

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

PRLS 405 – 71224 – Section DL1 – A01 – Planning and Operation of Recreation Facilities
3 Credits – Fall 2018

Faculty

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Prerequisites/Corequisites

Recommended Prerequisite: 60 hrs. or permission of instructor.

University Catalog 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. Offered by [Recreation, Health & Tourism](#). May not be repeated for credit.

Course Overview

This course examines the challenges and demands facing Managers of Recreation Facilities. Through readings, site visits, and participation in a research 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 feasibility study for such a facility.

Course Delivery Method

This course will be delivered online (76% or more) using 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, August 28, 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: [Add or delete options, as desire.]
 - 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/

Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on [Day], and finish on [Day].
- 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 [#] 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. 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 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

Required Readings:

There is *no required textbook* for this class. However, there are a number of journal articles and articles from the Harvard Business Review that you will be required to read. You will need to purchase articles from the Harvard Business Review. The **purchase price is \$25.50**. Please see the instructions that follow:

Harvard Business Review Course Pack – to include the following – NOTE: click on “Home Page” in Blackboard and scroll down to “Harvard Business Review Course Pack” for instructions on how to get these materials – link needed to login is: <https://hbsp.harvard.edu/import/560547>

1. Collins, David J. & Rukstad, Michael G. (2008, April). Can You Say What Your Strategy Is? Harvard Business Review, 1-10.
2. Kim, W. Chan & Mauborgne, Renee. (2015). Chapter from: Blue Ocean Strategy, Expanded Edition. How to Create Blue Oceans and Make the Competition Irrelevant, 1. Creating Blue Oceans.
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. Case Study #1: Gino, Francesco & Staats, Bradely. Mary Caroline Tilman at Egon Zehnder: Spotting Talent in the 21st Century.
 6. Case Study #2: Wilcox, Ronald T., A Practical Guide to Conjoint Analysis.

Additional Required Readings:

“Mistakes...Nothing But Mistakes” – presentation by RDG Planning & Design – 2015 NIRSA Recreation Facilities Institute, Tempe, Arizona, October 19 – 21, 2016.

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 experiences, *Journal of Park and Recreation Administration*, 30(3), 37-51.

Thompson, Walter. (2015). Worldwide survey of fitness trends for 2016: 10th 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.

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

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.

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).

Students are responsible for all information presented in the course, including that delivered via Blackboard, power-points, audio-visuals, journal articles, and Harvard Business Review articles. Students are expected to actively participate in class discussions via Blackboard, 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.

- **Assignments and/or Examinations**

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

Requirements

#1	Class Participation (Blackboard) - Students must participate in the online 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 pts.
#2	Facility Comparison Assignment – due by Friday, November 16th at 5:00 PM - please see Rubric at end of Syllabus.	15 pts.
#3	Design Your Dream Facility Project – Final completed project Due by Monday, December 3rd at 5:00 PM - please see Rubric above and attached. See Rubric for specific individual deadlines.	35 pts.
#4	Final Exam – Wednesday, December 12th (exam will go live at 8:00 AM) – will include all material covered during the semester from the textbook, assigned journal articles, video presentations/webinars, and all power point presentations	35 pts.
TOTAL		100 pts

NOTE: Papers received AFTER their due date will be considered late and will receive a 20% reduction in points per 24-hour period after noon (Saturdays & Sundays are included).

- **Other Requirements**

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

NOTE: Unless otherwise noted, questions posted for Discussion Board are to be answered by midnight on the Monday following the weekly assignment (posted by Friday of each week) and a response to one other student's post by midnight on the Wednesday of that same week.

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

Professional Dispositions

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 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.
- 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/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/> .

TENTATIVE CLASS SCHEDULE			
DATE	TOPIC		
Week 1 Aug. 27		Course Introduction and Introduction to Semester Project: "Designing Your Dream Facility" The Hedgehog Concept – Business and Personal	You will receive multiple handouts to be read/reviewed throughout the semester for your "Designing Your Dream Facility" project during the first week of class.
Week 2 Sept. 3		Tour and Initial Assessment of the Freedom Center <ul style="list-style-type: none"> • Discuss types of facilities • S.W.O.T. of Freedom Center • Tripartite Agreement 	"Worldwide Survey of Fitness Trends 2018 – ACSM's Health & Fitness Journal" and other assigned Journal Articles -Equipment versus Functional needs - Bands
Week 3 Sept. 10		The Evolving Role of Parks and Recreation Departments in Providing Fitness and Health for Citizens	"It Takes a Village' to Promote Physical Activity : The Potential for Public Park and Recreation Departments « and other assigned articles
Week 4 Sept. 17		Strategy and its role in the design of a fitness/recreation center Cirque video	"Can You Say What Your Strategy Is ? " Harvard Business Review " Blue Ocean Strategy – Creating Blue Oceans " - HBR
Week 5 Sept. 24		Building and Maintenance Needs – Tour of Freedom Center -Common – and uncommon – mistakes made in facility design	Self-guided tour and critique by students «Mistakes...Nothing But Mistakes » - RDG Planning & Design
Week 6 Oct. 1		Introduction to Finances – PPT by Michael Wharton, Finance Manager for Freedom Center	" A Community-Based Model for Assessing the Economic Impact of Sport and Recreation Services " Journal of Park and Recreation Administration, Vol. 19, No. 2 " Understanding Revenue Streams, Journal of Facility Planning, Design, and Management (1).
Week 7 Oct. 8		Marketing for Recreation Facilities	« When Marketing is Strategy »
Week 8 Oct. 15		Market Analysis and Program Review – Case Study	Assigned Case Study(ies) – " A Practical Guide to Conjoint Analysis " and " Portland Trail Blazers "
Week 9 Oct. 22		Market Analysis and Program Review – Conjoint Analysis	Kaltura Screen Capture – Conjoint Analysis and PPT
Week 11 Nov. 5		Safety, Risk Management, and Emergency Preparedness for Health and Fitness Facilities	" When Fans Rush the Court " " Injury Litigations - ACSM Health & Fitness Journal "
Week 12 Nov. 12		Introduction to Human Resources	Assigned Readings, Case Study - HBR, and Power Point -Professional Development and Talent Spotting -"First, Break all the Rules" – PPT

