

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 310 - Program Planning and Design (001)
Spring 2015

Day/Time:	T/R 10:30 – 11:45 AM	Location:	PW-BRH 134
Instructor:	Christopher Goldbecker	Email:	cgoldbe4@gmu.edu
Office Location:	N/A	Phone Number:	571-722-7814 9am-8pm
Office Hours:	By Appointment	Fax Number:	N/A

PREREQUISITE(S): 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 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: 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 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/PRLS 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.

PROFESSIONAL ASSOCIATION STANDARDS: 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):

- 7.02: Students graduating from the program shall be able to demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

NATURE OF COURSE DELIVERY: Face-to-face.

REQUIRED READINGS: Rossman, J. Robert and Schlatter, Barbara E. (2011). *Recreation Programming: Designing and Staging Leisure Experiences* (Seventh Edition). Sagamore Publishing.

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

Requirements	Percentage Points
3 Exams at 10 % Each	30%
Written Program Plan for RHT Portfolio (completed in teams to include a marketing presentation)	30%
5 Research/Writing Assignments (3 Article Analysis Paragraphs of professional articles on program programming and the relevance (or lack of) for your Written Program Plan, 1 Press Release or Flyer for a program you make up, 1 Program Research Poster you design to explain a program in your community.)	15%
Volunteer for community program and Evaluate (individually volunteer, completing hours and evaluation)	10%
Class Participation (pop quizzes, paper/pencil exercises, etc.)	15%
Total	100%

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	

ASSIGNMENTS:

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. Class Participation grades are taken daily and any unexcused absence will result in a 0 for that day. Three or more absences without advance permission or a doctor's note on letterhead will result in 0 points for Class Participation in the final grade.

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.

All assignments are due at 10:30AM, 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.

Assignment Summaries

WRITTEN PROGRAM PLAN FOR RHT PORTFOLIO 30%

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, Loudoun, 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.**

RESEARCH/WRITING ASSIGNMENTS

Professional Article Analysis

For each 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. Each analysis is three points towards your total grade. You will receive or lose one point for: proper content/research; grammar and APA formatting; proper **APA citation**.

For the first article analysis, you must choose an article about campus recreation programming or community event programming. For the second article analysis, the article must be about either outdoor recreation programming, community recreation programming (public or non-profit), or therapeutic recreation programming. For the third article analysis, the article must be about sports programming, tourism or hospitality programming, or commercial recreation programming.

You have two options for Article submission: typed and submitted to the instructor by 9 AM on the due date (preferred) or via Blackboard before 10:30AM on the due date. If you choose to submit via Blackboard, the Analysis must be in the proper format and saved as a PDF file. MSWord files or copied and pasted documents will not be accepted.

Examples of Professional Journals:

AAHPERD	<u>The Journal of Physical Education, Recreation & Dance</u> (www.aahperd.org) by the American Alliance of Health, Physical Education, Recreation, & Dance
AAPRA	<u>Journal of Park and Recreation Administration</u> (www.aapra.org) by the American Academy for Park and Recreation Administration
NIRSA	<u>RSJ -- Recreational Sports Journal</u> (www.nirsa.org) by the National Intramural-Recreational Sports Association
NRPA	<u>Parks & Recreation Magazine</u> (www.nrpa.org) by the National Recreation and Park Association <u>Therapeutic Recreation Journal</u> (www.nrpa.org) by the National Recreation and Park Association

Press Release or Flyer

Independent of your team, you will design an original press release (similar to the example on p.262 of the text) or an original flyer to publicize an original program that you create. This is a creative writing assignment and as such there are few limitations to what you create. If you choose the press release, it must meet the design criteria outlined in the textbook. If you choose the flyer, it must be full color, contain a balance of text and “white space”, catch the eye from a distance with its visual appeal, and contain enough detail so that it explains the program and registration criteria.

Program Research Poster

Each student will explore the programs around them in their own community (around school or near where you live). Once you have explored the programs you have access to, you will select one and create a poster to explain the program to your classmates. It is recommended that you examine the current program brochure or promotional material and that you take some time to interview the programmer in charge of the program (in person, via email, or via phone) to find out anything relevant to class, reflective of what your group is designing for their Written Program Plan, or to further your understanding of the role of the program and programmer in the organization to which they belong.

After gathering as much information as possible, you will design a full color and visually appealing poster to explain the program to your fellow students. The poster should contain details about the client who would register for the program, details about the design of the program (time, location, repetition, etc.), details about the benefits of participation, etc...

