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## RP 3403 Financing Recreation and Parks (3)

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### University Vision Statement

Arkansas Tech University: where students succeed, innovation thrives, and communities flourish.

### University Mission Statement

Arkansas Tech University is dedicated to student success, access, and excellence as a responsive campus community providing opportunities for progressive intellectual development and civic engagement. Embracing and expanding upon its technological traditions, Tech inspires and empowers members of the community to achieve their goals while striving for the betterment of Arkansas, the nation, and the world.

### Program Vision Statement

The program will produce leaders in Recreation and Park Administration.

### Program Mission Statement

The mission of the Recreation and Park Administration Program is to educate Recreation and Park professionals for self, community and society.

### Course Description

Prerequisites: Junior standing and Recreation and Park Administration major.

An introduction to recreation and park financial management including revenue and expenditure management.

### Course Objectives

The primary aim of this course is to generate student knowledge that will enable them to understand and articulate the critical role that finance play in not only our economic sector, but in our shared social, cultural, and political existence, and through that lens to introduce how we approach the finance of park and recreation services. The course is intended to cover the basic financial concepts, including revenues and expenses, budgeting, and financial management.

The secondary aim of this course is to help students understand how to take a more critical, well-reasoned, and managerial perspective in not only how they think about managing non-profit organizations, but how they live their daily lives as well. As students prepare themselves for a future in an administrative position, this course will introduce them to a number of simple-yet-elegant approaches to improve their thinking. Throughout the course, students will engage in a number of real-world case studies and scenarios designed to encourage them to apply course content. In addition to learning how to think more managerially, in each assignment there will be an explicit emphasis on the development of transferable skills related to decision-making, creativity, communication, and presentation. The hope is that students will leave this course feeling more comfortable in their abilities to reason, problem-solve, and convey their thinking – whether they enter the field of park and recreation or any other field that may interest them.

After successfully completing the course, students will be able to:

- Define resources and revenues commonly used in funding and providing for recreation and park services.
- Determine appropriate revenues and other resources for different types of recreation and park services.
- Understand the strengths and/or weaknesses of different approaches to budgeting.
- Apply budgeting techniques.

**Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT)**

The Council requires the curricula that it accredits to address four learning outcomes or standards. The COAPRT learning outcomes (and subparts) that RP 3403 addresses are listed below. In addition, programs are expected to further refine the COA outcomes to reflect the focus of the particular academic program. These narrowed learning outcomes are also listed below.

COAPRT Standards	Program Learning Outcomes	Course Artefact(s)
7.03 Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.		Scores on course exam.
	7.03 – B3 Financial Management	Case Studies

**Required Texts**

*The budget-building book for nonprofits: A step-by-step guide for managers and boards (2nd ed.).*

By Dropkin, M., Halpin, J., & La Touche, B.

*Think like a Freak: The Authors of Freakonomics Offer to Retrain Your Brain*

By Steven D. Levitt and Stephen J. Dubner

Hard copies or ebooks available at ATU bookstore or anywhere books are sold (Publisher(s), Amazon, etc.)

**Additional Reading Assignments**

Reading assignments in addition to the required textbooks may be made during the course of the semester. These assignments may consist of selected chapters of books or other materials. The books below will be available on reserve at the library circulation desk and may be available on BlackBoard.

Brayley, R. E., & McLean, D. (2008). *Financial resource management: Sport, tourism and leisure services*. Champaign, IL: Sagamore.

Crompton, J. L. (2009). *Financing and acquiring park and recreation resources*. Long Grove, IL: Waveland Press.

Fried, DeSchriver, & Mondello. (2018). *Sport Finance (4th ed.)*. Human Kinetics: Champaign, IL.

Landes, S. E. (2005). *Financing Municipal Recreation and Parks*. Pennsylvania Department of Conservation and Natural Resources.

**Course Requirements**

Be early to class. Be engaged. Be excellent to each other. Big lecture sections of courses often give students the impression that they are hidden or anonymous, but this is not the case: I can often see and hear everything you do, so please refrain from being distracted or disruptive. Please also come to class each day having read any assigned readings for that day. For discussions sections, make every effort to bring a laptop or tablet to be able to participate in class activities. In this portion of the class you are required to take an active role in shaping the experience for you and your classmates.

