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

PREREQUISITES/COREQUISITES:
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, and 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. Describe the process for developing parks and recreation facilities for a community.
2. Discuss the role of market analysis in facility planning and its importance in helping a facility realize its use and revenue potential.
3. Identify the factors of site and facility design that have the greatest impact on the operation, revenue potential and use of a variety of recreation and athletic facilities.
4. Function as a productive member of a facility management team.

PROFESSIONAL ASSOCIATION STANDARDS:
Upon completion of this course, students will meet the following professional accreditation standards from 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.

COURSE OVERVIEW:
This course examines the challenges and demands facing Managers of Leisure Facilities. Through readings, site visits, and participation in a group project to “Design Your Dream Facility”, students will begin to acquire the skills to design, plan, and maintain a leisure facility including an understanding of what goes into a market analysis and feasibility study for such a facility.

NATURE OF COURSE DELIVERY:
Online
REQUIRED READINGS:

Harvard Business Review Course Pack – to include the following – NOTE: click on “Home Page” in Blackboard and scroll down to “Harvard Business Review Course Pack” for instructions on how to get these materials:


5. Case Study #1: Gino, Francesco & Staats, Bradely. Mary Caroline Tilman at Egon Zehnder: Spotting Talent in the 21st Century


Special link to use: [http://cb.hbsp.harvard.edu/cbmp/access/49757269](http://cb.hbsp.harvard.edu/cbmp/access/49757269)

Additional Readings:

Textbook: There will be no textbook for this class. Instead, you will be reviewing journal articles assigned by the Instructor. In addition, you will need to purchase articles from the Harvard Business Review (see details above – Harvard Business Review Course Pack).

Articles:


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.

"Facility Analysis #1 - Facility Comparison 25 points (15% of final grade)

A one and one-half (1 ½) to two (2) page written summary of findings Assignment is due Wednesday, June 15th by the start of class Assignment is to be submitted to the Instructor via e-mail attachment.

The Assignment
Individually visit and conduct a comparison of two facilities of the same type (i.e., campus recreation center, community recreation/aquatics center, private gym, athletic field complex, park, etc.).
• 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 and they must be facilities – not parks.

• **Rubric:**
1. Description of Facilities (10 points each)
   - Name and location of each facility (include name of university or park system, if applicable)
   - Amenities/Services/Experiences offered at each (Be as specific as you can)
   - Describe three positive attributes of each (Be as detailed as you can)
   - Describe three perceived challenges for each (Be as detailed as you can)
2. Which facility did you like better and why? - two to three paragraph narrative (5 points)
3. Deduction if facilities are too disparate (-2)
4. Deduction for missing the submission deadline (-3 to -25)

**Design Your Dream Facility Project (35% of final grade) – due on or before Wednesday, June 15th**

Each student will be given a Project Description Overview to include a mock feasibility study and market analysis for the purpose of planning and designing a leisure facility. Based on the Project Description Overview, feasibility study, and market analysis, you will then decide what your “dream” facility should look like and make a case for this design in your paper. You will submit your Dream Facility project and supporting rationale as to why you chose a particular design and why you selected specific components.

**Rubric** (25 points for each category below for a total of 100 points) – this will be a video-taped – or digital/other - presentation submitted on or before Wednesday, June 15th. You must also submit a five (5) page written paper with the following information:

- a) Type of facility chosen and why
- b) Itemized budget – see 3.a. below
- c) Rationale for your design – see # 2. and 3.b. below”
- d) References to the demographic analysis given to you
- e) Your “Hedgehog Concept” (to be discussed)

1. Creativity – a photo of each project must be submitted online to the Instructor prior to the last week of class.
2. Rationale for choosing your design – you must include references to the demographic analysis provided to you at the beginning of the semester.
3. Ability to account for any mitigating factors cited in the market analysis and/or feasibility study
   - a. Staying within budget – you must submit an **itemized budget** of your expenses to include the dollar amount for each area you put in your facility and justify why you are choosing each.
   - b. Rationale for specific amenities
4. Strength of argument for your design

