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 brainstorming, formatting, and writing papers.  
<http://writing.ufl.edu/writing-studio/>
- ***Student Complaints On-Campus:*** <https://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-code/>
- ***On-Line Students Complaints:*** <http://distance.ufl.edu/student-complaint-process/>
- ***E-learning Technical Support:*** UF HELP Desk - 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu. <https://lss.at.ufl.edu/help.shtml>

## **TIPS FOR SUCCESS**

- Schedule "class times" for yourself. It is important to complete the coursework on time each week.
- Read ALL the material contained on the CANVAS site. There is helpful information that can save you time and help you meet the objectives of the course.
- Print the Course Schedule in the Syllabus and check off things as you go.
- Ask for help or clarification of the material if needed.
- Do not wait to ask questions after an assignment is due because it might cause you to miss a due date.
- Do your work well before due dates because sometimes things happen. For example, if your computer goes down when you are trying to submit an assignment, you will need time to troubleshoot the problem.
- To be extra safe, back up your work to an external hard drive, thumb drive, or through a cloud service.

## SPM 5107 - 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).

| Week    | Modules  | Readings   | Assignments Due  |
|---------|--|--|--|
|         | <b>Module 1</b>  |  |  |
| #1 1-12 | Module 1<br><i>Event Terminology</i>                                     | Course Syllabus & Canvas<br>Chapter 1 Understanding the Sport Event Industry<br>Gammon, Sean (2011) Sports events: Typologies, people, and place. In: The Routledge Handbook of Events. Routledge, pp. 104-118.<br><a href="http://clok.uclan.ac.uk/4988/13/Gammon01.pdf">http://clok.uclan.ac.uk/4988/13/Gammon01.pdf</a> or<br>PDF.  | <b>Due: Fri, Jan 16 at 11:59 pm</b> <ul style="list-style-type: none"><li>Syllabus Quiz</li></ul>  |
|         | <b>Module 2</b>  |  |  |
| #2 1-20 | Module 2<br><i>Sport Events as Projects</i><br><i>Project Management</i> | Munteanu, S. Project and Sport Events Management. Review of International Comparative Management. (1). 441-446.<br><a href="http://rmci.ase.ro/no12vol1s/Vol-12_No-1S_Article-68.pdf">http://rmci.ase.ro/no12vol1s/Vol-12_No-1S_Article-68.pdf</a><br><br>Sousa, M. et. al. (2016). Models for Project Management in 2016 Olympic Games, International Journal of Economics and Statistics, Vol 4, pages 32-38.<br><a href="http://www.naun.org/main/NAUN/economics/2016/a122015-167.pdf">http://www.naun.org/main/NAUN/economics/2016/a122015-167.pdf</a> or PDF.<br><br>Jinquan, Z. (2016). Special Event Project Management and Marketing: A Case Study of the 59 <sup>th</sup> Grand Prix 2012 in Macau. Asia Pacific Journal of Sport and Social Science. Vol. 5 (3), pages 187-201.<br><a href="https://www.tandfonline.com/doi/pdf/10.1080/2164">https://www.tandfonline.com/doi/pdf/10.1080/2164</a> | <b>Due: Wed, Jan 21 at 11:59 pm</b> <ul style="list-style-type: none"><li>Discussion Board #1: Post #1</li></ul><br><b>Due: Fri, Jan 23 at 11:59 pm</b> <ul style="list-style-type: none"><li>Discussion Board #1: Response Post #1 &amp; Response Post #2</li></ul> |
| #3 1-26 | Module 2<br><i>Sport Events as Projects</i><br><i>Event Management</i>   | <i>Grabher, G., &amp; Thiel, J.</i> Projects, people, professions: Trajectories of learning through a mega- event (the London 2012 case). <i>Geoforum</i> (2015).<br><a href="https://www.researchgate.net/publication/302559036">https://www.researchgate.net/publication/302559036</a><br><a href="https://www.researchgate.net/publication/302559036/Projects_people_professions_trajectories_of_learning_through_a_mega-event_the_London_case">Projects_people_professions_trajectories_of_learning_through_a_mega-event_the_London_case</a> or PDF.<br><br>Julia Rutherford Silvers – EMBOK and Event Management<br><a href="https://www.embok.org/juliasilvers/embok.html">https://www.embok.org/juliasilvers/embok.html</a>   | <b>Due: Fri, Jan 30 at 11:59 pm</b> <ul style="list-style-type: none"><li>A. Sport Event Title &amp; Description (<i>group work</i>)</li></ul>   |
|         | <b>Module 3</b>  |  |  |

