

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 405 Planning and Operating Recreation Facilities (3) Section 001
Fall 2015

DAY/TIME:	Mondays - 1:30 PM – 4:10 PM	LOCATION:	Bull Run Hall – Room 246
INSTRUCTOR:	Don L. Jones, Ph.D., ACSM-CPT	EMAIL ADDRESS:	djones31@gmu.edu
OFFICE LOCATION:	Freedom Center Administration	PHONE NUMBER:	703-993-8483
OFFICE HOURS:	By Appointment	FAX NUMBER:	703-993-8478

PREREQUISITES/COREQUISITES:

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. Describe the process for developing parks and recreation facilities for a community.
2. Discuss the role of market analysis in facility planning and its importance in helping a facility realize its use and revenue potential.
3. Identify the factors of site and facility design that have the greatest impact on the operation, revenue potential and use of a variety of recreation and athletic facilities.
4. Function as a productive member of a facility management team.

PROFESSIONAL ASSOCIATION STANDARDS:

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

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.

COURSE OVERVIEW:

This course examines the challenges and demands facing Managers of Leisure Facilities. Through readings, site visits, and participation in a group project to “Design Your Dream Facility”, students will begin to acquire the skills to design, plan, and maintain a leisure facility including an understanding of what goes into a market analysis and feasibility study for such a facility.

NATURE OF COURSE DELIVERY:

Face to face

REQUIRED READINGS:

Sawyer, Thomas H. (Ed.) 2009. “Facility Management for Physical Activity & Sport”, 9th edition. New York: Sagamore Publishing Co.

Rossman, J. Robert & Ellis, Gary D. (2012). Thoughts on experience: Introduction to the special issue, *Journal of Park and Recreation Administration*, 30(3), 1-6.

Jefferies, Katharine & Lepp, Andrew. (2012). An investigation of extraordinary experience, *Journal of Park and Recreation Administration*, 30(3), 37-51.

Collins, David J. & Rukstad, Michael G. (2008, April). Can You Say What Your Strategy Is? *Harvard Business Review*, 1-10.

Kim, W. Chan & Mauborgne, Renee. (2006). *Creating Blue Oceans*, Harvard Business School Press, 1-22.

Thompson, Walter. (2014). Worldwide survey of fitness trends for 2015: what's driving the market, *American College of Sports Medicine Health & Fitness Journal*, 18(6), 8-17.

Kanters, Michael, A., Carter, David & Pearson, Bryant. (2001). A community-based model for assessing the economic impact of sport and recreation services, *Journal of Park and Recreation Administration*, 19(2), 43-61.

Johnson, Darrell L. (2014). Understanding revenue streams, *Journal of Facility Planning, Design, and Management*, 2(2), 85-103.

Jones, Donald L. (2006). Balanced scorecards: improving your outcomes measures, *American College of Sports Medicine's Health & Fitness Journal*, 10(2), 28-31.

Dawar, Niraj. (2013). When marketing is strategy, *Harvard Business Review*, 101-108.

Piletic, Cindy, Judge, Lawrence W., & Petersen, Jeffrey C. (2013, December). Creating ADA accessible strength and conditioning facilities: the impact of the new 2010 standards, *Journal of Facility Planning, Design, and Management*, 1(1), 35-46.

Miller, John J. (2014). When fans rush the court, *Journal of Facility Planning, Design, and Management*, 2(1), 11-24.

Abbott, Anthony A. (2013). Injury litigations, *American College of Sports Medicine's Health & Fitness Journal*, 17(3), 28-32.

Bartlett, Kenneth R. & McKinney, William R. (2004). A study of the role of professional development, job attitudes, and turnover among public park and recreation employees, *Journal of Park and Recreation Administration*, 22(4), 62-80.

Fernandez-Araoz, Caludio. (2014, June). 21st-century talent spotting: why potential now trumps brains, experience, and "competencies", *Harvard Business Review*, 1-11.

EVALUATION: Students are responsible for all information presented in the course, including that delivered through the textbook, guest lectures, audio-visuals, and handouts. Students are expected to attend all class sessions, actively participate in class discussions, and complete all assignments. Assignments must be turned in at the beginning of class on the specified date due or no credit will be given. Only students with extreme emergencies, a documented medical excuse or university-sponsored functions discussed with the instructor prior to the due date will be given consideration for exception. It is recommended that students retain copies of all written work submitted.

"Facility Analysis #1 - Facility Comparison 25 points (15% of final grade)"

I 112 to 2 page written summary of findings Assignment is ***due Monday, November 16th*** by the start of class. Assignment is to be submitted electronically on Blackboard

The Assignment

Independently visit and conduct a comparison of two facilities of the same type (i.e., campus recreation center, community recreation/aquatics center, private gym, athletic field complex, park, etc.).

- The facilities do not need to be on the same campus or in the same jurisdiction, but they need to be of the same type.

Rubric:

1. Description of Facilities (10 points each)
 - Name and location of each facility (include name of university or park system, if applicable)
 - Amenities/Services/Experiences offered at each (Be as specific as you can)
 - Describe three positive attributes of each (Be as detailed as you can)
 - Describe three perceived challenges for each (Be as detailed as you can)
2. Which facility did you like better and why? - two to three paragraph narrative (5 points)
3. Deduction if facilities are too disparate (-2)
4. Deduction for missing the submission deadline (-3 to -25)"

Group Project (40% of final grade)

Students will be randomly assigned to groups of four (4) students each to “Design Your Dream Facility”. This project will consist of each group being given a Project Description Overview to include a mock feasibility study and market analysis for the purpose of planning and designing a leisure facility. Each group will be given a scaled sheet of Architectural paper along with scaled cut-outs of leisure/fitness-related items (pool, weight room, cardio-room, childcare center, etc.). Based on the Project Description Overview, feasibility study, and market analysis, each group will then decide what their “dream” facility should look like and then place the cut-outs on the Architectural paper. Groups will be given at least one-hour of class time each week to work together on this project. During the last week of class, each group will be given 20-minutes to present their Dream Facility and their supporting rationale as to why they chose a particular design and why they selected specific components.

