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

DAY/TIME:	Wed. 4:30-7:10pm	LOCATION:	RAC 2203
PROFESSOR:	Susan L. Johnson, M.S.	EMAIL ADDRESS:	sjohnsoi@gmu.edu
OFFICE LOCATION:	FREEDOM CENTER (PWC)	PHONE NUMBER:	703-993-3761
OFFICE HOURS:	By appointment only		

**PREREQUISITE: Either HEAL 205, 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 OVERVIEW:
The course provides the benefits-based components of programming across all concentrations in RHT. It has been designed to include fundamental principles and techniques of the planning process for kinesiology; health promotion; parks and outdoor, therapeutic recreation; sport management; tourism management; events management and hospitality management. Using theoretical models, students will design a written plan that outlines all of the programs to be accomplished in **(a)** twelve (12) directed activities using **(b)** ten (10) program classifications during a themed weekend for any population on the Prince William or Fairfax campus that is at least **(c)** fourteen (14) hours in length. It will be designed as if it would occur in the future on either Mason Campuses and incorporate **(1)** the Freedom Aquatic and Fitness Center (FAFC); **(2)** The EDGE-Mason's Center for the Team and Organizational Learning; **(3)** University Life programs; **(4)** outside spaces (fields, forest, pond/streams, bridge, field tents and blacktop/pavement/parking areas) and/or, **(5)** the Recreation Activity Center (RAC), **(6)** Mason Inn or another Mason venues. Based on lectures, the text, field trips and outside sources, this course's written program plan creates the beginning of a RHT major's portfolio. Each student will add to their portfolio's theme driven program plan throughout their future semesters' coursework, including core courses HEAL 323 and PRLS 411 (if required), 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.

Further, upon completion of this course, students will meet the following professional accreditation standards for the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT).

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.

COURSE OBJECTIVES:
At the completion of this core course towards a B.S. in Health, Fitness and Recreation Resources (HFRR) or B. S. in Tourism and Events Management (TEM) RHT students should be able to:
1.   Formulate a personal programming philosophy.
2.   Justify the plan's <u>benefits</u> for participants after choosing program elements within their concentration 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 program plan the responsibilities of a programming professional.
5.   Complete a polished plan for submission that can be used in future RHT courses, for documentation towards a 490 internship, and/or for professional placement.

READINGS:
1.   Text-**REQUIRED**: Rossman, J. Robert and Schlatter, Barbara E. (2011).
Recreation Programming: Designing and Staging Leisure Experiences (Sixth Edition). Illinois State University: Sagamore Publishing.

2.   Online articles, to be determined**.**

EVALUATION:

Two Exams (worth 75 points each)	150
Written **Themed Weekend** Program Plan for RHT Portfolio (completed in teams of 3)	220
Volunteer Experience during Fall 2011	20
Class Participation (class presentations, paper/pencil exercises, etc.)	10
	400 Points Possible

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."

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There is NO make-up work.

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Accordingly, in this course, <u>absences, tardiness, or early departure</u> 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. Use of electronic equipment is not tolerated during class.

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

**Not all class lecture/power points will be posted on Blackboard, therefore, taking notes during class is recommended!

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Grading Points
All assignments are due at 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 **class participation make-ups** must be arranged with the Instructor.

	C+ 233 - 199
A 400-366	C 200 -166
A- 367-334	C- 167- 134
B+ 333- 301	D 135- 100
B 300 -266	F 99 and below
B- 267-232	

Evaluation Criteria
WRITTEN PROGRAM PLAN FOR RHT PORTFOLIO
Each student must purchase **one soft**, three ring binder for you and the team members must pool their money to purchase **one additional soft**, three ring binder **team copy** for the Instructor. All binders need to include labeled and typed index tabs. **Both the individual's binder (one for each team member) and the team's binder will look exactly alike.** Each individual binder will be shown to the Instructor on the last day of

class. The Instructor's copy will be retained for Mason's 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 *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. Your goal is to create a portfolio your proud to present to a potential employer.

PART I: *REQUIRED*
WRITTEN PROGRAM PLAN FOR RHT PORTFOLIO
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 or Prince William County Leisure, for example.

1. **Mission and Programming Philosophy**
   a. Mission – Mason's*,* University Life, The EDGE or agency where bulk of the event will take place
   AND
   b. Programming Philosophy - What is your program trying to achieve, including overall benefits for the client?
2. **Need for the Program** - Reference the Prince William County and/or Fairfax County and Mason's census information (found on line) to support need for programs, show references within this section.
3. **Design Goals of the Program** – Required a total of ten (10) objectives (a combination of program and behavioral objectives, 5 and 5) 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 program plan-- The EDGE, Mason Inn, RAC, PW and/or or Fairfax Campus. **Mason groups to include: Student Groups, Academic Classes, University Life, Athletics, Clubs, Freshman Center, Family Events, and Alumni**, **etc.** 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 or Mason shuttle service will be negotiated to pick up participants at their school and return them." Event 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 Resources 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 <u>two</u> **separate** <u>itemized inventories</u>:

1. All necessary <u>equipment</u> needed to run the entire program from the **Program Design Forms** including the total number necessary (but not cost*).

