

**George Mason University**  
**College of Education and Human Development**  
**School of Sport, Recreation, and Tourism Management**

PRLS 405 – 42822 – Section DL1 – Planning and Operation of Recreation Facilities  
3 Credits – Fall 2021

**Faculty**

Name: Don L. Jones, Ph.D.  
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**Prerequisites/Corequisites**

60 credit hours

**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 Recreation Facilities. Through readings, site visits, students will begin to acquire the skills to design, plan, and maintain a leisure facility. A key component of this course is the requirement for each student to design their own “Dream Facility”.

**Course Delivery Method**

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) 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 23, 2021 through Friday, December 10, 2021.

**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 browsers. To get a list of Blackboard’s supported browsers see:
- [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - 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 [Day], and finish on [Day].
- 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 [#] 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 are expected to seek assistance if they are struggling with technical components of the course.
- Technical Issues: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Expect to log in to this course at least 3 times a week to read announcements, participate in the discussions, and work on course materials. Remember, this course is not self-paced. There are specific deadlines and due dates listed in the CLASS SCHEDULE section of this syllabus to which you are expected to adhere. 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 an appointment to discuss course requirements, content, or other course-related issues. These discussion(s) will take place via telephone or web conference. Students should e-mail the instructor to suggest preferred times/dates.
- 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 ensure 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**

Upon completion of this course, students will meet the following professional accreditation standards:

2013 Council on Accreditation of Parks, Recreation, and Tourism Related Professions (COAPRT) standards met.

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

### **Required Readings:**

There is *no required textbook* for this class. However, there are several 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. The **purchase price is \$38.25 for nine (9) articles**. 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: <https://hbsp.harvard.edu/import/851765>**

1. Kerrissey, Michael J. & Edmondson, Amy C. (2020) What Good Leadership Looks Like During This Pandemic
2. Collins, David J. & Rukstad, Michael G. (2008, April). Can You Say What Your Strategy Is? Harvard Business Review, 1-10.
3. 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.
4. Dawar, Niraj. (2013). When marketing is strategy, Harvard Business Review, 101-108.
5. Fernandez-Araoz, Caludio. (2014, June). 21st-century talent spotting: why potential now trumps brains, experience, and “competencies”, Harvard Business Review, 1-11.
6. Christensen, Clayton M., Hall, Taddy, Dillon, Karen, & Duncan, David S. (2021) Know Your Customers “Jobs to Be Done”.
7. Wilcox, Ronald T. (Revised 2019) A Practical Guide to Conjoint Analysis
8. Ofek, Elie & Toubia, Olivier (2014) Conjoint Analysis: A Do it Yourself Guide
9. Wilcox, Ronald T. (Revised 2017) Main Case: Portland Trailblazers

## 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 – it is listed only to provide you with background information.**

### **Additional Required Readings:**

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

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 experiences, *Journal of Park and Recreation Administration*, 30(3), 37-51.

Thompson, Walter. (2021). Worldwide survey of fitness trends for 2021. *American College of Sports Medicine Health & Fitness Journal*, 25(1), 10-19.

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., Rainey, John, Drew, John. (2018) A Real Balancing Act: Use a Scorecard to Determine Whether Your Department is Hitting the Mark. *Parks and Rec Business Magazine*, November 2017, 14 – 17.

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 and/or Examinations**

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

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

a) **"Facility Analysis #1 - Facility Comparison 100 points (20% of final grade)**

A **one and one-half (1 ½) to two (2) page written summary** of findings Assignment is **due by Sunday, October 17<sup>th</sup>**. Assignment is to be submitted electronically on Blackboard.

Independently visit *or conduct a virtual visit via website contact and virtual tour when possible* 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. They can be public or private clubs, facilities or any Recreation Department park, playground, facility, or "pocket park" provided they are the same type.**

***The Rubric for this assignment is located at the bottom of this Syllabus under: Assessment Rubric(s).***

b) **"Physical Activity – and Inactivity – During the COVID-19 Pandemic" – this assignment is due by Sunday, November 14<sup>th</sup> - 100 points (20% of final grade):**

This assignment requires each student to read and review three (3) of the below listed journal articles and report your findings in the format noted below which will serve as the template for the assignment. You are welcome to substitute one (1) article of your own choosing provided you submit it to me for approval.

