

GEORGE MASON UNIVERSITY  
School of Recreation, Health, and Tourism

PRLS 610 - Recreation Administration and Planning (3 credits)  
SPRING 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
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**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:

Commission of Sport Management Accreditation. (2010, June). Accreditation principles and self study preparation. Retrieved November 23, 2013 from <http://cosmaweb.org/accredmanuals>

**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:

- Rossman, J. Robert & Ellis, Gary D. (2012). Thoughts on experience: Introduction to the special issue, *Journal of Park and Recreation Administration*, 30(3), 1-6.
- Jefferies, Katharine & Lepp, Andrew. (2012). An investigation of extraordinary experience, *Journal of Park and Recreation Administration*, 30(3), 37-51.
- Collins, David J. & Rukstad, Michael G. (2008, April). Can You Say What Your Strategy Is? *Harvard Business Review*, 1-10.
- Kim, W. Chan & Mauborgne, Renee. (2006). *Creating Blue Oceans*, Harvard Business School Press, 1-22.
- Thompson, Walter. (2015). Worldwide survey of fitness trends for 2016: Tenth Anniversary Edition, *American College of Sports Medicine Health & Fitness Journal*, 19(6), 9-18.
- Kanters, Michael, A., Carter, David & Pearson, Bryant. (2001). A community-based model for assessing the economic impact of sport and recreation services, *Journal of Park and Recreation Administration*, 19(2), 43-61.
- Johnson, Darrell L. (2014). Understanding revenue streams, *Journal of Facility Planning, Design, and Management*, 2(2), 85-103.
- Dawar, Niraj. (2013, December). When marketing is strategy, *Harvard Business Review*, 101-108.
- Piletic, Cindy, Judge, Lawrence W., & Petersen, Jeffrey C. (2013). Creating ADA accessible strength and conditioning facilities: the impact of the new 2010 standards, *Journal of Facility Planning, Design, and Management*, 1(1), 35-46.
- Miller, John J. (2014). When fans rush the court, *Journal of Facility Planning, Design, and Management*, 2(1), 11-24.
- Abbott, Anthony A. (2013). Injury litigations, *American College of Sports Medicine's Health & Fitness Journal*, 17(3), 28-32.
- Bartlett, Kenneth R. & McKinney, William R. (2004). A study of the role of professional development, job attitudes, and turnover among public park and recreation employees, *Journal of Park and Recreation Administration*, 22(4), 62-80.
- Fernandez-Araoz, Caludio. (2014, June). 21st-century talent spotting: why potential now trumps brains, experience, and "competencies", *Harvard Business Review*, 1-11.
- The Language of Strategic Planning
- Idea Watch: Boosting Demand in the Experience Economy (2015, January – February), *Harvard Business Review*.
- 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.
- Martin, R. (2014). The big lie of strategic planning, *Harvard Business Review*, 78 – 84.
- Kanters, M., Carters, D., Pearson, B. (Summer 2001) A Community-based model for assessing the economic impact of sport and recreation services, *Journal of Park and Recreation Administration*, 19(2), 43-61.
- Clower, T., Chapman, J., Keunwon, S. (2015) The Economic impact of local parks: an examination of the economic impacts of operations and capital spending on the United States economy, *National Recreation and Park Association*.
- Tripartite Agreement – Prince William County, The City of Manassas, and George Mason University: The Freedom Aquatic & Fitness Center.
- Frenandez-Araoz, (June, 2014) The Big Idea: 21st century talent spotting, *Harvard Business Review*.
- Mowen, A., & Kerstetter, D. (2004). Special Issue of the *Journal of Park and Recreation Administration*. Partnerships in Parks and Recreation Administration. *Journal Of Park And Recreation Administration*, 22(4).
- Evenson, K., Aytur, S., Rodriguez, D., & Salvesen, D. (2009). Involvement of Park and Recreation Professionals in Pedestrian Plans. *Journal of Park And Recreation Administration*, 27(3), 132-142.
- Popovicova, J. and Gregg, A., (2010). Evaluating Approaches for Gathering Public Input in Master Planning Efforts for Future Development of a Recreational Reservoir. *Journal of Park And Recreation Administration*, 28(4), 96-115.
- Webler, T., Tuler, S., Tanguay, J., (2004) Competing Perspectives on Public Participation in National Park Service Planning: The Boston Harbor Islands National Park Area. *Journal of Park and Recreation Administration*, 22(3), 91-113.
- Wilhelm Stanis, S., Schneider, I., Shinew, K., Chavez, D., & Vogel, M. (2009). Physical Activity and the Recreation Opportunity Spectrum: Differences in Important Site Attributes and Perceived Constraints. *Journal of Park And Recreation Administration*, 27(4).

- From Interest to Commitment: The Citizen Connection. A White Paper Summary of an Open Forum at the 2010 NRPA Congress.
- Leone, M., Barnes, M., & Sharpe, E., (2015). What Gets Plans off the Shelf? A Case Study of Municipal Recreation Plan Implementation. Journal of Park and Recreation Administration, 33(4), 51-68.

**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
2. Collins, David J. & Rukstad, Michael G. (2008, April). Can You Say What Your Strategy Is? Harvard Business Review, 1-10.
3. Dawar, Niraj. (2013). When marketing is strategy, Harvard Business Review, 101-108.
4. Fernandez-Araoz, Caludio. (2014, June). 21st-century talent spotting: why potential now trumps brains, experience, and “competencies”, Harvard Business Review, 1-11.
5. Kim, W. Chan & Mauborgne, Renee Chapter: Blue Ocean Strategy, Expanded Edition: How to Create Uncontested Market Space and Make the Competition Irrelevant, 1, Creating Blue Oceans.
6. Roger Martin. The Big Lie of Strategic Planning.
7. Case Study: Gino, Francesco & Staats, Bradely. Mary Caroline Tilman at Egon Zehnder: Spotting Talent in the 21st Century.

