

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism

PRLS 310–Program Planning and Design
Fall 2012

DAY/TIME: T 4:30-7:10 p.m. **LOCATION:** Krug Hall 242
PROFESSOR: Jennae Duarte, M.S. CTRS **EMAIL ADDRESS:** Jduarte1@gmu.edu
OFFICE LOCATION: By appointment **PHONE NUMBER:** 703-541-8314

PREREQUISITES

PHED 200, PRLS 210, SPMT 201, HEAL 205 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.

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) ten 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)** Patriot Center; **(3)** Aquatic and Fitness Center; **(4)** Student Unions; **(5)** outdoors spaces; and **(6)** the Community Centers 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

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)*:

8.09	Understanding of the roles, interrelationships, and use of diverse delivery systems addressing recreation, park resources, and leisure. <i>Develop 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.</i>
8.10	Understanding of the importance of leisure service delivery systems for diverse populations. <i>Learn the impact of leisure service delivery systems on a wide diversity of populations, (i.e., mental, physical, aged, youth, multicultural etc.).</i>
8.13	Understanding of the variety of programs and services to enhance individual, group, and community quality of life. <i>Learn the content and purpose of programs and services that relate to individual</i>

	<i>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.</i>
8.14:02	Development of outcome-oriented goals and objectives. <i>Learn to develop outcome-oriented goals and objectives based upon formal needs assessment.</i>
8.14:03	Section and coordination of programs, events, and resources. <i>Learn the 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.</i>
8.14:05	Preparation, operation, and maintenance of venues. <i>Learn the aspects of 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.</i>

NATURE OF COURSE DELIVERY

Face-to-face

REQUIRED READING

Rossmann, J. Robert and Schlatter, Barbara E. (2011). *Recreation Programming: Designing Leisure Experiences* (Sixth Edition). Illinois State University: Sagamore Publishing.

EVALUATION

This course will be graded on a point system, with a total of 450 possible points.

	Points
Requirements	
Three Exams (worth 75 points each)	225
Written Health & Wellness Weekend Program Plan for RHT Portfolio (completed in teams to include an oral presentation)	150
Program Volunteer Assessment	30
Class Participation (paper/pencil class exercises, etc.)	<u>45</u>
<u>TOTAL</u>	450

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 at 4:30 PM, 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
T	August	28	Syllabus Presentation, Introduction to PRLS 310, discussion on assignments.	Homework: READ Chapters 1& 2
T	September	4	Chapters 1 & 2: Foundations for Programming and How Individuals Experience Leisure	Homework: READ Chapters 3 & 4
T	September	11	Chapter 3 & 4: 6 Key Elements of a Situated Activity System & Outcome Based Programming	Homework: READ Chapters 5 & 6 Decide on a recreation program to volunteer for. Turn in the name of your volunteer assessment in class on February 13 th
T	September	18	Chapter 5 & 6: Developing Leisure Products & Using Goals and Objectives in Programming Development	Bring a Scantron and pencil to class Study for EXAM #1, Assignment: Develop Groups for Term Project.
T	September	25	EXAM #1 on Chapters 1-6 Go through Project Outline in depth Meet with your groups in class	Homework: READ Chapter 7, Finish program volunteer assessment
T	October	9	No Class - Columbus Holiday	
T	October	16	Chapter 7: Developing the Agency's Programming Mission Due in Class: Program Volunteer Assessment	Homework: READ Chapter 9 Assignment: 4 Program Design forms and bring to class (per group)
T	October	23	SPRING BREAK-NO CLASS	
T	October	30	Due in Class: 4 Program Design Forms Chapter 9: Obtaining Participant Input Meeting with your project groups in class	Homework: READ Chapters 10 & 11
T	November	6	Chapter 10 & 11: Writing Program Design Goals & Program Design	Homework : READ Chapters 12 & 13
T	November	13	Chapters 12 & 13: Creative Programming & Preparing the Program Plan	Study for EXAM #2 and bring Scantron to class, Homework: Read Chapters 14 & 15
T	November	20	EXAM #2 on Chapters 7-13 (no Chapter 8) Chapter 14 & 15: Techniques for Program Promotion; Work in Groups on Program Plan.	Homework: READ Chapters 16, 17, 18

DATE			TOPIC	READINGS/ASSIGNMENT
T	November	27	Chapter 16 & 17: Registration Procedures Chapter 18: Developing a Program Pricing Philosophy Chapter 20: Program Evaluation Techniques	Homework: Prepare for final group presentations. Finalize programs.
T	December	4	DUE in Class: Final Program Plans; First Half Group Presentations	Homework: Study for FINAL EXAM (Chapters 14-20) bring Scantron to class
T	December	11	FINAL EXAM Chapters 14–20 4:30pm-5:45pm	

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://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.

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>].

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.

