

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
PRLS 405– Planning, Design, and Maintenance of Leisure Facilities (3 credits)
Spring 2014

DAY/TIME:	Monday, 1:30 – 4:15 PM	LOCATION:	Bull Run Hall 247
INSTRUCTOR:	Jeffrey Marin	E-MAIL:	jmarin@gmu.edu
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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.

PROFESSIONAL ASSOCIATION STANDARDS

Further, upon completion of this course, students will meet the following professional accreditation standards for 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.

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** – 50 Points (10%). 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 or late arrival 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** – 20 Points (4%). In this informal talk, students will be assigned an article related to the material being covered that week and will present it and discuss it with the class. Students will sign up in advance for a time slot (2-4 per class session). Student will give a short overview of the issue, its relevance, and its importance. Student will then facilitate a brief 5-10 minute class discussion on the potential ramifications of the item. 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, 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 independently visit a facility of their choice (i.e., campus recreation center other than a George Mason facility, community recreation/aquatics center, 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. The 3-4 page written 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 independently visit a facility of their choice (i.e., campus recreation center other than a George Mason facility, community recreation/aquatics center, athletic field complex, park) and describe management elements they observe. This 4-5 page assignment 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 (midterm)** – 85 Points (17%). 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 20-30 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**– 90 Points (18%). This exam will be assigned just prior to the last class and will be due during the exam period (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 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 throughout the semester.

OTHER 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 should read it at least weekly. To subscribe, follow this link: <http://athleticbusiness.com/enews/>

NATURE OF DELIVERY: Face-to-Face

EVALUATION:

Assignment	Points	%
Knowledge Audits (3@10 points each)	30	6%
Class Attendance/In class Engagement/Participation	50	10%
Article Presentation	20	4%
Facility Analysis #1 Compare/Contrast	25	5%
Facility Analysis #2 - Design	40	8%
Facility Analysis #3 - Management	60	12%
In Class Test (midterm)	85	17%
Group Project	100	20%
End of Semester Take Home Exam	90	18%
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	January 27	Course Overview and Requirements	
Week 2	February 3	Facility Fundamentals; Master Planning; Needs Assessment Exercise	Assign Facility Analysis #1
Week 3	February 10	Needs Assessments, Data Gathering Methods, Feasibility Studies	
Week 4	February 17	Design	Facility Analysis #1 Due
Week 5	February 24	Design Exercise, Construction and Construction Management, Bidding Projects	Assign Facility Analysis #2
Week 6	March 3	Construction Financing, (Capital Budgets), Public Private Partnerships; Budget Planning and Cost Recovery	
Week 7	March 10	Spring Break	
Week 8	March 17	Business Plans, Athletic Fields and Outdoor Facilities	Facility Analysis #2 Due; Review for Test
Week 9	March 24	In Class Test	Assign Group Project
Week 10	March 31	Freedom Center Tour, Review Test	Assign Facility Analysis #3
Week 11	April 7	Facility Management Topics – Risk Management, Safety, Management Control, Access Control and Circulation, Signage, Maintenance	
Week 12	April 14	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	April 21	Facility Management Roundtable (Current Issues and Trends)	
Week 14	April 28	Group Project Presentations	Facility Analysis #3 Assignment Due
Week 15	May 5	Group Project Presentations	Assign Take Home Exam

Schedule is subject to change

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/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

- 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.

