

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

RMGT 610 – 001 - Recreation Administration and Planning
3 credits – Spring 2023

DAY/TIME:	Distance Learning	LOCATION:	Distance Learning
INSTRUCTOR:	Don L. Jones, Ph.D.	EMAIL ADDRESS:	djones31@gmu.edu
OFFICE LOCATION:	Distance Learning		

Prerequisites/Corequisites

Graduate Status

University Catalog Course Description

Examines recreational administration concepts regarding organizational structure and operations, personnel management, financing, policy development, and public relations procedures.

Course Overview

This course examines the challenges and demands facing managers of recreational programs. Through readings students will acquire the skills to develop policy and effective personnel management, investigate public relations procedures, and secure financing. An in-depth investigation within the course will provide future managers with resources to function as professionals in the 21st century.

Course Delivery Method

This course will be delivered online (76% or more) using [select either a synchronous or 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, January 23, 2023, through Monday, May 8, 2023.

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 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
- 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
- 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 course requirements.

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 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. Explain the relationship among participants, organizational management concepts, and recreational programs.
2. Identify the variety of businesses, agencies, and institutions providing recreational programs while interpreting their financing, policies development, and public relations’ procedures.
3. Articulate the fundamental principles and practices required of professionals managing recreational programs.
4. Complete an in-depth investigation into and discussion of a current organization, operation, challenges, and possible future changes within the recreation industry.

Professional Standards

Courses offered in the Sport and Recreation Studies (SRST) graduate program are guided by the principles of relevant professional associations and accrediting bodies.

Required Text

Managing Recreation, Parks, and Leisure Services: An Introduction - 4th edition.

Authors:

Christopher R. Edginton, Susan D. Hudson, Samuel V. Lankford, Dale Larsen

Copyright year: 2015

ISBN/ISSN: 978-1-57167-744-0

The textbook is available at no charge via Mason Libraries and the link below:

<http://mutex.gmu.edu/login?url=https://ebookcentral.proquest.com/lib/gmu/detail.action?docID=6313354>

Available as an eBook for \$61.00 from Sagamore publishing: www.sagamorepub.com or rent via Chegg – from \$25.49: www.chegg.com

Suggested Readings

- Barth, David. Alternatives for Determining Parks and Recreation Level of Service. American Planning Association. May/June 2016, 1 – 12.
- Barth, David. High Performance Public spaces: A Tool for Building Great Communities. Florida Recreation and Parks Association Journal. Spring 2016, 18 – 21.
- Barth, David. Contemporary Parks and Recreation Planning. American Planning Association. October 2016, 42 – 43.
- Barth, David. Reimagining Neighborhood Parks. Florida Recreation and Parks Association Journal. Spring 2017, 8 – 9.
- 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.
- Collins, David J. & Rukstad, Michael G. (2008, April). Can You Say What Your Strategy Is? Harvard Business Review, 1-10.
- Kanters, Michael, A., Carter, David & Pearson, Bryant. (2001). A community-based model for assessing the economic impact of sport and recreation services, Journal of Park and Recreation Administration, 19(2), 43-61.
- Johnson, Darrell L. (2014). Understanding revenue streams, Journal of Facility Planning, Design, and Management, 2(2), 85-103.
- Dawar, Niraj. (2013, December). When marketing is strategy, Harvard Business Review, 101-108.
- Piletic, Cindy, Judge, Lawrence W., & Petersen, Jeffrey C. (2013). Creating ADA accessible strength and conditioning facilities: the impact of the new 2010 standards, Journal of Facility Planning, Design, and Management, 1(1), 35-46.
- Miller, John J. (2014). When fans rush the court, Journal of Facility Planning, Design, and Management, 2(1), 11-24.
- Abbott, Anthony A. (2013). Injury litigations, American College of Sports Medicine's Health & Fitness Journal, 17(3), 28-32.
- Bartlett, Kenneth R. & McKinney, William R. (2004). A study of the role of professional development, job attitudes, and turnover among public park and recreation employees, Journal of Park and Recreation Administration, 22(4), 62-80.
- Fernandez-Araoz, Caludio. (2014, June). 21st-century talent spotting: why potential now trumps brains, experience, and “competencies”, Harvard Business Review, 1-11.
- Idea Watch: Boosting Demand in the Experience Economy (2015, January – February), Harvard Business Review.
- Gebhardta, A. and Eaglesa, F.J. (March 2014) Factors leading to the implementation of strategic plans for parks and recreation, Managing Leisure, Published online: 18 Mar 2014.
- Martin, R. (2014). The big lie of strategic planning, Harvard Business Review, 78 – 84.

