PRLS 610 - Recreation Administration and Planning (3 credits)
S PRING 2016

DAY/TIME: Distance Learning
LOCATION: Distance Learning
INSTRUCTOR: Don L. Jones, Ph.D., ACSM-CPT
EMAIL ADDRESS: djones31@gmu.edu
PHONE NUMBER: 321-200-6621
FAX NUMBER:

PREREQUISITES/COREQUISITES:
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.

NATURE OF COURSE DELIVERY
Online
REQUIRED READINGS:

• The Language of Strategic Planning
• Gebhardta, A. and Eaglesa, F.J. (March 2014) Factors leading to the implementation of strategic plans for parks and recreation, Managing Leisure, Published online: 18 Mar 2014.
• Tripartite Agreement – Prince William County, The City of Manassas, and George Mason University: The Freedom Aquatic & Fitness Center.
• From Interest to Commitment: The Citizen Connection. A White Paper Summary of an Open Forum at the 2010 NRPA Congress.


ADDITIONAL REQUIRED READINGS:

Harvard Business Review Coursepack – NOTE – you will be sent an e-mail informing you how to purchase the Coursepack – Total cost is approximately $28.00:

1. HBR Forethought: Boosting Demand in the Experience Economy
6. Roger Martin. The Big Lie of Strategic Planning.

SUGGESTED READINGS:


EVALUATION: Students are responsible for all information presented in the course, including that delivered through the textbook, guest lectures, audio-visuals, and handouts. Students are expected to attend all class sessions, actively participate in class discussions, and complete all assignments. Assignments must be turned in at the beginning of class on the specified date due or no credit will be given. Only students with extreme emergencies, a documented medical excuse or university-sponsored functions discussed with the instructor prior to the due date will be given consideration for exception. It is recommended that students retain copies of all written work submitted.

EVALUATION

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

Requirements

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<th>Requirements</th>
<th>Points</th>
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<tr>
<td>1. Class Participation - Students must participate in the online discussions in generated by the readings. Contribution will be evaluated based on number and quality of questions asked or answered and opinion provided when asked.</td>
<td>25</td>
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<td>2. NVRPA Individual Visitation</td>
<td>20</td>
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3. **Research Paper**
You will be required to turn in an eight (8) to ten (10) page paper (Rubric attached) with at least ten (10) supporting references (*five articles have to be different than what is being given to you in class*) analyzing the *City of Manassas, VA Parks, Recreation & Cultural Needs Assessment and Facilities Plan*. This assessment is being conducted by GreenPlay LLC (www.greenplayllc.com). You will be given a copy of this plan at the start of the semester along with any current updates to the plan – to include results of the initial Focus Groups, etc. This is a “real-life” ongoing assessment that gives you a unique opportunity to see what goes into a parks, recreation and cultural needs assessment. The flow of the class – the readings and assignments – has been designed to give you the necessary background to conduct a *critical* analysis of the assessment – the various steps that go into an assessment of this type to include “engagement methodologies”, surveys, online community engagement, demographic analysis and population projections, trends analysis, needs assessment, prioritization of demand, funding, public participation – pros and cons, visioning strategies, and cost and revenue analysis. You will be graded based on how well you are able to use the assigned readings, case studies, videos, webinars, etc. to *critically analyze* the parks, recreation and cultural needs assessment as presented during the semester. Based on your readings, assignments, etc., you are to determine and support your position as to whether or not the assessment reached a logical conclusion.

4. **Final Exam – Wednesday, May 4th** – will include all material covered during the semester from the textbook, assigned journal articles, video presentations/webinars, and all power point presentations

| TOTAL | 100 |

**Grading Scale**

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<th>Grade</th>
<th>Range</th>
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<tr>
<td>A</td>
<td>94 – 100</td>
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<tr>
<td>A-</td>
<td>90 – 93</td>
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<tr>
<td>B+</td>
<td>88 – 89</td>
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<tr>
<td>B</td>
<td>84 – 87</td>
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<tr>
<td>C+</td>
<td>78 – 79</td>
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<tr>
<td>C</td>
<td>74 – 77</td>
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<tr>
<td>B-</td>
<td>80 – 83</td>
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<tr>
<td>C-</td>
<td>70 – 73</td>
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<td>F</td>
<td>0 – 69</td>
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<tr>
<td>B-</td>
<td>80 – 83</td>
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<tr>
<td>C-</td>
<td>70 – 73</td>
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**TENTATIVE COURSE SCHEDULE:**

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<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS/ASSIGNMENT DUE</th>
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<tbody>
<tr>
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| Feb  8 | Budget and Finance           | « A Community-Based Model for Assessing the Economic Impact of Sport and Recreation Services » Journal of Park and Recreation Administration, Vol. 19, No. 2  
« The Economic Impact of Local Parks: An Examination of the Economic Impacts of Operations and Capital Spending on the United States Economy »  
Video - Teresa Penbrooke Pyramid Methodology Parts 1, 2, 3, and 4 Wi Fi - GreenPlay LLC |
| Feb  15| Benchmarking and PRORAGIS    | City of Fort Collins use of PRORAGIS  
« The Economic Impact of Local Parks: An Examination of the Economic Impacts of Operations and Capital Spending on the United States Economy » |
| Feb  22| Marketing for Health & Fitness Facilities – Print, Radio, TV, Social Media? | « When Marketing is Strategy », Harvard Business Review  
“Cultural Values and Digital Brand Engagement” - pdf |
| March 7 | Partnerships – Case Study: The Freedom Aquatic & Fitness Center’s Tripartite Agreement | Tripartite Agreement |
| March 14| Human Resource Issues        | “First, Break all the Rules” – PPT  
“The New Positions of Basketball” PPT  
« A Study of the Role of Professional Development, Job Attitudes, and Turnover among Public Park and Recreation Employees » - pdf  
« 21st Century Talent Spotting » - HBR, June 2014 article and assigned Case Study of the same name |
| March 21| Public Participation         | « Involvement of Park and Recreation Professionals in Pedestrian Plans ». Journal of Park and Recreation Administration – pdf  
Webinar - SORP: Collaboration and Public Participation in Outdoor Recreation Planning  
Power Point for SORP Webinar – pdf version  
« From Interest to Commitment: The Citizen Connection: A White Paper Summary of an Open Forum at the 2010 NRPA Congress »  
« Competing Perspectives on Public Participation in National Park Service Planning: The Boston Harbor Islands National Park Area » - Journal of Park and Recreation Administration - pdf  
Thomas Webler Seth Tuler Jasmine Tanguay  
EXECUTIVE SUMMARY: Nearly all types of … |
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS/ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td>April 4</td>
<td>Safety and Emergency Preparedness for Health and Fitness Facilities</td>
<td>« When Fans Rush the Court » « Injury Litigations - ACSM Health &amp; Fitness Journal »</td>
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<td>April 18</td>
<td>Event Planning for Health and Fitness Facilities</td>
<td>“Event Planning – Beyond the Basics” – NRPA Presentation - PPT</td>
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<td>April 25</td>
<td>ADA Requirements for Recreation and Fitness Center</td>
<td>« Creating ADA Accessible Strength and Conditioning Facilities - The Impact of the New Standards » « Recreation Accessibility » « AIMFREE »</td>
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<td>Mon May 2</td>
<td>Last Day of Classes</td>
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<td>Wed May 4</td>
<td>Final Exam</td>
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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/the-mason-honor-code/].

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor [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.