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| #4 2-2  | Module 3<br><b>Event Management</b><br><b>: Initiate</b><br><i>Mission Statement</i><br><i>SMART Goals</i><br><i>Data Collection</i> | Chapter 2 Event Conceptualization<br><br>Kriemadis, T. (2009). Strategic Planning in University Athletic Departments in the United Kingdom. <i>The Sport Journal.</i> , pages 1-14. <a href="http://thesportjournal.org/article/strategic-planning-in-university-athletic-departments-in-the-united-kingdom/">http://thesportjournal.org/article/strategic-planning-in-university-athletic-departments-in-the-united-kingdom/</a> or PDF.  | <b>Due: Fri, Feb 6 at 11:59 pm</b><br>• <i>B. SMART Goals (group work)</i>   |
| #5 2-9  | Module 3<br><b>Event Management</b><br><b>: Initiate</b><br><i>SWOT, 5Ws Stakeholders</i>  | Chapter 2 Event Conceptualization<br><br>Comana, A. & Ronenb, B. (2009). Focused SWOT: diagnosing critical strengths and weaknesses. <i>International Journal of Production Research</i> Vol. 47, No. 20, pages 5677–5689.<br><a href="https://en-coller.tau.ac.il/sites/nihul_en.tau.ac.il/files/RP_145_RonenBoaz.pdf">https://en-coller.tau.ac.il/sites/nihul_en.tau.ac.il/files/RP_145_RonenBoaz.pdf</a> or PDF.  | <b>Due: Fri, Feb 13 at 11:59 pm</b><br>• <i>C. 5Ws (group work)</i>  |
| #6 2-16 | Module 3<br><b>Event Management</b><br><b>: Initiate</b><br><i>Market Segmentation</i>   | Chapter 6 Event Marketing<br><br>Schmid, B., Kexel, C., & Djafarova, E. (2016). Multidimensional Sports Spectators Segmentation and Social Media Marketing. <i>World Academy of Science, Engineering and Technology International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering</i> , Vol:10, (8). Pages 2657-2660.<br><a href="https://pdfs.semanticscholar.org/292d/2875c28e4d5273493ea06295e8d36879b1c0.pdf">https://pdfs.semanticscholar.org/292d/2875c28e4d5273493ea06295e8d36879b1c0.pdf</a> | <b>Due: Wed, Feb 18 at 11:59 pm</b><br>• Discussion Board #2: Post #1<br><br><b>Due: Fri, Feb 20 at 11:59 pm</b><br>• Discussion Board #2: Response Post #1 & Response Post #2 |
|         | <b>Module 4</b>  |  |  |

