DAY/TIME:	T 4:30pm-7:10pm	LOCATION:	FX Robinson Hall B201
INSTRUCTOR:	Jennae Duarte, C.T.R.S.	EMAIL ADDRESS:	jduarte1@gmu.edu
OFFICE LOCATION:	TBD	PHONE NUMBER:	703-541-8314
OFFICE HOURS:	By appointment	FAX NUMBER:	703-787-4980

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) outsides 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
Further, upon completion of this course, students will meet the following professional accreditation standards for COAPRT Council on Accreditation:

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

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

NATURE OF COURSE DELIVERY
Face-to-face

REQUIRED READING
Rossman, 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.

Requirements	**Points**
Three Exams (worth 75 points each)	225
Written **Health & Wellness Weekend** Program Plan	150
for RHT Portfolio	
(completed in teams to include an oral presentation)	
Program Volunteer Assessment	30
Class Participation (paper/pencil class exercices, etc.)	<u>45</u>
TOTAL	**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 7:20 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.

WRITTEN PROGRAM PLAN FOR RHT PORTFOLIO
PRLS 310 – Fall 2013

     Each student must purchase **one**, three ring binder for you and the team will purchase **one additional** three ring binder **team copy** for Mason. All binders need *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 together.** Each individual will get their copy back and the team's identical copy retained for Mason's University Life future programming purposes.

The typed title page <u>embellished</u> with pictures and clip art will appear on the first page of both individual and team copies. Each index tab with be *labeled* with the numbered parts of the Program Plan listed below (Part 1):

- Index label #1 - Mission and Philosophy;
- Index label #2 (Need for the Program);
- Index label #3 (Design Goals of the Program);
- Index label #4 (Operation Details);
- Index label #5 (Program Design Forms);
- Index label #6 (Program Evaluation).

Throughout the semester as each numbered item is completed, strongly consider embellishing pages with pictures, clip art, and appealing consistent fonts to enhance the overall appearance.

The following guidance should provide you with what is expected of your team in developing your program plan and design.

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.

PART 1 of your Program Plan and Design

1. **Mission and Programming Philosophy**
   a. *Mission* – Use the Mission Statement of Student Activities, Fairfax Campus
   b. *Programming Philosophy* - What is your program trying to achieve, including overall benefits for the client?

2. **Need for the Program** - Reference the Fairfax census information provided in class as well as other cited sources to convince Student Activities of the need for your program plan.

3. **Design Goals of the Program** – A total of <u>6 goals with 2 objectives for each goal</u> (a combination of program and behavioral objectives) are REQUIRED as define 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 must include, but may not be limited to the** <u>(1)</u> the Johnson Center; (2) Patriot Center; (3) Aquatic and Fitness Center; <u>(4)</u> Student Unions; <u>(5)</u> outsides spaces on campus; and (6) one off-site
   location ie. Community Center. **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 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.

   c. *Inclusion Plan*- Agencies are required to provide reasonable accommodations in programming for people with disabilities. If not, they could face a lawsuit pursuant to the Americans with Disabilities Act (ADA). Based on the class lectures and references from the Office of Disability Resources website http://www.gmu.edu/student/drc/resources.html, list ways to make the program inclusive through examples such 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; and;
   4. State if specific modifications can be found on each program plan form.

   d. *Equipment and Supply Needs* - List <u>two itemized inventories</u>:
   1. All necessary <u>equipment</u> needed to run the entire program from the **Program Design Forms** including the amount of equipment necessary (but not cost*).
   2. All necessary <u>supplies</u> needed to run the entire program from the **Program Design Forms** including the amount needed for the maximum number of clients.

e. ***Promotion Plan*** - A web page which would be clicked on from the GMU-Fairfax website to convey:
  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*** (leave this page blank – you will get this in HEAL 323)

g. ***Registration Plan***-include a registration form and your plan for how your participants will register for the program.

h. ***Staffing and Staff Orientation Plan*** – A list 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;
  4. *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:
      i. Who is to be Teaching what
      ii. Location they are to report to facilitate
      iii. 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. For purposes of this plan, assume Fairfax will have qualified staff as back ups.

k. ***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:
  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 of your Program Plan and Design
INDIVIDUAL PROGRAM DESIGN FORMS USING ONE ACTIVITY USING THE 10 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. 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 format as provided in class 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. 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 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)