Week 13 Nov. 19		Thanksgiving Recess	No Assignment
Week 14 Nov. 26		ADA Requirements for Recreation and Fitness Centers	“ Creating ADA Accessible Strength and Conditioning Facilities - The Impact of the New Standards ” “ Recreation Accessibility ” “ AIMFREE ”
Week 15 Dec. 3		Events Planning for Health and Fitness Centers Semester Wrap-up and Last Day of Classes	“Event Planning – Beyond the Basics” – NRPA Presentation – PPT Final paper/project due by Monday, December 3rd at 5 PM
Week 16 Dec. 10		Final Exam – Wednesday, December 12 th – Exam opens at 8 AM	

- **Grading**

Rubric for the Facility Comparison Assignment – due on Friday, November 16th:

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

A **one and one-half (1 ½) to two (2) page written summary** of findings Assignment is due by Friday, November 21st. 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 and they must be facilities – not parks**. **You will need to submit your choices at least one month prior to your review for approval.**

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)"

Individual “Design Your Dream Facility” Project (35% of final grade) – due by Monday, December 3rd

This project will consist of each student 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 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 student will then decide what their “dream” facility should look like, each student will submit their Dream Facility paper and their supporting rationale as to why they chose a particular design and why they selected specific components. A detailed Rubric **with specific dates for submission of each part of the paper** and Template for the paper is provided separately.

Rubric (1-30 points for each category below for a total of 100 points) – this will be a **digital/other** - presentation submitted on or before **Monday, December 3rd**. You must also submit a **ten (10) page written paper** (template provided) with the following information:

- a) An **introduction** to inform the reader why a specific **type of facility** was chosen and what some of the key issues were in making that selection.
- b) The development and submission of a **Hedgehog Concept** that is clear and concise and pertains to the type of facility chosen.
- c) A description of how the facility will meet **ADA Standards**. What are the specific steps being taken to make certain the facility meets those standards.
- d) The **Rationale and Strength of Argument for the Design** must be made clear to the reader. This will also require that the author makes specific references to at least ten (10) journal articles – five (5) of which must be peer-reviewed journal articles.
- e) You are urged and encouraged to be as **creative** as possible provided the facility design and concept(s) are feasible, practical, and viable (and is accompanied with an itemized budget that reflects the viability of the facility). A **power point** of each project must be submitted with the paper.
- f) You must submit an **itemized budget** of your expenses to include the dollar amount for each area you put in your facility and justify why you are choosing each. You will be provided with costs for items typically seen and used in recreation facilities. You will also need to provide a rationale for specific amenities in your “Dream Facility”
- g) General References and Refereed Journal Articles – must include ten (10) references with at least five (5) of these coming from refereed journal articles.

Rubric for “Design Your Dream Facility” Project/Paper

Item	Needs Extensive Work	Satisfactory and Could be Improved	Excellent
Introduction Type of Facility Chosen and Why (30 points)	0-19 points The author did not provide or provided very limited general and/or cited evidence to inform the reader as to why the specific type of facility was chosen.	20-27 points The author provided some general and/or cited evidence to inform the reader about the key issues involved in selecting the type of facility but needs to	28-30 points The author provided significant general and/or cited evidence to inform the reader about the key issues involved in selecting the type of facility.

		expand on the key issues presented.	
Hedgehog Concept (10 points)	0-3 points The author did not provide or provided very limited knowledge of the Hedgehog Concept.	4 – 7 points The author provided some knowledge of the Hedgehog Concept and presented a limited version.	8-10 points The author provided a clear and concise Hedgehog Concept.
ADA Compliance (10 points)	0-3 points There was very little, if any, information regarding how the facility would be in compliance with the ADA requirements.	4-7 points There was limited information regarding how the facility would be in compliance with ADA requirements.	8-10 points The paper included a detailed report regarding how the facility would be in compliance with ADA requirements.
Rationale and Strength of Argument for Your Design (30 points)	0-9 points General, but not specific, references made to journal articles and none to peer-reviewed journal articles.	10 - 19 points Specific references were made to journal articles and some peer-reviewed journal articles but could be improved.	20 - 30 points Specific references were made to at least five journal articles and five peer-reviewed journal articles.
Creativity (10 points)	0-3 points The Design presented is very basic.	4-7 points The Design presented is adequate but could be improved.	8-10 points The Design presented is creative and meets the standards for a well thought out project concept.
References and Budget (10 Points) <i><u>Due with the final paper/project submission on Monday, December 3rd</u></i>	0-3 points Author cited 4 or fewer articles that support the design and has no budget.	4 – 7 points Author accurately cited at least 5 articles but less than the 10 required that support the design and is either over budget or the budget is not completed.	8-10 points Author accurately cited 10 or more articles that support the design with five (5) coming from peer-reviewed journal articles and is within budget.