



**Center for the Study of
Sport and Exercise**

**SADL 505 - Financing
Sport Organizations**

**Course Syllabus
Spring 2013**



| | |
|--|--|
| Instructor: Dr. Galen Trail Office: Lynn 112 Email: trailg@seattleu.edu | Course Time: Mondays 6-9pm Location: Pigott 207 |
|--|--|

Text required: SportsBusiness Journal sbjcollege.com/subscribe (12 week subscription)
 Howard & Crompton chapters on ANGEL. Additional readings as assigned on ANGEL.

Scope of the Course: Howard and Crompton (2013) claim “the golden era of unparalleled growth and optimism that characterized the ‘90s and most of the 2000s has given way to a future that is less certain. For the foreseeable future, successful managers will have to find ways to deal with a difficult economy. An economy characterized by persistently high unemployment, shrinking household income and conservative spending by most companies. Competition will be ferocious for the finite buying power and discretionary time of sport fans, who have more entertainment choices than ever before, both inside and outside of the home. At the same time, the cost of operating sports franchises and major college sports programs has skyrocketed over the past 10 to 15 years.” This course is intended to help future managers to effectively cope with the reality of plateauing revenues and rising costs, and provide comprehensive coverage of the many traditional and innovative revenue acquisition methods available to sport organizations. Along with conventional income sources such as tax support, municipal and corporate bonds, ticket sales, concessions and fund raising, students will receive in-depth exposure to more recent innovations related to licensing sport products, and corporate sponsorships.

Course Objectives:

After successfully completing this course, students will be able to do the following:

| Objective | Learning Outcome | Evaluative Tool |
|--|--|--|
| 1. Calculate profits and losses for sport organizations; track and graph financial trends of revenues and expenses; analyze revenues after factoring in inflation costs to determine adjusted profits or losses; and determine, evaluate, and report causes for trends and anomalies in the above. | Content Knowledge, Discovery and Inquiry, Critical Thinking, Communication, Numeracy | Fulks Report Analysis, Exam, Facility Project |
| 2. Analyze financial value of sport franchises; evaluate revenue categories to determine viability; and analyze and discuss impact of collective bargaining agreements on financial value of franchises. | Content Knowledge, Discovery and Inquiry, Critical Thinking, Communication, Numeracy | Professional Leagues Financial Standing Analysis, Exam, Facility Project |
| 3. Detail key public sources of finance for sport organizations; structure financial requirements related to the sale of various forms of general obligation and revenue bonds for capitalizing major capital development projects | Content Knowledge, Critical Thinking, Communication, Numeracy | Facility Funding Project, Exam |
| 4. Effectively establish joint venture arrangements between public sector entities and private sector organizations for the joint development and/or operation of sport facilities. | Content Knowledge | Facility Funding Project, Exam |

Course Requirements and Assignments:

1. Exams: There will be a comprehensive final exam, including material from both lecture and assigned readings. It will be all multiple-choice questions, calculations, open note, open book. (100 points).
2. Project: Students will be required to complete a Facility Funding Project (300 points).
3. In class assignments: These assignments will be primarily done in class. (170 points total).
 - a. Assignment #1, Fulks Report (70 points).
 - b. Assignment #2, Professional Leagues (50 points).
 - c. Assignment #3, Bond Calculations (50 Points)
4. Quizzes: Quizzes may occur at anytime and typically will be over material that you should have read for class. (100 points). OR:
Participation Points Based on number and quality of PowerPoint Slides presented.
5. SBJ Presentations (30 points) – Summarize and synthesize an SBJ article of interest to you. Present orally (less than 5 minutes) using PowerPoint (1 slide only). Hand in written synopsis as well.

Course Expectations:

To do well in this class, you will probably need to spend **at least** 10 hours per week **outside** of class on the readings, preparing for the quizzes, and doing the assignments. Please plan accordingly. In addition:

1. You are expected to attend class. If you miss more than 6 hours of class your grade will drop accordingly.
2. You are expected to participate in class discussions.
3. Read assignments before the assigned class period.
4. Quizzes will be at the beginning of class over previous material out of the readings. Quizzes cannot be made up if you miss them or are late to class.
5. Late assignments are accepted with a penalty of 10% per day including non-class days.
6. Make up exams are not given.
7. If you have questions, please ask before the assignment is due. I can't read your mind very often.

