

George Mason University
College of Education and Human Development
School of Sport, Recreation and Tourism Management

SPMT 405 – 001 Sport Venues and Events
3 Credits, Spring 2024
Friday 9:00 am - 11:40 am, Fairfax Campus

Faculty

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Prerequisites/Corequisites

SPMT 201

University Catalog Course Description

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

Course Overview

The learning experiences in this course are afforded through assignments, activities, seminar discussions and video material. The course relies on participatory dialogue as well as individual and collaborative learning.

Course Delivery Method

This course will be delivered using a face-to-face lecture/group activity format. Sessions will be held on **Fridays from 9:00 am -11:40 am**; and asynchronous for the rest of the week. Each week runs from Friday to Friday, with discussion boards and major assignments due on Fridays by 11:59 pm. The course asynchronous format will be delivered via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason login.

Learner Outcomes or Objectives

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

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

Honor Code

George Mason shares in the tradition of an honor system that has existed in Virginia since 1842. The Honor Code is an integral part of university life. On the application for admission, students sign a statement agreeing to conform to and uphold the Honor Code. Students are responsible, therefore, for understanding the code's provisions. In the spirit of the code, a student's word is a declaration of good faith acceptable as truth in all academic matters. Cheating and attempted cheating, plagiarism, lying, and stealing of academic work and related materials constitute Honor Code violations. To maintain an academic community according to these standards, students and faculty must report all alleged violations to the Honor Committee. Any student who has knowledge of, but does not report, a violation may be accused of lying under the Honor Code. All students in this course are held to the strictest standards of the George Mason University Honor Code.

Required Texts

Aicher, T. J., Newland, B., & Paule-Koba, A. (2019). *Sport Facility and Event Management, Second Edition*. Burlington, MA: Jones & Bartlett Learning.

Additional readings are required and will be made available on Blackboard (see course schedule).

Instructor Statement

My goal to facilitate a safe and supportive class environment for everyone, where each person can grow. I need your assistance to make this a reality. I offer some principles of engagement to frame our teaching and learning space. In our sessions we will work to establish shared agreements of engagement. Below is some guidance in the form of Working Assumptions for the course to get us started.

Working Assumptions for the Course

(adapted from Bukoski, 2023)

At times depth is favored over breadth and vice-versa given the context of the class and topic.

There is no attempt to “cover” all of anything. At times we will seem to rush through our discussion due to time and activity constraints. Feel free to dig deeper into concepts that you want to further explore, and you are encouraged to read much more than we can discuss in class.

What happens here stays here; what’s learned here leaves here. The nature of the course should produce a diversity of ideas. To ensure that multiple voices are heard, we must work together to constantly create and re-create a brave class environment that fosters psychological safety. Strive to be compassionate to one another as we grow and to challenge each other constructively in that process. As students, you should feel comfortable challenging ideas and thinking of others and responding appropriately when you are challenged. Challenge cannot be in the form of personal attack or disparagement. Engagement with learning requires space for honesty, making mistakes, and deep discussion. Please maintain the privacy of our discussions, including our mistakes and any revealed personal or professional information. If class becomes uncomfortable for you, speak up; you will be supported. If you cannot or do not want to speak up, please set up a meeting with me so we can determine whether and, if so, how we should address the situation.

Questions and feedback represent opportunities to learn. Sometimes students feel that they should not ask questions because they may “sound uninformed,” or they may feel anxiety about expressing opinions that challenge others, or the instructors, past teachings, or current discussion topics. You are encouraged to stay in touch with your responses and to express your perspectives freely. Be aware that everyone may not agree – these are moments from which some of our deepest learning can emanate. Questions can also be a good indicator of your engagement with the subject matter, and your questions may lead to clearer understanding for us all. The readings and viewings are for your benefit; therefore, you need to read. All discussion should be grounded in the text.