**Class Format**

- Lectures
- Discussions
- Small group work
- Case Studies
- Games
- Exams

**Course Evaluation:**

Qty	ASSIGNMENT	% OF GRADE
3	Exams	60% (20% each)
9	Case Studies	30% (3% each + 3% completion)
1	Program Invention Assignment	10%

### Design of Assignment

Assignments are designed to provide you with dynamic and engaging opportunities to apply concepts and methods from the text, lectures, and class activities. In virtually every assignment or activity, there is a managerial decision to be made, as well as a process of reasoning to be followed.

### Grading of Assignments

In general, assignments will be assessed using the following criteria:

- Quality of writing and presentation
- Application of methods and concepts from the text, lectures, and class activities
- Synthesis and integration of ideas and insights
- Clarity and logic

In any instance where a student would like to discuss his/her grade - either on a specific assignment or in terms of the final overall grade in this course - the student must have a face-to-face meeting with the instructor and outline the specific issues in question. Emails in which students ask for points on assignments or ask that final grades be bumped up at the end of the semester will be disregarded.

In the event that a student wishes to challenge his/her grade on any specific assignment they must adhere to the following procedure. Requests for a meeting to discuss the assignment must be made within one week from receipt of the assignment grade. The request should include a basic explanation or justification for a re-grade on this particular assignment. Following a face-to-face meeting, the instructor will review the student's assignment and re-grade the assignment based on the student's rationale – assuming this rationale is deemed sufficient to re-assess the grade. The grade on the assignment may then increase or decrease based on the instructor's re-assessment of the student's work. The re-grade will be the final grade for the assignment.

### Specific Assignments

Exams (60% of Final Grade): There will be three exams (each worth 20% of the final grade) throughout the course of the semester that we will be reading for class (assigned readings and required texts). The exams will take the form of multiple-choice, true/false questions, and/or short answers. These exams are non-cumulative. See the course schedule at the end of this syllabus for exam dates. More details will be provided before each exam.

XP Case Studies (30% of Final Grade): In pairs or groups, students will explore managerial thinking in park and recreation through the completion of nine case studies during their discussions sections – students who complete all nine case studies will receive an automatic 3% completion bonus for their overall semester grade (if a student is missing one case, they are only eligible for 2%; two missing cases, 1%; more than 2 missing cases, 0%). These case studies will function to extend the content introduced in that day's assigned reading from Think Like a Freak. The cases may be presented in any number of media platforms, such as articles, videos, and podcasts. In each case, students will be confronted with a real-world problem (or set of problems) for which they will need to develop a viable solution based on the tools have learned from that day's material. Case studies will allow students to earn Experience Points (XP) that correspond to the following scale: Incomplete (0), Fails to Meet Expectations (1), Meets Expectations (2), Exceeds Expectations (3). The XP that students earn will allow them the choice to redeem or stockpile points that are tied directly to the Fantasy Sports Simulation activity described below. NOTE: Case studies must be submitted to BlackBoard by 11:59 PM on Sunday and must contain everyone's names who participated – only one submission is needed per group but everyone's name must be on the document for them to receive credit. There will be an attendance sheet updated by the instructor for each discussion section - students who are not in attendance at their assigned discussion section may still turn in that week's case study by the 11:59 PM Sunday deadline, but are not eligible to work in groups and must complete the case individually. It is the student's responsibility to adhere to these requirements; failure to do so will be met with minimal compassion. For each day that a submission is late (according to the BlackBoard submission time), the assignment will lose 0.5 points. Cases will be posted on Tuesdays following the lecture for students to begin reviewing and thinking about before their discussion sections meet. More details will be provided in class.

