

GEORGE MASON UNIVERSITY  
PRLS 610 - Recreation Administration and Planning (3 credits)  
SPRING 2017  
RECREATION MANAGEMENT

DAY/TIME:	Distance Learning	LOCATION:	Distance Learning
INSTRUCTOR:	Don L. Jones, Ph.D., ACSM-CPT	EMAIL ADDRESS:	djones31@gmu.edu
OFFICE LOCATION:		PHONE NUMBER:	321-200-6621
OFFICE HOURS:		FAX NUMBER:	

### **Prerequisites/Corequisites**

Graduate Status

### **University Catalog Course Description**

Examines recreational administration concepts regarding organizational structure and operations, personnel management, financing, policy development, and public relations procedures.

### **Course Overview**

This course examines the challenges and demands facing managers of recreational programs. Through readings students will acquire the skills to develop policy and effective personnel management, investigate public relations procedures, and secure financing. An in-depth investigation within the course will provide future managers with resources to function as professionals in the 21st century.

### **Course Delivery Method**

This course will be delivered online (76% or more) using [select either a synchronous or an asynchronous] format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, January 23, 2017.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## *Expectations*

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- 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 at least three (3) times per week.
- 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.
- 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.
- 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.
- 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.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting 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.
- Accommodations:  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Explain the relationship among participants, organizational management concepts, and recreational programs.
2. Identify the variety of businesses, agencies, and institutions providing recreational programs while interpreting their financing, policies development, and public relations’ procedures.
3. Articulate the fundamental principles and practices required of professionals managing recreational programs.
4. Complete an in-depth investigation into and discussion of a current organization, operation, challenges, and possible future changes within the recreation industry.

## PROFESSIONAL ASSOCIATION STANDARDS

Courses offered in the Sport and Recreation Studies (SRST)

graduate program are guided by the principles of the Commission of Sport Management Accreditation (COSMA). COSMA (2010, p. 1) “bases its accrediting process on principles, rather than standards.”

The eight recommended principles are:

- outcomes assessment;
- strategic planning;
- curriculum;
- faculty;
- scholarly and professional activities;
- resources;
- internal and external relationships; and
- educational innovation.

For more information, please see:

Commission of Sport Management Accreditation. (2010, June). Accreditation principles and self study preparation

. Retrieved November 23, 2013 from <http://cosmaweb.org/accredmanuals>

## Required Texts

There is no required textbook for this class. There are a number of journal articles (listed below) that you will be responsible for reading. In addition, you will need to purchase some articles from the Harvard Business Review. For those articles, and how to purchase, please scroll down below to Additional Required Readings.

## Required Readings:

- 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. (2015). Worldwide survey of fitness trends for 2016: Tenth Anniversary Edition, *American College of Sports Medicine Health & Fitness Journal*, 19(6), 9-18.
- 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.
- Dawar, Niraj. (2013, December). When marketing is strategy, *Harvard Business Review*, 101-108.
- Piletic, Cindy, Judge, Lawrence W., & Petersen, Jeffrey C. (2013). 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.
- *The Language of Strategic Planning*

- Idea Watch: Boosting Demand in the Experience Economy (2015, January – February), Harvard Business Review.
- Gebhardt, A. and Eaglesa, F.J. (March 2014) Factors leading to the implementation of strategic plans for parks and recreation, *Managing Leisure*, Published online: 18 Mar 2014.
- Martin, R. (2014). The big lie of strategic planning, *Harvard Business Review*, 78 – 84.
- Kanters, M., Carters, D., Pearson, B. (Summer 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.
- Clower, T., Chapman, J., Keunwon, S. (2015) The Economic impact of local parks: an examination of the economic impacts of operations and capital spending on the United States economy, *National Recreation and Park Association*.
- Tripartite Agreement – Prince William County, The City of Manassas, and George Mason University: The Freedom Aquatic & Fitness Center.
- Fernandez-Araoz, (June, 2014) The Big Idea: 21st century talent spotting, *Harvard Business Review*.
- Mowen, A., & Kerstetter, D. (2004). Special Issue of the *Journal of Park and Recreation Administration*. Partnerships in Parks and Recreation Administration. *Journal Of Park And Recreation Administration*, 22(4).
- Evenson, K., Aytur, S., Rodriguez, D., & Salvesen, D. (2009). Involvement of Park and Recreation Professionals in Pedestrian Plans. *Journal of Park And Recreation Administration*, 27(3), 132-142.
- Popovicova, J. and Gregg, A., (2010). Evaluating Approaches for Gathering Public Input in Master Planning Efforts for Future Development of a Recreational Reservoir. *Journal of Park And Recreation Administration*, 28(4), 96-115.
- Webler, T., Tuler, S., Tanguay, J., (2004) Competing Perspectives on Public Participation in National Park Service Planning: The Boston Harbor Islands National Park Area. *Journal of Park and Recreation Administration*, 22(3), 91-113.
- Wilhelm Stanis, S., Schneider, I., Shinew, K., Chavez, D., & Vogel, M. (2009). Physical Activity and the Recreation Opportunity Spectrum: Differences in Important Site Attributes and Perceived Constraints. *Journal of Park And Recreation Administration*, 27(4).
- From Interest to Commitment: The Citizen Connection. A White Paper Summary of an Open Forum at the 2010 NRPA Congress.
- Leone, M., Barnes, M., & Sharpe, E., (2015). What Gets Plans off the Shelf? A Case Study of Municipal Recreation Plan Implementation. *Journal of Park and Recreation Administration*, 33(4), 51-68.