Instead of your grade, focus on your learning and growth. As Alfie Kohn in *The Case Against Grades* explains, “Extrinsic motivation, which includes a desire to get better grades, is not only different from, but often undermines, intrinsic motivation, a desire to learn for its own sake.” As a facilitator of your learning, I therefore focus on asking questions and making comments to engage your work rather than simply evaluate it. The intention is to help you focus on working in a more organic way, as opposed to working as you think you’re expected to (i.e., doing the work, not just performing the work). You can support your learning growth and maximize opportunities for meaningful feedback by attending to this list instead of focusing on grades:

- Actively engage in the work of the course and with your teammates. Reflect on your own work and engagement (how you have shown up for yourself and others in the learning space we create together?).
- Determine what participation in our community looks like for you and your peers. Participation might (or might not) look like reaching out for 1:1 or group meetings with the instructor, keeping your video on, responding to feedback opportunities, sharing resources, and/or emailing additional questions.
- Consider how you can best learn and engage meaningfully with the materials, your peers, and instructors. Listening and reflecting can be just as important as speaking and questioning.

Students must assume responsibility for their own learning and success, aka, do not be a docile body. You will get out of this experience what you put into it. Students should make their needs known. I try to be generous with my time, listen to your ideas, and respond to concerns. I encourage you to question everything (including instructors, assignments, and the premises of our work together).

Maintain your responsibility to yourself and your peers by completing assigned tasks (i.e., read!) and showing up prepared to discuss and engage. A student's ability to guide themselves, focus their intention and learning, and gauge their level of understanding, ask good questions, and implement relevant feedback are signs of a well-rounded thinker.

Please engage responsibly. Your engagement is your responsibility, as is your responsibility to make space for others to engage and to invite others into the conversation.

Principles for Constructive Engagement (adapted from Sensoy & DiAngelo, 2011)

- You don't know what you don't know. Seek to be intellectually humble. All knowledge is partial. So, we must all constantly ask questions and reflect. None of us know everything about anything.
- Everyone has opinions. Opinions are not the same as informed knowledge.
- Look beyond personal anecdotal evidence and look at broader societal patterns.
- Notice your own defensive reactions and attempt to use these reactions as entry points for gaining deeper self-knowledge.
- Recognize how your social positionality (e.g., race, class, gender, ability, sexuality, religious preferences, etc.) informs your reactions to your instructor and those whose work you study in the course.

Instructor Expectations

1. Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
2. Assigned Reading: Reading for each class is to be completed prior to coming to class.
3. Honor Code: Students must abide by the Honor Code, guided by the spirit of academic integrity.
4. Electronic Devices: We will refrain from the use of electronic devices in class during the lecture period, except to follow the power point presentation or take notes.
5. Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions. Your contributions are not only welcomed, but they are also essential.
6. Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials frequently throughout the week. **It is highly recommended to login at every 48 hours.**
7. Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

8. **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. **Late work will not be accepted based on individual technical issues.**
9. **Workload:** Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due. Discussion Board Reactions and some assignments are time restricted. Assignments can be turned in prior to the due date but must be turned by the due date. **NO LATE WORK** will be accepted!
10. **Etiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark spoken in the class environment can be misconstrued. Students must always consider their responses carefully before stating them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
11. **Accommodations:** Learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.
12. **Additional Assistance:** Please do not hesitate to ask me for additional help if you need it. I am more than willing to provide such assistance. Remember, **you earn grades, I do not give them**

Class Attendance and Participation

You must be on time, stay for the whole class, listen attentively while you are here, and show through your behavior that you respect the fact that others in the class are here to learn. Arriving late is unacceptable. If you arrive late or leave early, you will lose participation points.

Students will lose 0.5 of a participation point for every minute period that they are late for and/or leave class prior to the time that the instructor dismisses the class. For example, 10 minutes = -5 points. Unexcused absences, late arrivals, leaving early, and lackadaisical performance could significantly affect the student participation grade.

It enhances your academic success to be in class; therefore, you should attend ALL scheduled class meetings in accordance with George Mason policy: Students are expected to attend the class periods of the courses for which they register. Any work missed due to an absence **MAY NOT BE MADE UP**. The only exception to this policy is written documentation of a situation that prohibits you from attending class. Only those excused absences supported by documentation will be addressed at the instructor's discretion on an individual basis (e.g. a physician's note for an illness). Alternative work due to intercollegiate athletic competitions or other legitimate university activity must be arranged **PRIOR** to due date. A grade of 0 will be assigned to all missed classes and work.

Students are responsible for communicating ahead of time if they will miss class regardless of whether the absence is excused or unexcused to obtain relevant class work or to reschedule an exam.