Articles:

1. **Physical and sports activity during the COVID-19 pandemic**, GAETANO RAIOLA<sup>1</sup>, FELICE DI DOMENICO<sup>2, 1,2</sup>, University of Salerno, ITALY
2. **Obesity in COVID-19 era, implications for mechanisms, comorbidities, and prognosis: a review and meta-analysis**, Seyed Morsal Mosallami Aghili<sup>1</sup> Mahbube Ebrahimipur<sup>2</sup> Babak Arjmand<sup>3,4</sup> Zhaleh Shadman<sup>2</sup>, Mahnaz Pejman Sani<sup>1</sup> Mostafa Qorbani<sup>5</sup> Bagher Larijani<sup>1</sup> Moloud Payab<sup>4</sup>
3. **Adequacy of Web-Based Activities as a Substitute for In-Person Activities for Older Persons During the COVID-19 Pandemic: Survey Study**, Jiska Cohen-Mansfield<sup>1,2,3</sup>, PhD; Aline Muff<sup>2</sup>, PhD; Guy Meschiany<sup>2</sup>, MA; Shahar Lev-Ari<sup>1</sup>, PhD
4. **Physical Fitness and Exercise During the COVID-19 Pandemic: A Qualitative Enquiry**, Harleen Kaur<sup>1,2</sup>, Tushar Singh<sup>2\*</sup>, Yogesh Kumar Arya<sup>2</sup> and Shalini Mittal<sup>3</sup>
5. **COVID-19 and Public Accommodations Under the Americans with Disabilities Act: Getting Americans Safely Back to Restaurants, Theaters, Gyms, and "Normal"**, Frank Griffin M.D., J.D.
6. **Changes in recreational behaviors of outdoor enthusiasts during the COVID-19 pandemic: analysis across urban and rural communities**, William L. Rice<sup>1,\*</sup>, Timothy J. Mateer<sup>2</sup>, Nathan Reigner<sup>2</sup>, Peter Newman<sup>2</sup>, Ben Lawhon<sup>3</sup> and B. Derrick Taff<sup>2</sup>

7. **Patterns of Change in Dietary Habits and Physical Activity during Lockdown in Spain Due to the COVID-19 Pandemic** Carmen Pérez-Rodrigo 1,2,\* , Marta Gianzo Citores 2 , Gotzone Hervás Bárbara 2, Fátima Ruiz-Litago 1, Luis Casis Sáenz 1, Victoria Arija 2,3,4, Ana M. López-Sobaler 2,5 , Emilio Martínez de Victoria 2,6,7 , Rosa M. Ortega 2,5 , Teresa Partearroyo 2,8 , Joan Quiles-Izquierdo 2,9,10 , Lourdes Ribas-Barba 2,4,11,12, Amelia Rodríguez-Martín 2,13, Gemma Salvador Castell 2,4,14, Josep A. Tur 2,11,15,16 , Gregorio Varela-Moreiras 2,8,17 , Lluís Serra-Majem 2,4,11,12,18 and Javier Aranceta-Bartrina 1,2,11,18,19

**Requirements and Rubric for the above assignment:**

The total assignment is based on 100 points and accounts for 20% of your overall grade. You can earn up to 10 points for each of the following with a paragraph dedicated to each. NOTE: you MUST address all the items below or you will lose 10 points for each one that is missing:

- Overview of the study = 10 points
- Identify the Type of Study (Survey, Case Study, Mixed-methods, Random Sample, Other) = 10 points
- Purpose of the study = 10 points
- Rationale for the Study = 10 points
- Methods used to conduct the study = 10 points
- Participants identified in the study = 10 points
- Procedures used in the study = 10 points
- Research questions = 10 points
- Analysis and results = 10 points
- Implications and future suggestions = 10 points

c) **Individual Project – 100 points - 20% of final grade) – due by Sunday, December 5th**

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 **Sunday, December 6th**. You must also submit a **five (5) to 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 **five (5) references with at least three (3)** of these coming from refereed journal articles. ***You are required to highlight the peer-reviewed articles in yellow in the reference section of your paper. There will be an automatic deduction of a minimum of 15 points if you do not have the required number of journal articles.***

Please see additional information – and a color-coded Rubric – at the bottom of this Syllabus under **Assessment Rubric(s)**.

