



ARIZONA STATE UNIVERSITY

ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 5/25/12

1. ACADEMIC UNIT: School of Community Resources and Development
2. COURSE PROPOSED: PRM 304 Areas and Facilities Management 3
(prefix) (number) (title) (semester hours)
3. CONTACT PERSON: Name: Kathleen Andereck Phone: 6-1056
Mail Code: 4020 E-Mail: kandereck@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

Literacy and Critical Inquiry-L [X]
Mathematical Studies-MA [] CS []
Humanities, Fine Arts and Design-HU []
Social and Behavioral Sciences-SB []
Natural Sciences-SQ [] SG []

Global Awareness-G []
Historical Awareness-H []
Cultural Diversity in the United States-C []

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [X] No [] Yes; Please identify courses: _____

Is this multisection course?: [X] No [] Yes; Is it governed by a common syllabus? _____

Kathleen Andereck
Chair/Director (Print/or Type)

[Handwritten Signature]
Chair/Director (Signature)

Date: 5/25/12

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	Syllabus Project assignments Accessibility assignment
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p style="background-color: yellow; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p style="margin-left: 20px;">C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	Syllabus Project assignments Accessibility assignment
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p style="background-color: yellow; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p style="margin-left: 20px;">C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	Syllabus Project assignments Accessibility assignments
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px 0;"> <p style="background-color: yellow; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p style="margin-left: 20px;">C-3</p>			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	Syllabus Project assignments Accessibility assignments
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: 80%; background-color: yellow;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4". </div>			
C-4			

Course Prefix	Number	Title	Designation
PRM	304	Areas and Facilities Management	L

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Criterion 1 -- 50% of grade is from writing	<p>-The course requires five class projects. Each student is required to visit several sites and write a report about their findings structured around a series of questions. Students must visit five sites and submit a substantive and comprehensive report for each.</p> <p>-The accessibility project requires students to visit a facility and assess it for ADA compliance. They then write a comprehensive report about their findings.</p> <p>-The quizzes and exams consist of essay and short answer questions.</p>	<p>Five class projects--41%</p> <p>Accessibility project--10%</p> <p>Exams--34%</p>
Criterion 2 -- Composition tasks involve gathering, interpretation and evaluation of evidence	<p>-As part of their projects, students gather information from a variety of sources including a site visit, information presented in class, their class readings, materials and references supplied by the instructor, and other information students must find on their own. They then use this information to write their reports.</p>	<p>Syllabus</p> <p>Five projects</p> <p>Accessibility project</p>
Criterion 3 -- A minimum of two substantial writing tasks other than essay exams	<p>Other than the exams the students are required to do five projects and an accessibility project, all of which require written reports. These make up 51% of the students' grades.</p>	<p>Syllabus</p> <p>Five projects</p> <p>Accessibility project</p>
Criterion 4 -- Tasks arranged so students get timely feedback	<p>For the series of five reports, the instructor provides feedback on each report before the next one is due in order to help students improve their papers.</p>	

Arizona State University
School of Community Resources and Development
PRM 304 Areas and Facilities Management
Tues. and Thurs. 1:30-2:45 UCENT 234
Fall 2011

Instructor

Wendy Hultsman, Associate Professor
UCENT 557
411 N Central Ave, Phoenix, AZ 85004
602-496-0179 FAX 602-496-0953
Email whultsma@asu.edu

Office Hours

By appointment

Catalogue Description

Principles of management, care, and maintenance of recreation and tourism areas, facilities, and resources. Field and classroom based.

Course Focus

This course will emphasize facility, area, and resource management relative to new and renovated developments. In doing such, the student will be exposed to a wide variety of recreation and tourism settings. Students will also be exposed to asset management, making the most of a facility's use, inclusive design principles and risk management.

Course Goal

Upon successful completion of this course students should have a basic understanding of facility/area/resource management, risk management, asset management, design psychology, zoning, leisure behavior, accessibility, and facility usage.

