DAY/TIME: Distance Learning  LOCATION: Online
INSTRUCTOR: Donald L. Jones, Ph.D.  EMAIL ADDRESS: djones31@gmu.edu
LOCATION: Online
OFFICE LOCATION: Freedom Center  PHONE NUMBER: 703-993-8483
OFFICE HOURS: By appointment  FAX NUMBER: 703-993-8478

PREREQUISITES
Graduate Status

COURSE DESCRIPTION
Examines recreational administration concepts regarding organizational structure and operations, personnel management, financing, policy development, and public relations 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 a current organization, operation, challenges, and possible future changes within the recreation industry.

PROFESSIONAL ASSOCIATION PRINCIPLES
Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of the Commission of Sport Management Accreditation (COSMA). COSMA (2010, p. 1) “bases its accrediting process on principles, rather than standards.” The eight recommended principles are:
• outcomes assessment;
• strategic planning;
• curriculum;
• faculty;
• scholarly and professional activities;
• resources;
• internal and external relationships; and
• educational innovation.
For more information, please see:

COURSE OVERVIEW
This course examines the challenges and demands facing managers of recreational programs. Through readings 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.
HONOR CODE
Students are held to the standards of the George Mason University Honor Code. You are expected to actively participate and fulfill all assignments. Assignments must be turned in on the specific date due or no credit will be given.

NATURE OF COURSE DELIVERY
Online

REQUIRED READINGS—Please order through their website:

Here are instructions to purchase the books through Sagamore:
1). Log onto www.sagamorepub.com (website for Sagamore Publishing)
2). Register an account for yourself in the upper left corner
3). In the upper right corner is a search box to pull up the Leisure Business Strategies book
4). To purchase the Print Book ($35.95 + approx. $7 shipping & tax), type 7068 and hit the magnifying glass
5). To purchase the E-book ($26.00 + tax), type 7075 and hit the magnifying glass
   NOTE: Please read Sagamore's "Ebook Policies" prior to purchase for important information on how to download; compatible devices; returns; etc.
   On right, click on "Add to Cart"
6). To buy both Print & Ebook, click "Continue Shopping" and repeat previous steps
7). Click "Check Out"
8). Verify Cart and email address
9). Provide shipping/billing address
10). "Click to calculate shipping"; select a shipping method
11). Enter Credit Card information onto our secure site
12). Review Order
13). Submit
If there are any questions with this process, students are welcome to call Sagamore Publishing at 800-327-5557.

EVALUATION
This course will be graded on a point system, with a total of 100 possible points. (See the “Assignments” section below for descriptions.)

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Percentage Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in weekly readings and questions</td>
<td>25</td>
</tr>
<tr>
<td>NVRPA Individual Visitation</td>
<td>20</td>
</tr>
<tr>
<td>Moderator for the Week</td>
<td>20</td>
</tr>
<tr>
<td>Research Paper</td>
<td>35</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93</td>
</tr>
<tr>
<td>B</td>
<td>88 – 89</td>
</tr>
<tr>
<td>B-</td>
<td>84 – 87</td>
</tr>
<tr>
<td>C</td>
<td>78 – 79</td>
</tr>
<tr>
<td>C+</td>
<td>74 – 77</td>
</tr>
<tr>
<td>B+</td>
<td>80 – 83</td>
</tr>
<tr>
<td>F</td>
<td>70 – 0</td>
</tr>
</tbody>
</table>
## TENTATIVE COURSE SCHEDULE:

*Note: Faculty reserves the right to alter the schedule as necessary.*

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC and Readings</th>
<th>ASSIGNMENT DUE/BEGINS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 21</td>
<td><strong>Syllabus and Leisure Business Strategies:</strong> What They Don't Teach in Business School Read: “The Lost Value of Genuine Experience in an Age of Speed”: <a href="http://www.newrepublic.com/article/washington-diariist/magazine/97260/outcome-experience">http://www.newrepublic.com/article/washington-diariist/magazine/97260/outcome-experience</a></td>
<td>Order text and thoroughly read the syllabus along with the link to the New Republic article.</td>
</tr>
<tr>
<td>Feb 3</td>
<td><strong>Chapter 2: Thinking About It</strong> Read: The “Moneyball” example of Leisure Businesses: <a href="http://crookedtimber.org/2006/03/01/academic-moneyball/">http://crookedtimber.org/2006/03/01/academic-moneyball/</a> <a href="http://jme.sagepub.com/content/33/2/219.full.pdf+html">http://jme.sagepub.com/content/33/2/219.full.pdf+html</a></td>
<td>Visitation Proof of NVRPA Due Sunday March 24th by 8:00pm</td>
</tr>
<tr>
<td>Feb 24</td>
<td><strong>Chapter 5: A Time and Place</strong> Read: “Future Perspectives of Recreation and Leisure”, pp. 389 – 452.</td>
<td>Moderator for the Week 2</td>
</tr>
<tr>
<td>Mar</td>
<td><strong>SPRING BREAK</strong></td>
<td>Spring Break</td>
</tr>
</tbody>
</table>
ASSIGNMENTS

Class Participation
Class Participation will be assessed by RELEVANT responses to the weekly reading assignments. Beginning the second week of class on Monday the instructor will post reaction questions or points from the Chapters to be read for the week. During the week, each student is expected to post a response (1) to one of the instructor's points as well as TWO (2) responses to other students' posts. Each students' three (1+2) responses will be due by 8:00 pm Sunday nights following the previous Monday's questions or points.

