

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

PRLS 405 – 42822 – Section DL1 – B01 – Planning and Operation of Recreation Facilities
3 Credits – Summer 2021

Faculty

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Prerequisites/Corequisites

60 credit hours

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.

Course Overview

This course examines the challenges and demands facing Managers of Recreation Facilities. Through readings, site visits, students will begin to acquire the skills to design, plan, and maintain a leisure facility. A key component of this course is the requirement for each student to design their own “Dream 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 at all times from Tuesday, June 1, 2021 through Friday, July 23, 2021.

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 are expected to seek assistance if they are struggling with technical components of the course.
- Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Expect to log in to this course at least 3 times a week to read announcements, participate in the discussions, and work on course materials. Remember, this course is not self-paced. There are specific deadlines and due dates listed in the CLASS SCHEDULE section of this syllabus to which you are expected to adhere. 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 an appointment to discuss course requirements, content, or other course-related issues. These discussion(s) will take place via telephone or web conference. Students should e-mail the instructor to suggest preferred times/dates.
- 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 ensure 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:

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 several 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 \$21.25**. 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/729185>

1. Kerrissey, Michael J. & Edmondson, Amy C. (2020) What Good Leadership Looks Like During This Pandemic
2. Collins, David J. & Rukstad, Michael G. (2008, April). Can You Say What Your Strategy Is? Harvard Business Review, 1-10.
3. 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.
4. Dawar, Niraj. (2013). When marketing is strategy, Harvard Business Review, 101-108.
5. Fernandez-Araoz, Caludio. (2014, June). 21st-century talent spotting: why potential now trumps brains, experience, and “competencies”, Harvard Business Review, 1-11.

Additional Readings:

Textbook: Sawyer, Thomas H. (Ed.) 2009. “Facility Management for Physical Activity & Sport”, 9th edition. New York: Sagamore Publishing Co. **NOTE: The textbook is NOT required for this course – listed only to provide you with background information**

Additional Required Readings:

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

Rossmann, 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. (2020). Worldwide survey of fitness trends for 2021: 15th. American College of Sports Medicine Health & Fitness Journal, 25(1), 10-19.

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., Rainey, John, Drew, John. (2018) A Real Balancing Act: Use a Scorecard to Determine

Whether Your Department is Hitting the Mark. Parks and Rec Business Magazine, November 2017, 14 – 17.

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 and/or Examinations**

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).

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

- a) **"Facility Analysis #1 - Facility Comparison 25 points (20% of final grade)**

A **one and one-half (1 ½) to two (2) page written summary** of findings Assignment is **due by Sunday, July 11th**. Assignment is to be submitted electronically on Blackboard.

Independently visit ***or conduct a virtual visit via website contact and virtual tour when possible*** 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. They can be public or private clubs, facilities or any Recreation Department park, playground, facility, or "pocket park" provided they are the same type.**

The Rubric for this assignment is located at the bottom of this Syllabus under: Assessment Rubric(s).

- b) **"Facility Re-openings in the Age of the Coronavirus" – this assignment is due by *Sunday, July 18th* - 100 points (20% of final grade):**

This assignment requires each student to listen to the assigned Webinars (listed below), review the floor plans (link provided below), and take a "Virtual Tour" of the Lake Nona Wellness Center and then come up with a 5 - 10 page plan wherein you will describe how you would go about modifying the floor plans provided to assist in re-opening a recreation facility based on the CDC guidelines. This will entail, as an example, taking the floor plans and X-ing out treadmills to allow for the appropriate physical distancing (sample to be

provided). In addition, you will be required to describe what features you would include and/or eliminate such as “touchless sinks”, “touchless entry doors”, etc.

- Required Webinar:
 - <https://www.youtube.com/watch?v=arNXrRAmiYA&feature=youtu.be>
 - Power Points that align with the above webinar:
 - <https://www.medicalfitness.org/wp-content/uploads/2020/04/Atlantic-Club-Corona-Possibilities.pdf>
 - <https://www.medicalfitness.org/wp-content/uploads/2020/04/042920-JJeran-MFA-VHWFC-COVID-19-Re-opening.pdf>
 - This one is not part of the above webinar but is required as it’s about Re-opening an Aquatic Center: <https://www.medicalfitness.org/wp-content/uploads/2020/05/MFA-Wellness-Wednesday-READY-SET-REOPEN-05062020.pdf>

Additional Webinars for your reference (NOT REQUIRED):

