

1. General Information

1a. Submitted by the College of: EDUCATION

Date Submitted: 11/25/2014

1b. Department/Division: Kinesiology - Health Promotion

1c. Contact Person

Name: Justin K. Nichols

Email: justin.nichols2@uky.edu

Phone: 257-4746

Responsible Faculty ID (if different from Contact)

Name: Steve R. Parker

Email: steve.parker@uky.edu

Phone: 257-8847

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: KHP 688

2c. Full Title: Event Management in Sport

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: The purpose of the course is to provide the student with an understanding of event management issues and problems related to the supervision, management, and business operations of various events.

2k. Prerequisites, if any: Admission to the program or consent from the instructor.

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APR 27 2015

OFFICE OF THE
SENATE COUNCIL

21. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year? Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available? Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 15-20

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|MNOLA01|Melody P Noland|KHP 688 NEW Dept Review|20141125

SIGNATURE|MYRT|Martha L Geoghegan|KHP 688 NEW College Review|20150114

SIGNATURE|ZNNIKO0|Roshan Nikou|KHP 688 NEW Graduate Council Review|20150427

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate R

Attachments:

Browse...	
ID	Attachment
Delete 4552	KHP 688 (new).doc
First 1	Last

Upload File

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
 - * Contact Person Name: Email: Phone:
 - * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹
- e.
 - Should this course be a UK Core Course? Yes No
 - If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes ¹ No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours² for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		
- g. * Identify a grading system:
 - Letter (A, B, C, etc.)
 - Pass/Fail
 - Medicine Numeric Grade (Non-medical students will receive a letter grade)
 - Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
 - If YES: Maximum number of credit hours:
 - If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

The purpose of the course is to provide the student with an understanding of event management issues and problems related to the supervision, management, and business operations of various events.

k. Prerequisites, if any:

Admission to the program or consent from the instructor.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address: _____

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: _____

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain: _____

6. * What enrollment (per section per semester) may reasonably be expected? 15-20

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain: _____

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program: _____

b. * Will this course be a new requirement ²for ANY program? Yes No

If YES ², list affected programs: _____

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
² The chair of the cross-listing department must sign off on the Signature Routing Log

- ▣ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5 2.1)
- ▣ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- ▣ In order to change a program, a program change form must also be submitted.

Rev 8/09

Department of Kinesiology and Health Promotion
Sport Leadership Program
Event Management
KHP 688
Spring 2014

Instructor: Dr. Steve R. Parker
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Phone: 859-257-8847 or 859-257-1624
E-mail: spark01@uky.edu
Office Hours: Monday 4:00-6:00 p.m. (Seaton Center) or by appointment

RESEARCH AND REFLECTION FOR LEARNING AND LEADING

Research and Reflection for Learning and Leading is the theme of the conceptual framework for the College of Education. The theme reflects how our College and the Department of Kinesiology and Health Promotion approach the preparation of professional educators.

The methods in which practical, philosophical, and theoretical approaches in event management presented in this course are based on a strong foundation of *research*. Research findings from the entire field of education influenced design of this course, selection of interventions, and features of professional education programs.

Reflection is heavily emphasized and encouraged in this course. The student will be expected to analyze event management issues and problems from a managerial perspective, reflect on the rationale or reasoning used by practitioners, and refine how he/she manages future issues and problems.

Learning is part of the conceptual framework because students are committed to his/her own learning and the teaching of others under their supervision. The student will explore ways to conceptualize, promote, and accomplish learning through sound research based methods.

Leading is an expectation of faculty and is an outcome that faculty promotes among their students through strong modeling. In this course the student will continue to develop management, teaching, and presentation skills that are essential for becoming an effective leader in a diverse population.

COURSE DESCRIPTION

This course applies the functions of management to the development, operation, and financing of events. Events will be examined from conceptualization through execution.

PURPOSE OF COURSE

The purpose of the course is to provide the student with an understanding of event management issues and problems related to the supervision, management, and business operations of various events.

