

Dakota College at Bottineau Course Syllabus

Course Prefix/Number/Title:RLS 215 Recreation Areas & Facilities

Number of Credits:3 Semester Hour Credits

Course Description:Being healthy means more than simply being physically active. It's about maintaining a balanced spirit, mind and body. Many types of recreational facilities will be used as tools to help America get moving and active. These facilities can be a place where you can work toward that balance by challenging yourself to learn a new skill or hobby, all while fostering connections with friends through one of many lifelong learning programs.

So with the increased interest in health, fitness, and recreation it becomes very important for those who plan, design, construct and use these facilities to take a good look at what it takes to put together various venues in a safe and responsible manner.

The course builds on and adds to the wealth of knowledge in sport and physical activity facility design, planning, and construction.

Pre-/Co-requisites:None

Course Objectives:

Upon completion of this course, the student should be able to demonstrate:

- Fundamental understanding of the planning process for facilities (venue) development in parks, recreation, and sports.
- Knowledge of the construction terminology and the roles of various professionals involved in designing and constructing a facility or venue.
- Knowledge of facilities or venue construction standards.
- An understanding and application of the various construction standards established by various governing bodies.
- An understanding of contemporary facility financing strategies.
- Fundamental understanding of the concepts and issues of risk management as applied to the design and operation of park, recreation, and sport facilities or venues.
- Knowledge of principles and practices of safety, emergency action and risk management in park, recreation, and sport agencies.
- An ability to develop and implement a risk management plan to assure the health and safety of participants and staff.

- An ability to complete a conceptual site plan for a recreation or sport facility.
- An ability to interpret and evaluate a site plan.
- An understanding of the value of user and/or public input into the planning process.
- An ability to identify and describe the elements of park planning.

Instructor:Cole Higlin

Office:Online Class

Office Hours:M-F 8am - 5pm

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Lecture/Lab Schedule:Online Class

Textbook: Facility Design and Management for Health, Fitness, Physical Activity, Recreation, and Sports Facility Development
Author: Thomas H. Sawyer, Editor in Chief
Publisher: Sagamore Publishing
Edition/Year: 11th Addition
ISBN: ISBN - 57167-565-5
Additional information: none
Type: Required resource

Course Requirements:

Attendance: Regular participation is expected.

Graded Assignments: Graded assignments are given after each section in the Course Contents area of the course. The deadlines for completing assignments are posted on the course calendar.

The Assignment Drop box lists each graded assignment. The chapter titles are links to assignment instructions.

Students are to submit their work using the Assignment Drop box. Assignments must be completed using **Microsoft Word**.

Tests: Each section in the Course Contents is followed by a multiple choice exam that must be completed on the dates posted on the course calendar. The Self-Assessment questions will help you prepare for the exams.

Exams will typically have 15 questions and must be completed within a 30 time period. No comprehensive exam will be given.

Deadlines: Students are expected to abide by the deadlines listed in the course materials. Due dates are posted on the course calendar.

Group Discussions and Communication: Group discussion is not part of the course, but in the event communication is desired please use the Course Mail, which is easy to access in the Course Menu on your Home Page. On occasion when discussion occurs both assignment and exam scores may be changed based on the reasoning and content of the debate and or discussion. So, I encourage dialogue.

Evaluation and Grading Method: Grades on individual assignments and exams are calculated by dividing the points earned by the points possible. The grade for the course is determined thus: Test Scores make up 75% of the grade, and assignments account for 25% of the grade.

Grading Criteria:

A = 93-100%

B = 85 - 92%

C = 78 - 84%

D = 70 - 77%

F = 69% and below

Tentative Course Outline:

Section I. Facility and Event Management

Section II. Common Facility Components

Section III. Field and Court Specifications

Section IV. Recreational Spaces

Section V. Specialty Areas

Section VI. Trends

General Education Goals and Objectives: Having seen many recreational facilities I have had the opportunity to see some of the best and worst designs imaginable. Each facility presents its own unique challenges and if these challenges are not addressed and overcome, the result is a facility with design problems.

Typically the larger a building project, the greater the likelihood that mistakes will be made in the planning and design process. Details are overlooked and sometimes major mistakes are made in the planning process and not discovered until after the facility is built and opened for use.

These building issues are real and not uncommon as we would like to believe, so this class is intended to provide a basic understanding of the planning and design process as well as the unique features of many types of facilities. Although there is no such thing as a perfect building, with time, effort and expertise devoted to proper planning future building bloopers can be kept to a minimum.

Relationship to Campus Theme: The two-year Recreation Management major prepares students for employment in a wide variety of recreation and leisure settings. The program also provides a means for graduates to become certified as an Associate Park and Recreation Professional through the National Park and Recreation Association.

Classroom Policies: Online Class - Work needs to be completed within the designated timeline.

Academic Integrity: Academic integrity is the core set of values and principles that is at the foundation for DSB itself. Integrity, honesty, hard work, and the determination are values that help translate personal and professional principles into behavior. It is a reflection of the students' experience here at DCB and is a measurement of the very worth of the degree in which you are pursuing.

Disabilities and Special Needs: If you have any special needs please inform me, your instructor so we may address the matter. Within our abilities we will do the best to accommodate you the student.