*Fantasy Sports Simulation (No Grade)*: Each discussion section will transform into scaled version of a fantasy basketball league throughout the duration of the semester. Each week, students will be given an opportunity to add to or adjust their rosters as they work on building a fantasy basketball team. The XP that students earn will enable them different opportunities to build their respective teams. The catch: each day, students will be faced with a strategic decision related to the course material that will impact their teams. At the end of the course, the fantasy teams may square off in a video game format to determine the final winner. More details will be provided in class.

*Program Invention Assignment (10% of Final Grade)*: It is our hope that students will leave this course with an enhanced level of thinking and a clearer understanding of finance which can be applied in practice, Pursuant to this desired outcome, students will be required to conduct research about the park and recreation program interest to the student's and provide a summary of costs for their program. More details will be provided in class.

### Grade Calculation

Grades for the course will be based on the aggregation of scores for all coursework. Final grades will be assigned based on the following scale:

A	B	C	D	F
A = 90.0% - 100%	B = 80.0% - 89.99%	C = 70.0% - 79.99%	D = 60.0% - 69.99%	F = <59.99%

### Attendance and Participation

Attendance is a critical component of your success in this course. It is important for your exposure to, and retention of, materials not covered in the readings. In addition, it provides you with the opportunity to contribute to our class discussions and to help formulate ideas for assignments. Material covered in class will be incorporated into assignments and included on the midterm and final exam. It is expected that you will attend and participate in all classes. No makeup opportunities will be provided for unexcused absences.

### Policy for Late or Missed Work/Exams

Students are expected to have all assignments completed on the announced dates and times. All assigned work must be submitted by the time specified by the professor. For every day an assignment is late it drops a letter grade. Students excused for athletic events, travel, religious purposes, etc. should make every effort to turn in their assigned work before leaving. It is not acceptable to email your work so that it is on time unless prior permission has been given. If you are struggling with uploading your assignment, you are urged to contact tech support at (479) 968-0646 for assistance.

Students will be given a one-week window from the posting of assignment grades during which they may bring up any concerns about lost or missing work. If a student suspects that they did not receive credit for something that they completed and turned in (mistakes on our end are always possible), they must bring the potential mistake to our attention within this window. Attempts to receive credit for lost or missing assignments beyond this window will not be permitted.

### Classroom and course work performance and deadline expectations

1. Students are expected to attend class and participate in discussion and classroom exercises.
2. Students are expected to be on time. If you happen to be late, please enter the classroom with a minimum of disruption. If you are late on a regular basis examine your schedule and make changes to insure that you will arrive on time more often.
3. While in class, all electronic devices should be turned off including cell phones, beepers, and any other devices that can distract students or the instructor during class. The instructor may confiscate devices that disrupt the class. Devices that inadvertently go off during class should be turned off and the student should wait for an appropriate time to attend to the message. This does not apply to devices being used for class purposes.

4. Plagiarism, copying of another person's work, in whole or in part, or cheating in any form will deprive the student of a proper learning experience and will not be accepted as fulfillment of course requirements. Cheating may subject the student to discipline as outlined in university policy. Term papers and other work may be checked for plagiarism using any of a number of web sites such as turnitin.com. In addition, you may be asked to show evidence that the work you turned in is your own. Such evidence may include, but not be limited to notes, outlines, and early drafts of your paper. Please keep these materials until the end of the semester in case a question should arise. Also, be careful to whom you loan your work for use as an example. Often, when two papers are substantially the same, one student was helping another student, and the other student took too much advantage of the help. "Plagiarism is using the thoughts or words of somebody else and claiming them as your own" (T. Herrick, personal communication, August 16, 2002).
5. Students are encouraged to work together and share references and other resources. However, each student should do his or her own writing and work unless specifically instructed otherwise.
6. Attendance will be taken to satisfy federal regulations regarding eligibility for financial aid. Attendance will be reflected in the participation portion of the course grade.
7. Projects and assignments involving numerical calculations are only correct when the calculations arrive at the correct answer.

#### **BlackBoard Course Management System**

Course materials including the syllabus and many assignments will be made available on BlackBoard. Students will be expected to turn in homework assignments on BlackBoard. Grades for assignments and tests will be posted to BlackBoard. Some assignments to be done in class and some quizzes may not appear on BlackBoard. However, the scores for these assignments will be posted to BlackBoard.