- Kanters, M., Carters, D., Pearson, B. (Summer 2001) A Community-based model for assessing the economic impact of sport and recreation services, *Journal of Park and Recreation Administration*, 19(2), 43-61.
- Clower, T., Chapman, J., Keunwon, S. (2015) The Economic impact of local parks: an examination of the economic impacts of operations and capital spending on the United States economy, National Recreation and Park Association.
- Tripartite Agreement – Prince William County, The City of Manassas, and George Mason University: The Freedom Aquatic & Fitness Center.
- Frenandez-Araoz, (June, 2014) The Big Idea: 21st century talent spotting, *Harvard Business Review*.
- Mowen, A., & Kerstetter, D. (2004). Special Issue of the *Journal of Park and Recreation Administration*. Partnerships in Parks and Recreation Administration. *Journal Of Park and Recreation Administration*, 22(4).
- Evenson, K., Aytur, S., Rodriguez, D., & Salvesen, D. (2009). Involvement of Park and Recreation Professionals in Pedestrian Plans. *Journal of Park and Recreation Administration*, 27(3), 132-142.
- Popovicova, J. and Gregg, A., (2010). Evaluating Approaches for Gathering Public Input in Master Planning Efforts for Future Development of a Recreational Reservoir. *Journal of Park and Recreation Administration*, 28(4), 96-115.
- Webler, T., Tuler, S., Tanguay, J., (2004) Competing Perspectives on Public Participation in National Park Service Planning: The Boston Harbor Islands National Park Area. *Journal of Park and Recreation Administration*, 22(3), 91-113.
- Wilhelm Stanis, S., Schneider, I., Shiness, K., Chavez, D., & Vogel, M. (2009). Physical Activity and the Recreation Opportunity Spectrum: Differences in Important Site Attributes and Perceived Constraints. *Journal of Park and Recreation Administration*, 27(4).
- From Interest to Commitment: The Citizen Connection. A White Paper Summary of an Open Forum at the 2010 NRPA Congress.
- Leone, M., Barnes, M., & Sharpe, E., (2015). What Gets Plans off the Shelf? A Case Study of Municipal Recreation Plan Implementation. *Journal of Park and Recreation Administration*, 33(4), 51-68

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

Assignments and Examinations

1. Class Participation = **10% of your grade** – Students must participate in the online discussions generated by the readings as assigned on Blackboard – Weekly Modules. Contribution will be evaluated based on number and quality of questions asked or answered and opinion provided when asked.
2. **NVRPA Individual Visitation – due by Sunday, March 20th = 10 percent of your grade (10 points):** Choose one of the Northern Virginia Regional Park Authority (NOVA Parks) sites to visit. Go to http://www.nvrpa.org/park/main_site/content/NVRPA_Parks to view the 24 Regional Parks featuring golf courses, swimming pools, hiking trails to choose from. To prove you were there please have someone take a picture of you onsite to send along with a scanned copy of the front page of the brochure from the NVRPA site by the due date – **Sunday, March 20th**. If you work for NVRPA, please do not use your work site for this visit. Go to a different site. If you are completing this course while away from the Northern Virginia area, please e-mail me for an alternate site – or visit a comparable site in the state where you are residing.
3. **Tests = 50% of your grade:** There are two (2) tests worth 100 points each that come directly from the textbook:
 - a. Chapters 1-8 – March 13th
 - b. Chapters 9-15 – May 8th
4. **Recreation Planning from The Pros = 30 % of your grade – due Sunday, May 1st.** Recreation Planning from the Pros = 20 % of your grade – due **Sunday, May 1st**. This assignment involves watching the three (3) video presentations from the Director of the Orange County Florida Parks and Recreation Department (Matt Suedmeyer), the Director of Planning (Regina Ramos), and one of the Program Managers (Joe Gaspirini). You will be required to write a five (5) page paper summarizing the key points made in these interviews and your reaction to their observations. You will also be required to provide at least six (6) journal articles from our readings during the semester (two for each Manager) to support your agreement or disagreement with their statements/positions.