CLASS FORMAT

The course consists of lecture, class discussion, small group activities, and outside of class execution of projects. Guest speakers will be used to reinforce information provided in class.

TEXTBOOK

Lawrence, H. and Wells, M. *Event Management Blueprint: Creating and managing successful sports events*, Kendall Hunt Publishing Company, 2009. The book is delivered electrically through eBook at <http://www.kendallhunt.com/lawrence-wells/>.

OBJECTIVES

1. The student will learn the basic components of event management and apply them in various setting.
2. The student will understand the role and purpose(s) of event management in professional organizations.
3. The student will understand the components of a bid proposal for various events.
4. The student will acquire an understanding of techniques and strategies required to market, plan, and implement successful events.
5. The student will acquire knowledge how to assess/evaluate the quality and success of various events.
6. The student will develop an awareness of current event management issues and problems.
7. The student will understand the importance of proper staff management prior to, during, and after events.
8. The student will be able to critically and analytically examine event management issues and problems as they related to supervising personnel.

The course will address the following Kentucky Teacher Standards:

- Standard I Demonstrates Applied Content Knowledge
- Standard VI Demonstrates Implementation of Technology
- Standard VIII Collaborates with Colleagues/Parents/Others
- Standard X Provides Leadership within School, Community, Profession

The course also addresses the following National Association for Sport and Physical Educators' (NASPE) Standards for Advanced Physical Educators:

- Standard I Content Knowledge
- Standard III Equity/Fairness/Diversity
- Standard VII Methods of Inquiry
- Standard VIII Collaboration, Reflection, Leadership, and Professionalism

Standards for Technology, Skills and Dispositions of UK Educator Preparation Unit, EPSB Themes are also addressed (see attached matrix).

GRADE DETERMINATION

Activity Categories and Percentages

Class and Event Participation	5%
Exam I	20%
Exam II	20%
Exam III	20%
Event (Choose one)	20%
• Plan & conduct an event	
• Assist with an event	
• Event case study	
Event Presentation	15%

Grading Scale

90-100%	A
80-89%	B
70-79%	C

IMPORTANT DATES

Event Proposals Due (one page max.)	February 10, 2014
Exam I	February 17, 2014
Exam II	March 10, 2014
Exam III	April 21, 2014
Event Paper/Reports & Logs Due	April 21, 2014
Event Presentations	April 21, April 28, and May 5, 2014

EVENT WRITTEN ASSIGNMENT GUIDELINES

1. Plan & Conduct an Event

The assignment involves planning and implementing (20 hour minimum) an event during the semester. The activity level should entail total responsibility for the event and may be conducted under the supervision of an existing organization. The assignment may be an individual or a partner project. Students interested in this assignment should prepare a brief proposal stating the type of event planned, purpose of the event, target audience, facilities/equipment needed, estimated costs and sources of income and time schedule for major tasks and activities.

Students are also required to submit an American Psychological Association (APA) style formatted 5-7 page double spaced paper. **The reference page is separate from the content of the paper and will not count as one of the required 5-7 pages.** The paper should be of well-constructed sentences free of misspelled words and errors of grammar. Papers not submitted on the due date will be assessed a 10% penalty per day late.

Further, students choosing this option are required to keep a daily log (**The log must be typed and signed by the immediate supervisor at the end of the semester**). Daily log must be **dated; hours worked indicated, and have a reflective statement per entry.** Reflective statement should be a paragraph or less. Logs not submitted on the due date will be assessed a 10% penalty per day late.

2. Assist with a Event

The assignment involves active involvement and participation in some aspect of an event that is being conducted by an agency or organization. It is not necessary to be involved during the entire course of planning and conducting the event (20 hours minimum) but involvement should include participation in some specific aspect or phase of the event. Students opting for this assignment should prepare a brief proposal identifying the organization sponsoring the event, a brief description of the nature of the event, name(s) of sponsoring organization personnel with who you will be working, a description of the work to be performed, beginning and ending duties

during the time you will be involved with the event, and the estimated number of hours (20 hours minimum) the student will be involved.

