

GEORGE MASON UNIVERSITY  
College of Education and Human Development  
PRLS 405 – 71564 – Section DL1 - Planning and Operation of Recreation Facilities (3) Section A01  
3 Credits – Spring 2017  
RECREATION MANAGEMENT

DAY/TIME: Distance Learning  
INSTRUCTOR: Don L. Jones, Ph.D.,  
ACSM-CPT  
OFFICE HOURS: By Appointment  
LOCATION: Distance Learning  
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PHONE NUMBER: 321-200-6621  
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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 on Monday, January 23, 2017.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*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/](http://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)*):

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 – link needed to login is <http://cb.hbsp.harvard.edu/cbmp/access/58867759>**

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. (2015). Chapter from: Blue Ocean Strategy, Expanded Edition. How to Create Blue Oceans and Make the Competition Irrelevant, 1. Creating Blue Oceans.

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 21<sup>st</sup> Century
6. Case Study #2: Wilcox, Ronald. Portland Trailblazers and 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”, 9<sup>th</sup> edition. New York: Sagamore Publishing Co. **NOTE: The textbook is NOT required for this course – listed only to provide you with background information.**

**Articles:**

“Mistakes...Nothing But Mistakes” – presentation by RDG Planning & Design – 2015 NIRSA Recreation Facilities Institute, Tempe, Arizona, October 19 – 21, 2016.

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: 10<sup>th</sup> 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 expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy). 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**

**NOTE: Papers received AFTER their due date will be considered late and will receive a 20% reduction in points per 24-hour period after noon (Saturdays & Sundays are included).**

**"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 by Friday, April 7<sup>th</sup> 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 by Friday, May 5<sup>th</sup>**

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 ***with specific dates for submission of each part of the paper*** 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 **Friday, May 5<sup>th</sup>**. You must also submit a **ten (10) page written paper** (template provided) with the following information:

- a) An **introduction** to inform the reader why a specific **type of facility** was chosen and what some of the key issues were in making that selection.
- b) The development and submission of a **Hedgehog Concept** that is clear and concise and pertains to the type of facility chosen.
- c) A description of how the facility will meet **ADA Standards**. What are the specific steps being taken to make certain the facility meets those standards.
- d) The **Rationale and Strength of Argument for the Design** must be made clear to the reader. This will also require that the author makes specific references to at least ten (10) journal articles – five (5) of which must be peer-reviewed journal articles.
- e) You are urged and encouraged to be as **creative** as possible provided the facility design and concept(s) are feasible, practical, and viable (and is accompanied with an itemized budget that reflects the viability of the facility). A **power point** of each project must be submitted with the paper.
- f) 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. You will be provided with costs for items typically seen and used in recreation facilities. You will also need to provide a rationale for specific amenities in your “Dream Facility”
- g) General References and Refereed Journal Articles – must include ten (10) references with at least five (5) of these coming from refereed journal articles.

**Assessment Rubric(s):**

*Rubric for “Design Your Dream Facility” Project/Paper*

Item	Needs Extensive Work	Satisfactory and Could be Improved	Excellent
<b>Introduction</b>  <b>Type of Facility Chosen and Why (30 points)</b> <b>Due by Friday, February 10th</b>	<b>0-19 points</b> <b>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.</b>	<b>20-27 points</b> <b>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.</b>	<b>28-30 points</b> <b>The author provided significant general and/or cited evidence to inform the reader about the key issues involved in selecting the type of facility.</b>
<b>Hedgehog Concept (10 points)</b> <b>Due by Friday, February 17th</b>	<b>0-3 points</b> <b>The author did not provide or provided very limited knowledge of the Hedgehog Concept.</b>	<b>4 – 7 points</b> <b>The author provided some knowledge of the Hedgehog Concept and presented a limited version.</b>	<b>8-10 points</b> <b>The author provided a clear and concise Hedgehog Concept.</b>
<b>ADA Compliance (10 points)</b> <b>Due by Friday, March 31st</b>	<b>0-3 points</b> <b>There was very little, if any, information regarding how the facility would be in compliance with the ADA requirements.</b>	<b>4-7 points</b> <b>There was limited information regarding how the facility would be in compliance with ADA requirements.</b>	<b>8-10 points</b> <b>The paper included a detailed report regarding how the facility would be in compliance with ADA requirements.</b>
<b>Rationale and Strength of Argument for Your Design (30 points)</b> <b>Due by Friday, April 14th</b>	<b>0-9 points</b> <b>General, but not specific, references made to journal articles and none to peer-reviewed journal articles.</b>	<b>10 - 19 points</b> <b>Specific references were made to journal articles and some peer-reviewed journal articles but could be improved.</b>	<b>20 - 30 points</b> <b>Specific references were made to at least five journal articles and five peer-reviewed journal articles.</b>
<b>Creativity (10 points)</b> <b>Due with the final paper/project submission on Friday, May 5th</b>	<b>0-3 points</b> <b>The Design presented is very basic.</b>	<b>4-7 points</b> <b>The Design presented is adequate but could be improved.</b>	<b>8-10 points</b> <b>The Design presented is creative and meets the standards for a well thought out project concept.</b>
<b>References and Budget (10 Points)</b> <b>Due with the final paper/project submission on Friday, May 5th</b>	<b>0-3 points</b> <b>Author cited 4 or fewer articles that support the design and has no budget.</b>	<b>4 – 7 points</b> <b>Author accurately cited at least 5 articles but less than the 10 required that support the design and is either over budget or the budget is not completed.</b>	<b>8-10 points</b> <b>Author accurately cited 10 or more articles that support the design with five (5) coming from peer-reviewed journal articles and is within budget.</b>

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.