- **EXTRA CREDIT OPPORTUNITY (10 points):** Attend either a Planning meeting of a local Parks and Recreation Advisory Board Meeting or a Community Meeting (virtually) and write a 2–3-page paper describing the highlights of the meeting.

Grading

A	= 94 – 100	B+	= 88 – 89	C+	= 78 – 79
A-	= 90 – 93	B	= 84 – 87	C	= 74 – 77
		B-	= 80 – 83	F	= 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
Jan	23	Course Introduction and Chapter 1	Kaltura Capture Space Video Introduction to the Semester, assignments, and expectations. Chapter 1 – Recreation, Parks, and Leisure Services in the 21st Century
Jan	30	Chapter 2	The Evolution of Management Theory and Practice The Language of Strategic Planning » - Factors Leading to the Implementation of Strategic Planning for Parks and Recreation » - Managing Leisure - pdf Can You Say What Your Strategy Is ? Harvard Business Review New York City Parks and Recreation HBR – Feb. 2014
Feb	6	Chapter 3	Vision, Mission, Goals, and Policy
Feb	13	Chapter 4	Organizing and Structuring Recreation, Parks, and Leisure Services
Feb	20	Chapter 5	Ethics: Human/Social, Community, and Environmental Responsibilities
Feb	27	Chapter 6	Managerial Leadership and Motivation
March	6	Chapter 7	Planning for Recreation, Parks, and Leisure Services Contemporary Parks and Recreation Planning - David Barth Alternatives for Determining Parks and Recreation Level of Service » - David Barth Reimagining Neighborhood Parks - David Barth – FRPA Journal
March	13	Chapter 8 Test #1	Decision Making and Problem Solving Test#1
March	20	Chapter 9	Promoting Collaboration and Cooperation Case Study: The Freedom Aquatic & Fitness Center’s Tripartite Agreement

DATE			TOPIC	READINGS/ASSIGNMENT DUE
	March	27	Chapter 10	Human Resources 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 article and assigned Case Study of the same name
	April	3	Chapter 11	Fiscal 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 The Economic Impact of Local Parks : An Examination of the Economic Impacts of Operations and Capital Spending on the United States Economy » Understanding Revenue Streams, Journal of Facility Planning, Design, and Management (1).
	April	10	Chapter 12	Marketing Event Planning – Beyond the Basics” – NRPA Presentation – PPT
	April	17	Chapter 13	Legal Issues ADA Requirements : Creating ADA Accessible Strength and Conditioning Facilities - The Impact of the New Standards » Recreation Accessibility When Fans Rush the Court Injury Litigations - ACSM Health & Fitness Journal
	April	24	Chapter 14	Evaluating Community Services
Wed	May	1	Chapter 15	Future Perspectives Trends in Parks and Recreation and How to Plan Ahead for the Future – Parks and Recreation.org – Journal – January 2023 Reimagining Neighborhood Parks« David Barth – FRPA Journal Spring 2017 Power Point « Park Sustainability and Resilency » - Joe Webb – AECOM – FRPA 2018 presentation
Sat	May	6	Last Day of Classes	
Mon	May	8	TEST #2	TEST #2

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

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: <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 silence 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 or <https://cehd.gmu.edu/aero/assessments> . Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
- For information on how to discover research resources available to you at Mason, to include how to find key databases and journals for research, books, resources for relevant statistics, Zotero, etc., see <https://infoguides.gmu.edu/srtm>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website

<https://cehd.gmu.edu/students/>.

