

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism (RHT)

PRLS 310 - Program Planning and Design (03)
Spring 2011

DAY/TIME:	W 4:30p.m. - 7:10 p.m.	LOCATION:	Recreation Activity Center (RAC) #2203 - Fx
PROFESSOR:	Dr. Brenda Wiggins	EMAIL ADDRESS:	bwiggins@gmu.edu
OFFICE LOCATION:	RAC #2019 - Fx Bull Run Hall #201E - PW	PHONE NUMBER:	703-993-2068 - PW
OFFICE HOURS:	M AM by Appointment - Fx T/Th Noon - 2:30 PM - PW	FAX NUMBER:	703-993-2025 - PW

PREREQUISITE:

PHED 200, PRLS 210, SPMT 201, or TOUR 200

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.

COURSE OBJECTIVES:

At the completion of this core course towards a B.S. 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 (kinesiology); health promotion; parks, outdoor, or therapeutic recreation; sport management; or tourism and events management.
3. Prepare measurable objectives 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 towards a 490 internship, and/or for professional placement.

Further, upon completion of this course, students will meet the following professional accreditation standards: *Council on Accreditation of Parks, Recreation, and Tourism Related Professions standards met*

- 8.09 Understanding of the roles, interrelationships, and use of diverse delivery systems addressing recreation, park resources, and leisure.** *Content to consider: An understanding of the public, private, profit, and not-for-profit delivery systems that address the leisure needs of the public, how they work together, and their importance.*
- 8.10 Understanding of the importance of leisure service delivery systems for diverse populations.** *Content to consider: The impact of leisure service delivery systems on a wide diversity of populations, (i.e., mental, physical, aged, youth, multicultural etc.).*
- 8.13 Understanding of the variety of programs and services to enhance individual, group, and community quality of life.** *Content to consider: content and purpose of programs and services that relate to individual and group goals and values, benefits of the leisure experience, theories of programming, knowledge of participant behavior, and participant-driven programs that promote quality of life.*
- 8.14:02 Development of outcome-oriented goals and objectives.** *Content to consider: Development of outcome-oriented goals and objectives based upon formal needs assessment.*
- 8.14:03 Section and coordination of programs, events, and resources.** *Content to consider: Availability and accessibility of programs, resources and facilities; the social and physical environment of the setting within the greater community; and the integration and coordination with public, nonprofit and private sectors of programs within and outside the direct service area.*
- 8.14:05 Preparation, operation, and maintenance of venues.** *Content to consider: Planning, organizing, developing, and scheduling of routine, preventive, and emergency maintenance and operational tasks; managing of operational and maintenance personnel; and maintenance and replacement of equipment, natural resources, and structure and systems maintenance.*

REQUIRED READING:

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

COURSE OVERVIEW:

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 (kinesiology); 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 the theme - **Obesity Tsunami** for at least **(c)** fourteen (14) hours in length. It will be designed as if it would occur in the future in and around

the RAC on the Fairfax 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 PRLS 450 and the 490-General Education synthesis internship course. The portfolio has provided validation to employers to hire both interns and employees where their **Written Program Plan** has been applied onsite.

EVALUATION:

Three Exams (worth 75 points each)	45%
Written Obesity Tsunami Program Plan for RHT Portfolio (completed in teams to include a marketing presentation)	30%
Volunteer for community program and Evaluate (individually volunteer, completing hours and evaluation from provided list)	16%
Class Participation (pop quizzes, paper/pencil exercises, etc.)	<u>9%</u>
Total:	100%

Grading Scale:

A+=98-100	B+ =88-89	C+ =78-79	D =60-69
A =94- 97	B =84-87	C =74-77	F = 0-59
A- =90- 93	B- =80-83	C- =70-73	

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

All assignments are due at 4:30p.m., 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.

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	

ASSIGNMENT SUMMARIES:

WRITTEN PROGRAM PLAN FOR RHT PORTFOLIO

Each student must purchase **one soft**, three ring binder for you and the team will purchase **one additional soft**, three ring binder **team copy** for Mason's RAC administrators. 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 Mason's RAC administrators 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); and #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.

WRITTEN PROGRAM PLAN FOR RHT PORTFOLIO (from text)

PART I:

THE PROGRAM PLAN

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.

1. **Mission and Programming Philosophy**
 - a. *Mission*
 - b. *Programming Philosophy* - What is your program trying to achieve, including overall benefits for the client?
2. **Need for the Program** - Convince Mason RAC personnel of the need for your program plan *Obesity Tsunami* based on referenced data.
3. **Design Goals of the Program** – Required a total of ten (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.

4. **Operation Details**

- a. *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.
- b. *Special Arrangements* - Contractual agreements 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."
- c. *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:
 1. Adaptive equipment or assistive devices will be available upon request.
 2. An individual coach will be available for people who need one-on-one assistance.
 3. 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.
 4. State if specific modifications can be found on each program plan form.
- d. *Equipment and Supply Needs* - List two itemized inventories:
 1. All necessary equipment needed to run the entire program from the **Program Design Forms** including the number necessary (but not cost*).
 2. All necessary supplies needed to run the entire program from the **Program Design Forms** including the number needed for the maximum number of clients.
- e. *Promotion Plan* - A web page which would be clicked on from the Mason website to convey:
 1. All w's – who, what, where, and when
 2. Beneficial outcomes for participants or why to engage in this program
 3. Target market punch using words, font, and colors to attract that participant
- f. Budget and Pricing Information (will be taught in another course and added later)

- g. Registration Plan (not in this initial plan)
- h. *Staffing and Staff Orientation Plan* – A list of all permanent staff needed to run the program
 1. Use fictitious names
 2. Each staff's job title
 3. Certifications and/or expertise for each
- AND *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:
 1. Who is to be
 2. Teaching what
 3. Location they are to report to facilitate
 4. When they are to report
- i. Management Plan (will be taught in another course and added later)
- j. *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 back ups.
- k. *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:
 1. Arrangement of chairs and/or desks and big equipment
 2. Speaker or leader's position among participants
 3. Any specific atmosphere can be detailed here.
- l. *Safety Checks* - Attempts are made to anticipate all types of risks associated with you 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.

PART II:

INDIVIDUAL PROGRAM FORMS USING ONE ACTIVITY FROM at least 10 CLASSIFICATIONS

5. Twelve (12) Program Design Forms - With each individual **Program Design Form**; assume you are not facilitating it 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 or Chicago style (just be consistent) 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.** Researched sources may include databases, journals, magazines, the web, books, manuals, etc. that identifies examples, equipment, or DVD's to be used for that activity. Be sure to use the right format appropriate for each activity.

Use ten (10) Program Classifications – *Ten* program classifications must be used at least once as an activity on a **Program Design Form**.

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. 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.

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

Mandatory Team presentations by all members will occur at the end of the semester. The Marketing Plan will consist of 2 of the best Program Design Forms and 2 other indexes based on the theme to sell their plan to Mason RAC personnel.

PART III: VOLUNTEER

Each individual will *independent of his or her team*, work as a volunteer for a specific event in the Fairfax community. Activities, days, times, and evaluation criteria will be distributed the second class. Students will not pass the course without completing Part III including two contact hours and an evaluation of the event.



- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>]. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu/>].

COURSE SCHEDULE:

DATE	TOPIC	DUE
Week 1	Course Overview	
Week 2	Chapter 1 Basic Programming Concepts	Chapter 1 read before class begins
Week 3	Chapters 2 and 3 How Individuals Experience Leisure Six Key Elements of a Situated Activity System	Chapter 2 & 3 read before class begins
Week 4	Chapters 4 and 5 Outcome-Based Programming Developing Leisure Products in the Experience Economy	Chapter 4 & 5 read before class begins
Week 5	Program Life Cycle	3 Program Design Forms Due per team <i>Review</i>
Week 6	Test One	Chapters 1-5 Please bring scantron
Week 7	Chapters 6 and 10 Using Goals and Objectives in Program Development Writing Program Design Goals	Chapter 6 & 10 read before class begins
Week 8	SPRING BREAK	
Week 9	Chapter 11 and Figure 12-3 Program Design Program Screening Instrument	Chapter 11 & Figure read before class begins & <i>Review</i>
Week 10	Test Two	Chapters 6, 10, 11, and Figure 12-3 Please bring scantron
Week 11	Chapters 13 and 14 Preparing the Program Plan Techniques for Program Promotion	Chapter 13 & 14 read before class begins
Week 12	Chapter 22 Making Decisions about Program Services	Chapter 22 read before class begins <i>Review</i> Chapters 13, 14, & 22 Please bring scantron
Week 13	Test Three	<i>Review</i> Chapters 13, 14, & 22 Please bring scantron
Week 14	Presentations	Program Plan Due! Mandatory attendance by entire class
Week 15	Presentations	Volunteer Evaluation Due! Mandatory attendance by entire class

PROGRAM DESIGN FORM TEMPLATE-will extend 2 - 3 pages
Your team chooses an appropriate Logo! Here's an example:



Enticing Individual Event Title:

- Program Classification:** 1). **Arts activities**-Performing: music, dance, and drama; Visual, crafts; New arts-Technology-based such as computer graphics;
2). **Cognitive and literary activities;** 3). **Self-improvement/educational activities;**
4). **Sports and games activities;** 5). **Aquatics activities;** 6). **Environmental activities**-
Greening, Outdoor recreation and Risk recreation;
7). **Wellness activities**-Fitness, Health; 8). **Hobbies and social recreation activities;** 9). **Volunteer services;** 10). **Travel and tourism activities**

Purpose of the Activity (Goal or outcome):

Session Number (i.e. Will this be activity number #1 or #5 or #12?):

Appropriate Amount of Time (To run the activity-No more than 90 minutes):

Specific Location (Required for the activity to take place; specific room # or name):

Number of Participants (The activity is designed for):

Minimum: **Maximum:**

Equipment List (Necessary to run the activity
Specific quantity to run for the max participants):

Supply List (Necessary to run the activity
Specific quantity to run for the max participants):

Program Format (Self-directed/noncompetitive; Clubs/Groups; Drop-In; Competition/leagues and tournaments; Special Events; Skill Development):

First to Last Directions (Needed for someone else to lead the activity-As specific as a blueprint or cook book).
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 should not be included on a Program Design Form.

Benefit/s (From participating name and identify a cognitive benefit; name and identify a behavioral benefit, or name and identify an affective benefit):

Complete APA Reference (Including reference for a certain video, journal, magazine test, etc. Remember when citing a website to include the retrieval date):