#### **Additional Required Readings:**

**Harvard Business Review Coursepack NOTE: see “Class Materials” under the “Getting Started” document attached in Orientation on Blackboard – Total cost is approximately \$28.00. You will need this link to access the materials:**  
<http://cb.hbsp.harvard.edu/cbmp/access/58868261>

1. HBR Forethought: Boosting Demand in the Experience Economy
2. Collins, David J. & Rukstad, Michael G. (2008, April). Can You Say What Your Strategy Is? *Harvard Business Review*, 1-10.
3. Dawar, Niraj. (2013). When marketing is strategy, *Harvard Business Review*, 101-108.
4. Fernandez-Araoz, Caludio. (2014, June). 21st-century talent spotting: why potential now trumps brains, experience, and “competencies”, *Harvard Business Review*, 1-11.
5. Kim, W. Chan & Mauborgne, Renee Chapter: Blue Ocean Strategy, Expanded Edition: How to Create Uncontested Market Space and Make the Competition Irrelevant, 1, *Creating Blue Oceans*.
6. Roger Martin. The Big Lie of Strategic Planning.
7. Case Study: Gino, Francesco & Staats, Bradely. Mary Caroline Tilman at Egon Zehnder: Spotting Talent in the 21st Century.

#### **Suggested Reading:**

- Freedman, Lawrence, (2013) *Strategy*, Oxford University Press.

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **ASSIGNMENTS AND EXAM**

### Points

1. **Class Participation** - Students must participate in the online discussions in generated by the readings. Contribution will be evaluated based on number and quality of questions asked or answered and opinion provided when asked. 25

2. **NVRPA Individual Visitation – due by Friday, March 24<sup>th</sup> – 5:00 PM**  
Choose one of the Northern Virginia Regional Park Authority (NOVA Parks) sites to visit. Go to [http://www.nvrpa.org/park/main\\_site/content/NVRPA\\_Parks](http://www.nvrpa.org/park/main_site/content/NVRPA_Parks) to view the 24 Regional Parks featuring golf courses, swimming pools, hiking trails to choose from. To prove you were there please have someone take a picture of you onsite to send along with a scanned copy of the front page of the brochure from the NVRPA site by the due date –**Friday, March 24<sup>th</sup> – 5:00 PM**. If you work for NVRPA, please do not use your work site for this visit. Go to a different site. If you are completing this course while away from the Northern Virginia area, please e-mail me for an alternate site – or visit a comparable site in the state where you are residing. 20

3. **Research Paper – due Friday, April 21st – by 5:00 PM (NOTE: Papers received AFTER the due date will be considered late and will receive a 20% reduction in points per 24-hour period (Saturdays and Sundays are included):**

You will be required to turn in an eight (8) to ten (10) page paper (Rubric attached) with at least ten (10) supporting references (*five articles have to be different than what is being given to you in class*) using APA Style and must include an Abstract - analyzing the ***City of Manassas, VA Parks, Recreation & Cultural Needs Assessment and Facilities Plan***. This assessment was conducted by GreenPlay LLC ([www.greenplayllc.com](http://www.greenplayllc.com)). You will be given a copy of this plan at the start of the semester along with any current updates to the plan – to include results of the initial Focus Groups, etc. This is a “real-life” ongoing assessment that gives you a unique opportunity to see what goes into a parks, recreation and cultural needs assessment. The flow of the class – the readings and assignments – has been designed to give you the necessary background to conduct a ***critical*** analysis of the assessment – the various steps that go into an assessment of this type to include “engagement methodologies”, surveys, online community engagement, demographic analysis and population projections, trends analysis, needs assessment, prioritization of demand, funding, public participation – pros and cons, visioning strategies, and cost and revenue analysis. You will be graded based on how well you are able to use the assigned readings, case studies, videos, webinars, etc. to ***critically analyze*** the parks, recreation and cultural needs assessment as presented during the semester. Based on your readings, assignments, etc., you are to determine and support your position as to whether or not the assessment reached a logical conclusion. 35