Students are also required to submit an American Psychological Association (APA) style formatted 5-7 page double spaced paper. **The reference page is separate from the content of the paper and will not count as one of the required 5-7 pages.** The paper should be of well-constructed sentences free of misspelled words and errors of grammar. Papers not submitted on the due date will be assessed a 10% penalty per day late.

Further, students choosing this option are also required to keep a daily log (**The log must be typed and signed by the immediate supervisor at the end of the semester**). Daily log must be dated; hours worked indicated, and have a reflective statement per entry. Reflective statement should be a paragraph or less. Logs not submitted on the due date will be assessed a 10% penalty per day late.

3. Event Case Study

The assignment involves an in-depth investigation of a major event and a written report of the results of the investigation. The case study report should include an overview description of the organization and the event being studied, purpose of the event, description of the target audience, organizational and staffing arrangements, promotion and advertising, financial arrangements (expenses and sources of income), description of event's environment (location, areas, facilities, etc.).

You are required to submit an American Psychological Association (APA) style formatted 12-15 page double spaced report. **The reference page is separate from the content of the paper and will not count as one of the required 12-15 pages.** The paper should be of well-constructed sentences free of misspelled words and errors of grammar. Papers not submitted on the due date will be assessed a 10% penalty per day late.

EVENT MANAGEMENT PROJECT SITE EXAMPLES

Department of Kinesiology & Health Promotion (Medical Screening)

Legends

Kentucky Pro Football Hall of Fame

Kentucky High School Athletic Association

University of Kentucky Athletics

University of Kentucky Campus Recreation

Georgetown College Athletics

Centre College Athletics

Lexington Fayette County Parks and Recreation

Keeneland

Transylvania Athletics

Eastern Kentucky University Athletics
 Boys and Girls Club (Salvation Army)
 YMCA
 Lexington Youth Soccer Association
 Commonwealth Soccer Club
 Lexington Philharmonic (Picnic with the Pops)
 Lexington Center Incorporated
 Kentucky Sport Authority (Bluegrass Games)
 Lexington Ice Center
 Central Kentucky Blood Center
 Rolex Three Day Event
 Fayette County Public Schools
 Woodland Arts Fair
 Fifth Third Tennis Tournament
 Kentucky Association for Health, Physical Education, Recreation, and Dance
 Southern Middle School (Road Race Event)

ATTENDANCE POLICY

Each student should note that class attendance is mandatory (unless otherwise stated by the instructor). Each student is expected to attend all classes unless a family emergency or illness is supported with documentation. Students who will miss classes due to University activities (e.g., trips for intercollegiate athletic participation, student organizations events sponsored by an educational unit, trips for University classes) must inform the instructor prior to occurrence of such absences. Unexcused absences, with the exception of the first absence, will result in the loss of six points off his/her participation grade for every unexcused absence.

Please note that students employed full-time should inform their employer about the class attendance policy and class calendar. Students that determine their work commitments will cause excessive absences should not enroll in the course.

University Absentee Policy

It is the interpretation of the Senate Rules and Elections Committee that the clause in Senate Rule 5.2.4.2 ("trips for participation in intercollegiate athletic events") does not apply to students who are University employees unless they are participating as team athletes in an intercollegiate athletic event during the missed class.

** Intercollegiate athletic events include club sports registered with the university as well as varsity sports. (RC: 10/18/00)*

Students missing work due to an excused absence bear the responsibility of informing the instructor about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The instructor shall give the student an opportunity to make up the work

and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred. (US: 11/10/85 and RC: 11/20/87)

If attendance is required by the class policies elaborated in the syllabus or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W", and the Instructor of Record may require the student to petition for a "W" or take an "I" in the course. [US: 2/9/87; RC: 11/20/87]

If a student has an excused absence on a day when an exam is given, he/she must schedule a makeup exam before the next class. If a student receives an unexcused absence on the day of an exam or presentation, he/she will receive a zero. Students will not be allowed to take exams prior to the scheduled date and time.

Part II section five of the University Senate rules related to attending the University are located at <http://www.uky.edu/StudentAffairs/Code/part2.html>.

