

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

**Program Planning and Evaluation - 10367 - PRLS 310 – 002**  
**Spring 2019**

DAY/TIME:	M 7:20-10:00pm	LOCATION:	Fx Aquia 219
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**

minimum grade of D in PHED 200, PRLS 210, SPMT 201, SRST 200, or TOUR 200

**COURSE DESCRIPTION**

Introduces fundamental principles and techniques of the planning process for sport, recreation and tourism programs, including assessment of needs and goals, objectives, and mission statement; generating solutions; planning programs for implementation and evaluation.

**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.

**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.

**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.

**NATURE OF COURSE DELIVERY**

Face-to-face

**REQUIRED READINGS**

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

## 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.

	<b><u>Points</u></b>
Requirements	
Three Exams (worth 75 points each)	225
Written <b>Health &amp; Wellness Weekend</b> 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 (class exercises, activity facilitation)	<u>70</u>
<b><u>TOTAL</u></b>	<b>475</b>

## 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 Monday 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.**

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.

## TENTATIVE COURSE SCHEDULE

DATE			TOPIC	READINGS/ASSIGNMENT
M	January	28	Syllabus Presentation, Introduction to PRLS 310, discussion of assignments.	Homework: READ Chapters 1 & 2
M	February	4	Chapters 1 & 2: Foundations for Programming and How Individuals Experience Leisure	Homework: READ Chapters 3 & 4
M	February	11	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.

DATE			TOPIC	READINGS/ASSIGNMENT
M	February	18	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 <b>Study for EXAM #1</b>
M	February	19	<b>EXAM #1 on Chapters 1-6</b>	Homework: READ Chapter 7 & Chapter 8 <b>Finish program volunteer assessment</b>
M	February	25	Chapter 7: Developing the Agency's Programming Mission Chapter 8 Developing Strategic Directions <b>Due in Class: Program Volunteer Assessment</b>	Homework: READ Chapter 9
M	March	4	Chapter 9: Obtaining Participant Input Work on group projects and review Program Design Forms.	Homework READ 10 & 11. 4 Program Design Forms (per group) Due March 19th
M	March	11	<b>No Class-Spring Break</b>	<b>Finish Program Design Forms</b>
M	March	18	Chapter 10 & 11: Writing Program Design Goals & Program Design <b>Due in Class: 4 Program Design Forms</b>	Homework: READ Chapters Chapters 12 & 13
M	March	25	Chapters 12 & 13: Creative Programming & Preparing the Program Plan	<b>Study for EXAM #2</b> and bring Scantron to class,
M	April	1	<b>EXAM #2 on Chapters 7-13</b>	Homework: Read Chapters 14 & 15
M	April	8	Chapter 14 & 15: Techniques for Program Promotion;	Homework: READ Chapters 16, 17, 18
M	April	15	Chapter 16 & 17: Registration Procedures Chapter 18: Developing a Program Pricing Philosophy	Homework: READ Chapters 20, 21, 22
M	April	22	Chapter 20: Program Evaluation Techniques Chapter 21: Developing a Comprehensive Evaluation System	Homework: Prepare for final group presentations. Finalize programs.

DATE			TOPIC	READINGS/ASSIGNMENT
M	April	29	Final in class work group for programs and presentation preparation.	<b>Final Programs and presentations are due May 6<sup>th</sup></b>
M	May	6	<b>DUE in Class: Final Program Plans; Group Presentations</b>	Homework: <b>Study for FINAL EXAM (Chapters 14-22)</b> bring Scantron to class
M	May	13	<b>FINAL EXAM Chapters 14-22 7:20-10:15pm</b>	

## GMU POLICIES AND RESOURCES FOR STUDENTS

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 Mason 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. 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](mailto:tk20help@gmu.edu) or <http://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
- 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/>].
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). 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://studentsupport.gmy.edu/>, and the OSS staff will follow up with the student.

**PROFESSIONAL DISPOSITIONS:** 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.

## PRLS 310 RUBRIC - SEMESTER PROJECT ASSIGNMENT

### Written Program Plan

<i>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.</i>	<b>Unsatisfactory</b> (1) Missing required element	<b>Minimal</b> (2) Missing required element AND/OR does not demonstrate understanding of the content area subject	<b>Competent</b> (3) Missing required element OR does not fully present element	<b>Outstanding</b> (4) Includes required element; demonstrates understanding of the element
<b>Objectives:</b>				
<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
	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
	1	2	3	4
Program Strategy				
Need for the Program				
<i>Five SMART Design Goals / Objectives</i>				
#1 Observable/Measurable	1	2	3	4
	1	2	3	4
#2 Observable/Measurable	1	2	3	4
	1	2	3	4
#3 Observable/Measurable	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
Equipment and Supplies				
Promotion Plan				
<i>Animation Plan</i>				
Staff	1	2	3	4
	1	2	3	4
Cancellation Plan	1	2	3	4
	1	2	3	4
Set Up Plan	1	2	3	4
Risk Management Plan & Safety Check				
Animation Plan Master Schedule				