- <https://www.clubindustry.com/insights-resources/cleaning-protocols-as-you-reopen-don-t-miss-part-two-club-industry-s-town-hall>
- <https://www.clubindustry.com/insights-resources/town-hall-you-have-questions-about-how-coronavirus-will-affect-your-business-we>
- <https://www.clubindustry.com/news/immunologist-answers-questions-submitted-during-club-industry-s-town-hall-about-coronavirus>
- <https://www.clubindustry.com/news/responses-to-some-unanswered-questions-from-club-industry-s-town-hall-reopening-fitness>

- Floor Plans
 - [https://d.docs.live.net/90f4ecc9a2ec3156/Documents/DEXTER%20FIRST%20FLOOR%20PLAN%20\(1\).pdf](https://d.docs.live.net/90f4ecc9a2ec3156/Documents/DEXTER%20FIRST%20FLOOR%20PLAN%20(1).pdf)
 - [https://d.docs.live.net/90f4ecc9a2ec3156/Documents/DEXTER%20SECOND%20FLOOR%20PLAN%20\(1\).pdf](https://d.docs.live.net/90f4ecc9a2ec3156/Documents/DEXTER%20SECOND%20FLOOR%20PLAN%20(1).pdf)

- CDC Guidelines
 - <https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>
 - <https://www.cdc.gov/coronavirus/2019-ncov/community/parks-rec/index.html>
 - <https://www.cdc.gov/coronavirus/2019-ncov/community/parks-rec/aquatic-venues.html>

- Rubric
 - 20 points - Creativity
 - 20 points - Follows CDC Guidelines
 - 20 points - Follows suggestions from assigned webinars
 - 20 points - Succinct revisions to floor plans that help reduce social distancing and reduce hand-touching, sanitation stations conveniently located (wipes and sprays, etc.)
 - 20 points - Follows 3-5-page requirement for detailed description of revisions along with at least 3-5 references
 - 100 points TOTAL

c) **Individual Project 20% of final grade) – due by Wednesday, July 21st**

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 **Wednesday, July 21st**. 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. ***You are required to highlight the peer-reviewed articles in yellow in the reference section of your paper. There will be an automatic deduction of a minimum of 15 points if you do not have the required number of journal articles.***

Please see additional information – and a color-coded Rubric – at the bottom of this Syllabus under **Assessment Rubric(s)**.

Requirements

1. **Class Participation (Blackboard)** – Students must participate in the online discussions generated 20 pts.
by the readings and webinars. Contribution will be evaluated based on number and quality of questions asked and answered, and opinion provided when asked. NOTE: Participation in less than 75% of Blackboard Discussion Boards will result in a grade of zero (0).
2. **Facility Analysis/Comparison Assignment** – due by **Sunday, July 11th** – please see Rubric 20 pts.
in Syllabus.
3. **Facility Redesign in the Age of Coronavirus** – due by **Sunday, July 18th** - please see Rubric in 20 pts.
Syllabus.

4. ***Design Your Dream Facility Project*** – due by **Wednesday, July 21st** - please see Rubric above and attached. 20 pts.
5. ***Facility Management Exam*** – **Friday, July 23rd** (**exam will go live at 8:00 AM**) – this is a comprehensive 20 pts.
final exam that will include all material covered during the semester from the assigned journal articles, video presentations, webinars, and any/all power-point presentations.

TOTAL

100 pts.

- **Grading**

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	

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/> Students are expected to exhibit professional behaviors and dispositions at all times.

TENTATIVE CLASS SCHEDULE		Note: Faculty reserves the right to alter the schedule as necessary
DATE	TOPIC	
Week 1 June 1		Course Introduction and Introduction to Semester Project: <i>“Designing Your Dream Facility”</i> <i>Recreation Facility Re-openings in the Age of the Coronavirus – Review of Assignment</i> <i>Facility Analysis and Comparison – Review of the Assignment</i> <i>The Hedgehog Concept</i> – Business and Personal
Week 2 June 7		<ul style="list-style-type: none"> • Discuss types of facilities • S.W.O.T. of Freedom Center • Tripartite Agreement
Week 3 June 14		The Evolving Role of Parks and Recreation Departments in Providing Fitness and Health for Citizens Strategy and its role in the design of a fitness/recreation center Cirque video
Week 4 June 21		Building and Maintenance Needs -Common – and uncommon – mistakes made in facility design Introduction to Finances – PPT by Michael Wharton, Finance Manager for Freedom Center
Week 5 June 28		Marketing for Recreation Facilities Marketing Analysis and Program Review – Case Study
Week 6 July 5		Safety, Risk Management, and Emergency Preparedness for Health and Fitness Facilities Introduction to Human Resources

Assessment Rubric(s):

Rubric for the Facility Comparison Assignment – due on Sunday, July 11th:

a) **"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 Sunday, July 12th. Assignment is to be submitted electronically on Blackboard

The Assignment

Independently visit – or conduct a virtual tour via the facility website - and compare two facilities of the same type (i.e., campus recreation center, community recreation/aquatics center, private gym, athletic field complex, park, etc.). ***NOTE: You are required to follow the Sample Paper template***

that is provided (see Course Content and Assessment section of Blackboard).