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| #7 2-23 | Module 4<br><b>Event Management: Planning</b><br><i>Organizational Structure Work</i><br><i>Breakdown Structure (WBS)</i><br><i>Gantt Chart</i><br><i>Critical Path Analysis</i> | Ch 10 Event Staffing<br><br>Kenley, R. & Harfield, T. (2014). Reviewing the IJPM for WBS The Search for Planning and Control. <i>Procedia – Social and Behavioral Sciences</i> , (119), pages 887-893.<br><a href="https://reader.elsevier.com/reader/sd/pii/S187742814021909?token=5BE773366A84D0AA8F0FD6BC4418FC6ECF599336C5F1177D15AAF7789A09C395CC2D7473CD79A7D84690B42C271EE89D">https://reader.elsevier.com/reader/sd/pii/S187742814021909?token=5BE773366A84D0AA8F0FD6BC4418FC6ECF599336C5F1177D15AAF7789A09C395CC2D7473CD79A7D84690B42C271EE89D</a> or PDF.<br><br>Ahmadya, G., Mehrpourb, M., & Nikooraveshb, A. (2016). Organizational Structure. <i>Procedia – Social and Behavioral Sciences</i> , 230, pages 455 – 462.<br><a href="https://reader.elsevier.com/reader/sd/pii/S187742816311582?token=1C878E86DA47440768BFC885B7E1E946B95D81ED68BA48A9D5104">https://reader.elsevier.com/reader/sd/pii/S187742816311582?token=1C878E86DA47440768BFC885B7E1E946B95D81ED68BA48A9D5104</a> | <b>Due: Fri, Feb 27 at 11:59 pm</b><br>• <i>D. Gantt Chart (group work)</i> |
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|        |   | <p>9873ED803B9E40DADA190DBE453B1BC2C<br/>E095CDFC4F or PDF.</p> <p>Wallace, C. (1922). The Gantt Chart: A Working Tool of Management. New York: The Ronald Press Company. *Google this book to download.*</p> <p>Read:</p> <p>Chapter 1 – The Principles of the Gantt Chart. Pages 1-8.</p> <p>Chapter 2 – How to Draw a Gantt Chart. Pages 9-16.</p> <p>Chapter 3 – The Application and Use of the Gantt Chart. Pages 17-21.</p> <p>Chapter 5 – The Man Record Chart. Pages 3552.</p> <p>Chapter 10 – Conclusion. Pages 137-140.</p> <p>Dugalic, S. (2013). Management of activities in the opening of sporting events through the techniques of network planning. SportLogia, 9(2), 69-79.<br/> <a href="https://www.sportlogia.com/no8engl/eng2.pdf">https://www.sportlogia.com/no8engl/eng2.pdf</a></p> |  |
| #8 3-2 | Module 4  | Quiz I  | <p><b>Due: Mar 6 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Quiz I</li> </ul>  |
| #9 3-9 | <p>Module 4</p> <p><b>Event Management:</b></p> <p><b>Planning</b></p> <p><b>Leadership Theories</b></p> <p><b>Emotional Intelligence</b></p> | <p>R. Müller, R. Turner. (2010). Leadership Competency Profiles of Successful Project Managers. International Journal of Project Management, 28 (5) (2010), pp. 437-448.</p> <p><a href="https://busm1271.files.wordpress.com/2010/05/leadership-competency-profile1.pdf">https://busm1271.files.wordpress.com/2010/05/leadership-competency-profile1.pdf</a> or PDF.</p>   | <p><b>Due: Thurs. Mar 13 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• <i>Mid-Course Survey (individual work)</i></li> <li>• <i>EMBOK Sport Event Reflection Paper (individual work)</i></li> </ul> |
| #9 3-9 |   | <p>Obradovic, V., Jovanovic, P., Petrovic, D., Mihic, M. &amp; Mitrovic, Z. (2013). Project Managers' Emotional Intelligence – A Ticket to Success. Social and Behavioral Sciences, Vol 74, pp. 274- 284.</p> <p><a href="https://www.researchgate.net/publication/257718822_Project_Managers'_Emotional_Intelligence_-_A_Ticket_to_Success">https://www.researchgate.net/publication/257718822_Project_Managers'_Emotional_Intelligence_-_A_Ticket_to_Success</a> or PDF.</p>  |  |