In-class participation is important not only to the individual student, but to the class. **Because class participation may be a factor in grading, instructors may use absence, tardiness, or early**

departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

We will have fun if everyone is engaged. To be engaged you must keep up with the reading and be refreshed when you attend class. It is important that everyone arrive on time, to help you build good habits for the world of work. Late arrivals are also a distraction to the conduct of the class. Falling asleep in class is **NOT** acceptable behavior.

Alternative Work and Absences/Excused

There is no make-up work of any kind, and late assignments will not be accepted. Absences supported by documentation may be excused (e.g., a physician's note for an illness). Alternative work due to intercollegiate athletic competitions or other legitimate university activity must be arranged prior to due date.

Course Performance Evaluation

Students are held to the standards of the George Mason University honor code. You are expected to attend all class sections, actively participate in class discussion, and fulfill assignments. Assignments must be turned in on blackboard by midnight on the specified due date or **no credit will be given**. Assignments have been scheduled in advance to provide you with sufficient time to complete the assignment. Only students with emergencies, documented medical excuses, or University sponsored functions (discussed with the professor in advance) will be considered for exception. Please see the professor for individual clarifications. All written work must be typed and follow APA guidelines. It is recommended that students make copies of all submitted work.

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

The instructor is solely responsible for assigning grades. As such, the instructor reserves the right to assess student performance in each of the categories identified in the EVALUATION section of this syllabus. Student non-compliance with stated academic, honor, attendance, or participation expectations will result in a '0' for the associated evaluation.

- **Attendance and In-class Activities (15 – 20 pts each class) 30% (300pts)**

Because of the importance of lecture and discussion to your total learning experience, you are encouraged to attend and participate in class regularly. Attendance, punctuality, preparation, and active contribution to small and large group efforts are essential. These elements of your behavior will reflect the professional attitude of the course. Students will be required to complete brief assignments throughout the semester. Some will require students to conduct work outside of class. These will be submitted via Blackboard prior to class. In-class activities may build on the homework assignments at times, and at other times will be independent assignments conducted entirely during class. You must be in class to accrue activity points. **NO MAKE Ups will be provided**. Point values will vary by assignment and will form 30% of the final grade.

• **Assignments (10 – 30 pts each)** **30% (300pts)**

Event Reflection: Utilizing knowledge from chapter 2, students will reflect on a past event experience to write a reflection. This includes, (1) Breaking down the event utilizing the 5 phases of project management. (2) Describing the event and materials/resources needed to host the event. (3) Sharing the roles of the event planner(s). (4) Sharing who was the target audience, why, and if the target audience participation goal was reached. (5) Describing the event location and set up of the space (feel free to include a diagram). (6) Listing the event planning timeline.

Plan Your Own Event: Utilizing knowledge from chapter 2 and the event reflection, students will create a plan for their own event. This includes, (1) Describing the event and listing the resources needed to host the event. (2) Listing the event planning team and their roles. (3) Sharing who is the target audience and how you plan to market to them. (4) Describing the location of the event and set up of the space (feel free to include a diagram). (5) Creating an event planning timeline. (6) Breaking down the event utilizing the 5 phases of project management. (7) Describing how the “triple threat constraint” may impact your event based on your timeline.

Risk Management For Your Own Event: Utilizing knowledge from chapter 4 and the “Plan Your Own Event” assignment, students will (1) List and describe the specific risks they need to plan for to host their event. (2) Analyze their risks utilizing the Simple Risk Matrix. (3) Share the strategies they will use to address their identified risks.

Budgeting For Your Own Event: Utilizing knowledge from chapter 5, the “Plan Your Own Event,” and “Risk Management For Your Own Event” assignments, students will (1) Calculate event expenses. (2) Calculate event revenue. (3) Calculate net gain or loss.

Building A Facility: Utilizing knowledge and content from chapter 3, students will complete a case study on building their own facility. Students will, (1) Select a potential site for their facility. (2) Determine green elements to be incorporated in the facility. (3) Complete a feasibility analysis for your facility and city to host a large tournament. (4) Develop a mission statement for their facility. (5) Develop a vision statement for their facility. (6) Develop a list of goals for their facility operation for years 1, 2, and 3 (a minimum of 3 goals for each year).