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**. **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)"

b) Individual "Design Your Dream Facility" Project (35% of final grade) – due by Wednesday, July 21st

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. You must also submit a **ten (10) page written paper** (template provided) with the following information:

- h) 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.
- i) The development and submission of a **Hedgehog Concept** that is clear and concise and pertains to the type of facility chosen.
- j) 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.
- k) 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.
- l) 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.
- m) 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"

- n) General References and Refereed Journal Articles – must include ten (10) references with at least five (5) of these coming from refereed journal articles. **The peer-reviewed journal articles must be highlighted in yellow or you will not receive any credit.**

Rubric for “Design Your Dream Facility” Project/Paper

Item	Unsatisfactory (1) Does Not Meet	Minimal (2) Approaching	Competent (3) Meets	Outstanding (4) Exceeds
Introduction Type of Facility Chosen and Why (30 points)	0-9 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.	10-19 points The author provided some general, but no cited evidence to inform the reader about the key issues involved in selecting the type of facility but needs to expand on the key issues presented.	20 - 24 points The author provided general and/or cited evidence to inform the reader about the key issues involved in selecting the type of facility.	25-30 points The author provided significant and cited evidence to inform the reader about the key issues involved in selecting the type of facility.
Rationale and Strength of Argument for Your Design (30 points)	0-9 points General, but not specific, references were made to journal articles and none to peer-reviewed journal articles.	10-19 points Some general reference were made to journal articles and some peer-reviewed journal articles but could be improved.	20-24 points Specific references were made to peer-reviewed journal articles and some general articles but not the required five for each category.	25-30 points Specific references were made to at least five peer-reviewed journal articles and five additional articles.
References and Itemized Budget (10 points)	0-2 points Author cited 4 or fewer articles that support the design and has no budget.	3-5 points Author accurately cited at least 5 articles but less than the 10 required that support the design but the budget is not complete.	6-8 points Author accurately cited 10 or more articles that support the design with five (5) peer-reviewed journal articles but budget is incomplete or over budget.	9-10 points Author accurately cited 10 or more articles that support the design with five peer-reviewed journal articles and is within budget.
Hedgehog Concept	0-2 points The author did not provide knowledge of the Hedgehog Concept.	3-5 points The author provided some knowledge of the Hedgehog Concept but presented a limited version.	6-8 points The author provided at least two of the three pillars of the Hedgehog Concept.	9-10 points The author provided a clear and concise Hedgehog Concept.
Creativity (10 points)	0-2 points The Design presented is considerably basic.	3-5 points The Design presented is adequate but could be improved.	6-8 points The Design presented is creative but does not meet the standards for a well thought out project concept – the design may be unrealistic as presented.	9-10 points The Design presented is creative and meets the standards for a well thought out project concept.
ADA Compliance	0-2 points There was very little information regarding how the facility would be in	3-5 points There was limited information regarding how the facility would be in	6-8 points The paper included detailed information regarding how the facility would meet	9-10 points The paper included detailed information regarding how the facility would be in

	compliance with the ADA requirements.	compliance with ADA requirements.	most, but not all, ADA requirements	compliance with the ADA requirements.
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This course will be graded on a point system, with a total of 100 possible points.

Guidelines:

- **All work in this course should be written in the third person** using complete sentences.
- **Use subheadings** appropriate to the assignment (e.g., Introduction, Type of Facility Chosen and Why, Hedgehog Concept, ADA Compliance, References and Budget) to serve as a guide for “piecing together” your final proposal and to help you be sure you have responded to all requirements of the assignment.
- **At least five (5) of your references must be research articles appearing in refereed journals.** Additional references providing support for significance and definitions **may** come from other literature sources.
- **Appropriately cite all sources following the current APA guidelines.**
- Create an **APA-style cover page** with running headers throughout the document.
- Create an **APA-style references/works cited page.**

Grading:

- Overall, grading will be based on completeness of responses, clarity, and accuracy of written presentation. **See rubric for details.**
- Proposal drafts should be developed through the integration of material from your courses, readings, and practical experiences, and should demonstrate independent thought and attention to detail (e.g., grammar and spelling).

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 <https://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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