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|               |  | <p>Trivellas, P. &amp; Drimoussis, C. (2013). Investigating Leadership Styles, Behavioural and Managerial Competency Profiles of Successful Project Managers in Greece. <i>Social and Behavioral Sciences</i>, Vol 73, pp. 692-700.</p> <p><a href="https://www.researchgate.net/publication/257718791_Investigating_Leadership_Styles_Behavioural_and_Managerial_Competency_Profiles_of_Successful_Project_Managers_in_Greece">https://www.researchgate.net/publication/257718791_Investigating_Leadership_Styles_Behavioural_and_Managerial_Competency_Profiles_of_Successful_Project_Managers_in_Greece</a> or PDF.</p>  |  |
| #10 3-16/3-20 |  | <b>SPRING BREAK</b>   | <b>SPRING BREAK</b>  |
| #11 3-23      | Module 4<br><b>Event Management:</b><br>Planning<br>Volunteer Recruitment<br>Training<br>Evaluation<br>Recognition | <p>Ch 10 Event Staffing</p> <p>Koutrou, Niki. (2014). Measuring Olympic Volunteers' Motivation. Edited Volume of 12<sup>th</sup> International Conference of Olympic Research. Retrieved from:<br/> <a href="https://www.researchgate.net/publication/309704968_Measuring_Olympic_Volunteers'_Motivation">https://www.researchgate.net/publication/309704968_Measuring_Olympic_Volunteers'_Motivation</a></p> <p>Lee, CK, Reisinger, Y, Kim, MJ. (2014) The influence of volunteer motivation on satisfaction, attitudes, and support for a megaevent. <i>International Journal of Hospitality Management</i> 40: 37– 48.<br/> <a href="https://www.researchgate.net/publication/261371481_The_influence_of_volunteer_motivation_on_satisfaction_attitudes_and_support_for_a_mega-event">https://www.researchgate.net/publication/261371481_The_influence_of_volunteer_motivation_on_satisfaction_attitudes_and_support_for_a_mega-event</a></p> <p>Noordegraaf, M. &amp; Celebi, M. (2015). The Challenges of Volunteering During International Sport Organizations/Events. <i>International Journal of Human Sciences</i>, Vol 12: 1, 1263-1279. Doi:10.14687/ijhs.v12i1.3238<br/> <a href="https://www.researchgate.net/profile/Mueberra_Celebi/publication/276083410_The_challenges_of_the_volunteerism_process_during_international_sport_organizations/events/links/56d5aefb08aee1aa5f73070e/The-challenges-of-the-volunteerism-process-during-international-sport-organizations-events.pdf">https://www.researchgate.net/profile/Mueberra_Celebi/publication/276083410_The_challenges_of_the_volunteerism_process_during_international_sport_organizations/events/links/56d5aefb08aee1aa5f73070e/The-challenges-of-the-volunteerism-process-during-international-sport-organizations-events.pdf</a></p> <p>Warner, S. Newland, B.L. &amp; Green, C. Beyond motivation, considering volunteer management tools. <i>Journal of Sport Management</i>. 25, 391407.</p> | <p><b>Due: Wed, Mar 25 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Discussion Board #3: Post #1</li> </ul> <p><b>Due: Fri, Mar 27 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Discussion Board #3: Response Post #1 &amp; Response Post #</li> <li>• <i>Federal Emergency Management Association (FEMA)IS-15.b Special Events Contingency Planning for Public Safety Agencies Certificate (individual work)</i></li> </ul> |

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|          |   | <a href="https://journals.humankinetics.com/doi/pdf/10.123/jsm.25.5.391">https://journals.humankinetics.com/doi/pdf/10.123/jsm.25.5.391</a> or PDF.   |   |
|          | <b>Module 5</b>   |   |   |
| #12 3-30 | Module 5<br><b>Event Management:</b><br><b>Execute</b><br><i>Logistics, Site Plan, Suppliers F&amp;B, Security, Crowd Management, Emergency Plan, &amp; Communication</i> | Ch 11 Event Services and Logistics<br><br>Ch 12 Event Day Management<br><br>Martella, C., Li, J., Conrado, C., & Vermeeren, A. (2017). On current crowd management practices and the need for increased situation awareness, prediction, and intervention, <i>Journal of Safety Science</i> . PDF <a href="https://www.sci-hub.in/10.1016/j.jssci.2016.09.006">https://www.sci-hub.in/10.1016/j.jssci.2016.09.006</a>   | <b>Due: Fri, Apr 3 at 11:59 pm</b> <ul style="list-style-type: none"><li>• <i>E. Site Plan (group work)</i></li></ul>   |
| #13 4-6  | Module 5<br><b>Event Management:</b><br><b>Execute</b><br><i>Risk Management</i><br><i>Risk Assessment</i><br><i>Other Responses to Risk</i>                              | Ch 9 Risk Management and Negligence<br><br>Ramón Spaaij (2016) Terrorism and Security at the Olympics: Empirical Trends and Evolving Research Agendas, <i>The International Journal of the History of Sport</i> , 33:4, 451-468, <a href="https://doi.org/10.1080/09523367.2015.1136290">https://doi.org/10.1080/09523367.2015.1136290</a><br><br>Managing Major Events: Best Practices from the Field. (2011). Police Executive Research Forum, Washington, D.C. 20036.<br><b>*Please read Chapter 9: Post-Event Litigation: Strategies to Prevent Lawsuits While Ensuring Accountability – pgs. 40-48.</b><br><a href="https://www.policeforum.org/assets/docs/Critical_Issues_Series/managing%20major%20events%20-%20best%20practices%20from%20the%20field%202011.pdf">https://www.policeforum.org/assets/docs/Critical_Issues_Series/managing%20major%20events%20-%20best%20practices%20from%20the%20field%202011.pdf</a><br><br>Toohey, K. & Taylor, T. (2008). Mega Events, Fear, and Risk: Terrorism at the Olympic Games,” <i>Journal of Sport Management</i> 22 (4), 451-469.<br><a href="https://opus.lib.uts.edu.au/bitstream/10453/12892/1/2007002471.pdf">https://opus.lib.uts.edu.au/bitstream/10453/12892/1/2007002471.pdf</a> or PDF.<br><br>Rahmat, N. et. al. (2011). Crowd Management Strategies and Safety Performance among Sports Tourism Event Venue Organizers in Kuala Lumpur and Selangor. <i>World Applied Sciences Journal</i> 12 (Special Issue on Service Sector Transforms the Economy): 47-52.<br><a href="http://www.idosi.org/wasj/wasj12(SSTE)/8.pdf">http://www.idosi.org/wasj/wasj12(SSTE)/8.pdf</a> | <b>Due: Fri, Apr 10 at 11:59 pm</b> <ul style="list-style-type: none"><li>• <i>F. Risk Assessment Plan (group work)</i></li><li>• <i>IS-904 Active Shooter: What You Can Do Certificate (individual work)</i></li></ul> |

