

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
PRLS 405 (section 1) – Planning, Design, and Maintenance of Leisure Facilities (3 credits)
Fall 2011

DAY/TIME:	Monday, 1:30 – 4:10 PM	LOCATION:	Bull Run Hall 246
INSTRUCTOR:	Jeff Marin	E-MAIL:	jmarin@gmu.edu
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OFFICE HOURS:	By Appointment	FAX:	(703) 993-2025

PREREQUISITES: PRLS 310 or permission of instructor, and 60 credits

COURSE DESCRIPTION: Covers quantity, location, and design standards for facilities. Includes safety, functionality, durability, and maintenance demand criteria in planning and design; programmatic and operational objectives to be met, including user comfort and convenience, crowd management, and traffic flow, and space relationships. Includes field study of local facilities.

COURSE OBJECTIVES

At the completion of this course students should be able to:

1. Understand the full life cycle of a facility from concept to operations
2. Describe the process for developing leisure facilities for a community.
3. Discuss the role of market analysis and stakeholder involvement in facility planning and its importance in helping a facility realize its use and revenue potential.
4. Identify the factors of a site and facility design that have the greatest impact on the operation, revenue potential, and use of a variety of leisure and athletic facilities.
5. Understand key management, operating and financial considerations for a variety of facility types
6. Function as a productive member of a leisure facility management team.

Further, upon completion of this course, students will meet the following professional accreditation standards for the *Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)*:

- 8.11:01 Operating programs and services. Content to consider: How agencies are addressing inclusiveness within the operation of programs and services; including the policies, practices, philosophies, and benefits.
- 8.11:02 Design of areas and facilities. Content to consider: Location, environmental issues, populations to be served, programs to be housed, and fiscal and political implications of specific sites and settings.
- 8.12:01 Community development. Content to consider: The impact that program/plans will have on the immediate and surrounding communities, duplication of services, growth, and population(s) to be served.
- 8.14:05 Preparation, operation, and maintenance of venues. Content to consider: Planning, organizing, developing, and scheduling of routine, preventive, and emergency maintenance and operational tasks; managing of operational and maintenance personnel; and maintenance and replacement of equipment, natural resources, and structure and systems maintenance.
- 8.24 Ability to apply current technology to professional practice. Content to consider: Application of current technology separately and in integrated formats for professional practice. Examples of technology include the following: word processing, spreadsheets, database management, presentation and graphic software, and web page development. An example of applying current technology in an integrated format is the use of presentation software to include spreadsheet components.
- 8.25:01 Assessment. Content to consider: Social, environmental, and physical assessment and impact of the environment to determine its suitability for the development of recreational areas and facilities.

- 8.25:02 Planning. Content to consider: Basic planning models and principles as they relate to the development and construction of recreational areas/facilities.
- 8.25:03 Functional Design. Content to consider: Principles of functional design to maximize participation while maintaining a sound environment.
- 8.25:04 Evaluation. Content to consider: Principles and procedures for evaluating the appropriateness and functionality of a recreation area/facility.
- 8.25:05 Operation and maintenance. Content to consider: Basic operation and maintenance principles and procedures as they relate to the operation of a recreation area/facility.
- 9A.02 Understanding of and ability to utilize current technology for the management of leisure services, including organizing, marketing, implementing, and monitoring these services.
- 7B.04 Understanding of and ability to apply both traditional and innovative management, including development of budgets for operations and capital improvements, revenue generation and accountability, pricing of services, cost analysis and financial forecasting.
- 9B.07 Understanding of the principles of land-use planning, including identification, evaluation, development, and management of land and water resources and their relationship to and impact upon the natural environment.
- 9B.09 Understanding of the principles and techniques of planning, designing and developing recreation and park areas and facilities and their applications and environmental impacts in natural resource settings.
- 9A.02 Understanding of and ability to utilize current technology for the management of leisure services, including organizing, marketing, implementing, and monitoring these services.

ASSIGNMENT SUMMARY

1. **Exam #1** – 100 Points (20%) - This exam will consist of approximately 50 questions that will include a combination of true/false, multiple-choice, fill in the blank, and short essay. The exam will cover materials up to that point.
2. **Informal Class Discussion** – 50 Points (10%) – In this informal five-minute talk each student will discuss a current facility-related issue as reported by *Athletic Business E-News*. Students will sign up in advance for a time slot (2-3 per class session). Student will choose any facility related news item and give a short overview of the issue and its importance. Student will then facilitate a brief 5 to 10 minute class discussion on the potential ramifications of the item. Student will pose questions to the class to facilitate discussion. Topic does not need to be identified ahead of time
3. **Group Project** – 100 Points (20%) – Students will form groups of 4.. The assignment is to perform an operational assessment of a local recreational facility that has opened in the last five years. Students are required to visit the facility and interview the appropriate personnel. Instructor will identify potential facilities to study and each group will choose one (no duplicates). Each group must provide the instructor with interview questions prior to visiting the identified site so that feedback can be given to ensure that the visit is productive. The format will be a 20 to 30-minute class presentation followed by a 10 to 15 minute Q&A discussion. The presentation (PowerPoint) will provide the following information:

Overview of the facility

- programs and services offered
- size of facility
- cost to build and operate
- pictures

Planning and Design

- What planning was done? (Master Plan? Needs Assessment? Feasibility Study? Business Plan?)
- What did the design process look like?
- Who were the stakeholders?

