

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
PRLS 405– Planning, Design, and Maintenance of Leisure Facilities (3 credits)
Spring 2012

DAY/TIME:	Monday, 1:30 – 4:10 PM	LOCATION:	Bull Run Hall 249
INSTRUCTOR:	Jeff Marin	E-MAIL:	jmarin@gmu.edu
OFFICE:	N/A	PHONE:	(571) 238-3151
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 facilities
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 *National Recreation and Park Association Council on Accreditation*:

- 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 include a combination of true/false, multiple-choice, fill in the blank, and short essay questions. The exam will cover materials from lectures, class discussions and reading up to that point.
2. **Informal Class Discussion** – 50 Points (10%) – In this informal five to ten 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 (1-2 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. The article should be identified to the instructor ahead of time for feedback on relevance and appropriateness.

3. **Group Project** – 100 Points (20%) – Students will form groups of 2 or 3. The assignment is to perform an operational assessment of a local recreational facility that has opened in the last ten 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). 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 include the following information categories - overview of the facility, planning and design considerations, financial overview, operational overview, and a retrospective on lessons learned and what would be done differently. Students will be graded on clarity and organization of the presentation, teamwork, quality of the class discussion, and quality of the Power Point presentation.
4. **Final Paper** – 100 Points (20%) - This 5-6 page paper will be assigned later in the semester and will be due after the final class. The assignment will require that students develop and describe a fictitious recreational facility, created within specific parameters that will be provided. Students will need to address various planning, design, and operating issues. In the paper students will demonstrate an understanding of the issues, various conditions, and recommended processes/systems/solutions that will ensure that the new facility functions operationally and programmatically as planned both from a staff and user perspective. Students will be graded on how thorough the required information is presented as well as the overall quality of writing, organization, flow, cohesiveness, grammar and spelling.
5. **Exam #2**– 100 Points (20%) - This exam will include a combination of true/false, multiple-choice, fill in the blank, and short essay questions. The exam will cover materials from lectures, class discussions and reading from the point of 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.

NATURE OF COURSE DELIVERY Face to Face

REQUIRED READINGS

Mull, Richard F., Beggs, Brent A., and Renneisen, Mick, 2009. "RECREATION FACILITY MANAGEMENT – Design, Development, Operations and Utilization", Champaign, IL: Human Kinetics.

"*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

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

Week 1 (Jan 23 rd)	Course Overview and Requirements
Week 2 (Jan 30 th)	Foundations of Facility Management and Master Planning
Week 3 (Feb 6 th)	Needs Assessments, Feasibility Studies and Business Plans
Week 4 (Feb 13 th)	Design and Construction
Week 5 (Feb 20 th)	Financial Resources and Budget Planning / Review for Exam #1
Week 6 (Feb 27 th)	Exam # 1
Week 7 (Mar 5 th)	Freedom Center Tour and review of Exam #1
Week 8 (Mar 12 th)	Spring Break – no class
Week 9 (Mar 19 th)	Facility Operations, Management and Maintenance
Week 10 (Mar 26 th)	Aquatics and Recreational Facilities and Athletic Fields
Week 11 (Apr 2 nd)	Long Bridge Park Overview and Site Visit
Week 12 (Apr 9 th)	Parks, Playgrounds and other Recreational Facilities/ Current Trends
Week 13 (April 16 th)	Group Presentations
Week 14 (Apr 23 rd)	Group Presentations
Week 15 (Apr 30 th)	Exam #2
(May 9 th)	Final Paper Due

*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/>].
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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.