OTHER INFORMATION

Student rights and responsibilities relating to policies concerning excused absences, cheating/plagiarism, withdrawal, incompletes, final exams and common exams can be found at www.uky.edu/StudentAffairs/Code/.

COURSE OUTLINE

Event Conceptualization Syllabus Chapter 1—Event Management and the Event Manager	1/27/2014
Event Conceptualization Chapter 2—Event Feasibility Chapter 3—Event and Facility Contracts	2/3/2014
Event Conceptualization Chapter 4—Technology and Event Planning Event Development Chapter 5—Event Budgeting Proposals Due	2/10/2014
Event Development Chapter 6—Event Marketing Chapter 7—Event Sponsorship Exam I—Chapters 1-4	2/17/2014
Event Development <i>Exam I Results</i> Chapter 8—Participant Registration for Events Chapter 9—Ticketing	2/24/2014
Event Development Chapter 10—Event Communications and External Relations Chapter 11—Event Safety and Security	3/3/2014

Event Execution Chapter 12—Event Documents Exam II—Chapters 5-11	3/10/2014
Spring Break	3/17/2014
Event Execution <i>Exam II Results</i> Chapter 13—Event Staffing	3/24/2014
Event Management Guest Speaker Panel	3/31/2014
Event Execution Chapter 14—Event Operations	4/7/2014
Event Execution Chapter 15—Event Settlement and Wrap Up Chapter 16—International Considerations for Events	4/14/2014
Exam III—Chapters 12-16 Presentations, Papers, Reports & Logs Due	4/21/2014
Presentations	4/28/2014
Presentations	5/5/2014

**Physical Education Advanced Preparation Program: Standards Alignment
KHP 781--Course Title: Event Management**

NASPE, EPSB & COE Technology Standards; COE Skills & Dispositions; EPSB Themes; & KERA Initiatives	Addressed in Course
National Association for Sport and Physical Educators' Standards for Advanced Physical Educators	
Standard 1: Content Knowledge	X
Standard 2: Curricular Knowledge	
Standard 3: Equity/ Fairness/ Diversity	X
Standard 4: Sound Teaching Practices	
Standard 5: Assessment	
Standard 6: High Expectations for a Physically Active Lifestyle	
Standard 7: Methods of Inquiry	X
Standard 8: Collaboration, Reflection, Leadership, and Professionalism	X
Standard 9: Mentoring	
Kentucky Teacher Standards	
Standard 1: Demonstrates Applied Content Knowledge	X
Standard 2: Designs and Plans Instruction	
Standard 3: Creates and Maintains Learning Climates	
Standard 4: Implements and Manages Instruction	
Standard 5: Assesses and Communicates Learning Results	
Standard 6: Demonstrates Implementation of Technology	X

Standard 7 Reflects and Evaluates Teaching and Learning	
Standard 8: Collaborates with Colleagues, Parents, and Others	X
Standard 9: Engages in Professional Development	
Standard 10 Provides Leadership Within School, Community, Profession	X
UK Educator Preparation Unit Technology Standards	
Standard 1: Candidates integrate media and technology into instruction	
Standard 2: Candidates utilize multiple technology applications to support student learning.	
Standard 3: Candidates select appropriate technology to enhance instruction.	
Standard 4: Candidates integrate student use of technology into instruction.	
Standard 5: Candidates address special learning needs through technology.	
Standard 6: Candidates promote ethical and legal use of technology disciplines.	X
Functional Skills and Disposition (FSD) of UK Educator Preparation Unit	
FSD 1: Candidates communicate appropriately and effectively.	X
FSD 2: Candidates demonstrate constructive attitudes	X
FSD 3: Candidates demonstrate ability to conceptualize key subject matter ideas and relationships	X
FSD 4: Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.	X
FSD 5: Candidates demonstrate a commitment to professional ethics and behavior.	X
Educational Professional Standards Board (EPSB) Themes	
Diversity	X
Assessment	
Literacy Education	
Closing the Achievement Gap	