



Integrated Studies Recreation Administration Emphasis, Dixie State University of Utah

Recreation Program Planning/Facilities Management - 47021

PEHR 2700 – 3 Credits

Fall 2013

Education & Family Studies Building 114

10:30 AM – 11:45 am Tuesdays and Thursdays

Instructor: Robert G. Snow, PhD

Contact information: rsnow@dixie.edu

Office: 435-879-4620, Cell: 435-773-0198

North Instructional Building (NIB) 121

Office Hours: Immediately after any class, in the classroom, or if about to be occupied by another class - in a nearby private location

Tuesdays, Thursdays 9 – 10:15 AM in ProfSnow's office

Mondays, Wednesdays 10 - 11:15 AM in ProfSnow's office

Or, by appointment = e-mail or phone or note left on door arranged

Catalog Description:

Recreation programming and facility management is a complex responsibility. Professionals in this field are responsible for various types of facilities—recreation centers, water parks and pools, playgrounds, parks, fitness centers, sport complexes, trails, resorts, and even cemeteries—each with its own set of goals and challenges. Recreation Program Planning and Facilities Management provides an overview of the design, Development, Operations, and Utilization of these venues and programs and provides aspiring professionals with a basic understanding of recreation facilities and prepares them to perform the duties required of a recreation facility manager

Required Textbooks:

Leisure Program Planning and Delivery by Ruth V. Russell & Lynn M. Jamieson

ISBN-10: 0736057331

ISBN-13: 978-0736057332

Recreation Facility Management with Web Resource by Richard Mull, Brent Beggs, Mick Renneisen

ISBN-10:0736070028

ISBN-13: 9780736070027

Course Content:

1. A detailed look at the foundations of the profession, including the defining characteristics of recreation facility management and descriptions of the duties of a recreation facility manager and the areas within the facilities. Also featured are descriptions of the common indoor and outdoor elements of facilities, including sites, spaces, lighting, surfaces, utilities, landscaping, walkways, and parking areas.
2. The practical knowledge and skills as well as tasks and processes required for managing various types of recreation facilities.
3. A thorough discussion of the facility design and development process, including needs assessment, planning, reading blueprints, funding, the bid process, and construction.
4. A review of parks, playgrounds, aquatic facilities, and ancillary spaces, including parking areas, showers and restrooms, and child care areas
5. Information on managing facility resources, including equipment; financial issues, such as budgeting, taxes, fees and charges, and donations; and human resources, including hiring, training, and evaluating employees.
6. A detailed examination of facility utilization, including safety and security, scheduling, maintenance, and emergencies and emergency response.
7. Coverage of national industry standards and guidelines for various types of facilities.
8. The use of technology to create clean, safe, sustainable, and attractive efficient spaces, particularly as it relates to budget, energy, water, pesticide use, and the achievement of maximized efficiency within the framework of minimized inputs.

Course/Program - Objectives/ Measurements

Course Objectives:

1. Students will demonstrate in examinations, written research, and classroom (including on-line) discussions a thorough understanding of the development and philosophical underpinnings of the recreation profession.
2. Students will be able to effectively communicate the goals and ideals of governmentally sponsored recreational opportunity to the public in venues resulting from community involvement and study.
3. Students will be able to explain in detail how one applies knowledge of ethics in the recreation profession.
4. Students will secure an understanding of the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries.
5. Students will demonstrate a wide knowledge of the range of recreational related services in written work, personal projects, and through contact with regional professionals.

6. Students will be committed to professional engagement by participating in local and regional professional organizations and sponsored activity.

Integrated Studies Program Objectives:

Upon successful completion of the Integrated Studies program, students will:

1. Understand the nature and process of interdisciplinary integration.
2. Appreciate the unique advantages of integrative research and learning.
3. Recognize how interdisciplinary -based research provides important knowledge and insight into complex problems and issues.
4. Understand the nature of disciplinary research and scholarship.
5. Identify the distinct theories, epistemologies, methods, concepts, and assumptions of two academic disciplines
6. Conduct scholarly research and writing in two academic disciplines.
7. Demonstrate integrative understanding of a topic, problem, or phenomenon from two disciplinary perspectives

Campus & Classroom Policies and Expectations

(Please, go read all the linked information, you are responsible to know what it contains.)