Financial Overview

- What are the funding sources
- What is its cost recovery model

Operational Overview

- Management structure and staffing
- How are programs and services determined?
- Control and security overview
- Maintenance plans, priorities and challenges

Retrospective

- Is the facility operating as originally envisioned in the initial studies and planning efforts?
- Is the facility meeting its original mission/purpose?
- What are its most significant operating challenges?
- What adjustments have been made since it opened?
- What would be done differently if they had to do it over again?

4. **Final Paper – Recreation Facility Planning** - 100 Points (20%)

Situation: You have just been selected to manage a multi-purpose fitness & aquatic center that will be constructed at a new Mason campus. The project has been approved for design, and funds are available for construction. Currently, the project is in the pre-design phase of planning. Having successfully completed your planning, design, and maintenance of leisure facilities course, you know that it is essential to identify all spaces, systems, and processes needed to operate the facility early in the planning phase so that they can be funded and completed during normal construction process. Post-construction or “add-on” systems or spaces are very costly, can be unsightly, and can create an annoyance for patrons during installation. As the future facility manager, you will be asked to identify all potential issues, priorities and concerns in **one** of the following areas for resolution during the planning and design phases of the project. Choice of -

- A. General operations – entry points and control, support spaces (office area, locker rooms, storage, mechanical), security and risk management, and maintenance
- B. Administrative systems (cash handling, membership management, scheduling, etc.)
- C. Program management and development (cardio, weight training, group exercise, learn to swim, lap swimming, recreational aquatics, therapeutic aquatics)

For the purpose of this project, briefly describe the subjects/issues, various conditions, and recommended processes/systems/solutions you would recommend to ensure the new facility functions operationally or programmatically as planned both from a staff and patron perspective in the area you have chosen

The paper should be no more than 4-6 pages, double spaced, using either 10 or 12 font type using standard 8 1/2”X 11” bond paper. Make sure that you include your name and GNumber on the cover sheet of the paper. When the assignment is given, students will be provided a detailed rubric on areas to be covered and the points for each.

5. **Exam #2**– 100 Points (20%) - The exam will consist of approximately 65 questions that will include a combination of true/false, multiple-choice, fill in the blank, and short essay. The exam will cover all information covered since the first exam.
6. **Class Participation** – 50 Points (10%). Students are expected to attend class and to participate in discussions. Students who have three unexcused absences will automatically lose all 50 points from this category. Students who have two unexcused absences will lose 25 points from this category.

REQUIRED READINGS

Sawyer, Thomas H, (Ed.) 2005. "FACILITY *DESIGN* and MANAGEMENT for Health, Fitness, Physical Activity, Recreation and Sports Facility Development" 12th ed. New York: Sagamore Publishing Co.

"*Athletic Business E-news Daily*" (students must subscribe to this free newsletter and peruse at least 2 times per week). To subscribe, follow this link <http://athleticbusiness.com/enews/>

Textbook readings will be assigned in advance. Other readings may be required prior to participation in weekly class discussions. These readings will be assigned in a preceding class.

EVALUATION

Course Requirements

1. Final Paper (100 points) – 20%
2. Group Project (100 points) – 20%
3. Exam #1 (100 points) – 20%
4. Exam #2 (100 points) – 20%
5. Informal Presentation (50 points) – 10%
6. Class Participation (50 points) – 10%

Make-up examinations will be conducted ONLY if prior permission is granted by the instructor.

Grading Scale (percent)

A+ = 98 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A = 94 – 97	B = 84 – 87	C = 74 – 77	F = 0 – 59
A- = 90 – 93	B- = 80 – 83	C- = 70 – 73	

COURSE OUTLINE

*Tentative Schedule

Week 1 (Aug 29)	Administrative Overview and Course Requirements
Week 2 (Sept 5 th)	No Class – Labor Day
Week 3 (Sept. 12 th)	Master Planning and Needs Assessments
Week 4 (Sept 19 th)	Feasability Studies and Business Plans
Week 5 (Sept. 26 th)	Design and Construction
Week 6 (Oct.3rd)	Financial Resources and Budget Planning / Review for Exam #1
Week 7 (Oct. 11)	Exam # 1
Week 8 (Oct. 17)	Recreational Facilities and Campus Rec Centers/ Tour of Freedom Center
Week 9 (Oct. 24)	Aquatic Facility Operations and Management
Week 10 (Oct 31th)	Facility Operations, Management and Maintenance
Week 11 (Nov 7th)	Athletic Fields
Week 12(Nov 14 th)	Parks, Playgrounds and other Recreational Facilites/ Current Trends
Week 13 (Nov. 21 st)	Group Presentations
Week 14 (Nov 28 th)	Group Presentations
Week 15 (Dec 5 th)	Group Presentations or Exam #2
Exam Period	Exam #2

*Note: Schedule subject to change by Instructor.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

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>].

Notes: