

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health, and Tourism**

**PRLS 310 - Program Planning and Design (01)**  
**Fall 2010**

Day/Time:	T/R 9:00 - 10:15 AM	Location:	PW-OB 203
Instructor:	Elizabeth Coberly	Email:	ecoberly@gmu.edu
Office:	N/A	Phone Number:	540-837-9398 8am-9pm
Office Hours:	T/R 10:15-10:45 AM By Appointment	Fax Number:	N/A

**COURSE DESCRIPTION:** Fundamental principles and techniques of the planning process for health, fitness, and recreation programs. Covers specifying an area of need; goals, objectives, and mission statement; generating solutions; and selecting a program design for implementation.

**PREREQUISITE(S):** PHED 200, PRLS 210, SPMT 201, or TOUR 200

**COURSE OUTCOMES:** The course provides the benefits-based components of programming across all concentrations and two degrees in RHT. It has been designed to include fundamental principles and techniques of the planning process for exercise science; health promotion; parks, outdoor, and therapeutic recreation; sport management; and tourism and events management. Using theoretical models, students will design a **Written Program Plan** that outlines all of the programs to be accomplished in **(a)** twelve(12) *Program Design Forms* using **(b)** ten (10) *program classifications* around a to be announced (tba) theme for at least **(c)** *fourteen (14) hours* in length. It will be designed as if it would occur in the future in and at a location on the Prince William Campus. Based on lectures, the text, and outside sources, this course's **Written Program Plan** creates the beginning of a student major's RHT portfolio. Each student will add to their portfolio's theme driven **Written Program Plan** throughout their future semesters' coursework, including core courses HEAL 323, PRLS 450, PRLS 460, and the 490-General Education synthesis internship course. The portfolio has provided validation to employers to hire both interns and employees and students have used their **Written Program Plan** on their site.

**COURSE OBJECTIVES:** At the completion of this core course towards a BS in Health, Fitness, and Recreation Resources (HFRR) and Tourism and Events Management (TEM) in RHT students should be able to:

1. Formulate a personal programming philosophy.
2. Justify the **Written Program Plan's** benefits for participants after choosing program elements within their concentration/degree of either exercise science;

- health promotion; parks, outdoor, and/or therapeutic recreation; sport management; or tourism and events management.
3. Prepare measurable goals relevant to their target participants and setting.
  4. Accurately demonstrate in the **Written Program Plan** the responsibilities of a programming professional.
  5. Complete a polished **Written Program Plan** for submission that can be used in future RHT courses, for documentation toward a 490 internship, and/or for professional placement.

COURSE OVERVIEW: Further, upon completion of this course, students will meet the following professional accreditation standards for NRPA Council on Accreditation:

8.16	Knowledge of the role and content of leisure programs and services.
8.17	Ability to develop outcome oriented goals and benefits for individuals and groups.
8.18	Understanding of human growth and development throughout the life cycle including the contributions of leisure to growth, development, and self-expression
8.20	Understanding the concept and use of leisure resources to facilitate participant involvement.
8.28	Ability to formulate, plan for implementation, and evaluate extent to which goals and objectives for the leisure service and for groups and individuals within the service have been met.

REQUIRED READINGS: Rossman, J. Robert and Schlatter, Barbara E. (2008). *Recreation Programming: Designing Leisure Experiences* (Fifth Edition). Illinois State University: Sagamore Publishing.



- ❖ The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university affairs.
- ❖ All students are held to the standards of the George Mason University Honor Code. See <http://www.gmu.edu/catalog/9798/honorcod.html>
- ❖ University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor
- ❖ Students with disabilities who seek accommodations in a course must be registered with the Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See <http://ods.gmu.edu>
- ❖ For additional School of Recreation, Health, and Tourism information, please visit the website at <http://rht.gmu.edu>
- ❖ Ask a Librarian <http://library.gmu.edu/mudge/IM/IMRef.html>
- ❖ Counseling and Psychological Services (CAPS) 703-993-2380 or <http://caps.gmu.edu>
- ❖ The writing center is available to help with compositions <http://writingcenter.gmu.edu>

EVALUATION: This course will be graded on a percentage point system, with a total of 100 possible percentage points.

Requirements	Percentage Points
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<b>3 Exams</b> at 12.5 % Each	37.5%
<b>Written Program Plan</b> for RHT Portfolio (completed in teams to include a marketing presentation)	32.5%
<b>Volunteer</b> for community program and Evaluate (individually volunteer, completing hours and evaluation)	10%
<b>Class Participation</b> (pop quizzes, paper/pencil exercises, etc.)	10%
<b>5 Analysis Paragraphs</b> of professional articles on program programming and the relevance (or lack of) for your <b>Written Program Plan</b>	10%
Total	100%

*Attendance Policy:* Mason Catalog: "Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of non-participation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus."

There is NO make-up work.

Accordingly, in this course, absences, tardiness, or early departure are considered de facto evidence of non-participation. Three tardies, and/or early departures (including putting head on the desk and closing one's eyes) equal one absence. Three or more absences without advance permission or a doctor's note on letterhead will result in 0 points for Class Participation.

If you miss a class, it is your responsibility to obtain class materials (notes, handouts, etc.) from sources other than the instructor. Only then should you approach the instructor for questions.

#### *Grading Scale*

A = 94-100	B+ = 88-89	C+ = 78-79	D = 60-69
A- = 90-93	B = 84-87	C = 74-77	F = 0-59
	B- = 80-83	C- = 70-73	

**All assignments are due at 9:00AM, the beginning of class on the assigned day. No late work will be accepted without a doctor's note on letterhead.** Written work is to be typed and spell checked to avoid point deduction. Tests must be taken on assigned days unless approved ahead of time and **no class participation make-ups** will be available.

#### *Evaluation Criteria*

##### **WRITTEN PROGRAM PLAN FOR RHT PORTFOLIO**

Each student must purchase 1 soft, 3-ring binder for you and the team will purchase 1 soft 3-ring binder team copy. All binders need typed and professionally *labeled* index tabs. **No plastic**

**sleeves may be used in either the individual or team binder. Both the individual's binder for each team and the team's binder will look exactly alike and be turned in all together.** Each individual will get their copy back and the team's identical copy retained for future programming purposes.

The typed title page embellished with pictures and clip art will appear on the first page of both individual and team copies. Each index tab will be typed and professionally *labeled* with the numbered parts of the Program Plan listed below (Part 1). The first index label will say #1 (Mission and Philosophy); next #2 (Need for the Program); followed by #3 (Design Goals of the Program); then #4 (Operation Details); then #5 (Program Design Forms); and last #6 (Program Evaluation). Throughout the semester as each numbered item is completed, embellish pages with pictures, clip art, and appealing consistent fonts to enhance the overall professional appearance.

#### **VOLUNTEER**

Each individual will - independent of his/her team - work as a volunteer for a specific event in the Fairfax or Prince William communities. Activities, days, times, and evaluation criteria will come later. Students will not pass the course without completing the volunteer component, including contact hours and evaluation of the event.

#### **PROFESSIONAL ARTICLE ANALYSIS**

Each individual will - independent of his/her team - research a recently published article in a professional journal and write up to a single page paper addressing (1) the important information you gleaned from the article (2) how you could use that information as a program planner (3) why you think the information is or isn't helpful (4) complete citation using APA style required.

TENTATIVE COURSE SCHEDULE:

DATE			TOPIC	READING	ASSIGNMENT DUE	
T	August	31	Introduction & Syllabus			
R	September	2				
T		7		Ch 1-3		
R		9				
T		14		Ch 4-6		
R		16	Charvis Campbell		1st Analysis	
T		21	Test on Part I: Foundations for Programming			
R		23		Ch 7-8		
T		28				
R		30		Ch 9-12		
T		October	5			
R	7				2nd Analysis	
T	12		No Class - Columbus Day			
R	14					
T	19		Test on Parts II: Determining Agency Culture & Part III: Targeted Program Development			
R	21			Ch 13		
T	26					
R	28			Ch 14	3rd Analysis	
T	November		2			
R		4		Ch 15-19		
T		9				
R		11				
T		16		Ch 20-22		
R		18			4th Analysis	
T		23				
R		25	No Class - Thanksgiving Day			
T		30	Test on Part IV: Operational Strategies & Part V: Follow-Up Analysis			
R	December	2	Group Presentations		Volunteer Timesheet & Analysis	
T		7	Group Presentations			
R		9	Group Presentations		5th Analysis	

*Note: Faculty reserves the right to alter the schedule as necessary.*

## WRITTEN PROGRAM PLAN FOR RHT PORTFOLIO (from text)

### I. THE PROGRAM PLAN

- A. Enticing Overall Program Design Title** - Make sure that not only your overall program plan title is enticing but also each individual **Program Design Form** has a unique title to attract clients like those featured in *Fairfax County Parktakes*, for example.
- B Mission and Programming Philosophy**
1. *Mission*
  2. *Programming Philosophy* - What is your program trying to achieve, including overall benefits for the client?
- C. Need for the Program** - Convince Mason RAC personnel of the need for your program plan *Obesity Tsunami* based on referenced data.
- D. Design Goals of the Program** - Required a total of 10 objectives (a combination of program and behavioral objectives) as defined in class and presented in the text. The objectives must be specific, observable, and measurable for future evaluation.
- E. Operation Details.**
1. *Venue Arrangements* - A specific listing of all areas to be used in the **Written Program Plan** in and around the RAC. All venues should be specifically described to include a map of the facility and/or layout of the overall facility.
  2. *Special Arrangements* - Contractual arrangements for *transportation*, outside *entertainment* coming in, or *concessions* should be listed on this page. For example: "Arrangements with a local bus company will be negotiated to pick up participants at their residence and return them." Parade permits; liability insurance; or special maintenance services can also be listed in a generic way like the above example.
  3. *Inclusion Plan* - Agencies are required to provide reasonable accommodations in programming for people with disabilities. If not they could face a suit due to the Americans with Disabilities Act (ADA). Based on the class lectures and references from the Office of Disability Services website <http://ods.gmu.edu> list ways to make the program inclusive perhaps through such examples as:
    - a. Adaptive equipment or assistive devices will be available upon request.
    - b. An individual coach will be available for people who need one-on-one assistance.
    - c. Specific accommodations and/or modifications based on your target population...grandparents (seniors), parents (adults), teens,

- children, infants, and any age group who may have a physical or mental challenge.
- d. State if specific modifications can be found on each program plan form.
4. *Equipment and Supply Needs* - List 2 itemized inventories:
    - a. All necessary equipment needed to run the entire program from the **Program Design Forms** including the number necessary (but not cost\*)
    - b. All necessary supplies needed to run the entire program from the **Program Design Forms** including the number needed for the maximum number of clients.
  5. *Promotion Plan* - A web page which can be clicked on from the Mason website to convey:
    - a. All w's - who, what, when, and where
    - b. Beneficial outcomes for participants or why to engage in this program.
    - c. Target market punch using words, font, and colors to attract that participant.
  6. *Budget and Pricing Information* (will be taught in another course and added later).
  7. *Registration Plan* (not in this initial plan).
  8. *Staffing and Staff Orientation Plan* -- A list of all permanent staff needed to run the program.
    - a. Use fictitious names.
    - b. Each staff's job title.
    - c. Certifications and/or expertise for each.
  - 8a. *Staffing and Staff Orientation Matrix* as described in class that shows the staff for all 12 activities over at least 14 clock hours using 10 program classifications:
    - a. Who is to be...
    - b. ...Teaching what
    - c. Location they are to report to facilitate.
    - d. When they are to report.
  9. *Management Plan* (will be taught in another course and added later).
  10. *Cancellation Plan* -- Events don't cancel themselves. In case of rain, if any part of the plan is outside, state a back up space or alternate date planned. List a contingency plan if promised transportation doesn't arrive on time. For purposes of this plan, assume PW will have qualified staff as backups.

11. *Set-Up* -- Assume custodial crew will set up each space prior to participants' arrival. Provide usual layouts for **Program Design Forms'** activities within each programmed space used to show:
  - a. Arrangement of chairs and/or desks and big equipment
  - b. Speaker or leader's position among participants.
  - c. Any specific atmosphere can be detailed here.
12. *Safety Checks* -- Attempts are made to anticipate all types of risks associated with your plan. List the names of any forms that will be on file to be utilized when running the program plan. Samples of the forms are optional.

## II. INDIVIDUAL PROGRAM FORMS USING ONE ACTIVITY FROM AT LEAST 10 CLASSIFICATIONS.

F. **Twelve (12) Program Design Forms** -- With each individual **Program Design Form**; assume you are not facilitating so it must all be spelled out. As a result, each *Description of Activity* must be a detailed blueprint, lesson plan, and cookbook-like description that someone else can pick up and facilitate. Complete references using APA style are required for each **Program Design Form** so that the facilitator could acquire further information. **All Program Design Forms require a complete reference at the bottom.**

1. Researched sources may include databases, journals, magazines, the web, books, manuals, etc... that identifies examples, equipment, or DVDs to be used for that activity. Be sure to use the right format appropriate for each activity.
2. *Use ten (10) Program Classifications* -- 10 program classifications must be used at least once as an activity on a **Program Design Form**.
3. **Program Design form hours** -- Each **Program Design Form** must run for at least 30 minutes in length and no more than 90 minutes. The total number of programmed hours must be a minimum of 14 clock hours.
4. **Important** -- To be worthy of a Program Design Form, there must be an instruction component. Activities that run themselves can be a part of the program plan design, but are not worthy of a Program Design Form and in Part II.

G. **Program Evaluation** (will be taught in another course and added later).