

GEORGE MASON UNIVERSITY
College of Education and Human Development
School of Recreation, Health, and Tourism

PRLS 405 – 71564 – Section DL1 - Planning and Operation of Recreation Facilities (3) Section A01
3 Credits - Fall 2016

DAY/TIME: Distance Learning
INSTRUCTOR: Don L. Jones, Ph.D.,
ACSM-CPT
OFFICE LOCATION:
OFFICE HOURS: By Appointment
LOCATION: Distance Learning
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Prerequisites/Corequisites:

PRLS 310 or permission of instructor and 60 credits

University Catalog 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 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.

Course Delivery Method:

This course will be delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available at all times from Monday, August 29th, 2016 through Friday, December 23rd, 2016.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:

- [Adobe Acrobat Reader: <https://get.adobe.com/reader/>]
- [Windows Media Player: <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>]
- [Apple Quick Time Player: www.apple.com/quicktime/download/]

Expectations

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least three (3) times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

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 Standards (*Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)*):

7.03 Upon completion of this course, students will have met the following professional accreditation standards: 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.

Required Readings:

There is no required textbook for this course. However, there are a number of journal articles and articles from the Harvard Business Review that you will be required to read. You will need to purchase articles from the Harvard Business Review. Please see the instructions that follow:

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:

1. Collins, David J. & Rukstad, Michael G. (2008, April). Can You Say What Your Strategy Is? Harvard Business Review, 1-10.
2. Kim, W. Chan & Mauborgne, Renee. (2006). Creating Blue Oceans, Harvard Business School Press, 1-22.
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. Case Study #1: Gino, Francesco & Staats, Bradely. Mary Caroline Tilman at Egon Zehnder: Spotting Talent in the 21st Century
6. Case Study #2: Wilcox, Ronald. Portland Trailblazers. Supplement: Portland Trailblazers Spreadsheet Supplement
7. Case Study #3: Wilcox, Ronald. A Practical Guide to Conjoint Analysis.

Additional Readings:

Textbook: Sawyer, Thomas H. (Ed.) 2009. “Facility Management for Physical Activity & Sport”, 9th edition. New York: Sagamore Publishing Co.

Articles:

Rossmann, 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.

Thompson, Walter. (2015). Worldwide survey of fitness trends for 2016: 10th 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.

Jones, Donald L. (2006). Balanced scorecards: improving your outcomes measures, American College of Sports Medicine’s Health & Fitness Journal, 10(2), 28-31.

Piletic, Cindy, Judge, Lawrence W., & Petersen, Jeffrey C. (2013, December). 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.

Course Performance Evaluation: Students are responsible for all information presented in the course, including that delivered via Blackboard, power-points, audio-visuals, journal articles, and Harvard Business Review articles. Students are expected to actively participate in class discussions via Blackboard, 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.

- **Assignments and Examinations**

"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 Monday, November 21st** by the start of class. Assignment is to be submitted electronically on Blackboard

The Assignment

Independently 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. You will need to submit your choices at least one month prior to your review for approval.**

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)"

Individual Project (35% of final grade) – due on or before Monday, December 5th, 2016

This project will consist of each student being given a Project Description Overview to include a mock feasibility study and market analysis for the purpose of planning and designing a leisure facility along with scaled cut-outs of leisure/fitness-related items (pool, weight room, cardio-room, childcare center, etc.). Based on the Project Description Overview, feasibility study, and market analysis, each student will then decide what their "dream" facility should look like, each student will submit their Dream Facility paper and their supporting rationale as to why they chose a particular design and why they selected specific components. A detailed Rubric and Template for the paper is provided separately.

Rubric (1-30 points for each category below for a total of 100 points) – this will be a **digital/other** - presentation submitted on or before Monday, December 5th, 2016. You must also submit a **ten (10) page written paper** (template provided) with the following information:

- a) Introduction
- b) Type of facility chosen and why
- c) Rationale and Strength of Argument for the Design - you must include references to the demographic analysis provided to you at the beginning of the semester.
- d) Itemized budget:
 - a. Ability to account for any mitigating factors cited in the market analysis and/or feasibility study
 - b. 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.
 - c. Rationale for specific amenities
- e) Creativity – a **photo and/or power point** of each project must be submitted with the paper.
- f) General References and Refereed Journal Articles – must include fifteen (15) references with at least five (5) of these coming from refereed journal articles.

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

• **Other Requirements**

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.

• **Course Performance Evaluation Weighting**

#1	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.	15 pts.
#2	Facility Comparison Assignment – please see Rubric above	15 pts.
#3	Design Your Dream Facility Project – Due by Monday, December 5th at 6:00 PM - please see Rubric above and attached	35 pts.
#4	Final Exam – Wednesday, December 7th (exam will go live at 8:00 AM) – will include all material covered during the semester from the textbook, assigned journal articles, video presentations/webinars, and all power point presentations	<u>35 pts.</u>
TOTAL		100 pts

• **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	

Professional Dispositions

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.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. 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 stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Tentative Class Schedule:

DATE		TOPIC	READINGS/ASSIGNMENT DUE
Aug	29	Course Introduction and Introduction to Semester Project: “Designing Your Dream Facility” <ul style="list-style-type: none"> • Discuss types of facilities • S.W.O.T. of Freedom Center • Tripartite Agreement 	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.
Sept.	5	Tour and Initial Assessment of the Freedom Center	"Worldwide Survey of Fitness Trends 2016 – ACSM’s Health & Fitness Journal" and other assigned Journal Articles
Sept.	12	Review of “The Experience Economy” – video and PPT	"Thoughts on Experience" - Introduction to the Special Issue JPRA – Fall 2012 "An Investigation of Extraordinary Experiences"
Sept.	19	Strategy and its role in the design of a fitness/recreation center Cirque video	"Can You Say What Your Strategy Is ? ” Harvard Business Review “ Blue Ocean Strategy – Creating Blue Oceans ” - HBR
Sept.	26	Building and Maintenance Needs – Tour of Freedom Center	Chapter 4 – Establishing a System of Policies and Procedures
Oct.	3	Introduction to Finances – PPT by Michael Wharton, Finance Manager for Freedom Center	Chapter 6 and 7 – Textbook and “ A Community-Based Model for Assessing the Economic Impact of Sport and Recreation Services ” Journal of Park and Recreation Administration, Vol. 19, No. 2 “ Understanding Revenue Streams, Journal of Facility Planning, Design, and Management (1).
Oct.	10	Finances – continued SEMFA Financial Benchmark Presentation - PPT	“ Balanced Scorecards : Improving Your Outcomes Measures ”, ACSM’s Health & Fitness Journal, Vol. 19, No. 6
Oct.	17	Market Analysis and Program Review – Case Study The Hedgehog Concept – Business and Personal	Assigned Case Study(ies) – “ A Practical Guide to Conjoint Analysis ” and “ Portland Trail Blazers ” Textbook – Chapter 9
Oct.	24	Marketing for Health & Fitness Facilities – Print, Radio, TV, Social Media?	Chapters 10 and 11 – Textbook and “ When Marketing is Strategy ”, Harvard Business Review “Cultural Values and Digital Brand Engagement” - pdf

DATE			TOPIC	READINGS/ASSIGNMENT DUE
	Oct.	31	ADA Requirements for Recreation and Fitness Center	“ Creating ADA Accessible Strength and Conditioning Facilities - The Impact of the New Standards ” “ Recreation Accessibility ” “ AIMFREE ”
	Nov.	7	Safety and Emergency Preparedness for Health and Fitness Facilities	Chapter 12 – Textbook “ When Fans Rush the Court ” “ Injury Litigations - ACSM Health & Fitness Journal ”
	Nov.	14	Safety – continued – PPT - Sean Sepela, Aquatics Manager for FAFC	Chapter 12 – Textbook and assigned journal article(s)
	Nov.	21	Human Resource Issues – PPT “First, Break all the Rules” – PPT “The New Positions of Basketball” PPT	Chapter 2 – Textbook and assigned journal article (s) “ 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 Case Study : “ Mary Caroline Tilman at Egon Zehnder – Spotting Talent in the 21st Century ”
	Nov.	28	Events Planning for Health and Fitness Facilities “Event Planning – Beyond the Basics” – NRPA Presentation - PPT	Chapters 5 and 14 – Textbook Assigned Journal Articles
Mon	Dec.	5	Last Day of Classes	Semester Review
Wed	Dec.	15	Final Exam	

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

Assessment Rubric(s):

Rubric for “Design Your Dream Facility” Project/Paper

Item	Needs Extensive Work	Satisfactory and Could be Improved	Excellent
Introduction Type of Facility Chosen and Why (30 points)	0-19 points The author did not provide or provided very limited general and/or cited evidence to inform the reader as to why the specific type of facility was chosen.	20-27 points The author provided some general and/or cited evidence to inform the reader about the key issues involved in selecting the type of facility but needs to expand on the key issues presented.	28-30 points The author provided significant general and/or cited evidence to inform the reader about the key issues involved in selecting the type of facility.
Rationale and Strength of Argument for Your Design	0-19 points General, but not specific, references were made to	20-27 points Specific references were made to the Demographic	28-30 points The review of the Demographic Analysis

(30 points)	the Demographic Analysis provided.	Analysis provided and were adequately organized and presented, but could be improved.	was well integrated, well organized, presented, and discussed relative to the author's proposed design.
Itemized Budget (10 points)	0-3 points Conclusions drawn about how the budget would support the design were not presented or were presented in a minimal and/or non-cohesive manner.	4-7 points Conclusions drawn about how the budget would support the design were discussed but were not presented in a cohesive manner.	8-10 points Conclusions drawn about how the budget would support the design were discussed and presented in a cohesive and manner.
References to the Demographic Analysis (10 points)	0-3 points The author did not provide or provided very limited cited evidence of the importance and significance of the Demographic Analysis.	4-7 points The author provided some cited evidence of the importance and significance of the Demographic Analysis but could be improved.	8-10 points The author provided & cited evidence for the importance of the Demographic Analysis.
Creativity (10 points)	0-3 points The Design presented is very basic.	4-7 points The Design presented is adequate but could be improved.	8-10 points The Design presented is creative and meets the standards for a well thought out project concept.
References (10 Points)	0-3 points Author cited 4 or fewer articles that support the design.	4-7 points Author accurately cited at least 5 articles but less than the 10 required that support the design.	8-10 points Author accurately cited 10 or more articles that support the design.