DAY/TIME: TH 7:20 – 10:00 pm. LOCATION: RAC 2203
INSTRUCTOR: Jesse Ellis EMAIL ADDRESS: jellis1@gmu.edu
OFFICE LOCATION: Please email or call PHONE NUMBER: 703-324-5626
OFFICE HOURS: By appointment FAX NUMBER: 703-222-9792

PREREQUISITES
None

COURSE DESCRIPTION
Examines recreational administration concepts regarding such areas as departmental organizations, personnel management, financing, policy development, and public relation procedures.

COURSE OBJECTIVES
Students will be able to:
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 current organizations, their operations, challenges, and possible future changes in the recreation industry.

COURSE OVERVIEW
This course examines the challenges and demands facing managers of recreational programs. Through readings and observation 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.

ATTENDANCE AND HONOR CODE
Students are held to the standards of the George Mason University Honor Code. You are expected to attend all class sections, actively participate in class discussions, complete in-class exercises and fulfill all assignments. Assignments must be turned in at the beginning of class on the specified date due or no credit will be given.

REQUIRED READINGS
There is no textbook for this class. Articles and other readings are assigned per week. Please see schedule below.
EVALUATION
This course will be graded on a point system, with a total of 100 possible points. (See the “Assignments” section below for descriptions.)

- Class Participation: 50 points
- Assignment 1: 5 points
- Assignment 2: 5 points
- Paper 1: 20 points
- Paper 2: 20 points

Grading Scale

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<th>Grade</th>
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<td>A</td>
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TENTATIVE COURSE SCHEDULE
Readings are to be completed prior to the class for which they are listed. You do not need to read the starred (**) articles unless you will be presenting them. All readings can be accessed through the GMU library’s e-journals or at the websites listed.

September 2: Class Overview, Vision & Mission

September 9: Organization and Management Theory

September 16: Organization and Management Theory


**September 23: Strategic Planning**


**September 30: Budget and Finance**


Fairfax County Budget Guidance for FY2011 and FY2012. (http://www.fairfaxcounty.gov/dmb/)

Fairfax County’s 10 Principles of Sound Financial Management. (http://www.fairfaxcounty.gov/finance/transparency/)


October 7: Budget and Finance


October 14: Human Resources


**October 21: Performance Management**


**October 28: Park and Facility Planning**


November 4: Partnerships

National Association of Counties. (2009). County health and county park and recreation department partnerships to create active, healthy counties. (http://www.naco.org/research/pubs/Pages/default.aspx)


November 11: Policy Development


Hall, J.L., & Jennings, E.T. (2010). Assessing the use and weight of information and evidence in U.S. state policy decisions. *Policy and Society, 29*(2), 137-147. (This journal is not available as an e-journal. You can access the article through the ScienceDirect database.)


November 18: Public Participation


November 25: No Class – Thanksgiving

December 2: Marketing


December 9: Technology and e-Services


ASSIGNMENTS

Class Participation
Time in the classroom will be approximately 10 percent lecture and 90 percent discussion. The class will be a success only if everyone fully participates. In other words, read all of the assigned readings and come to class ready to discuss them. Don’t be afraid to ask questions and to challenge each other – and me. Consider everything in the context of what it means for practice. Do all of this and you should earn a good participation grade.

Assignments 1 and 2
Choose one of the starred (**) articles from the list of readings above. Prepare a one-page (single spaced) review of the article, concluding with a paragraph on your thoughts regarding the article’s practical implications. Provide copies of your review to all classmates and be prepared to lead a discussion in class on the article after presenting an overview to the class. You will do this twice over the course of the semester; you will sign up for articles to present during the first week of class.

Paper 1: Issues in Public Recreation and Parks Administration
Formatting: Times New Roman, 12 point font, double spaced, 1” margins, double-sided
Suggested length: 10 – 15 pages

Interview a top administrator (i.e., director or deputy director) in a public recreation department. I would be happy to set you up with someone if you prefer. The interview should consist of two basic questions: 1) “What are the top three issues currently facing your agency?” and 2) “What do you think the top three issues facing your agency will be 10 to 20 years from now?” Issues can be administrative (e.g., workforce diversity) or programmatic (e.g., obesity prevention) in nature. Describe the issues and how the agency is dealing with them or plans to deal with them. Based on the scholarly literature, what else should the agency be thinking about as they plan to deal with these issues? How can you (or the administrator) explain the changes (or lack of change) in the issues over time?

Due: October 21

Paper 2: Case Study
Reread the Seattle Parks and Recreation Strategic Action Plan 2009-2013. Based on the plan, analyze SPR in regards to three of the topics listed below. You are not limited to the strategic plan as a source of information on SPR.

Topic Choices:
1. Financing and resource development
2. Performance management as a means of improving services
3. Citizen participation in planning and policy development
4. Workforce development
5. Organizational structure and management
6. Partnerships to better serve constituents
Paper Structure:

1. Overview of SPR, including basic organizational and financing information (e.g., who governs it, how is it financed, where is it in the city structure, what are its major programs/services)
2. Topic A
   a. What are SPR’s major initiatives around this topic?
   b. What does SPR hope to accomplish as a result?
   c. How do these initiatives relate to the concepts we discussed and read about in class?
   d. Are the initiatives designed to achieve effectiveness, efficiency, equity, or some combination of the three? How so?
3. Topic B – same questions
4. Topic C – same questions
5. Your reflections: How well is SPR positioned for success? Based on all we’ve discussed and read, what is your overall reaction to SPR’s strategic plan? What will it take for them to succeed? Do you see any inherent barriers to their success?

Formatting: Times New Roman, 12 point font, double spaced, 1” margins, double-sided
Suggested length: 20 – 25 pages
Due: December 15 (by email)

Some Notes About Papers:

- Remember to cite all sources using APA format. A good resource on citation formatting can be found at [http://library.duke.edu/research/citing/workcited/](http://library.duke.edu/research/citing/workcited/).
- The suggested lengths are suggestions only. Turning in an eight page paper won’t count against you, in and of itself. If you can coherently and effectively make your point in that amount of space, you should earn a good grade. Likewise, if your paper is 30 pages, isn’t too verbose, and stays on topic, the length won’t affect your grade. But the suggested lengths are likely to be about right for a good paper.
- Grammar and spelling are important. Even if your paper is making a good argument, if its written like this, your grade will be affected. Don’t rely on spell check alone; it’s not perfect. Be sure to proofread your paper.
- If you email me a draft of your paper by Monday before the class before it’s due (i.e., 10 days before it’s due), I’ll review it and provide comments and suggestions to you at that week’s class.

- All students are held to the standards of the George Mason University Honor Code [See [http://www.gmu.edu/catalog/apolicies/#Anchor12](http://www.gmu.edu/catalog/apolicies/#Anchor12)]
- University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor
- Students with disabilities who seek accommodations in a course must be registered with the Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester [See [http://ods.gmu.edu](http://ods.gmu.edu)]
- For additional School of Recreation, Health, and Tourism information, please visit the website at [http://rht.gmu.edu](http://rht.gmu.edu)