

GEORGE MASON UNIVERSITY
School of Recreation, Health & Tourism

SPMT 405— Sport Operation and Planning (2)
Spring 2012

DAY/TIME:	Tuesdays 4:30pm-7:15pm	LOCATION:	Enterprise – Rm 274
PROFESSOR:	Chris Topping	EMAIL ADDRESS:	Ctoppin1@gmu.edu
OFFICE LOCATION:	RAC 2006	PHONE NUMBER:	703-993-5326
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PREREQUISITES: None

COURSE DESCRIPTION:

Principles and techniques of planning and operating sport facilities. Emphasizes principles and concepts of organization and administration including communication, personnel management, management of physical resources, and risk management. Examines variety of sport operations such as indoor stadiums, athletic field complexes, and managing recreation and intramural activities.

COURSE OBJECTIVES:

Upon satisfactory completion of the course, the student will be able to demonstrate an understanding of athletic and recreation facility management concepts such as:

- 1) Understand the use of needs assessments, feasibility studies, focus groups and surveys in facility planning and operations.
- 2) Understand how risk management is part of the ongoing process of planning and operation of sport and recreation facilities.
- 3) Understand the operational structure and management concepts associated within the operation of sport and recreation facilities.
- 4) Utilize the case analysis process to compare the management and operations of different sport and recreation facilities.
- 5) Function as a productive member of a management team and identify the factors involved in successful team management.

COURSE OVERVIEW:

The course relies heavily on participative and experiential learning. Blackboard will be used to enhance the learning objectives and reinforce material presented during class. The requirements reflect the demands of the course. Students will be expected to respect the following policies.

- 1) Attend all classes for the entire class session.
- 2) Prepare required readings and other assignments when due.
- 3) No cell phones (which includes no text messaging.)
- 4) Laptops cannot be used without instructor permission.
- 5) Participate in group/class activities. Participation is expected and is an essential part of class.
- 7) Plagiarism, cheating or any other form of academic dishonesty will be referred to the Honor Code committee of George Mason University.
- 8) No grades or discussion of grades, test/exams or test appeals will be carried out over email due to its impersonal nature and security issues. Students can discuss their grades with the instructor in person.
- 9) If a student misses a class, it is the student's responsibility to find out what happened during that class or meeting and obtain the notes and assignments from another student in the class
- 10) If you have a diagnosed and documented disability which may cause you to have difficulties with any portion of the policies and requirement of the course, please contact me as soon as possible so that arrangements for suitable alternative or accommodations can be made and coordinate with the Office of Disability Support Services.
- 11) No tape recording of lectures/classes is allowed unless there are extraordinary circumstances of which you

have made the instructor aware.

12) Students must use their MasonLIVE email account to receive important University information, including messages related to this class. See <http://masonlive.gmu.edu> for more information.

13) Dress Code for all presentations will consist of Business Casual at minimum.

14) All papers and citations are expected to use MLA style. For further information on MLA style, please consult <https://owl.english.purdue.edu/owl/resource/747/01/>.

15) All assignments must be printed out and turned in to receive credit. Emailed assignments will NOT be accepted.

ACADEMIC INTEGRITY

Mason is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

TEXTBOOK

Ammon, R., Southall, R.M., & Nagel, M.S. (2010). "Sport Facility management: Organizing Events and Mitigating Risks." 2nd edition, Morgantown, WVA. Fitness Information Technology, Inc.

EVALUATION

This course will be evaluated on a point system according to the current GMU undergraduate grading scale.

A = 94>100 A- = 90>93

B+ = 88>89 B = 84>87 B- = 80>83

C+ = 78>79 C = 74>77 C- = 70>73

D = 60>69

F = 0 > 59

20% Attendance/Participation/Discussion

32.5% (7.5/12.5/12.5%) Critical Eye on Facilities

25% (7.5/7.5/10%) Case Law Review, Presentation & Quiz (Varying Dates)

7.5% Risk Management Assessment and Presentation

15% Final Exam (Closed Notes)

CLASS SCHEDULE – SPMT 405 – Spring 2012

(subject to change as necessary)

January 25

Administrative overview and course requirements, Team Management

February 1

Chapters 1 & 2: Planning and Assessment

February 8

Tour of Patriot Center

February 15

Chapters 3 & 4 & 5: Financing and Budget

Legal terms and understanding how it applies to sports facility management

Cases Presented:

Example - Kelo v. New London (2005)

DUE: Critical Eye on Facilities #1

February 22

Chapters 6 & 7: Organization and HR

Cases Presented:

Texas Department of Community Affairs v. Burdine (1981)

McDonnell Douglas Corp. v. Green (1973)

Garcia v. San Antonio Metropolitan Transit Authority (1985)

Sutton v. United Air Lines (1999)

Anderson v. Little League Baseball, Inc. (1992)

February 29

Chapters 8 & 9: Risk Management

Cases Presented:

Pell v. Victor J. Andrew High School (1984)

Maussner v. Atlantic City Country Club (1997)

Sallis v. City of Bossier City (1996)

Mogabgab v. Orleans Parish School Board (1970)

Eddy v. Syracuse University (1980)

Schiffman v. Spring (1994)

Fox v. Board of Supervisors (LSU) (1991)

Economy Engineering v. Commonwealth (Mass) (1992)

Van Stry v. State of New York (1984)