Academic integrity: I believe that most students are honest, However, I will not tolerate cheating. Repeated or aggravated offenses will result in failing the course. Any time you take credit for work you did not do, you are cheating. This includes getting the answers to homework problems from someone else, copying information from a library or internet source and presenting it as if it were your own words (plagiarism), looking at someone else's answers on an exam, and asking someone who has already taken a test or quiz about what questions it contains. (See "Student Code"

<http://www.dixie.edu/humanres/policy/sec5/533.html#appeals>).

There is no such thing as an excused absence for this class. You are adults, and I expect you in class or active in any coordinated group activity (even if on-line). If you are not there I assume you have a good reason. You don't need to tell me what that reason is. However, I expect that students will take the initiative and make up work they missed and do additional work (usually instructor prior negotiated/approved extra research and writing directly related to the missed topical information) to compensate for the missed opportunities as appropriate. I take roll for normal classes and group visitations to off campus sites.

College approved absences: If you anticipate being absent from class because of a college-sponsored activity (athletic events, club activities, field trips for other classes, etc.) Please read this information and follow the instructions carefully. The policy can be found at: <http://www.dixie.edu/humanres/policy/sec5/523.html>

I reserve the right to disallow the participation of any class member(s) at any time in response to a situation that in my judgment creates a possible safety issue, or inappropriate/counterproductive/disruptive conflict (particularly those I consider particularly flagrant or repeated). Should such measures become necessary, the student(s) involved will be required to immediately leave the classroom and perhaps campus as well but will be responsible to arrange to meet with me within 2 school days (48 hours) to resolve any outstanding issues or questions. We will work together to produce a brief document that details an agreement on how we agree

to move ahead. For more details, please see the disruptive behavior policy at:
<http://www.dixie.edu/humanres/policy/sec3/334.html>

I expect you to come to class before it is time to start and to stay for the entire period. It is also expected that you remain attentive and actively participate in the various opportunities. I will try very hard to start class on time. Class members should be ready at the scheduled time and know that I consider routine lateness to be a sign of troubling disregard to the rest of the class and to me. Another thing that I object to is cell phones that ring during class (I rather think I don't need to say much about people who carry on publically loud phone conversations in any public place). Please turn them off or if you are expecting an emergency call, set them to vibrate only and immediately find somewhere quiet to answer if you absolutely must. The use of computers or tablets or phones to do things unconnected with our discussion during class indicates to me that you have checked out, as does sleeping.

While food and drink are not absolutely prohibited (and drink is more accepted than food) it needs to be discreet or even invisible.

It might be useful to say simply that "I expect to treat you all with respect and demand nothing less from you."

Resources & Information of General Interest

Dmail: Important class and college information will be sent to your Dmail account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned a Dmail account. If you don't know your user name and password, go to www.dixie.edu and select "Dmail," for complete instructions. **You will be held responsible for information sent** to your Dmail email, so please check it often.

We will be using the DSC [Campus Canvas capability](#) to coordinate our activity and to act as a hub of informational interconnection.

Disability Accommodations: Dixie State College is committed to a policy of cheerfully providing reasonable accommodation to any student with a situation or condition that might otherwise constrain full participation. Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the DISABILITY RESOURCE CENTER Coordinator (Baako Wahabu) for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located in the North Plaza Building. Visit or call 652-7516 to schedule appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services and then works directly with the instructor to devise appropriate strategies.

College Resources: Several college resources are available to help you succeed. Check out the links for each one to get more information. – Note: You should already be (or get) in the habit of using all these resources for ALL of your classes.

If you need help understanding the content of these courses, you will probably be able to receive assistance by going to the Tutoring Center located on the 4th floor of the Holland Centennial Commons in Room 431. You can visit them online at <http://dsc.dixie.edu/tutoring/>

If you need help writing papers, go to the Writing Center on the fourth floor of the Holland Centennial Commons in room 421. You can also visit them online at

http://new.dixie.edu/english/dsc_writing_center.php

If you need to use a computer to do schoolwork on campus, go to the Computer Center in the Smith Computer Center or the workstations located in the new Holland Bldg. Library.