Course Objectives

Upon satisfactorily completing the course the student will be able to:

- 1) demonstrate knowledge of terminology representative of facilities, areas, and resources;
- 2) understand principles and procedures for planning and operating various recreation and tourism facilities, areas, and resources; (Standards 8.25.02; 8.25.03;8.25.05)
- 3) communicate and demonstrate principles of risk management for a local recreation agency/organization;
- 4) understand principles of operation, care and maintenance for a variety of recreation facilities, areas, and resources; (Standard 8.25.05)

- 5) critically analyze and communicate findings of specific focal areas that are closely related to area and facility management
- 6) demonstrate understanding of legal concepts, including regulatory agents and standards and accessibility requirements as they apply to facility management and program administration. (Standard 8.11.02)
- 7) demonstrate, through writing, the ability to gather, interpret, and critically analyze ways that users interact with an environment in a variety of settings
- 8) demonstrate the ability to write observational reports, executive summaries, and proposals in response to an RFP (Standards 8.05.01; 8.05.04)
- 9) demonstrate knowledge of environmental ethics as it applies to management of natural resource areas and facilities. Demonstrate understanding of the impacts of development.

Course Style

This course involves both in-class meetings and field trips. Each field trip will be theme based. On site you will examine design aspects, operation, care, and maintenance concerns, as well as anticipated participant behavior and use patterns. This course will be conducted in HYBRID format...meaning that several of the class sessions will be run via assignments on Blackboard instead of coming to the classroom.

The emphasis of the course is on understanding basic concepts of areas and facilities design and management, and applying them to a variety of settings. A portion of this course will be devoted to a class project. The project involved playground development and design for on of the ASU Charter elementary schools! More information will be provided in class.

Text/Resources

All required readings are accessible through BlackBoard under Course Documents. For the class project you will need to use *Public Playground Safety Standards* that is accessible under Course Documents.

Course Requirements

C-1; C-3

Focused projects: Over the course of the semester you will have the opportunity to examine, in depth, five areas related to area/facility management. Each project must be completed alone. You can find the specific requirements for each project on your Blackboard account. Look under **Course Documents**

The purpose of these projects is to allow each student to take a general topic and examine it in a *substantive and comprehensive* way, in a context that relates to his/her professional interests. Thus, the sites chosen may be completely different for each member of the

class, or there may be some overlap. **You may not duplicate sites for any project and may NOT use a place you are visiting for another class.** *Each project must be of sufficient length to adequately address the purpose of each assignment.*

For each project you will be conducting an in-depth examination of the site. **THIS WILL INVOLVE TRAVEL** on your part, yet it is something you can easily partake in with family members and/or friends. They might really enjoy sharing in the learning process. Each project has a different focus and set of points to examine. Specific information is listed below. **PLEASE MAKE SURE THAT YOU CHOOSE SITES WHERE YOU CAN ACTUALLY ADDRESS THE QUESTIONS ASKED.** Not all sites are appropriate. The answer to each question must be contained in your report, but the order in which you present the information is up to you. Feel free to use graphics in your report to further illustrate specific points. All reports **MUST** be word-processed and a paper copy must be turned in during class time. Emailed papers will not be accepted unless cleared by the instructor (forgetting your paper at home or your printer running out of ink are not acceptable reasons). There will be a couple of instances when I will ask you to email me mini-assignments through Blackboard. The cover page must contain the following information:

Your name	Who went with you:
Site 1:	
Site 2:	
Why you chose these sites:	
Date of observation(s):	
Resource personnel contacted:	
Problem statement: (What you are looking for and why)	
On the last page of the report, please answer the following questions:	
What do you expect to use this information professionally?	
What have you learned by completing this project?	

PLEASE DO NOT USE PLASTIC COVERS!

The sites you chose for these projects must fall into at least one of the following categories: outdoor natural resource based, outdoor recreation activity based, outdoor urban/suburban tourism based, rural tourism based, indoor urban tourism based, indoor recreation based.

