GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
PRLS 405 - 001 Planning, Design, and Maintenance of Leisure Facilities (3 credits)
Fall 2013

DAY/TIME:	Monday, 1:30 – 4:10 PM	**LOCATION:**	Bull Run Hall 247
INSTRUCTOR:	Jeffrey Marin	**E-MAIL:**	jmarin@gmu.edu
OFFICE:	N/A	**PHONE:**	(571) 238-3151
OFFICE HOURS:	By Appointment	**FAX:**	(703) 993-2025

PREREQUISITES: 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, 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. Understand the full life cycle of a facility from concept to operations.
2. Describe the process for developing leisure facilities.
3. Discuss the role of market analysis and stakeholder involvement in facility planning and its importance in helping a facility realize its use and revenue potential.
4. Identify the factors of a site and facility design that have the greatest impact on the operation, revenue potential, and use of a variety of leisure and athletic facilities.
5. Understand key management, operating and financial considerations for a variety of facilities.
6. Function as a productive member of a leisure facility management team.

Further, upon completion of this course, students will meet the following professional accreditation standards for the *National Recreation and Park Association (COAPRT)Council on Accreditation:*

8.11:01 Operating programs and services. Content to consider: How agencies are addressing inclusiveness within the operation of programs and services; including the policies, practices, philosophies, and benefits.

8.11:02 Design of areas and facilities. Content to consider: Location, environmental issues, populations to be served, programs to be housed, and fiscal and political implications of specific sites and settings.

8.12:01 Community development. Content to consider: The impact that program/plans will have on the immediate and surrounding communities, duplication of services, growth, and population(s) to be served.

8.14:05 Preparation, operation, and maintenance of venues. Content to consider: Planning, organizing, developing, and scheduling of routine, preventive, and emergency maintenance and operational tasks; managing of operational and maintenance personnel; and maintenance and replacement of equipment, natural resources, and structure and systems maintenance.

8.24 Ability to apply current technology to professional practice. Content to consider: Application of current technology separately and in integrated formats for professional practice. Examples of technology include the following: word processing, spreadsheets, database management, presentation and graphic software, and web page development. An example of applying current technology in an integrated format is the use of presentation software to include spreadsheet components.

8.25:01 Assessment. Content to consider: Social, environmental, and physical assessment and impact of the environment to determine its suitability for the development of recreational areas and facilities.

8.25:02 Planning. Content to consider: Basic planning models and principles as they relate to the development and construction of recreational areas/facilities.

8.25:03 Functional Design. Content to consider: Principles of functional design to maximize participation while maintaining a sound environment.

8.25:04 Evaluation. Content to consider: Principles and procedures for evaluating the appropriateness and functionality of a recreation area/facility.

8.25:05 Operation and maintenance. Content to consider: Basic operation and maintenance principles and procedures as they relate to the operation of a recreation area/facility.

9A.02 Understanding of and ability to utilize current technology for the management of leisure services, including organizing, marketing, implementing, and monitoring these services.

7B.04 Understanding of and ability to apply both traditional and innovative management, including development of budgets for operations and capital improvements, revenue generation and accountability, pricing of services, cost analysis and financial forecasting.

9B.07 Understanding of the principles of land-use planning, including identification, evaluation, development, and management of land and water resources and their relationship to and impact upon the natural environment.

9B.09 Understanding of the principles and techniques of planning, designing and developing recreation and park areas and facilities and their applications and environmental impacts in natural resource settings.

9A.02 Understanding of and ability to utilize current technology for the management of leisure services, including organizing, marketing, implementing, and monitoring these services.

ASSIGNMENT SUMMARY

1. **Knowledge Audits** – 30 points (6%). These in-class exercises will test student understanding of assigned readings. This will be done four times during the course of the semester. Only three will be counted towards the grade and each one is worth 10 points. These audits will not be announced in advance. Students will be asked to respond in writing to a few basic questions about the assigned readings, such as identifying key points, citing advantages/disadvantages, etc. These audits will be graded on a scale of 0 – 10 based on how well the student comprehends the reading.
2. **Class Attendance/In-Class Engagement/Participation** – 60 Points (12%). Students are expected to attend and engage in class. Repeat absences will result in substantial point deductions. Students are encouraged to advise the instructor ahead of time if an absence is anticipated. In-class exercises will be informal and are intended to engage students with the material being covered. They will occur regularly in class and will require students to work individually, in pairs, or in small groups to discuss, strategize, brainstorm, design, or analyze issues, situations, or opportunities related to the course material. General class participation is also part of this grade component.
3. **Article Presentation** – 25 Points (5%). For this informal talk, students will be assigned an article related to the material being covered in class that week and will discuss it with the class. Students will sign up in

advance for a time slot (2-3 per class session). Student will give a short overview of the underlying issues presented in the article and their importance and relevance to the class material. Student will then facilitate a brief 5 to 10 minute class discussion. Student will pose questions to the class to facilitate discussion.