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| #14 4-13          | Module 5<br><b>Event Management:</b><br><b>Execute</b><br><i>Contracts</i><br><i>Insurance</i>                                  | Ch 8 Contract Considerations   |   |
| #14 4-13          | <b>Event Management:</b><br><b>Execute</b><br><i>Sustainability</i><br><i>Economic</i><br><i>Environmental</i><br><i>Social</i> | <p>Muller, M. (2014). After Sochi 2014: Costs and Impacts of Russia's Olympic Games. <i>Eurasian Geography and Economics</i>, Vol. 55 (6), pages 628-655.<br/> <a href="http://www.tandfonline.com/doi/pdf/10.1080/15387216.2015.1040432?needAccess=true">http://www.tandfonline.com/doi/pdf/10.1080/15387216.2015.1040432?needAccess=true</a></p> <p>Sotiriadou, P. &amp; Hill, B. (2015). Raising Environmental Responsibility and Sustainability for Sport Events: A Systematic Review. <i>International journal of event management research</i>, 10, pgs. 1-14.<br/> <a href="https://www.researchgate.net/publication/282948326_RAISING_ENVIRONMENTAL_RESPONSIBILITY_AND_SUSTAINABILITY_FOR_SPORT_EVENTS_A_SYSTEMATIC_REVIEW">https://www.researchgate.net/publication/282948326_RAISING_ENVIRONMENTAL_RESPONSIBILITY_AND_SUSTAINABILITY_FOR_SPORT_EVENTS_A_SYSTEMATIC_REVIEW</a></p> <p>Cantelon, H. &amp; Letters, M. (2000), 'The Making of the IOC Environmental Policy as the Third Dimension of the Olympic Movement', <i>International Review for the Sociology of Sport</i>, 35/3, pp. 294–308.<br/> <a href="https://journals.sagepub.com/doi/pdf/10.1177/01269000035003004">https://journals.sagepub.com/doi/pdf/10.1177/01269000035003004</a></p> <p>Popi, S. &amp; Hill, B. Raising Environmental Responsibility and Sustainability for Sport Events: A Systematic Review. Vol. 10 (1). 1-11.<br/> <a href="https://www.researchgate.net/publication/282948326_RAISING_ENVIRONMENTAL_RESPONSIBILITY_AND_SUSTAINABILITY_FOR_SPORT_EVENTS_A_SYSTEMATIC_REVIEW">https://www.researchgate.net/publication/282948326_RAISING_ENVIRONMENTAL_RESPONSIBILITY_AND_SUSTAINABILITY_FOR_SPORT_EVENTS_A_SYSTEMATIC_REVIEW</a></p> | <p><b>Due: Wed, Apr 15 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Discussion Board #4: Post #1</li> </ul> <p><b>Due: Fri, Apr 17 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Discussion Board #4: Response Post #1 &amp; Response Post #2</li> </ul> |
|                   | <b>Module 6</b>   |  |   |
| #15 4-20          | Module 6  | BOSS Project Proposal<br><b>Quiz II</b>  | <p><b>Due: Mon, April 20 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Boss Project Proposal (individual work)</li> </ul> <p><b>Due: Wed, April 22 at 11:59 pm</b></p> <ul style="list-style-type: none"> <li>• Quiz II</li> </ul>                                       |
| #16 End of Course | End of Course   | <b>No Final Exam</b>   | <b>No Final Exam</b>  |