C-2

For **EACH PROJECT**, the only way to achieve the final 3 points is to integrate a meaningful related resource into your paper. **Meaningful readings** are NOT A BROCHURE FROM THE SITE or a WEBSITE for those places. You must **reference (cite)** them in your paper. These must be articles that relate to the TOPIC and help you defend or disprove what you found through your observations. There are MANY appropriate articles in circulation. In your project report you **must relate concepts from**

that/those reading(s) to your findings. In other words, the support material you find through your research must be **integrated into the text of your paper**, and not just hang there. You may use the Internet for searching, but you must **include a copy** of the REAL RESOURCE (or parts used) in your report. This is a good chance to use your library skills. All referenced work must be appropriately cited in the text **as well as** in a reference list following the report. Use the 4th or 5th edition of the APA Publication Manual to find out the correct format. It is available on the library's web site. I am looking for **QUALITY RESOURCES** that compliment/support your findings. This WILL take effort on your part to find them. **BE RESOURCEFUL!** By being creative in your keywords you CAN find related articles from website that search for journal articles. There are several of them out there...just remember to **CITE THE JOURNAL** from which the article came...and **NOT** the website URL.

C-4

I will make every effort to give you your papers back within two class periods. This will enable you to use the feedback when you compile your next report. Feedback will include reference to grammatical, content, and style issues. One intent of these assignments is to see an increase in your abilities to interpret your field observations, make critical assessments, and compose reports that accurately reflect your analysis of the data.

C-1; C-3

Accessibility Assignment: For some individuals, the joy of eating out in a restaurant, shopping in a mall, going to a movie, or even just using the library can be a difficult task if the areas they wish to visit do not accommodate their accessibility needs and abilities. You need to become very cognizant of accessibility issues. It is imperative that you understand the issues associated with making areas and facilities accessible and useable to those who use them. What better way to learn than through first hand experience.

For this assignment I would like for you to first find one of the following:

- An elderly relative or friend who has difficulty with mobility (this includes not being able to walk at a normal pace, even if he/she does not use a mobility aide);
- A parent who has young children and must use a stroller or carriage;
- A friend or relative who requires a wheelchair, walker, or crutches to get around;
- A friend or relative who is visually impaired; or
- Gain access to a wheelchair or crutches and have a friend use them for this assignment

C-2

Once you have found an appropriate companion, you are to visit a recreation or tourism setting. ANY kind will do. Once you have decided where you are going to visit, I would like you to look at the ADA guidelines (you can Google them) and determine which

sections are likely to be applicable to your visit. Print those sections out for reference. Take a tape measure with you (and don't be afraid to use it!) Take a print out of the assignment too, in case someone asks why you are measuring items!

When you visit a site I want you and your companion to really concentrate on how easy or difficult it is to get around. Look at the FINE details...surfacing, grab bars, widths of doors, aisles, thresholds, door weights, heights of counters and curbs, etc. I would like you and your companion to also visit the restroom facilities, parking lot, look where the emergency exits are, and determine how comfortable he/she would be using them. Take plenty of notes on the SPECIFICS...you can take digital pictures too! Equally important...I want you to include meaningful reactions from your companion about accessibility. Ask him/her to contribute thoughts...their reactions are key!

You are going to write a paper that will include:

- Where you went and why
- Your accessibility observations...in detail
- Your companion's observations and reactions
- References to specific parts of the ADA documentation
- What you learned from this assignment (be specific!)

This assignment aims to look at your ability to interpret environments from the perspective of the user. Thus, your written description of how the user interacted with the environment is very important. Attention to detail is paramount! Go beyond superficial descriptions! Elaborate...but please keep it within 3 pages! Your paper will be graded 80% on content and 20% on grammar and style.

Exams: there will be a midterm exam and a written cumulative final during finals week.

Additional course information

All assignments completed out of class must be typed or word-processed. Assignments are due on the dates listed in the course outline. For each weekday that the assignment is late, 5 points will be deducted. **No assignments will be accepted after 1 week beyond the due date** unless documented by extreme circumstances. These must be cleared with the course instructor beforehand and are at the discretion of the instructor. No extra credit assignments will be given.

Proper use of the English language is expected in all written and oral presentations. Spelling, grammar and style should be of professional quality. Written assignments that have excessive grammatical, spelling and/or typing errors will be returned for corrections before they are eligible for a grade. All of these assignments receive an automatic 10-point grade reduction. Written assignments will be returned only once for revisions. If excessive errors exist after resubmitting the assignment, no grade will be awarded. A word to the wise ... **PROOFREAD YOUR WORK!**

Attendance Policy: The amount of time that we have to share in class is very short compared to the wealth of information to be shared. Areas and facilities management is such a broad field. Out of respect for your fellow classmates and the instructor, classes will start on time. For those of you who have problems with personal time management, allow yourself enough time to get to class considering the traffic patterns you would expect **at their worst!**

Students are expected to comply with University policy regarding attendance. Therefore, students are expected to attend class sessions. It is the responsibility of the student to obtain all information that is presented in class. If a class is missed, information can be obtained from other students in the class. The instructor's notes will not be distributed. If necessary, tape recorders may be used in class.

