

Henderson State University
Division of Health, Physical Education and Recreation

I. Course Number/Title
REC 3033 Introduction to Park Planning and Design

II. Description

This course examines the planning and design of parks, playgrounds, and selected components of school buildings.

III. Textbook: Hultsman, J., Cottrell, R. L. & Hultsman, W. (1998). Planning Parks for People. Venture Publishing.

Additional Resources for this course can be found on the following Internet websites.

Fixing our National Parks: http://www.npca.org/fixourparks/whitepaper_final_lowres.pdf

Urban Parks: <http://urban.csuohio.edu/ust607text/ch9envissues.pdf>

History of National Park Design:

http://www.nps.gov/history/history/online_books/mcclelland/mcclellando.htm

National Clearing House for Education Facilities (General)- <http://www.edfacilities.org/index.html>

National Clearing House for Education Facilities (Athletic Facilities):

http://www.edfacilities.org/rl/athletic_facilities.cfm#13373

Planning Guide for Maintaining School Facilities: <http://nces.ed.gov/pubs2003/2003347a.pdf>

Educational Design Institute (EDI): <http://www.edi.msstate.edu/>

Facilities.Net - <http://www.facilitiesnet.com/>

National Clearing Houses Playgrounds (type playground in search box) -

<http://www.edfacilities.org/search/index.cfm#citations>

Physical Education Equipment- <http://www.palossports.com/>

School Equipment- <http://www.abcschoolequip.com/>

Everything you ever wanted to know about managing National Parks: <http://www.nps.gov/policy/MP2006.pdf> (See 8.2.2 for Recreation)

IV. Purpose

The purpose of this course is to develop in students an appreciation and understanding of the principles related to the selection, purchase, design, management, and maintenance of parks, playgrounds, school facilities and equipment related to health, physical education, recreation. Further, this course will develop in students an appreciation and understanding of how these facilities and equipment affect stakeholders in each of these areas.

V. Goals and Accreditation Standards

Accreditation Standard	How Met
NRPA 7B.01 Understanding of the social, biological, and physical sciences that underlie sound land use and planning	There are extensive readings and discussions on recreation impacts to soil, vegetation, wildlife, and water. Readings come from Hultsman's excellent text, and from certain other sources that address impacts to these resource components.
NRPA 7B.02 Understanding of ecology, its application to management, and use of resources.	This course, studies recreation's impact on the environment. The class focuses on policy and management issues found in Hultsman and several Internet sites.
NRPA 9B.01 Understanding of the history and development of natural resources recreation policies and their implications	The Wilderness Act and Multiple-Use Sustained Yield Act are discussed and applied using simulation projects. NPS Websites are used to illustrate the differences between agencies.

for recreation resources management.	
NRPA 9B. 02 Understanding the process of natural resources recreation policy development and its implications for recreation resources management.	Carrying capacity are traced as well as are key legislation such as the Wilderness Act and Multiple-Use Sustained Yield Act are studied. Students are required to bring related articles to class.
NRPA 9B.08 Understanding of how and why people perceive and respond to given resources and management practices.	In addition to the readings on this issue in the Hultsman text, this course requires inputs about people's perceptions and their views toward management practices and policies.
NRPA 9B.10 Understanding of the social, economic, cultural, and environmental impacts associated with multiple use of natural resources	This standard is met by the assigned readings, lectures, and student projects.

VI. Grading

Requirements	
Midterms -----	50%
Course Assignments -----	50%
Total -----	100%

Grades are calculated: 90-100 A; 80-89 B; 70-79 C; 60-69 D; Below 60 F

VI. Instructional Methods and Activities

Lectures, films, guest speakers, onsite visitation, examinations, and writing projects

Online Experiences This course is a Angel based course. *Please use Angel to:*

- Download your syllabus and post onsite evaluations
- Use the Angel Calendar to review upcoming events
- Find information related to assignments, grades, and group projects.

Agenda

Introduction to Park Planning: Course Agenda		
Week	Tue	Thursday
1	Intro	33 Planning Principles
2	Definitions	Quiz: Basic Park Info
3	Angel: Review	Island: Pragmatism
4	Management Philosophy	John Rawls and Kohlberg Rawls Game
5	State Parks	Angel 1: Issues
6	Federal Lands	Tragedy of Commons Angel 2: Heritage
7	Quagmire	Quagmire
8	Angel 3	Angel 4: Wildlife

9	33 principles	Site Visit Angel 5: ADA
10	Angel 6: Trip Reports	No class
11	Angel 7: Climate	Site Visit
12	Midterm 1 Online	Site Visit
13	Film: Motor	Angel 8: Snowmobiles
14	Film	Angel 9: Valley Forge
15	Right or Privilege	Angel 10 NAHM
16	Review	Midterm II Online
17	Retake Midterm 1	Extra Credit Paper Due

VII Class Policies

Disability Policy

Students with disabilities: It is the policy and practice of Henderson State University to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement—such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. Students are also welcome to contact the Disability Resource Center, telephone 870-230-5475. For more information, visit the DRC website at www.hsu.edu/disability.

