

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

PRLS 460 –A01— Sport and Recreation Law (3)  
Summer Session A 2016

DAY/TIME:	Distance Education	LOCATION:	NET NET
PROFESSOR:	Dr. James C. Kozlowski	EMAIL ADDRESS:	jkozlows@gmu.edu
OFFICE LOCATION:	220a Occoquan Bldg		
OFFICE HOURS:	By Appointment	CELL NUMBER:	703-455-8474

PREREQUISITES/COREQUISITES: 60 Credits

#### COURSE DESCRIPTION

Emphasizes safety, liability, and risk. Covers current law and liability issues for administrators of RHT facilities and programs.

#### COURSE OBJECTIVES

This course is designed to enable students to:

- (1) demonstrate a recollection and understanding of the opinion of the court contained in a series of articles and case reports illustrating general legal principles governing recreation injury liability in recreation, sports, and physical education programs.
- (2) identify general legal principles and rules of law and their application to various recreation injury liability scenarios in recreation, sports, and physical education programs as described in lectures, review questions, objectives, and required reading material used in the course.
- (3) identify legal principles and rules of law governing federal civil rights laws and their applicability to sports, recreation, and physical education programs, e.g., gender discrimination.

#### COURSE OVERVIEW

This course examines the issue of personal injury liability in a variety of contexts related to Recreation, Health, and Tourism, including recreation and parks, sports, events, and physical education administration. Case reports and articles will be used to illustrate general legal principles which determine recreational injury liability in a variety of contexts. Negligence liability will be defined through general legal principles, including reasonableness, foreseeability, and standard of care.

In addition to lifeguard and aquatics liability, this course will examine sport injury liability for coaches, participants, and spectators. The course will also examine the validity and enforceability of waivers and releases in sports and recreation. This overview of program supervision liability in sports and recreation will be complemented by an examination of general legal principles governing landowner liability for grounds and facilities used in sports and recreational activities. In addition to recreation injury liability, this course will also review several civil rights issues which impact significantly upon sport and recreation administration.

#### PROFESSIONAL ASSOCIATION STANDARDS

Further, upon completion of this course, students will meet the following professional accreditation standards:

2013 Council on Accreditation of Parks, Recreation, and Tourism Related Professions (COAPRT) standards met

- 7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.

#### DELIVERY METHOD

This course will be delivered online using an **asynchronous** (not “real time”) format via the Blackboard learning management system (LMS) housed in the [MyMason](#) portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on May 19, 2014.

#### TECHNICAL REQUIREMENTS

To participate in this course, students will need the following resources:

High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are **not** compatible with Blackboard;

Consistent and reliable access to GMU email and Blackboard, as these are the official methods of communication for this course

Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.

The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:

Adobe Acrobat Reader: <http://get.adobe.com/reader/>

Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>

Apple QuickTime Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

SKYPE: <http://www.skype.com/en/>

A headset microphone if needed for use with SKYPE the course web conferencing tool

#### EXPECTATIONS

- Course Week: Because online courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- Students must actively check their GMU email for communications from the instructor, at a minimum this should be 4 times per week.
- Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course assignments and assessments.
- Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Expect to log in to this course at least three times a week to read announcements and work on course materials. Remember, this course is not self-paced. There are specific deadlines and due dates listed in the COURSE

SCHEDULE section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assessments due.

- Advising: If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, we can meet via telephone or web conference on SKYPE. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.

## REQUIRED READINGS

The "textbook" in this course is a compilation of case reports and related articles which I have written, in particular my monthly "NRPA Law Review" column in *Parks & Recreation* magazine (the official publication of the National Recreation and Park Association). These case reports and related articles will be available for reading, downloading and printing on the PRLS 460 site of my GMU homepage at the following address:

<http://cehdclass.gmu.edu/jkozlows/460a.htm>

## EVALUATION

4 EXAMS on Blackboard (open book, weighted equally, each exam worth 25%)

Allowing students to take PRLS 460 exams off campus on a more flexible schedule is a privilege which PRLS 460 students have traditionally appreciated and have conducted themselves responsibly, but it may be subject to abuse. I expect every PRLS 460 student to know and adhere to their personal duties and responsibilities under the GMU Honor Code.

Individual exam questions on each exam are randomly selected by Blackboard from question sets in the PRLS 460 question database. As a result, while testing a student's understanding of a similar principle in each question, no two exams are identical. Moreover, Blackboard provides extensive data on each exam to determine any irregularities on individual exams and identify patterns which may indicate collusion among students on PRLS 460 exams.

I am, therefore, able to examine each exam and/or exam question to determine whether there are irregularities that warrant further investigation pursuant to the Honor Code. Moreover, any irregularities could artificially inflate and skew the scores on individual exams and questions which might produce an adverse effect on the course curve to the detriment of individual students and the class as a whole.

Accordingly, you are reminded that the Honor Code is in effect for all exams in PRLS 460 on Blackboard. Further, to clarify and reiterate, no collaboration or group participation whatsoever is permissible during PRLS 460 examinations.

All PRLS 460 exams are open book, but you are limited to primary course materials and video lectures posted to the PRLS 460 course webpage, as well as your own notes prepared prior to the exam. The use of any other study aids, memoranda, books, data, or other information during PRLS 460 exam is prohibited.

Further, you are not to discuss the exam with any other student during or after the time which the exam is accessible. Providing or reproducing any information to another student about any questions on a PRLS 460 exam would constitute cheating within the context of the Honor Code, i.e., unauthorized use of study aids, memoranda, books, data, or other information. Such unauthorized information may provides individual students with an unfair advantage over other students in preparing for exams. Moreover, prior to each exam, practice questions taken from the PRLS 460 exam question database are made available to the entire class on Blackboard, providing an equal opportunity to prepare for the type and format of questions for each exam.

## GRADING SCALE

Final grades are based solely on the percentage of points earned out of the total number of points available on all four exams. THERE IS NO EXTRA CREDIT. The grading scale for final grades based on the number of points earned out of a possible 200 on all four exams:

Grade Total Points Earned out of a possible 200

A + 180 and above (90 percent)

A 170 - 179

A - 160 - 169 (80 percent)

B + 150 - 159

B 140 - 149 (70 percent)

B - 130 - 139

C + 120 - 129 (60 percent)

C 110 - 119

C - 100 - 109 (50 percent)

D 90 - 99

F 89 and below

#### TENTATIVE COURSE SCHEDULE:

The tentative course schedule is listed on the PRLS 460 Course Webpage:

<http://cehdclass.gmu.edu/jkozlows/460a.htm>

Students are expected to read and study the required readings for each unit as well as view the televideo lecture which accompanies each unit. The following link to the video lectures is posted to the PRLS 460 course webpage:

[Click here for PRLS 460 Video lectures all available on Vimeo](#)

<http://cehdclass.gmu.edu/jkozlows/460vimeo.htm>

In addition, to prepare for each exam, students are encouraged to access and complete the practice questions which will be provided on Blackboard.

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#### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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.

### *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/>].

**PROFESSIONAL BEHAVIOR:** Students are expected to exhibit professional behaviors and dispositions at all times.

**CORE VALUES COMMITMENT:** The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