March 7

DUE: Risk Management Assessment and Presentations

March 14 – No Classes

March 21

Chapters 10 & 11: Risk & Crowd Management

Cases Presented:

Rotz v. City of New York (1988)

UTEP v. Moreno (2005)

Telega v. Security Bureau (1998)

State of North Dakota v. Seglen (2005)

Johnson v. Tampa Bay Sports Authority (2007)

Lowe v. California League of Professional Baseball (1994)

Demauero v. Tusculum College, Inc. (1980)

Smith v. Arizona Board of Regents (1999)

March 28 – No Class

DUE: Critical Eye on Facilities #2

April 4

Chapters 12 & 13: Alcohol Management, Emergency Plans

Cases Presented:

Kleinknecht v. Gettysburg College (1993)
Bearman v. University of Notre Dame (1983)
Verni V. Harry M. Stevens (2006)
Gehling v. St. George's University School of Medicine, Ltd. (1989)
Spiegler v. State of Arizona (1996)

April 11

Chapters 14 & 15: Concession & Box Office Management
Event Production

Cases Presented:

New Boston Garden Corporation v. Baker (1999)
The People of New York v. Susan Johnson (1967)
People v. Shepherd (1978)

April 18

Case Law Quiz

April 25

Emergency/Disaster Management
Equipment Management & Sports Turf Management

May 2

Exam Review
DUE: Critical Eye on Facilities #3

May 9

Final Exam

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].



SPMT 405 - A Critical Eye on Facilities

Objective: The goal of this assignment is for students to go out to local events in order to identify and critique the actions and reactions of each facility to situations as they arise. No longer are you going to a game just to observe what goes on on the court – students must use their recently obtained knowledge to better understand how a facility operates. Throughout the semester, students will be required to attend 3 different events – two of them sports-related, and one of them entertainment related. At least one event must consist of at least 2,000 patrons or more. Students may choose to turn in their assignments in whatever order they like – so long as all three are completed on their respective due dates.

Purpose: The ability to identify strengths, weaknesses, and how to fix them is an important skill for a facility manager to have. After completing this assignment, students will have a better understanding of what it takes to operate a facility and the events that go on inside it.

Paper: Students will prepare a 4-5 page paper, to include a SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis of the facility and event that they attended. Students will evaluate all aspects of their experience – from personnel (ushers, security, cleaning crew, concessions, etc) all the way to parking for the event. The location of security guards, cleanliness of the bathrooms, even the ability to communicate with the staff must be analyzed (among others). Students will need to provide a PRINTED copy of their paper at the beginning of class, on the day the paper is due.

This group of assignments is worth 32.5% of the student's overall grade. The first assignment will be worth 7.5%, while the 2nd and 3rd will be worth 12.5% each. No late assignments will be accepted.

Risk Management Assessment

Objective: The goal of this assignment is for students to go out into their local community and identify two potential risk management concerns for a local sports facility. Students are expected to take pictures of the risks that they identify. .

Purpose: The ability to identify risks and how to fix them is an important skill for a facility manager to have. Much of a facility manager's job consists of identifying and addressing risk management concerns as they arise in their facility.

Paper: Students must submit a brief, 1-2 page paper highlighting the risks that they identified. Each risk must be described in detail, classified on a 1 (not very serious) to 5 (very serious) scale concerning the severity of the risk, as well as the chances an accident could occur. Finally, each student should offer a solution for resolving the problem. Pictures should be taken during the assessment be included in the paper and the presentation. Students will need to provide a PRINTED copy of their paper at the beginning of class, on the day the paper is due.

Presentation: Students will briefly share with the class the risks that they identified and how they would treat them. No PowerPoint is necessary for the presentation.

This assessment is worth 7.5% of the students overall grade. No late assignments will be accepted.

SPMT 405 - Case Law Review

Purpose: The purpose of this assignment is outline some of the groundbreaking rulings in the sports facility world. The point of understanding case law helps to explain why we do the things we do – and why we have certain policies in place. Each student will choose one of the cases listed below, write a brief summary of the case, and present the case to the class in a 10 minute PowerPoint presentation. Students are encouraged to take notes on the case, as there will be a test on all the cases after all the presentations have been completed.

All students are required to choose one of the cases listed, and submit under the Google Apps link that will be sent to the whole class (this will allow students to see in real time what cases are left to choose from). Students are encouraged to submit their choices as soon as possible.

Paper (7.5%): The paper will summarize the case in which the student chose to study. This paper will be approximately 3 pages in length, double-spaced. The summary must include the following information: Facts of the Case, Issues of the Case, Findings of the Court, Analysis (Why WE Care!). The paper must include at least 2 scholarly references, which will be cited in MLA Style. Wikipedia is NOT a scholarly reference. Students will need to provide a PRINTED copy of their paper at the beginning of class, on the day of their presentation.

Presentation (7.5%): The purpose of the presentation is to teach the class the relevant issues and facts of the case. In essence, you will be summarizing your findings for the class. Most importantly, students must answer the question “Why do we care?” for the class. Students are encouraged to take notes and ask questions after each presentation, so as to better understand the topic at hand. ***All PowerPoint presentations are due to your instructor no later than 48 hours before your presentation.***

Quiz (10%): After all the presentations have been completed, there will be a 30 question (1 per case) multiple choice quiz testing the knowledge presented by your fellow peers. Students will be able to use their notes from class and studying.

No late papers/presentations will be accepted.