Rubric (25 points for each category below for a total of 100 points) – this will be an in-class presentation during the last week of class:

1. Creativity
2. Rationale for choosing their design
3. Ability to account for any mitigating factors cited in the market analysis and/or feasibility study
 - a. Staying within budget
 - b. Rationale for specific amenities
4. Strength of argument for their design

This course will be graded on a point system, with a total of 100 possible points.

Requirements	Points
Exam	
#1 Classroom Participation - Students must attend class in order to participate in the discussions generated by the readings. Contribution will be evaluated based on number and quality of questions asked or answered and opinion provided when asked.	15
#2 Facility Comparison Assignment – please see Rubric above	15
#3 Design Your Dream Facility Group Project – please see Rubric above	40
#4 <i>Final Exam – Monday, December 14th</i> – will include all material covered during the semester from the textbook, assigned journal articles, guest speaker presentations, and all power point presentations	<u>30</u>
TOTAL	100

Grading Scale

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

TENTATIVE COURSE SCHEDULE:

DATE			TOPIC	READINGS/ASSIGNMENT DUE
M	Aug	31	<p>Course Introduction and Introduction to Semester Project: “Designing Your Dream Facility”</p> <ul style="list-style-type: none"> • Discuss types of facilities • PPT – Medical Fitness Centers • S.W.O.T. of Freedom Center • Tripartite Agreement 	
M	Sept	7	NO CLASS – LABOR DAY HOLIDAY	
M	Sept	14	<p>Tour and Initial Assessment of the Freedom Center</p> <p>Review of “The Experience Economy” – video and PPT</p>	<p>« Thoughts on Experience » - Introduction to the Special Issue JPRA – Fall 2012</p> <p>« An Investigation of Extraordinary Experiences »</p>
M	Sept	21	<p>Strategy and its role in the design of a fitness/recreation center</p> <p>Cirque video</p> <p>Last hour – work on project</p>	<p>« Can You Say What Your Strategy Is ? » Harvard Business Review</p> <p>« Blue Ocean Strategy – Creating Blue Oceans » - HBR</p> <p>« Worldwide Survey of Fitness Trends – ACSM’s Health & Fitness Journal »</p>
M	Sept	28	<p>Building and Maintenance Needs – Tour of Freedom Center with Scott Prescott, Facility Manager for FAFC</p>	<p>Chapter 4 – Establishing a System of Policies and Procedures</p>
M	Oct	5	<p>Introduction to Finances – Guest Speaker: Michael Wharton, Finance Manager for Freedom Center</p>	<p>Chapter 6 and 7 – Textbook and</p> <p>« A Community-Based Model for Assessing the Economic Impact of Sport and Recreation Services » Journal of Park and Recreation Administration, Vol. 19, No. 2</p> <p>« Understanding Revenue Streams, Journal of Facility Planning, Design, and Management (1).</p>
M	Oct	12	<p>Finances – continued</p> <p>SEMFA Financial Benchmark Presentation - PPT</p> <p>Work on Design Project – 1 hour</p>	<p>« Balanced Scorecards : Improving Your Outcomes Measures », ACSM’s Health & Fitness Journal, Vol. 10, No. 2</p>
M	Oct	19	<p>Market Analysis and Program Review – Case Study</p> <p>The Hedgehog Concept – Business and Personal</p> <p>“Good to Great” videos</p>	<p>Textbook – Chapter 9</p>
M	Oct	26	<p>Marketing for Health & Fitness Facilities – Print, Radio, TV, Social Media?</p>	<p>Chapters 10 and 11 – Textbook and « When Marketing is Strategy », Harvard Business Review</p> <p>“Cultural Values and Digital Brand Engagement” - pdf</p>
M	Nov	2	<p>ADA Requirements for Recreation and Fitness Center</p>	<p>« Creating ADA Accessible Strength and Conditioning Facilities - The Impact of the New Standards »</p> <p>« Recreation Accessibility »</p> <p>« AIMFREE »</p>
M	Nov	9	<p>Safety and Emergency Preparedness for Health and Fitness Facilities</p> <p>Work on Design Project – 1 hour</p>	<p>Chapter 12 – Textbook</p> <p>« When Fans Rush the Court »</p> <p>« Injury Litigations - ACSM Health & Fitness Journal »</p>

DATE			TOPIC	READINGS/ASSIGNMENT DUE
M	Nov	16	Safety – continued – Guest Speakers – Sean Sepela, Aquatics Manager for FAFC - Work on Design Project – 1 hour	Chapter 12 – Textbook and assigned journal article(s)
M	Nov	23	Events Planning for Health and Fitness Facilities “Event Planning – Beyond the Basics” – NRPA Presentation - PPT Human Resource Issues – PPT “First, Break all the Rules” – PPT “The New Positions of Basketball” PPT	Chapters 2, 5 and 14 – Textbook and assigned journal article (s) « A Study of the Role of Professional Development, Job Attitudes, and Turnover among Public Park and Recreation Employees » - pdf « 21st Century Talent Spotting » - HBR, June 2014
M	Dec	7	“Designing Your Dream Facility” – Group Presentations	
Sat	Dec	12	Last Day of Classes	
M	Dec	14	Final Exam	

Note: Faculty reserves the right to alter the schedule as necessary.

Student Expectations

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