At the beginning of class on the assigned day, all students will put their posters up in the classroom and explain their chosen program to their classmates. Each student will have the

opportunity to explore the room and learn about all of the programs researched by their classmates.

Written Program Plan Presentations

Each group will deliver two PowerPoint presentations to the class. The first presentation will focus on the Written Program Plan's site location. This first presentation should cover the "who, what, when, where, why, and how of the site location.

The second presentation will be of the complete and final Written Program Plan. This presentation should incorporate all of the site information and include information on the mission, need, goals, operations (all aspects described in the outline), Individual Program Design Forms, evaluation, and the proposed disposition decision of the program.

TENTATIVE COURSE SCHEDULE:

DATE			TOPIC	READING	ASSIGNMENT DUE
T	January	20	Introduction & Syllabus		
R		22	Basic Programming Concepts	Ch1	
T		27	How Individuals Experience Leisure,	Ch 2	
R		29	Six Key Elements of a Situated Activity System	Ch 3	
T	February	3	Online assignment, no class Outcome Based Programming	Ch 4	Exercises: 4.1, 4.2, 4.3
R		5	Developing Leisure Products in the Experience Economy, Age Groups, PDC	Ch 5, Ages & Stages p 107-110	1st Article Analysis
T		10	Preparing the Program Plan	Ch 13	
R		12	Test #1		Chaps: 1, 2, 3, 4, 5, 13
T		17	Guest: Mike Bonneville (F.C.P.A.) Large-Scale Programming		Collaborative Learning Agreement
R		19	Using Goals and Objectives in Program Development	Ch 6	2nd Article Analysis
T		24	Developing the Agency's Programming Mission	Ch 7	
R		26	Developing Strategic Directions: Writing Program Management Goals	Ch 8,	
T	March	3	Online assignment, no class Written Program Design Goals	Ch 10	Exercises: 10.1, 10.2, 10.3
R		5	Guest: Dan Grulke (F.C.P.A.)		Written Program Plan Site

			Event Site Planning		
T		9-15	Spring Break		
R		17	Obtaining Participant Input	Ch 9	3rd Article Analysis
T		19	Goal & Objectives in Youth Programming, Goals & Objectives Review Guest: Matt Kaiser (FCPA) Social Media		
R		24	Test #2		Chaps: 6, 7, 8, 9, 10
T		26	Program Design, Scheduling	Ch 11 (13)	Program Research Poster
R		31	Creative Programming	Ch12	
T	April	2	Techniques for Program Promotion	Ch 14	
R		7	Onlineassignment, no class Registration	Ch 15*	Exercises: 15.1, 15.2, 15.3
T		9	Staffing and Supervising Program Operations	Ch 16	Press Release or Program Flyer
R		14	Making Decisions About Program Services	Ch 22	
T		16	Guest: John Berlin Marketing Programs		Volunteer Timesheet & Analysis
R		21	Test#3		Chaps: 11, 12, 13, 14, 15, 16, 22
T		23	Group Work Day		
R		28	Group Presentations		All Group Binders Due
T		30	Group Presentations		

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

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code-2/>].
- 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/policies/responsible-use-of-computing/>].

- 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.

Campus Resources

- 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>]

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.



WRITTEN PROGRAM PLAN FOR RHT PORTFOLIO (from text Ch 13)

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 the Freedom Aquatic and Fitness Center or GMU PW Town Center personnel of the need for your program plan 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 aka SMART 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 Freedom Aquatic and Fitness Center or GMU PW Town Center. 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).
 - 8a. *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.
 - 8b. *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. *Risk Management Plan* -- 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 but encouraged.
13. *Animation Plan* -- A master schedule for all of your Program Design Forms needs to be developed and thought must be given to how people will move from one program to the next. You may elaborate on each program in the Program Design Forms.
14. *Program Wrap Up* -- Explain how the program will end. If you are holding a closing ceremony you must include an animation plan for the ceremony. Be sure to include the following:
 - a. Plan for correspondence, any awards, and post-event press release.
 - b. Take down plan to return the site to normal operation for anything that will not be handled by the custodial crew.
 - c. Plan for how people will exit the program.
15. *Annual Planning Timeline* – An annual planning timeline will need to be included showing when what steps need to be taken to ensure the program successfully takes place. Answer all of the whens in a timeline format
 - a. When do you hire staff or recruit volunteers?
 - b. When do you order supplies?
 - c. When do you advertise?
 - d. When do you file specific forms? Etc....

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

G. Disposition Decision Plan – What will you consider program success? How will you know you have achieved success? What will you do moving forward?