Classroom atmosphere: I view the classroom (both indoors and outdoors) as an environment that must be conducive to learning. In that light, there is little to no tolerance for anything that decays this principle. Thus, **all cell phones and personal communication devices MUST have their auditory mechanisms turned off** once you walk in the door. Failure to do so will be considered non-participation for that day. You may place them on vibrate, but not sound. If you must leave to make a phone call, please do so as inconspicuously as possible.

My classroom atmosphere has absolutely **NO TOLERANCE** for harassment and disrespect. ANY signs of verbal, emotional or physical disrespect and/or abuse will result in immediate dismissal from the class for that day and ultimately could result in dismissal from the class as a whole. All students must feel comfortable sharing their opinions and insight. If there is anyone that feels otherwise, please take this up immediately with the class instructor. Finally...I have absolutely no tolerance for students who feel they must be looking at their laptops and/or texting while class is in session. You MAY use a laptop to take notes...but realize it is very obvious to me when you are looking at something other than information that directly applies to the course. In addition, **when there is a guest speaker...NO laptops may be used AT ALL. Your full attention is expected to be ON the guest speaker.**

Class Participation: Research has shown that students RETAIN far more information and for a longer period of time when they are actively engaged in the learning process. This course will be taught interactively, thus students have a variety of opportunities to get involved. Active participation implies being prepared for class, partaking in class discussions, asking pertinent questions, and refraining from involvement in other activities unrelated to the class. Non-participation implies such behavior as reading books/newspapers, etc. while class is in session, studying for other courses while class is in session, continuous talking or activities unrelated to the class. Students who engage in these activities will be considered as not participating in the class for that day and will not receive class participation points.

PLEASE MAKE SURE YOU ARE TOTALLY FAMILIAR WITH THE COLLEGE OF PUBLIC PROGRAMS STUDENT POLICIES AND PROCEDURES. They can be found on BlackBoard under Course Information.

Grading Policy:

Grades are not given to students, they are earned. In that light, the following grading scale should help guide students with interpreting their achievements in this class.

The University catalog describes letter grades as:

A: Excellent C: Average E: Failure
B: Good D: Passing

My interpretation of grades is as follows:

A: Superior achievement/Excellent. Extraordinary effort. Obvious that work is very high in caliber and shows understanding/insight far beyond what is considered average for the course. Assignments are on time, complete, and free of excessive grammatical errors.

B: Above Average/Good. Strong effort obvious. Produces work that is better than average and shows above average understanding. Assignments are on time, complete, and free of excessive grammatical errors.

C: Average. Have done what is minimally required and no more. Shows a general understanding of the topic. Assignments are unevenly written, weak.

D: Passing. Work has some major flaws, very little effort obvious. Assignments are sub-standards, some missing, poorly written.

E: Failure. Unacceptable work, very poor quality, fails to turn in assignments

C-1

Grading [290 points]	Points
Project 1	20
Project 2	20
Project 3	20
Project 4	30
Project 5	30
Accessibility Project	30
Midterm	50
Final Exam	50
Participation	40

Grading Equivalence

A: 336 – 360 A-: 323 – 335 B+: 311 – 322 B: 298 - 310
B-: 286 – 297 C+: 274 – 285 C: 249 – 273 D: 213 - 248
E: 212 and below

Academic Accommodations.

Arizona State University is committed to the equal participation of all students. Students with disabilities who require academic accommodations are encouraged to consult with the Disability Resource Center 602/496-4321, e-mail: DPCDisability-Q@asu.edu. The DRC is located at University Center Building, Room 160. Please inform me of any academic accommodations regarding instruction or assessments for which you are eligible. Confidentiality of all disability-related accommodations will be strictly maintained.