**NOTE:** *Unless otherwise noted, questions posted for Discussion Board are to be answered by midnight on the Monday following the weekly assignment (posted by Friday of each week) and a response to one other student’s post by midnight on the Wednesday of that same week.*

• **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 – <b>Final</b> completed project <b>Due by Friday, May 5<sup>th</sup> at 6:00 PM</b> - please see Rubric above and attached. See Rubric for specific individual deadlines.	35 pts.
#4	<b>Final Exam – Wednesday, May 10<sup>th</sup> (exam will go live at 8:00 AM)</b> – 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>
<b>TOTAL</b>		<b>100 pts</b>

• **Grading**

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.

**Class Schedule**

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

DATE		TOPIC	READINGS/ASSIGNMENT DUE
Jan	23	Course Introduction and Introduction to Semester Project: “Designing Your Dream Facility” <b><i>The Hedgehog Concept</i></b> – Business and Personal	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.
Jan	30	Tour and Initial Assessment of the Freedom Center <ul style="list-style-type: none"> <li>• Discuss types of facilities</li> <li>• S.W.O.T. of Freedom Center</li> <li>• Tripartite Agreement</li> </ul> “East (Japan) meets West (California) meets North (America) meets South (South America - Brazil)” Old meets New	"Worldwide Survey of Fitness Trends 2016 – ACSM’s Health & Fitness Journal" and other assigned Journal Articles  -Japan, Brazil and USA -Equipment versus Functional needs - Bands

DATE		TOPIC	READINGS/ASSIGNMENT DUE
Feb	6	Review of “The Experience Economy” – video and PPT	"Thoughts on Experience" - Introduction to the Special Issue JPRA – Fall 2012 "An Investigation of Extraordinary Experiences" <b>Yellow Rubric Items due by Friday, February 10th – 5 PM</b>
Feb	13	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 <b>Green Rubric Items due by Friday, February 17th at 5 PM</b>
Feb	20	Building and Maintenance Needs – Tour of Freedom Center -Common – and uncommon – mistakes made in facility design	Self-guided tour and critique by students «Mistakes...Nothing But Mistakes » - RDG Planning & Design
Feb	27	Introduction to Finances – PPT by Michael Wharton, Finance Manager for Freedom Center	“ 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).
March	6	Finances – continued SEMFA Financial Benchmark Presentation - PPT	“ Balanced Scorecards : Improving Your Outcomes Measures ”, ACSM’s Health & Fitness Journal, Vol. 19, No. 6
March	13	SPRING BREAK	SPRING BREAK
March	20	ADA Requirements for Recreation and Fitness Center	“ Creating ADA Accessible Strength and Conditioning Facilities - The Impact of the New Standards ” “ Recreation Accessibility ” “ AIMFREE ”
March	27	Market Analysis and Program Review – Case Study	Assigned Case Study(ies) – “ A Practical Guide to Conjoint Analysis ” and “ Portland Trail Blazers ” <b>Blue Rubric Items due by Friday, March 31st – 5 PM</b>
April	3	Marketing for Health & Fitness Facilities – Print, Radio, TV, Social Media?	“ When Marketing is Strategy ”, Harvard Business Review “Cultural Values and Digital Brand Engagement” – pdf <b>Facility Comparison paper due – Friday, April 7th – 5 PM</b>
April	10	Safety and Emergency Preparedness for Health and Fitness Facilities	“ When Fans Rush the Court ” “ Injury Litigations - ACSM Health & Fitness Journal ” <b>Brown Rubric Items due by Friday, April 14th</b>
April	17	Human Resource Issues – PPT “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 Case Study : “ Mary Caroline Tilman at Egon Zehnder – Spotting Talent in the 21st Century ”

DATE		TOPIC	READINGS/ASSIGNMENT DUE
April	24	Events Planning for Health and Fitness Facilities	“Event Planning – Beyond the Basics” – NRPA Presentation – PPT <b>Pink and Orange Rubric Items due by Friday, May 5<sup>th</sup> at 5 PM with complete final paper/project items</b>
May	6	Last Day of Classes	Semester Review
May	10	Final Exam	

### 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: <http://cehd.gmu.edu/values/>

### 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](mailto: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 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686.
- 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://ssac.gmu.edu/make-a-referral/>.



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