Facility Floor Plan: Students will develop a sample facility floor plan of the facility they proposed on the “Building A Facility” assignment. The plan should include a basic plan for (1) Indoors (broken down by floors) (2) Outdoors if necessary (3) Parking.

Host An NCAA Tournament: Utilizing knowledge and content from chapter 6, students will complete a case study on developing a proposal to host an NCAA tournament.

Staffing For Your Own Facility: Utilizing knowledge and content from chapter 10, students will create a list of their staffing needs to optimally run their facility created from the “Building A Facility” and “Facility Floor Plan” assignments on a busy day.

Staffing Issue Case Study: Utilizing knowledge and content from chapter 10, students will complete a case study on addressing a facility staffing issue.

Facility Tour Discussion Post: Students will review several facility tour videos provided by the instructor. Then students will utilize the discussion board to share their thoughts on the content with other individuals in the class. Each student is required to make 1 post and respond to 2 other student posts. Discussion board posts should be a minimum of 150 words for an initial post.

- **Exams – (4 – 100 pts each) 40% (400pts)**

Four exams will test students' understanding of the material and their ability to apply the material to facility and event contexts. Each exam will include a mixture of multiple choice, short answer, and essay questions.

- **Grading Scale**

A+= 98-100	B = 84-87.9	C- = 70-73.9
A = 94-97.9	B- = 80-83.9	D = 60-69.0
A- = 90-93.9	C+ = 78-79.9	F = below 60
B+ = 88-89.9	C = 74-77.9	

Class Schedule

Date	Topic	Readings and Assignments
Week 1 Fri. 1.19	Introduction to Facility & Event Management	
Week 2 Fri. 1.26	History Project Management and Event Planning	Aicher, Newland, & Paule-Koba Ch. 1 Aicher, Newland, & Paule-Koba Ch. 2
Week 3 Fri. 2.2	Facility Design and Construction	Aicher, Newland, & Paule-Koba Ch. 3 Assignment Due: Event Reflection
Week 4 Fri. 2.9	Exam #1 on 1 - 3	Assignment Due: Plan Your Own Event
Week 5 Fri. 2.16	Risk Management	Aicher, Newland, & Paule-Koba Ch. 4
Week 6 Fri. 2.23	Finance and Budgeting	Aicher, Newland, & Paule-Koba Ch. 5 Assignment Due: Risk Management For Your Own Event
Week 7 Fri. 3.1	Bidding and Planning for Different Events Designing the Event Experience	Aicher, Newland, & Paule-Koba Ch. 6 Aicher, Newland, & Paule-Koba Ch. 7 Assignment Due: Budgeting For Your Own Event
Week 8 Fri. 3.8	Spring Break	
Week 9 Fri. 3.15	Mason Recreation Facility Tour EXAM #2 on 4 – 7	Assignment Due: Building A Facility
Week 10 Fri. 3.22	Marketing the Facility and Events Consumer Behavior	Aicher, Newland, & Paule-Koba Ch. 8 Aicher, Newland, & Paule-Koba Ch. 9 Assignment Due: Facility Floor Plan
Week 11 Fri. 3.29	Managing People in Facilities and Events Customer Service	Aicher, Newland, & Paule-Koba Ch. 10 Aicher, Newland, & Paule-Koba Ch. 11
Week 12 Fri. 4.5	Exam #3 on 8 – 11	Assignment Due: Staffing For Your Own Facility Assignment Due: Staffing Issue Case Study
Week 13 Fri. 4.12	Sponsorship Traditional Revenue Generation in Sport and Recreation	Aicher, Newland, & Paule-Koba Ch. 12 Aicher, Newland, & Paule-Koba Ch. 13 Assignment Due: Host An NCAA Tournament
Week 14 Fri. 4.19	Sustainability and Legacy Measurement and Evaluation	Aicher, Newland, & Paule-Koba Ch. 14 Aicher, Newland, & Paule-Koba Ch. 15 Assignment Due: Facility Tour Discussion Posts
Week 15 Fri. 4.26	EXAM #4 on 12 - 15	

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

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: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

1. Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
2. Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
3. Students are responsible for the content of university communications sent to their Mason 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.
4. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu>).
5. Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing titleix@gmu.edu.

For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

Reference:

Sensoy, O. & DiAngelo, R. (2014). *Respect differences? Challenging the common guidelines in social justice education*. *Democracy & Education*, 22(2).