**SUGGESTED READINGS:**

- Freedman, Lawrence, (2013) Strategy, Oxford University Press.

**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	Points
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.	25
2. NVRPA Individual Visitation	20

### 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.

35

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

20

TOTAL

100

### Grading Scale

A	= 94 – 100	B+	= 88 – 89	C+	= 78 – 79		
A-	= 90 – 93	B	= 84 – 87	C	= 74 – 77	F	= 0 – 69
		B-	= 80 – 83	C-	= 70 – 73		

### TENTATIVE COURSE SCHEDULE:

DATE			TOPIC	READINGS/ASSIGNMENT DUE
	Jan	19	Course Introduction and Introduction to Semester Project: “An Analysis of the City of Manassas, VA Parks, Recreation and Cultural Needs Assessment and Facilities Plan”.	
	Jan	25	Review of “The Experience Economy” – video and PPT	« Thoughts on Experience » - Introduction to the Special Issue JPRA – Fall 2012 « An Investigation of Extraordinary Experiences » « Idea Watch : Boosting Demand in the Experience Economy » HBR – January - February
	Feb	1	Strategic Planning Strategy and its role in the design of a fitness/recreation center Cirque video	« The Language of Strategic Planning » - « Factors Leading to the Implementation of Strategic Planning for Parks and Recreation » - Managing Leisure - pdf « Can You Say What Your Strategy Is ? » Harvard Business Review « Blue Ocean Strategy – Creating Blue Oceans » - HBR « Worldwide Survey of Fitness Trends – ACSM’s Health & Fitness Journal » « The Big Lie of Strategic Planning » - HBR - 2014

DATE			TOPIC	READINGS/ASSIGNMENT DUE
Feb	8	Budget and Finance	<p>« A Community-Based Model for Assessing the Economic Impact of Sport and Recreation Services » Journal of Park and Recreation Administration, Vol. 19, No. 2</p> <p>« The Economic Impact of Local Parks : An Examination of the Economic Impacts of Operations and Capital Spending on the United States Economy »</p> <p>« Understanding Revenue Streams, Journal of Facility Planning, Design, and Management (1).</p> <p>Video - Teresa Penbrooke Pyramid Methodology Parts 1, 2, 3, and 4 Wi Fi - GreenPlay LLC</p>	
Feb	15	Benchmarking and PRORAGIS	<p>City of Fort Collins use of PRORAGIS</p> <p>« The Economic Impact of Local Parks : An Examination of the Economic Impacts of Operations and Capital Spending on the United States Economy »</p>	
Feb	22	Marketing for Health & Fitness Facilities – Print, Radio, TV, Social Media?	<p>« When Marketing is Strategy », Harvard Business Review</p> <p>“Cultural Values and Digital Brand Engagement” - pdf</p>	
March	7	Partnerships – Case Study: The Freedom Aquatic & Fitness Center’s Tripartite Agreement	<p>Tripartite Agreement</p>	
March	14	Human Resource Issues	<p>“First, Break all the Rules” – PPT</p> <p>“The New Positions of Basketball” PPT</p> <p>« A Study of the Role of Professional Development, Job Attitudes, and Turnover among Public Park and Recreation Employees » - pdf</p> <p>« 21st Century Talent Spotting » - HBR, June 2014 article and assigned Case Study of the same name</p>	
March	21	Public Participation	<p>« Involvement of Park and Recreation Professionals in Pedestrian Plans ». Journal of Park and Recreation Administration – pdf</p> <p>« Evaluating Approaches for Gathering Public Input in Master Planning Efforts for a Future Development of a Recreation Reservoir » - Journal of Park and Recreation Administration – pdf</p> <p>Webinar - SORP: Collaboration and Public Participation in Outdoor Recreation Planning</p> <p>Power Point for SORP Webinar – pdf version</p> <p>« From Interest to Commitment : The Citizen Connection : A White Paper Summary of an Open Forum at the 2010 NRPA Congress »</p> <p>« Competing Perspectives on Public Participation in National Park Service Planning: The Boston Harbor Islands National Park Area » - Journal of Park and Recreation Administration - pdf</p> <p>Thomas Webler Seth Tuler Jasmine Tanguay</p> <p>EXECUTIVE SUMMARY: Nearly all types of ...</p>	

DATE			TOPIC	READINGS/ASSIGNMENT DUE
	March	28	Park and Facility Planning	« Physical Activity and the Recreation Opportunity Spectrum : Differences in Important Site Attributes and Perceived Constraints ». Journal of Park and Recreation Administration – pdf « What Gets Plans off the Shelf ? A Case Study of Municipal Recreation Plan Implementation ». Journal of Park and Recreation Administration – pdf. Video from GreenPlay LLC - Composite-Values Level of Service Analysis 8-10.wmv
	April	4	Safety and Emergency Preparedness for Health and Fitness Facilities	« When Fans Rush the Court » « Injury Litigations - ACSM Health & Fitness Journal »
	April	11	Current Trends in Parks, Recreation and Fitness programs	« Worldwide Survey of Fitness Trends for 2016 : Tenth Anniversary Edition » - ACSM Health & Fitness Journal - pdf
	April	18	Event Planning for Health and Fitness Facilities	“Event Planning – Beyond the Basics” – NRPA Presentation - PPT
	April	25	ADA Requirements for Recreation and Fitness Center	« Creating ADA Accessible Strength and Conditioning Facilities - The Impact of the New Standards » « Recreation Accessibility » « AIMFREE »
Mon	May	2	Last Day of Classes	
Wed	May	4	Final 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/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.

