

GEORGE MASON UNIVERSITY
PRLS 310 Course 10564 Section 002 Program Planning and Evaluation
3 Credits Spring 2017
Recreation Management

DAY/TIME:	M 7:20pm-10:00pm	LOCATION:	Recreation/Athletic Complex 2203
INSTRUCTOR:	Jennae Duarte, C.T.R.S.	EMAIL ADDRESS:	jduarte1@gmu.edu
OFFICE LOCATION:	TBD	PHONE NUMBER:	703-541-8314
OFFICE HOURS:	By Appointment		

PREREQUISITES/COREQUISITES

HEAL 205, PHED 200, PRLS 210, SPMT 201 or TOUR 200. Prerequisite enforced by registration system.

UNIVERSITY CATELOG 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

Using theoretical models, students will design a written plan that outlines all of the programs to be accomplished in **(a) twelve activities** using **(b) twelve program classifications** with the “**Health and Wellness Weekend**” as the theme *of at least (c) fourteen hours in length*. It will be designed as if it would occur in the future on the Fairfax Campus and incorporate **(1)** the Johnson Center; **(2)** Eagle Bank Arena; **(3)** Aquatic and Fitness Center; **(4)** Student Unions; **(5)** outdoors spaces; and **(6)** one off-site venue in Fairfax County. During the semester, you will also be required to volunteer/observe for a program of your choice and write up a program observation and report.

COURSE DELIVERY METHOD

Face-to-face

LEARNER 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 health, fitness and recreation resources' parks and outdoor, therapeutic recreation; or 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.

PROFESSIONAL ASSOCIATION STANDARDS

Upon completion of this course, students will meet the following professional accreditation standards for 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.

REQUIRED READINGS

Rossmann, J. Robert and Schlatter, Barbara E. (2015). Recreation Programming: Designing Leisure Experiences (Seventh Edition). Illinois State University: Sagamore Publishing.

COURSE PERFORMANCE EVALUATION

Students are expected to submit all assignments on time in the manner outlined by Jennae Duarte. This course will be graded on a point system, with a total of 450 possible points.

Assignments and/or Examinations	<u>Points</u>
• Three Exams (worth 75 points each)	225
• Written Health & Wellness Weekend Program Plan for RHT Portfolio (completed in teams to include an oral presentation)	100
• 4 Program Design Forms	30
• Program Volunteer Assessment	50
• Class Participation (paper/pencil class exercises, etc.)	<u>45</u>
<u>TOTAL POINTS</u>	450

Other Requirements

- **All assignments are due Monday at 7:20pm, 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. **There is NO make-up work.**

Professional Disposition

- Students are expected to exhibit behaviors and dispositions at all times. 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.

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	

CLASS SCHEDULE

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

DATE			TOPIC	READINGS/ASSIGNMENT
M	January	23	Syllabus Presentation, Introduction to PRLS 310, discussion of assignments.	Homework: READ Chapters 1 & 2
M	January	20	Chapters 1 & 2: Foundations for Programming and How Individuals Experience Leisure	Homework: READ Chapters 3 & 4

DATE			TOPIC	READINGS/ASSIGNMENT
M	February	6	Chapter 3 & 4: 6 Key Elements of a Situated Activity System & Outcome Based Programming	Homework: READ Chapters 5 & 6 Email me the recreation program you are going to doing your volunteer assessment on.
M	February	13	Meet at Providence Community Center Chapter 5 & 6: Developing Leisure Products & Using Goals and Objectives in Programming Development	Assignment: Develop Groups for Term Project and email me the names of your group members. Bring a Scantron and pencil to class Study for EXAM #1
M	February	20	EXAM #1 on Chapters 1-6 Review program project	Homework: READ Chapter 7 & Chapter 8 Finish program volunteer assessment
M	February	27	Chapter 7: Developing the Agency's Programming Mission Chapter 8 Developing Strategic Directions Due in Class: Program Volunteer Assessment	Homework: Read Chapter 9, 10 & 11. 4 Program Design Forms (per group)
M	March	6	Chapter 9: Obtaining Participant Input Chapter 10 & 11: Writing Program Design Goals & Program Design	
M	March	13	No Class-Spring Break	Homework: READ Chapters Chapters 12 & 13 4 program design forms due next class
M	March	20	Chapters 12 & 13: Creative Programming & Preparing the Program Plan Due in Class: 4 Program Design Forms	Study for EXAM #2 and bring Scantron to class, Homework: Read Chapters 14 & 15
M	March	27	EXAM #2 on Chapters 7-13 Chapter 14 & 15: Techniques for Program Promotion; Work in Groups on Program Plan.	Homework: READ Chapters 16, 17, 18
M	April	3	Chapter 16 & 17: Registration Procedures Chapter 18: Developing a Program Pricing Philosophy	
M	April	10	No class-I'm out of town.	Homework: READ Chapters 20, 21, 22
M	April	17	Chapter 20: Program Evaluation Techniques Chapter 21: Developing a Comprehensive Evaluation System Chapter 22: Making Decisions about Program Services	Homework: Prepare for final group presentations. Finalize programs. Final Programs and presentations are due.

DATE			TOPIC	READINGS/ASSIGNMENT
M	April	24	Final Program group project work.	Final Program Plans Due next class
M	May	1	DUE in Class: Final Program Plans; Group Presentations	
M	May	8	Reading Day	Homework: Study for FINAL EXAM (Chapters 14-22) bring Scantron to class
M	May	15	FINAL EXAM Chapters 14–22 7:20-10:00pm	

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: <http://cehd.gmu.edu/values/>.

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor [See <http://ods.gmu.edu/>].
- 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

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <http://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.

- The Writing Center 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/>].
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (See <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty, and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <http://cehd.gmu.edu/>.

PRLS 310 RUBRIC - SEMESTER PROJECT ASSIGNMENT

Written Program Plan

COAPRT 7.02 <i>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.</i>	Unsatisfactory (1) Missing required element	Minimal (2) Missing required element AND/OR does not demonstrate understanding of the content area subject	Competent (3) Missing required element OR does not fully present element	Outstanding (4) Includes required element; demonstrates understanding of the element
Objectives:				
<i>Written Program Plan Overall Style</i>				
Spelling & Grammar	1	2	3	4
	1	2	3	4
APA Style	1	2	3	4
	1	2	3	4
Organization	1	2	3	4
Cohesive				
Punctuation				
<i>Program Plan Components</i>				
Enticing Title	1	2	3	4
	1	2	3	4
Mission	1	2	3	4
	1	2	3	4
Program Philosophy	1	2	3	4
Program Strategy				
Need for the Program				
<i>Five SMART Design Goals / Objectives</i>				
#1 Observable/Measurable	1	2	3	4

#2 Observable/Measurable	1	2	3	4
	1	2	3	4
#3 Observable/Measurable	1	2	3	4
	1	2	3	4
#4 Observable/Measurable				
#5 Observable/Measurable				
<i>Operation Details</i>				
Venue Arrangements	1	2	3	4
	1	2	3	4
Special Arrangements	1	2	3	4
	1	2	3	4
Inclusion Plan	1	2	3	4
	1	2	3	4
Equipment and Supplies				
Promotion Plan				
<i>Animation Plan & Program Design Forms</i>				
	1	2	3	4
Staff	1	2	3	4
	1	2	3	4
Cancellation Plan	1	2	3	4
	1	2	3	4
Set Up Plan				
Risk Management Plan & Safety Check				
Animation Plan Master Schedule				