### Requirements

1. **NOTE: To avoid not having to repeat the course, ALL assignments must be turned in and turned in on time.**
  2. **Class Participation (Blackboard)** – Students must participate in the online discussions generated by the readings and webinars. Contribution will be evaluated based on number and quality of questions asked and answered, and opinion provided when asked. NOTE: Participation in less than 75% of Blackboard Discussion Boards will result in a grade of zero (0).  
20% of final grade
  3. **Facility Analysis/Comparison Assignment** – due by **Sunday, October 17<sup>th</sup>** – please see Rubric in Syllabus.  
20 % of final grade.
  4. **Facility Redesign in the Age of Coronavirus** – due by **Sunday, November 14<sup>th</sup>** - please see Rubric in Syllabus.  
20 % of final grade.
  5. **Design Your Dream Facility Project** – due by **Sunday, December 5<sup>th</sup>** - please see Rubric above and attached. 20 % of final grade.
  6. **Facility Management Exam** – **Wednesday, December 8<sup>th</sup> (exam will go live at 8:00 AM)** –  
20 % of final grade.  
this is a comprehensive final exam that will include all material covered during the semester from the assigned journal articles, video presentations, webinars, and any/all power-point presentations.
- TOTAL  
**100 per cent.**



- **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**

See <https://cehd.gmu.edu/students/polices-procedures/> Students are expected to exhibit professional behaviors and dispositions at all times.

**Class Schedule:**

DATE			TOPIC	READINGS/ASSIGNMENT DUE
Week Beginning Week 1	Aug	23	<p>Course Introduction and Introduction to Semester Project:</p> <p><b><i>“Designing Your Dream Facility” Recreation Facility Re-openings in the Age of the Coronavirus – Review of Assignment</i></b></p> <p><b><i>Facility Analysis and Comparison – Review of the Assignment</i></b></p> <p><b><i>The Hedgehog Concept</i></b> – Business and Personal</p>	
Week 2	Aug	30	<ul style="list-style-type: none"> <li>• Discuss types of facilities</li> <li>• S.W.O.T. of Freedom Center Tripartite Agreement</li> </ul>	<p>“Worldwide Survey of Fitness Trends 2021 – ACSM’s Health &amp; Fitness Journal: and other assigned Journal Articles</p> <p>-Equipment versus Functional needs - Bands</p>



DATE			TOPIC	READINGS/ASSIGNMENT DUE
Week 3	Sept	6	The Evolving Role of Parks and Recreation Departments in Providing Fitness and Health for Citizens	"It Takes a Village" to Promote Physical Activity: The Potential for Public Park and Recreation Departments" – and other assigned articles.
Week 4	Sept	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 (HBR) "Blue Ocean Strategy – Creating Blue Oceans" - HBR
Week 5	Sept	20	Building and Maintenance Needs -Common – and uncommon – mistakes made in facility design Marketing for Recreation Facilities	"Mistakes ...Nothing But Mistakes" – RDG Planning & Design
Week 6	Sept	27	Introduction to Finances – PPT by Michael Wharton, Finance Manager for Freedom Center Safety, Risk Management, and Emergency Preparedness for Health and Fitness Facilities  Introduction to Human Resources	"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)
Week 7	Oct	4	Marketing for Recreation Facilities	"When Marketing is Strategy" - HBR
Week 8	Oct	11	Marketing Analysis and Program Review – Case Study	Assigned Cased Study – "A Practical Guide to Conjoint Analysis" and "Portland Trail Blazers" - HBR