If you have a concern regarding a grade on any assignment or test, please make your case IN WRITING and submit it to me by the next class. Address the point on which we disagree and justify your reasoning for a different grade. I will consider the statement and make a decision based on my judgment of your justification.

NO GRADES WILL BE GIVEN OUT OVER THE PHONE FOR ANY ASSIGNMENT. GRADES WILL BE POSTED ON BLACKBOARD

Tentative Course Topics

- Aug. 18 Review syllabus
- Aug. 23 Introduction to the Playground Project
HAVE READ Children's Bill of Rights
- Aug. 25 Visitor/user behavior
Interaction of user behavior and the environment!
HAVE READ Boomer Market, Generation Gap, You've Got Tweets, If you make it convenient
- Aug. 30/
Sept, 1 Tools of the trade: vegetation, topography, signing, water, circulation, landscape management
HAVE READ Graphics and Signage, Parkscapes
- Sept. 6 Design psychology, zoning, designing for inclusion
HAVE READ Universal Access and Design, Environmentally Sensitive Design
- Sept. 8 Tools of the trade: site selection, development phases, vandalism management
HAVE READ Partnering with Planners, Rural Park Development PROJECT 1 DUE
- Sept. 13 Playgrounds
HAVE READ Playground Safety, Playground Swing Safety, Rethinking the Playground, Building and Maintaining Safe Playgrounds, Natural Playgrounds, Make your playground Stand Out, Boost Fall Protection on the Playground, Eco-friendlier Playgrounds
- Sept. 15 Playground project reporting of interviews, work on concept plans
- Sept. 20 Risk Management
HAVE READ Dealing with Disasters
- Sept. 22 Maintenance, Facility Management,
PROJECT 2 DUE
- Sept. 27 Work on Playground Project
- Sept. 29 Indoor Recreation facilities
HAVE READ Acoustics

- Oct. 4/6 KNOW THE LAW! - Regulatory agents and how they impact
Management and operations
PROJECT 3 DUE (Oct 6)
HAVE READ Negligence
- Oct. 11 Design Discovery Assignment
BLACKBOARD ASSIGNMENT- Found under Course Information
Do not come to classroom
- Oct. 13 LEED and Going Green
Sustainable Resources
HAVE READ Easy Being Green
BLACKBOARD ASSIGNMENT- Found under Course Information
Do not come to classroom
- Oct. 18 Understanding your visitor behavior/Environment Observation
BLACKBOARD ASSIGNMENT- Found under Assignments
Do not come to classroom
HAVE READ Picnicking, The fight against gangs
- Oct 20 **Midterm**
- Oct. 21 **FRIDAY: Playground Project Work Day**
- Oct. 25/27 Trails – impact of planning and design on the environment
HAVE READ Trails and Pathways
- Oct. 31 **FRIDAY: Playground Project Work Day**
- Nov 1 Natural aquatic environments – boating, fishing, swimming
HAVE READ Prepare to Come About, Waterfronts
- Nov 3 Fitness facilities
- Nov 8 Outdoor sports facilities – courts, fields, and ranges
HAVE READ Play areas and Play fields
- Nov 10 Aquatic environments
HAVE READ Evolution of the Sprayground, Splash Pools
- Nov 15/17 Campgrounds and campsites – impact of planning and
design
PROJECT 4 DUE (Nov 17)
HAVE READ Camping Vacations

- Nov 22 You deserve a break day...for working on the Playgrounds!
- Nov 24 Happy Thanksgiving!!!
- Nov 29/
Dec 1 Adventure Programming/ skate courts and plazas
ACCESSIBILITY PROJECT DUE (Nov 29)
*HAVE READ Scaling New Heights, Skate Parks, Ride the new wave of
Skate parks, Geocaching*
- Dec 6 In-class measure activity
PROJECT 5 DUE
- Dec 13 **Final Exam 12:10-2 pm in classroom**

PROJECT 1: Information Provision

PURPOSE: To closely examine how information is provided to users or guests. Describe the variety of methods used to communicate information both inside and outside this facility.

SUGGESTION: Look for all the possible methods and then examine each.

QUESTIONS:

Describe the density of the signage

Why did you come to this conclusion?

What TYPES of signs are used?

Describe the design principles used in signage

How else (beside through signage) is information provided?