II. INDIVIDUAL PROGRAM DESIGN FORMS

Twelve (12) Program Design Forms -- With each **Program Design Form**, assume you are not facilitating so everything must be spelled out. As a result, each *Description of Activity* must be a detailed blueprint, lesson plan, storyboard, or 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 of the 12 activity classifications on p90 of the text 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**.

1"
Margins

SAMPLE ARTICLE ANALYSIS

PRLS 310
Spring 2011
Article Analysis #x
Month #Day, #Year

Analysis of: "Article on Program Planning" by Author Name
by
Student First & Last Name

Paragraph one discusses the information contained in the article: the author's theory or research. You may want to include two or three specific facts you gleaned from the article.

Paragraph two develops paragraph one through the lens of a program planner. You need to explain how the author's theory could be put into practice by a programmer. This may also be where you tell the reader why you think the author's research would be helpful or harmful to your work as a programmer. However, if the paragraph is too long, you may choose to put it in another paragraph.

Paragraph three is a nice and concise summary of the points you have made in your analysis.

Bibliography

Author Last, Author First Initial. (####year). Name of the article is in plain type. *Title of the Journal is in italics. Followed by Journal #, Page #s.*

Text
Body is
Double
Spaced

Citation
is in
APA
Style

PRLS 310 - Program Planning and Design (01) – Spring 2013

Volunteer Hours Timesheet

Please PRINT clearly unless otherwise specified.

Student Volunteer Information

Name: (First) _____ (Last) _____

Total Number of Student Volunteer Hours: _____

Program Information

Title: _____

Agency: _____

Location: _____

Date: _____ Program's Scheduled Time: From: __:__ AM/PM To: __:__ AM/PM

To be completed by the program supervisor

Student Volunteer arrived at __:__ AM/PM Student Volunteer left at __:__ AM/PM

Please answer Yes or No to these statements:

- The student volunteer was properly dressed. **YES / NO**
- The student volunteer arrived on time and prepared. **YES / NO**
- The student volunteer was helpful. **YES / NO**
- The student volunteer asked appropriate questions. **YES / NO**
- The student volunteer interacted with the served population in an appropriate manner. **YES / NO**

Please Print Your Name: _____

Please Sign Your Name: _____

Please Print Your Title: _____

Phone: (_____) _____ - _____ Email: _____

Thank you very much for your time and assistance.

To be completed by the student

Please attach a typed statement (APA style) addressing as many of following topics as you can:

- What did you expect?
- Were your expectations met?
- What did you witness?
- Who was the target population?
- Do you have any thoughts concerning the target population?
- Were the target population's needs met?
- Do you think the target population enjoyed the program? Why?
- Describe the setting (you may use a map).
- List or describe any equipment.
- Describe the role of the programmer in the program.
- Describe your role in the program.
- Do you think the program is transferrable? Why?
- Do you think the program was a success? Why?
- Is this a program YOU would like to conduct in your future career? Why?

Please attach any handouts from the program.

Please attach a copy of any agenda or lesson plan or program design forms you may have been provided with.

Please attach any promotional materials for the program.

PRLS 310 - Program Planning and Design (01) – Spring 2013
Collaborative Learning Agreement

We, the undersigned, agree on the following obligations for the group work done during PRLS 310: **Please fill out, sign, and hand it in to your instructor.**

Group Name: _____

Program Site: _____

Expected group behavior: (at least three expectations)

Example: Each team member will equally share in the responsibilities and share with the group...

Unacceptable behavior: (at least three negative behaviors)

Example: Miss a group meeting without informing a team member in advance.

Failure to follow obligations will result in the following:

Example: Expulsion after two warnings from the rest of the team members.

Date: _____

Signed:

PRINT

Signature

Collaborative Learning Agreement Development

Part of your grade in PRLS 310 is based upon collaborative work. By effectively communicating and working with group members, your chance for success is greatly increased. Your collaborative learning agreement is the foundation upon which you will build working relationships with your team members. The purpose of the group agreement is to help you prevent conflict from arising by discussing each team member's expectations. Should problems arise, this group agreement will be called upon by your instructor.

When developing your group contract, discuss all of the following points with your teammates:

- Outline how you will work towards positive experiences and minimize negative issues.
- How often will you meet to plant your group assignments? Where will you meet?
- How will you divide the work?
- How will you deal with problems that arise in your group? (E.g. showing up late for meetings, not completing assigned tasks, not communicating effectively...). Group problems should be addressed immediately. Do not wait until the end of the semester.
- What is the process for determining when a problem reaches a point to involve your instructor?

Exchange contact information with all group members.