#### **Disability Service**

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, or visit their website at <https://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

#### **Discrimination**

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: <http://www.atu.edu/titleix/index.php>.

2019-2020 Arkansas Tech University Handbook. <https://www.atu.edu/studenthandbook/StudentHandbook.pdf>

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|------------------------------|--------------------------------------|
| A. Academic Policies – p. 82 | C. Grievance Procedure – p. 83       |
| B. Class Absences – p. 82    | D. Academic Integrity Policy – p. 85 |

### TENTATIVE COURSE SCHEDULE (Subject to Change)

Date	Reading / Topic	Assignment Due
1/14	<i>Course Introduction; Syllabus Review; Expectations</i>	
1/16	<i>Fantasy Sports Simulation Introduction</i>	
1/21	<i>Fried Ch. 1: Introduction to Finance</i>	
1/23	<i>Levitt &amp; Dubner Ch. 1: Thinking with a Different Set of Muscles</i>	<b>Case Study 1</b>
1/28	<i>Fried Ch. 3: Basic Financial Concepts</i>	<b>Introduce Program Invention Assignment</b>
1/30	<i>Levitt &amp; Dubner Ch. 2: The Importance of Feedback</i>	
2/4	<i>Brayley Ch. 8: Financing for Non-profit</i>	
2/6	<i>Levitt &amp; Dubner Ch. 3: How to Redefine Your Problem</i>	<b>Case Study 2</b>
2/11	<b>NO LECTURE SECTION</b>	
2/13		<b>Exam 1</b>
2/18	<i>Financing the Future: The Critical Role of Parks in Urban and Metropolitan Infrastructure</i>	
2/20	<i>Levitt &amp; Dubner Ch. 4: Finding the Root Cause of Your Problem</i>	<b>Case Study 4</b>
2/25	<i>Dropkin Ch. 1: Why Budgets and Budgeting Are Important to Nonprofits Dropkin Ch. 2: Understanding Basic Types of Nonprofit Budgets</i>	
2/27	<i>Levitt &amp; Dubner Ch. 5: The Power of Simple Thinking</i>	<b>Case Study 5</b>
3/3	<i>Landes Ch. 2: Budgeting Basics for Park and Rec Fried Ch. 7: Budgeting: A Road Map for Sports Organizations</i>	
3/5	<i>Levitt &amp; Dubner Ch. 6: Incentivizing Desired Behavior</i>	<b>Case Study 6</b>
3/10	<b>NO LECTURE SECTION</b>	
3/12		<b>Exam 2</b>
3/17	<i>Brayley Ch. 8: Revenue and Expenses of Park and Rec Landes Chapters 3-5 Revenue Sources of Park and Rec</i>	
3/19	<i>Levitt &amp; Dubner Ch. 7: Understanding the Essence of Game Theory</i>	<b>Case Study 7</b>
3/23-30	<b>NO CLASS SPRING BREAK</b>	
3/31	<i>Dropkin Ch. 14: Major Components of Operating Income Dropkin Ch. 15: Estimating Income and Expenses</i>	
4/2	<i>Levitt &amp; Dubner Ch. 8: Constructing a Persuasive Argument</i>	<b>Case Study 8</b>
4/7	<i>Fried Ch. 11: Financial Statement</i>	
4/9	<i>Levitt &amp; Dubner Ch. 9: The Benefits of Failing and Quitting</i>	<b>Case Study 9</b>
4/14	<b>CAMP STORMY</b>	
4/16	<b>CAMP STORMY</b>	
4/21	<i>Dropkin Ch. 18: Zero-based Budgeting Break-Even Analysis</i>	
4/23	<i>Park and Recreation Program Invention State Funding Mechanisms for Outdoor Recreation</i>	<b>Program Invention Assignment</b>
4/28	<b>FANTASY BASKETBALL SIMULATION</b>	
4/30	Final Week (Time of Exam: 10:30 am – 12:30 pm)	<b>Exam 3</b>