Discuss how users are presented a graphic orientation (if any) to the site

Is information provided about the site comprehensible (understandable)?

Why or why not?

Is the information useful? Why or why not?

Are there areas where additional information could have been provided? Where? What kind of information? (be specific)

Are there areas where too much information is provided?

Where? Describe why you think this way.

Does the color scheme used for information provision match the décor? Why do you feel this way?

What are your suggestions for each site relative to information provision?

What are the strengths and weaknesses of each site relative to information provision?

PROJECT 2: User behavior:

PURPOSE: To examine how people USE/INTERACT WITH a specific recreation/tourism environment.

SUGGESTION: You will need to spend time watching people unobtrusively.

QUESTIONS:

- Describe the pedestrian circulation patterns at the sites. Have people created routes that were not planned? Has the management made any effort to remove these new paths? What, if anything, has been done?
- Describe the vehicular circulation patterns. Do they make sense? Is parking adequate? Why do you feel this way?
- What do you notice that makes the environment user-friendly?
- What do you notice that makes the environment uninviting?
- Describe HOW people are interacting with the site/environment. Be specific...what do they DO while there? Are there activities designed by the management?
- How often must people WAIT? What must they wait for?
- What types of provisions are there to make waiting more comfortable/enjoyable?
- What support services/facilities are available? What additional ones are needed? Be specific.
- Describe the users/guests demeanor as they interact with the site/environment. Be specific.
- Describe user/guest behavior that is inappropriate to the site/environment (you may become aware of this directly or indirectly.) Why do you think this behavior is occurring? What, if anything, has management done to curb this behavior?
- What are your suggestions for each site relative to managing user/guest behavior?
- What are the strengths and weaknesses of each site relative to accommodating user/guest behavior?

PROJECT 3: Design Principles in Cultural/Historical/Ethnic areas

PURPOSE: To examine the thought processes used to make an area/facility useable, comfortable, desirable, and attractive. Also, to examine how programmatic issues are impacted by and/or impact area/facility design and operation. For this assignment the site **MUST** have a true cultural, historical, ethnic, or educational purpose. You may not use school or churches (unless they are historical). You may also not use any sports facilities unless they are historical.

SUGGESTION: Take an extensive walk around the sites, looking from the eyes of a user/guest as well as an employee. Be creative in your choices, there are many different **TYPES** of areas that offer cultural/historical/and/or ethnic themes.

QUESTIONS:

- Discuss examples of how design psychology principles have been used to impact user behavior (e.g., circulation)
- Describe (using specific examples) design principles that make the site useable and comfortable
- Describe the attractiveness/desirability of the site. Have design principles been used? How?
- What are the strengths and weaknesses of each site relative to design psychology?
- Describe, in detail, the methods used to bring to life the theme by way of area/facility design.
- What is the purpose of this area/facility as communicated to the guests/users? **HOW** is the purpose communicated? (be specific)
- What unique provisions are there that will allow users to further understand the purpose of the area? Describe these in detail.
- Describe the types of people who come to this site. **HOW** do they participate in programs? Are there provisions for unstructured **AND** structured activities on site?
Explain how these areas are zoned, maintained, and managed.
- What are the strengths and weaknesses of each site relative to implementing its theme?
- What are your suggestions for each site relative to engaging users in its theme more intensively?

PROJECT 4: Operation and maintenance

PURPOSE: To examine the operations and maintenance procedures used in a recreation or tourism facility.

SUGGESTIONS: You will need to conduct AT LEAST one resource person to interview at the site. **THIS PROJECT WILL TAKE TIME TO DO and you MUST concentrate on both operations AND maintenance...so please use a site where you can evaluate both!!!**

QUESTIONS:

- Who is in charge of the general operation of the facility/area?
- Who is in charge of the overall maintenance?
- What are the primary challenges faced in operating the facilities?
 - Why are these considered challenges?
 - What specifically is being done to meet these challenges?
- What are the primary challenges faced in maintaining this facility? Why are these considered challenges?
 - What specifically is being done to meet these challenges?
- How are employees trained in operating procedures?
- What types of certifications (if any) are required of employees?
 - What positions need these certifications?
- Describe what you learned about operations policies. What did you learned that surprised you? Why?
- Describe what you learned about maintenance procedures.
 - What did you learn that surprised you? Why?
- How often are maintenance checks made? Who makes these checks? What areas are checked? How is record of these checks documented?
- What external organizations regulate policy? In what way?
- How are the employees informed of these policies?
- Describe the purchasing procedure used at each site.
- Describe how, if at all, design principles have been used to obscure the view of maintenance materials/areas.
- Describe how, if at all, design principles have been used to manage the behavior of people on site.
- Are any operations and/or maintenance services out sourced?
 - Why was the decision made to out source?
- What are the strengths and weaknesses of each site relative to operations?
- What are the strengths and weaknesses of each site relative to maintenance?

PROJECT 5: Risk Management

PURPOSE: To examine, in detail, a variety of aspects related to risk management of safety of users/guests.

SUGGESTIONS: You will need to conduct a very comprehensive walk through of the site. While you may feel that this may best be done unobtrusively, you may need to get permission from personnel on site to do so. I suggest that you show the questions to the permission from whom you are seeking permission and offer to give him/her a copy of your report so that they can take any necessary actions to help themselves. **PLEASE INFORM THEM THAT THE PURPOSE OF THIS PROJECT IS FOR YOU TO LEARN ABOUT RISK MANAGEMENT...NOT FOR YOU TO EXPOSE AN ORGANIZATION FOR UNSAFE PRACTICES.**

QUESTIONS:

Is there a risk management plan in place for this site?

Who developed it? How are employees informed of its contents? How often is it updated?

What are the procedures for reporting accidents/concerns?

Where are these kept on file? Who has access to them?

Describe their emergency plan for evacuation.

Describe any signage used to warn/advice users. Discuss sign Placement and visibility.

After taking an extensive walk around, describe all situations that you would consider potentially unsafe. How would you suggest each be dealt with?

Are there special provisions for the safety of those who come to the property in the role of a contractor or vendor? Describe these.

Describe the provisions made to make this site accessible.

What has been done above the ordinary to make this site safe for users?

What provisions are made for the protection of employees?

What are your suggestions for each site relative to risk management?

What are the strengths and weaknesses of each site relative to risk management

REC 304 Recreation and Tourism Accessibility Assignment

For some individuals, the joy of eating out in a restaurant, shopping in a mall, going to a movie, or even using the library can be a difficult task because the areas they wish to visit do not accommodate their disabilities. Over the next three weeks you are going to become very cognizant of accessibility issues. It is imperative that you understand the issues associated with making areas and facilities accessible and useable to the predicted clientele. What better way to learn than through first hand experience.

For this assignment I would like you to first find one of the following

- Find an elderly relative who has mobility problems (this includes not being able to walk at a normal pace, even if they do not use a mobility aide)
- Find a parent who has young children and must use a stroller/carriage
- Find a friend who requires a wheelchair, walker, or crutches to get around
- Find a friend or relative who is visually impaired
- Gain access to a wheelchair or crutches and have a friend use them

Once you have found an appropriate companion, you are to visit two different recreational or tourism settings. ANY kind will do. Once you have decided where you are going to visit, I would like you to look at the ADA Guidelines I have posted on Blackboard and determine which sections are likely to be applicable your visit. Print them out for reference. Take a tape measure with you (and don't be afraid to use it.) Take a print out of the assignment, too, in case someone asks why you are measuring items!

When you visit them I want you and your companion to really concentrate on how easy or difficult it is to get around. Look at the FINE DETAILS...surfacing, grad bars, widths of doors, aisles, thresholds, door weights, heights of counters and curbs, etc. I would like you and your companion to visit the restroom facilities, parking lot, look at where the emergency exits are, and determine how comfortable he/she would be using them

Take plenty of notes on the SPECIFICS...but equally important, I want you to include meaningful reactions from your companion about accessibility. Ask him/her to contribute thoughts...their reactions are key!

You are going to write a paper that will include:

- Where you went and why
- Your accessibility observations (in detail!)
- Your companion's observations and reactions
- References to specific parts of the ADA document
- What you learned from this assignment (be specific!)
-

This assignment is due the Wednesday after Spring Break! It is worth 30 points!

Good luck and take good notes!