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

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<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Participation (Blackboard) - Students must participate in the online discussions 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>15</td>
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<tr>
<td>#2 Facility Comparison Assignment – please see Rubric above</td>
<td>15</td>
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</tbody>
</table>
#3 Design Your Dream Facility Group Project – **Due by Wednesday, June 15th** - please see Rubric above

**Final Exam – Friday, June 18th** – will include all material covered during the semester from the textbook, assigned journal articles, video presentations/webinars, and all power point presentations

#4 **Assignments must be turned in at the beginning of class on the specified date due or no credit will be given.**

TOTAL 100

**Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
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<tbody>
<tr>
<td>A</td>
<td>94 – 100</td>
</tr>
<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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<td>C+</td>
<td>78 – 79</td>
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<td>C</td>
<td>74 – 77</td>
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<td>D</td>
<td>60 – 69</td>
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<td>B-</td>
<td>80 – 83</td>
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<td>C-</td>
<td>70 – 73</td>
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<tr>
<td>F</td>
<td>0 – 59</td>
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**TENTATIVE COURSE SCHEDULE:**

<table>
<thead>
<tr>
<th><strong>DATE</strong></th>
<th><strong>TOPIC</strong></th>
<th><strong>READINGS/ASSIGNMENT DUE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction and Introduction to Semester Project: “Designing Your Dream Facility”</td>
<td>You will receive multiple handouts to be read/reviewed throughout the semester for your “Designing Your Dream Facility” project during the first week of class.</td>
</tr>
<tr>
<td>Week 1</td>
<td>Initial Assessment of the Freedom Center</td>
<td>“Worldwide Survey of Fitness Trends 2016 – ACSM’s Health &amp; Fitness Journal” and other assigned Journal Articles</td>
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<tr>
<td>Week 1</td>
<td>Review of “The Experience Economy” – video and PPT</td>
<td>“Thoughts on Experience” - Introduction to the Special Issue JPRA – Fall 2012, “An Investigation of Extraordinary Experiences”</td>
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<tr>
<td>Week 3 –</td>
<td>Marketing for Health &amp; Fitness Facilities</td>
<td>“When Marketing IS Strategy”, Harvard Business Review article and power point</td>
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<td>May 20th</td>
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<tr>
<td>DATE</td>
<td>TOPIC</td>
<td>READINGS/ASSIGNMENT DUE</td>
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<tr>
<td>Week 3</td>
<td>Market Analysis and Program Review – Conjoint Analysis</td>
<td>« A Practical Guide to Conjoint Analysis » and « Portland Trail Blazers » Case Study</td>
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<td></td>
<td>The Hedgehog Concept – Business and Personal</td>
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|                   | ADA Requirements for Recreation and Fitness Center                   | « Creating ADA Accessible Strength and Conditioning Facilities - The Impact of the New Standards »
|                   |                                                                     | « Recreation Accessibility »                                                          |
|                   |                                                                     | « AIMFREE »                                                                            |
| Week 4 – June 6th | Safety and Emergency Preparedness for Health and Fitness Facilities | « When Fans Rush the Court »                                                          |
|                   |                                                                     | « Injury Litigations - ACSM Health & Fitness Journal »                                 |
|                   |                                                                     | « 21st Century Talent Spotting » - HBR, June 2014                                     |
| Week 4            | Human Resources, Part II                                             | Case Study : « Mary Caroline Tilman at Egon Zehnder – Spotting Talent in the 21st Century »
|                   |                                                                     | “The New Positions of Basketball” PPT                                                  |
| Week 5 – June 13th| Events Planning for Health and Fitness Facilities                   | “Event Planning – Beyond the Basics” – NRPA Presentation - PPT                          |
| Week 5            | Building Maintenance Issues and Final Thoughts                       |                                                                                        |
| Wednesday, June 15th| Last Day of Classes                                                    |                                                                                        |
| Friday, June 17th | 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.