AND

2. All necessary <u>supplies</u> needed to run the entire program from the **Program Design Forms** including the total number needed for the <u>maximum</u> number of clients.

e.   Promotion Plan - A web site main page, including URL address and

1. All w's – who, what, where, and when
2. Benefits (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 <u>list</u> 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 <u>matrix</u> 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.

k. Set-Up - Assume custodial crew will set up each space prior to participants' arrival. Provide usual layouts for **Program Design Form** 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. <u>List</u> 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: *REQUIRED*
INDIVIDUAL PROGRAM FORMS USING ONE ACTIVITY FROM TEN PROGRAM CLASSIFICATIONS

5. **Twelve (12) <u>Program Design Forms</u>** - 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 form appropriate for each activity.

   Use ten (10) Program Classifications – **Ten** program classifications must be used at least <u>once</u> 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 <u>no more than 90 minutes</u>**. The total number of programmed hours must be a minimum of **14** clock hours. <u>Important:</u>

   To be worthy of a Program Design Form there must be an instruction component. The participant must be taught something rather than just *drop in and do something*. Writing instructions is part of the grade for this part of the plan. Activities that run themselves can be a part of the program plan design, but should not be included on a Program Design Form and in Part II.

6. **Program Evaluation (will be taught in another course and added later)**
7. **Groups will be called upon to "market" their project in class to a team of experienced program planners.**

PART III: VOLUNTEER EXPERIENCE- REQUIRED
Everyone will volunteer to assist the University Life staff and/or The EDGE staff with event to be held at Mason's PW or Fairfax Campus. Specific activities, days, times, and sign-up criteria will be presented the first week of September. Each student must volunteer 4 hours and submit proof of participation from the event leader.

PART IV: TEAM DEVELOPMENT COURSE at The EDGE
OPTIONAL but HIGHLY ENCOURAGED

FRIDAY September 9 or October 14, PRLS 310 Section 03 is scheduled to participate in a 4 hour team development course at The EDGE-Mason's Center for Team and Organizational Learning. The fee for attendance is $15.00 and can be paid by check or cash to the Instructor on or by October 12 at the end of our class period. The benefit of attendance is to enhance your knowledge of The EDGE, develop positive relationships with class members, and provide information to enhance your program plan.

- 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 College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See http://rht.gmu.edu].

PRLS 310 Course Calendar
NOTE: Topics and dates are tentative and subject to change.

Date	Subject	Due
Aug. 31	Introduction, Overview, Ice Breakers	**Purchase** Text

Sept. 7	Basic Programming Concepts How Individuals Experience Activities	Chapter 1, 2
Sept . 9 FRIDAY	**Field Trip to The EDGE, PW Campus 9:15am-1:45pm**	
Sept 14	Six Elements of a Situated Activity System Outcome-Based Programming Debrief The EDGE Experience	Chapter 3,4
Sept. 21	**Guest Speaker-Career Services** Using Goals and Objectives in Program Development Developing Leisure Products in the Experience Economy	mailto:lshinner@gmu.edumailto:lshinner@gmu.edu Chapter 5, 6 mailto:jblank@gmu.edu
Sept. 28	Work in groups, in class activities	mailto:wfleming@gmu.edu
Oct. 5	**Guest Speaker- University Life, PW Campus Test #1**	*3 ring light plastic binder with 1-6 tabs labeled Mission…*
Oct. 12	**Field Trip to Mason Inn**	Chapters 7, 8
Oct 14 FRIDAY	**Field Trip to The EDGE, PW Campus 9:15am -1:45pm**	
October 19	Writing Goals and Objectives Developing Agency Mission	
October 26	Obtaining Participant Input Writing Program Design Goals	**Due- 1st Binder Review. Include: 5 Program Design Forms**, **Tabs, Missions, Goals and Objectives**
Nov. 2	**Guest Speaker-Techniques for Program Development**	Chapters 9, 10
Nov. 9	Program Design Work in Teams	Chapter 11
Nov. 16	SWOT Analysis Preparing the Program Plan	Chapter 13

Nov. 23	**NO CLASS- Thanksgiving Break**	
Nov. 30	**Guest Speaker --Techniques for Program Promotion** **Test #2 (on line)**	**Due -5 Program Design Forms per group and corrections from 1st review.**
DEC 7	The Program Development Cycle Staffing and Supervising Program Operations	
Dec 14	Final Project Presentations	
	Happy Holidays	

PROGRAM DESIGN FORM TEMPLATE
Your team chooses an appropriate Logo!   Here's an example:

Enticing Individual Event Title:

Program Classifications: Arts-Performing: music, dance, and drama;
Visual, crafts; New arts-Technology-based such as computer graphics;
Cognitive and literary activities; Self-improvement/education; Sports and games;
Aquatics; Environmental activities-greening, outdoor recreation and risk recreation;
Wellness/Fitness; Hobbies and social recreation; Volunteer services; Athletics; **Travel and tourism**

Purpose of the Activity (Goal or outcome):

Session Number (i.e. Will this be activity #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   **Supply List** (Necessary to run the activity
Specific quantity to run for the max participants):   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, 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):