Northern Virginia Regional Park Authority (NVRPA) Visitation
INDIVIDUAL VISIT: Choose one of the Northern Virginia Regional Park Authority (NVRPA) sites to visit by Sunday, March 24th. Go to www.nvrpa.org/park/main_site/content/NVRPA_Parks to view the "24 Regional Parks featuring golf courses, swimming pools, hiking trails" to choose from. To prove you were there please have someone take a picture of you onsite to send along with a scanned copy of the front page of the brochure from the NVRPA site by the due date Sunday, March 24th. (If you work for NVRPA please do not use your work site for this visit, go to a different site. If you are completing this course while away from Northern VA please email me for an alternate site). Visitation Proof from NVRPA Due Sunday, March 24th by 8:00pm.

Research Paper
Prepare a ten-page paper on a category within Leisure Business, Administration, and Planning. Choose an area from the Categories listed below and be sure to reference both the text as well as at least two of the sources cited beneath the category. NOTE: Only one student can sign up per category so email me your top three choices by Sunday, Feb. 3rd at 8:00pm. The completed matrix will be distributed later that week.

<table>
<thead>
<tr>
<th>Leisure Business, Administration, and Planning Categories</th>
<th>Student Researcher's Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization and Management Theory</td>
<td></td>
</tr>
<tr>
<td>Strategic Planning</td>
<td></td>
</tr>
<tr>
<td>Human Resources</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 17</td>
<td>Chapter 7: What Doesn’t Change…Much</td>
</tr>
<tr>
<td>Mar 24</td>
<td>Chapter 8: The Big Picture</td>
</tr>
<tr>
<td>Apr 7</td>
<td>Chapter 9: The Little Picture</td>
</tr>
<tr>
<td>Apr 14</td>
<td>Chapter 10: Servicing the Experience</td>
</tr>
<tr>
<td>Apr 21</td>
<td>Chapter 11: Beating the Odds</td>
</tr>
<tr>
<td>Apr 28</td>
<td>Chapter 12: Looking Ahead</td>
</tr>
<tr>
<td>May 5</td>
<td>Last Day of Classes</td>
</tr>
<tr>
<td>May 12</td>
<td>Exam Week</td>
</tr>
</tbody>
</table>
Budget and Finance
Performance Management
Park and Facility Planning
Partnerships
Public Participation
Marketing

Formatting: Times New Roman, 12-point font, double spaced, 1” margins
Length: 10 pages

**Completed assignment due by Sunday, May 4th at 8:00pm.**

**Some Notes About Papers:**

- Remember to cite all sources using APA format. A good resource on citation formatting can be found at [http://owl.english.purdue.edu/owl/resource/560/1/](http://owl.english.purdue.edu/owl/resource/560/1/).
- Grammar and spelling are important. "Even if your paper is making a good argument, if it's 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 provide me a draft of your paper 10 days before it’s due, I’ll review it and provide comments and suggestions to you. In my experience, students who take advantage of this opportunity rarely get less than an A on their papers.
- All references should be accessible through Mason's library e-journals or at the websites listed.

**Categories:**

**Organization and Management Theory**


Strategic Planning


Human Resources


Budget and Finance


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


**Performance Management**


**Park and Facility Planning**


(http://www.activelivingresearch.org/alr/resourcesearch/resourcesforpolicymakers)


**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)


**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.)


**Public Participation**


**Marketing**


Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- 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/1301gen.html].

- 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.

- Students are expected to exhibit professional behaviors and dispositions at all times.

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].

- For information on the University Catalog and University Policies, please visit: http://catalog.gmu.edu/ and http://universitypolicy.gmu.edu/ respectively.

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.
Moderator for the Week Assignment  
PRLS 610 – Recreation Administration and Planning

One of our learning outcomes for this course is to assess Recreation Administration and Planning readings critically. Therefore, each student will be responsible for leading and facilitating the readings and associated discussions for one week of our course. This is a great chance for you to guide the discussion in your preferred direction, i.e. an area you are researching or one in which you are just very interested. There are 3 primary components to this assignment…

1. For your week, you are to identify 2 peer-reviewed journal articles (see examples used in other weeks which I have provided) for your colleagues to read. The articles must be posted no later than 5:00 p.m. on the Sunday of your week of moderating.

2. You are to post 3 Discussion Board questions for your colleagues no later than 5:00 p.m. on the Sunday of your week of moderating. One of your goals here is to encourage class discussion about relevant issues related to your week’s topic.

3. For the week you moderate, you will not need to post an initial response to your own questions which you pose or respond to your colleagues’ postings (however, you may certainly do so if you’d like!). Instead, as the Moderator, your task will be to summarize the key points from your colleagues for each of the 3 questions you pose AND add your own perceptions of the article (e.g. what you felt was important and how it translates into practice regarding natural resources recreation planning). You will need to post those summaries no later than 5:00 p.m. on the first Tuesday after your week of moderating.