4. **Facility Analysis #1 (Overview)** – 25 points (5%). Students will independently visit and conduct a comparison of two facilities that are of the same type (i.e., campus recreation center, community recreation/aquatics center, private gym, athletic field complex, park) and provide a written summary of their findings. This will occur early in the semester and will require the student to gather basic information and compare and contrast the two facilities. 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. Since this assignment is early in the semester before much of the course material is covered, the information collected and compared will be fairly basic. A template for this 2 page written assignment will be provided.
5. **Facility Analysis #2 (Design)** - 40 Points (8%). Students will visit a facility of their choice (i.e., campus recreation center, community recreation/aquatics center, private gym, athletic field complex, park) and describe the major design features that they observe. This assignment will be due towards the middle of the semester and will require students to apply information learned from readings and class lectures, discussions, and exercises. This 3-4 page analysis will require a description of multiple design features and highlight the pluses and minuses from the user or the facility management perspective. A template for the written assignment will be provided. Students will be graded on how thorough the required information is presented, as well as the overall organization, flow, cohesiveness, and quality of writing (including grammar and spelling).
6. **Facility Analysis #3 (Management)** – 60 Points (12%). Students will visit a facility of their choice (i.e., campus recreation center, community recreation/aquatics center, private gym, athletic field complex, park) and describe management elements they observe. This 4-5 page analysis will be due towards the end of the semester and will require students to apply information learned from readings and class lectures, discussions, and exercises to highlight multiple management practices, challenges, or issues. This will require the student to interview a facility manager to supplement information they gather through observation and research. A template for the written assignment will be provided. Students will be graded on how thorough the required information is presented, as well as the overall organization, flow, cohesiveness, and quality of writing (including grammar and spelling).
7. **In-Class Test** – 80 Points (16%). There will be one in class test about halfway through the semester. This test will include a combination of true/false, multiple-choice, fill in the blank, and short essay questions. The exam will cover materials from lectures, class discussions, PowerPoint presentations, and reading for that segment of the semester.
8. **Group Project** – 100 Points (20%). In groups of 3-4, students will develop and describe a fictitious recreational facility created within specific parameters that will be provided. Students will address various facility planning, design and operating issues. In the presentation, students will demonstrate an understanding of the issues, various conditions, and recommended processes/systems/solutions that will ensure that the new facility functions operationally and programmatically as planned both from a staff and user perspective. The format will be a 20-25 minute class presentation followed by a 10-15 minute Q&A discussion. The presentation (PowerPoint) will include the following information categories: vision and overview of the facility; planning and design considerations; financial overview; and management/operational overview. Students will be graded on clarity and organization of the presentation, teamwork, quality of the class discussion, and quality of the PowerPoint presentation.
9. **Take Home Exam**– 80 Points (16%). This exam will be assigned just prior to the last class and will be due a few days later (exact date to be determined). The format will be short essays and will cover materials from lectures, site visits, class discussions, and readings from the entire semester.

REQUIRED READINGS

Various articles from newsletters, journals and other sources will be assigned in advance to be discussed in class. These articles will be posted on Blackboard.

"Athletic Business E-news Daily" (students will subscribe to this free newsletter and are encouraged to read at least 2 per week). To subscribe, follow this link http://athleticbusiness.com/enews/

RECOMMENDED TEXTBOOK

Mull, Richard F., Beggs, Brent A., and Renneisen, Mick, 2009. "RECREATION FACILITY MANAGEMENT – Design, Development, Operations and Utilization", Champaign, IL: Human Kinetics.

[Specific readings from the textbook will be assigned for background throughout the semester]

NATURE OF DELIVERY: Face-to-Face

EVALUATION:

Assignment	**Points**	**%**
Knowledge Audits (3@10 points each)	30	6%
Class Attendance/In class Engagement/Participation	60	12%
Article Presentation	25	5%
Facility Analysis #1 Compare/Contrast	25	5%
Facility Analysis #2 - Design	40	8%
Facility Analysis #3 - Management	60	12%
In Class Test	80	16%
Group Project	100	20%
End of Semester Take Home Exam	80	16%
Total	**500**	**100%**

Make-up examinations will be conducted ONLY if prior permission is granted by the instructor.

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

Week 1	August 26	Course Overview and Requirements	
Week 2	September 2	Labor Day	**No Class**
Week 3	September 9	Facility Fundamentals; Master Planning; Needs Assessments	**Assign Facility Analysis #1**
Week 4	September 16	Data Gathering Methods, Feasibility Studies, Business Plans	
Week 5	September 23	Design	**Facility Analysis #1 Assignment Due; Assign Facility Analysis #2**
Week 6	September 30	Construction and Construction Management, Bidding Projects; Construction Financial Resources (Capital Budgets)	
Week 7	October 7	Public Private Partnerships; Budget Planning and Cost Recovery	
Week 8	October 15 (Tuesday)	Case Study – Long Bridge Park; Athletic Fields and Outdoor Facilities	**Assign Group Project; Facility Analysis #2 Assignment Due; Review for Test**
Week 9	October 21	**In Class Test**	
Week 10	October 28	Freedom Center Tour	**Review Test; Assign Facility Analysis #3**
Week 11	November 4	Facility Management Topics - Risk Management, Safety, Management Control, Access Control and Circulation, Signage, Maintenance	
Week 12	November 11	Facility Management Topics - Ancillary Areas, Core Product Extensions, Front Desk Operations, Sales and Membership, Marketing and Social Media, Scheduling and Coordinating, Managing Employees	
Week 13	November 18	Facility Management Roundtable; Current Issues and Trends	
Week 14	November 25	Group Project Presentations	**Facility Analysis #3 Assignment Due**
Week 15	December 2	Group Project Presentations	**Assign Take Home 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/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/responible-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.

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