If you are assigned to take a test in the Testing Center, go to the North Plaza. You can get information on their website at <http://new.dixie.edu/testing/>

The Library has all kinds of information and resources. Visit the Dixie State College Library on the 2nd, and 3rd floors of the Holland Centennial Commons, or go to the library website at

<http://library.dixie.edu/>

Grading and Evaluative Process:

Grading for this course is accomplished by adding together the number of points accumulated by the student in each category of activity, dividing that number by the points possible to derive a percentage and then using the below detailed departmental grading rubric. Reasonably up-to-date grades will be routinely available to individual in Canvas. I do not paper post any grades, but will routinely return written work with comments.

Grade Components		
1	Participation -5 points, each roll appearance	205
2	Original Program Project - extreme detail - from ground up	160
3	Original Facility Project - extreme detail - from ground up	160
4	Group Critique project of Projects	100
5	Weekly quizzes – Ten at 10 points each – administered in Canvas	100
6	Midterm Exam	100
7	Final Exam **In accordance with DSC and Departmental Policy, the Final Exam will be administered ONLY during the Final Exam period, plan ahead!	150
	Grand Total	975

The filename for any file you turn in as part of homework MUST include your name as well as a descriptor. Canvas will help with many of these requirements and we will need to make sure everyone has the ability to easily produce PDF documents.

Late Assignment penalty of 5% /school day.

If you should get into grade related trouble it is possible to perform extra credit but prior approval MUST be negotiated (This means that you have to get prior WRITTEN – email works too) approval from the instructor)). Extra credit possibilities include research and writing on a related topic, a submitted article (ersatz ok), or something similar. An essential part of the proposal will be the date of completion.

We will be using the mandated FCS/PEHR Departmental grading scale:

FCS/PEHR Grade Scale

A = 95%-100%	B+ = 88-90%	C+ = 78-80%	D+ = 68-70%
A- = 91%-94 %	B = 84-87%	C = 74-77%	D = 64-67%
	B- = 81-83%	C- = 71-73%	D- = 61-63%

Week/Assignment/Activity

Week	Activity		Program Text Chapters	Facilities Text Chapters
1	Introductions, review of class requirements, review of program requirements	Q		1
2	Identification of all the variety of service area opportunity –program and facility	Q	1,2,3	2,3
3	Visitations of nearby agencies	Q	4, 5,6, 8, 9	16,17,18,19
4	Program Project selection and initiation	Q	10, 11, 12,13	9,10,11
5	Selective visitations of nearby programs	Q		
6	Analysis of programs		14, 15	4,5,6,7,8
7	Review and preparation for exam	Midterm		
8	Visitation of nearby facilities and associated professionals			
9	Facility Project identification and initiation	Q		
10	Selective visitations of similar nearby facilities	Q		
11	Principles of efficient operations	Q		12, 13, 14, 15
12	Group review of student projects	Q		
13	Group review continued	Q		
14	Finalizing of Projects			
15	Lessons Learned: Review and Preparation for Final	Final Exam		

Important Semester Dates:

2013 Fall Semester

Aug 19	Classwork Starts
Aug 22	Last Day to Waitlist
Aug 23	Last Day to Add Without Signature
Aug 28	Drop/Audit Fee Begins (\$10 per class)
Sep 2	Labor Day
Sep 3	\$50 Late Registration/Payment Fee
Sep 9	Pell Grant Census
Sep 9	Last Day for Refund
Sep 9	Last Day to drop without receiving a "W" grade
Sep 10	Courses dropped for non-payment
Sep 13	Last Day to Add/Audit
Oct 9	Mid-Term Grades Due
Oct 10-11	Semester Break
Oct 14	Last Day to Drop Individual Class
Oct 21	Spring and Summer 2014 class schedules available online
Nov 8	Last Day for Complete Withdrawal
Nov 11	Spring Registration open to Seniors (90+ credits)
Nov 12	Career Day
Nov 12	Spring Registration open to Juniors (60+ credits)
Nov 13	Spring Registration open to Sophomores (30+ credits)
Nov 14	Spring Registration Open to All Students
Nov 27-29	Thanksgiving Break
Dec 6	Classwork Ends
Dec 9-13	Final Exams