Grading Scheme:

| | | |
|--------------|--------------|--------------|
| 93.33%+ = A | 80.00+% = B- | 70.00+% = C- |
| 90.00+% = A- | 76.67+% = C+ | 60.00+% = D |
| 86.67+% = B+ | 73.33+% = C | 0.00+% = F |
| 83.33+% = B | | |

Course Calendar

| Unit # | Date | Topic | Readings | In class | Assignments Due |
|--------|------|---|---|---|--|
| 1 | 4/1 | Current Financial Status of College Sports and Pro Sports | Howard & Crompton Prologue, & Ch. 1&2, Fulks Report p. 7-15. All articles in Unit #1 on ANGEL are supplementary | Start Assignment #1 (Fulk's report) | |
| 2 | 4/8 | Current Financial Status of Pro Sports | Read H&C Chapter 3. All articles in Unit #2 folder in ANGEL are supplementary. Skim all spreadsheets. Also all articles in Labor Agreements section in ANGEL are supplementary. | Start Assignment #2 | Assignment #1 Due |
| 3 | 4/15 | Trends in Sports Facility Investments | Howard & Crompton Ch. 4 | Work on facility case, if time. | Assignment #2 Due SBJ Presentations |
| 4 | 4/22 | Economic Impact Analysis & Cost vs. Benefits | H & C Ch. 5 & 6 | Work on facility case, if time. | SBJ Presentations |
| 5 | 4/29 | Alternative Justifications for Public Subsidy | H & C Ch. 7 & 8 | Work on facility case, if time. | SBJ Presentations |
| 6 | 5/6 | Sources of Public Sector Funding | H & C Ch. 9 | Start Assignment #3, bond calculations. | SBJ Presentations |
| 7 | 5/13 | Sport Enterprises Sources of Revenue | H & C Ch. 11 & 12 | | Assignment #3 Due SBJ Presentations |
| 8 | 5/20 | Broadcast Rights and Licensing | H & C Ch. 13 & 14 Readings on ANGEL | | SBJ Presentations |
| | 5/27 | NO CLASS | MEMORIAL DAY | | |
| 9 | 6/3 | | | | Facility case due SBJ Presentations |
| 10 | 6/10 | Final exam review | SBJ Presentations | | SBJ Presentations |
| 11 | 6/14 | FINAL EXAM | | | |

I reserve the right to modify this syllabus at any time.

MISSION STATEMENT:

Seattle University is dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world.

Vision

We will be the premier independent university of the Northwest in academic quality, Jesuit Catholic inspiration, and service to society.

Values

- **Care**
We put the good of students first.
- **Academic Excellence**
We value excellence in learning with great teachers who are active scholars.
- **Diversity**
We celebrate educational excellence achieved through diversity.
- **Faith**
We treasure our Jesuit Catholic ethos and the enrichment from many faiths of our university community.
- **Justice**
We foster a concern for justice and the competence to promote it.
- **Leadership**
We seek to develop responsible leaders committed to the common good.

DIVERSITY STATEMENT:

Seattle University both celebrates and promotes safe and healthy community life for people of all races, religions, national origins, socio-economic classes, gender identities and expressions, sexual orientations, physical and learning abilities, and ages by modeling behavior and articulating expectations that we live and work together in one community, bound together by our commitment to learning and respect for one another. Excellence and diversity at Seattle University are inextricably tied. We have a deep understanding of, and commitment to, the fact that to be an excellent university we must be diverse in all aspects of our work. No discrimination will be tolerated.

ACADEMIC CONDUCT

You are expected, at all times, to act with academic integrity.

Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty will be addressed according to the Academic Honesty Policy. Without regard to motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the rights and privileges of others is prohibited. See the following web page for additional information; <http://www.seattleu.edu/registrar/page.aspx?ID=87>

STUDENT SUPPORT

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the Seattle University's Counseling and Psychological Services (CAPS) [(206)-296-6090; <http://www.seattleu.edu/student/counsel/index.asp>] for assistance, support and advocacy. This service is free and confidential.

“Students with documented disabilities that affect their ability to participate fully in the course or who require special accommodations are encouraged to speak with the instructor so that appropriate accommodations can be arranged.”

The Disability Services Office can be accessed by this url:

<http://www.seattleu.edu/sas/DisabilityServices/default.aspx?id=28360>