4. **Final Exam – Wednesday, May 10<sup>th</sup>** – will include all material covered during the semester from the textbook, assigned journal articles, video presentations/webinars, and all power point presentations 20

**Grading**

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

**Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

**Class Schedule:**

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

DATE			TOPIC	READINGS/ASSIGNMENT DUE
Jan	23		Course Introduction and Introduction to Semester Project: “An Analysis of the City of Manassas, VA Parks, Recreation and Cultural Needs Assessment and Facilities Plan”.	<b>Kaltura Capture Space Video Introduction to the Semester, assignments, and expectations</b>
Jan	30		Review of “The Experience Economy” – video and PPT	« Thoughts on Experience » - Introduction to the Special Issue JPRA – Fall 2012 « An Investigation of Extraordinary Experiences » « Idea Watch : Boosting Demand in the Experience Economy » HBR – January - February
Feb	6		Strategic Planning Strategy and its role in the design of a fitness/recreation center Cirque video	« The Language of Strategic Planning » - « Factors Leading to the Implementation of Strategic Planning for Parks and Recreation » - Managing Leisure - pdf « Can You Say What Your Strategy Is ? » Harvard Business Review « Blue Ocean Strategy – Creating Blue Oceans » - HBR « Worldwide Survey of Fitness Trends – ACSM’s Health & Fitness Journal » « The Big Lie of Strategic Planning » - HBR - 2014
Feb	13		Budget and Finance	« A Community-Based Model for Assessing the Economic Impact of Sport and Recreation Services » Journal of Park and Recreation Administration, Vol. 19, No. 2 « The Economic Impact of Local Parks : An Examination of the Economic Impacts of Operations and Capital Spending on the United States Economy » « Understanding Revenue Streams, Journal of Facility Planning, Design, and Management (1). Video - Teresa Penbrooke Pyramid Methodology Parts 1, 2, 3, and 4 Wi Fi - GreenPlay LLC

DATE			TOPIC	READINGS/ASSIGNMENT DUE
	Feb	20	Benchmarking and NRPA Park Metrics (formerly known as PRORAGIS)	City of Fort Collins use of PRORAGIS « The Economic Impact of Local Parks : An Examination of the Economic Impacts of Operations and Capital Spending on the United States Economy »
	Feb	27	Partnerships – Case Study: The Freedom Aquatic & Fitness Center’s Tripartite Agreement	Tripartite Agreement
	March	6	Human Resource Issues	“First, Break all the Rules” – PPT “The New Positions of Basketball” PPT « 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 article and assigned Case Study of the same name
	March	13	Spring Break	No Assignments
	March	20	Public Participation	« Involvement of Park and Recreation Professionals in Pedestrian Plans ». Journal of Park and Recreation Administration – pdf « Evaluating Approaches for Gathering Public Input in Master Planning Efforts for a Future Development of a Recreation Reservoir » - Journal of Park and Recreation Administration – pdf Webinar - SORP: Collaboration and Public Participation in Outdoor Recreation Planning Power Point for SORP Webinar – pdf version « From Interest to Commitment : The Citizen Connection : A White Paper Summary of an Open Forum at the 2010 NRPA Congress » « Competing Perspectives on Public Participation in National Park Service Planning: The Boston Harbor Islands National Park Area » - Journal of Park and Recreation Administration - pdf Thomas Webler Seth Tuler Jasmine Tanguay
	March	27	Park and Facility Planning	« Physical Activity and the Recreation Opportunity Spectrum : Differences in Important Site Attributes and Perceived Constraints ». Journal of Park and Recreation Administration – pdf « What Gets Plans off the Shelf ? A Case Study of Municipal Recreation Plan Implementation ». Journal of Park and Recreation Administration – pdf. Video from GreenPlay LLC - Composite-Values Level of Service Analysis 8-10.wmv
	April	3	Safety and Emergency Preparedness for Health and Fitness Facilities	« When Fans Rush the Court » « Injury Litigations - ACSM Health & Fitness Journal »
	April	10	Current Trends in Parks, Recreation and Fitness programs	« Worldwide Survey of Fitness Trends for 2016 : Tenth Anniversary Edition » - ACSM Health & Fitness Journal - pdf
	April	17	Event Planning for Health and Fitness Facilities	“Event Planning – Beyond the Basics” – NRPA Presentation - PPT

DATE			TOPIC	READINGS/ASSIGNMENT DUE
	April	24	ADA Requirements for Recreation and Fitness Center	« Creating ADA Accessible Strength and Conditioning Facilities - The Impact of the New Standards » « Recreation Accessibility » « AIMFREE »
Mon	May	6	Last Day of Classes	
Wed	May	10	Final Exam	

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

### **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.

### **GMU Policies and Resources for Students**

#### *Policies*

- 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 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*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.
- For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.