Attendance Policy (Please read!!)

Henderson State University Attendance Policy Catalog

The University assumes that regular class attendance is essential to its academic operations. Students not attending regularly scheduled classes are considered absent. Faculty members have the responsibility to deal with absences to decide makeup work required, if any, and to drop students for absences that exceed the INSTRUCTOR'S policy. Lists of students who are to be absent while representing the University should be made available to faculty members (one week) prior to the event. All such reports of absence are for information. However, faculty members will give consideration to permitting these students to complete makeup work. While students are personally responsible for the academic consequences of a poor attendance record, faculty members are under obligation to inform students in writing of their interpretation of absence regulations as they pertain to each course. This notification should be given to the student at the beginning of the semester as part of the course syllabus. If any student accumulates absences to the extent that it lowers his/her standing in the class, it shall be the duty of the instructor to notify the Office of Student Success Retention. The instructor will have full and final authority in awarding a student a grade of "F" in a course because of absences. Students who interfere with course discipline may be suspended from class. Permanent exclusive will necessitate a conference with the Office of Judicial Affairs.

Attendance Policy for this class. Given the participatory nature of this class it is extremely important that students attend all Discussion Sessions. Students who accumulate more than 3 unexcused absences (or are late) cannot receive a grade higher than a C. Students who are more than 5 min late you considered absent.

Note: Students who interfere with course discipline will be suspended from class.

Flexibility Clause

Instructor reserves the right to alter any course requirements to adapt to changes in class circumstances and/or situations.

VIII. Bibliography

The knowledge bases that support course content and procedures include:

- Americans With Disabilities Act - <http://www.inform.umd.edu/EdRes/Topic/US+W/US/Agencies/Exec/ADA/ADA-Act/>
Planning Parks for People. State College, PA: Venture Publishing. Kelsey, C. & Gray, H. (1985).
Master Plan Process for Parks and Recreation. Reston, VA: American Alliance for Health, Physical Education, Recreation and Dance National Recreation and Park Association (1986).
Park Maintenance Standards. Ashburn, VA: author National Recreation and Park Association (1983).
Recreation, Park and open Space Standards and Guidelines. Ashburn, VA: author Fogg, G. E. (1992).
Park Planning Guidelines. Asburn, VA: NRPA, Sternhoff, R. E. & Warren, R. (1993).
Park & Recreation Maintenance Management (3rd ed.) Scottsdale, AZ: Publishing Horizons
Airspace USA - www.aimsintl.org
Spectacle Island Park - www.thecollaborative.com/DesignSpectacle.htm
Innova - www.innovadiscs.com
ADA - <http://www.facilitiesnet.com/bom/Jan04/Jan04facilitya.shtml>
MUSCO Lighting - www.musco.com
National Clearing House Playgrounds- http://www.uni.edu/playground/tips/SAFE/ageappr_guidelines.html
Safe Schools Checklist - http://laschools.org/oehs/inspection_guidebook.pdf
Pilot Rock - www.pilotrock.com
Plastics Lumber Company - www.plasticlumber.com
Recreonics - www.recreonics.com
SofSurfaces - www.sofsurfaces.com
Wave Loch - <http://www.waveloch.com/flash/index.htm>
Zambelli Fireworks - www.zambellifireworks.com
Zeager Brothers, Inc. - www.zeager.com
Kelsey, C. & Gray, H. (1985). *Master Plan Process for Parks and Recreation*. Reston, VA: American Alliance for
Spectacle Island Park - www.copernicus.bbn.com/Spec/spec.html

Journals

- Journal of Health Physical Education, Recreation, and Dance (<http://www.aahperd.org/>)
Journal of Leisure Research (<http://rptsweb.tamu.edu/Journals/JLR/>)
Phi Delta Kappan (<http://www.pdkintl.org/kappan/kappan.htm>)
Educational Leadership (<http://www.ascd.org/cms/index.cfm?TheViewID=353>)