DATE			TOPIC	READINGS/ASSIGNMENT DUE
Week 9	Oct	18	Safety, Risk Management, and Emergency Preparedness for Health and Fitness Facilities	“When Fans Rush the Court” “Injury Litigations” – ACSM Health & Fitness Journal
Week 10	Oct	25	Introduction to Human Resources	Assigned Readings, Case Study – HBR and Power Point “Professional Development and Talent Spotting” “First, Break all the Rules” – HBR and Power Point
Week 11	Nov	1	ADA Requirements for Recreation and Fitness Centers	“Creating ADA Accessible Strength and Conditioning Facilities – The Impact of the New Standards” “Recreation Accessibility” “AIMFREE”
Week 12	Nov	7	Events Planning for Health and Fitness Centers	“Event Planning – Beyond the Basics” – NRPA Presentation – power point
Week 13	Nov	14	Journal Article Review	Students pick a favorite article of their choice and summarize it for the class
Week 14	Nov	21	Thanksgiving Recess	
Week 15	Nov	29	<b>Last Week of Class and Semester Wrap-up</b>	
Sat.	Dec.	6	<b>Last Day of Classes</b>	<b>“Design Your Dream Facility”</b> paper/project due on Sunday, December 6 <sup>th</sup> .
Week 16	Dec.	8-10	<b>Final Exam – Wednesday, December 8<sup>th</sup> – 10<sup>th</sup></b>	Exam opens at 8 :00 AM on December 8th and closes on December 10th

### Core Values Commitment

The College of Education and Human Development is committed to collaborations, 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 <https://catalog.gmu.edu/policies/honor-code-system/>)

- 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 VIA should be directed to [VIAhelp@gmu.edu](mailto:VIAhelp@gmu.edu) or [CEHD's Online Assessment System | CEHD \(gmu.edu\)](http://cehd.gmu.edu). Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
  - For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

### **Assessment Rubric(s):**

#### **Rubric for the Facility Comparison Assignment – due on Sunday, October 17th:**

- a) **"Facility Analysis #1 - Facility Comparison 100 points (20% of final grade)**

A **one and one-half (1 ½) to two (2) page written summary** of findings Assignment is due by Sunday, October 18th. Assignment is to be submitted electronically on Blackboard

#### The Assignment

Independently visit – or conduct a virtual tour via the facility website - and compare two facilities of the same type (i.e., campus recreation center, community recreation/aquatics center, private gym, athletic field complex, park, etc.). **NOTE: You are required to follow the Sample Paper template that is provided (see Course Content and Assessment section of Blackboard).**

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

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)"

b) **“Physical Activity – and Inactivity – During the COVID-19 Pandemic”** this assignment is due by ***Sunday, November 14<sup>th</sup>*** - 100 points (20% of final grade):

This assignment requires each student to read and review three (3) of the below listed journal articles and report your findings in the format noted below which will serve as the template for the assignment. You are welcome to substitute one (1) article of your own choosing provided you submit it to me for approval.

**Requirements and Rubric for the above assignment:**

The total assignment is based on 100 points and accounts for 20% of your overall grade. You can earn up to 10 points for each of the following with a paragraph dedicated to each. NOTE: you MUST address all the items below or you will lose 10 points for each one that is missing:

- Overview of the study = 10 points
- Identify the Type of Study (Survey, Case Study, Mixed-methods, Random Sample, Other) = 10 points
- Purpose of the study = 10 points
- Rationale for the Study = 10 points
- Methods used to conduct the study = 10 points
- Participants identified in the study = 10 points
- Procedures used in the study = 10 points
- Research questions = 10 points
- Analysis and results = 10 points
- Implications and future suggestions = 10 points

c) **Individual “Design Your Dream Facility” Project – 100 Points (20% of final grade) – due by Sunday, December 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 **Sunday, December 5<sup>th</sup>**. You must also submit a **five (5) to ten (10) page written paper** (template provided) with the following information:

- h) 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.
- i) The development and submission of a **Hedgehog Concept** that is clear and concise and pertains to the type of facility chosen.
- j) 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.
- k) 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.
- l) 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.
- m) 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”
- n) General References and Refereed Journal Articles – **must include ten (10) references with at least five (5) of these coming from refereed journal articles. *The peer-reviewed journal articles must be highlighted in yellow or you will not receive any credit.***

**Rubric for "Design Your Dream Facility" Project/Paper**

Item	Unsatisfactory (1) Does Not Meet	Minimal (2) Approaching	Competent (3) Meets	Outstanding (4) Exceeds
<b>Introduction</b>  <b>Type of Facility Chosen and Why (30 points)</b>  <b>Content Areas COAPRT 7.03</b>	<b>0-9 points</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>10-19 points</b> The author provided some general, but no 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>20 - 24 points</b> The author provided general and/or cited evidence to inform the reader about the key issues involved in selecting the type of facility.	<b>25-30 points</b> The author provided significant and cited evidence to inform the reader about the key issues involved in selecting the type of facility.
<b>Rationale and Strength of Argument for Your Design (30 points)</b>  <b>Evidence of Research COAPRT 7.03</b>	<b>0-9 points</b> General, but not specific, references were made to journal articles and none to peer-reviewed journal articles.	<b>10-19 points</b> Some general reference were made to journal articles and some peer-reviewed journal articles but could be improved.	<b>20-24 points</b> Specific references were made to peer-reviewed journal articles and some general articles but not the required five for each category.	<b>25-30 points</b> Specific references were made to at least five peer-reviewed journal articles and five additional articles.
<b>References and Itemized Budget (10 points)</b>  <b>Evidence of Research COAPRT 7.03</b>	<b>0-4 points</b> Author cited 4 or fewer articles that support the design and has no budget.	<b>5-9 points</b> Author accurately cited at least 5 articles but less than the 10 required that support the design but the budget is not complete.	<b>10-14 points</b> Author accurately cited 10 or more articles that support the design with five (5) peer-reviewed journal articles but budget is incomplete or over budget.	<b>15-20 points</b> Author accurately cited 10 or more articles that support the design with five peer-reviewed journal articles and is within budget.
<b>Hedgehog Concept</b>	<b>0-2 points</b> The author did not provide knowledge of the Hedgehog Concept.	<b>3-5 points</b> The author provided some knowledge of the Hedgehog Concept but presented a limited version.	<b>6-8 points</b> The author provided at least two of the three pillars of the Hedgehog Concept.	<b>9-10 points</b> The author provided a clear and concise Hedgehog Concept.
<b>Creativity (10 points)</b>	<b>0-2 points</b> The Design presented is considerably basic.	<b>3-5 points</b> The Design presented is adequate but could be improved.	<b>6-8 points</b> The Design presented is creative but does not meet the standards for a well thought out project concept – the design may be unrealistic as presented.	<b>9-10 points</b> The Design presented is creative and meets the standards for a well thought out project concept.

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

### Guidelines:

- **All work in this course should be written in the third person** using complete sentences.
- **Use subheadings** appropriate to the assignment (e.g., Introduction, Type of Facility Chosen and Why, Hedgehog Concept, ADA Compliance, References and Budget) to serve as a guide for “piecing together” your final proposal and to help you be sure you have responded to all requirements of the assignment.
- **At least five (5) of your references must be research articles appearing in refereed journals.** Additional references providing support for significance and definitions **may** come from other literature sources.
- **Appropriately cite all sources following the current APA guidelines.**
- Create an **APA-style cover page** with running headers throughout the document.
- Create an **APA-style references/works cited page.**

### Grading:

- Overall, grading will be based on completeness of responses, clarity, and accuracy of written presentation. **See rubric for details.**
- Proposal drafts should be developed through the integration of material from your courses, readings, and practical experiences, and should demonstrate independent thought and attention to detail (e.g., grammar and spelling).