Mandatory Team presentations by all members will occur at the end of the semester. The Marketing Plan will consist of 3 best Program Design Forms based on a theme to sell their plan to Student Activities

<u>**Program Volunteer Assessment (Example)**</u>

<u>**Title of Program:**</u> **Hobby Enrichment Program-Healthy Cooking & Nutrition Class**

Date/Time/Location: Monday evenings from 7:00 p.m- 9 p.m. at the Pennino Building 12011 government Center Parkway, Tenth Floor, Virginia Room, Fairfax, VA 22035

Supplies & Equipment: Food, eating utensils, cooking supplies-bowls, plates, mixers, napkins, food journals.

Cost: $38.00/session, sessions run 8 weeks, for 2 hours a night

Program Purpose: The Hobby Enrichment Program is a series of instructional leisure classes designed to enhance leisure skills and introduce new leisure experiences to adults with developmental disabilities. Participants of this program are given the opportunity to learn new leisure skills, improve social skills, and make independent leisure decisions necessary for the development of a healthy leisure lifestyle and/or successful integration into community leisure activities and classes.

Program Description: The Hobby Enrichment Program is designed to expand leisure interests and teach and enhance new leisure skills among adults with developmental disabilities. The program consists of a variety of short term leisure classes and workshops related to a specific leisure topic such as Art, Crafts, **Healthy Cooking**, Gardening, Aerobics, Drama, etc. Classes are held weekly and typically last about 8 weeks. Activities will be determined by the program coordinator prior to the beginning of the program and are subject to the approval of the program manager. All activities are designed to address the areas outlined under Program Goals and Objectives. Upon completion of the program, participants may be encouraged to enroll in a general recreation program, in which they can demonstrate some of the leisure skills they have learned. The program has two components:

- *Leisure Functioning Assessment*

  An important component of the Hobby Enrichment Program is the Leisure Functioning Assessment. At the beginning of the program each participant will be evaluated to determine their current skill level related to a specific leisure activity. Upon completion of the program, the participant will be evaluated again to determine the progress. Based on these findings, participants may be refereed to a general recreation class/activity.

- *Leisure Skill Development*

Once the participant has been evaluated, the program staff, under the direction of the program manager, will develop individual and group goals. Activities will be designed to give each participant the opportunity to actively participate and learn skills through practice and feedback from staff

Program Format-Group/Club-20 individuals and 3 staff members

Preparation Needed by Staff:
Staff Hours: Staff hours will typically be a half hour before the program begins to allow for set-up and a half fifteen minutes to a half hour after the program ends for clean-up and processing.

Staff To Participant Ratio: TRS will provide one staff per four participants and may provide additional staff if necessary.

Identified Population who Participated: Adults with Developmental Disabilities and/or Mental Retardation Ages 18-55

Identify Program Leader(s): Program Coordinator: The Program Coordinator is responsible for planning and evaluating activities and providing immediate supervision to participants and staff. The Program Coordinator must assign tasks to staff and must report program issues, attendance, staff hours, and issues that may arise to the Program Manager week

Did people experience leisure? Discuss why or why not?
Yes the participants experienced leisure because they learned cooking skills that they can take with them when they leave the program and do on their own at home. They also enhanced their social skills by having to work together in a group to make a meal.

What program goal do you think existed for this program?

Program Outcome: To promote the education of leisure skills and interests necessary for the development of a healthy and fulfilling leisure lifestyle.

Program Goal 1: To learn new leisure skills and interests or expand current ones
- Increase knowledge of leisure opportunities available in the home
- Increase knowledge of leisure opportunities available in the community
- Increase knowledge of leisure opportunities that reflect the individual's available resources (i.e. financial, transportation, accessibility, money)
- Identify specific leisure interests

- Demonstrate specific skills needed for participation in a specific leisure activity

Program Goal 2: To develop leisure participatory skills
- Identify steps required to identify, plan and implement selected leisure interest
- Identify leisure constraints and ways to address them
- Improve leisure-related decision-making skills
- Improve leisure related problem-solving skills

Program Goal 3: To develop knowledge of leisure resources and their applications
- Identify personal resources and their potential impact on leisure participation (i.e. current skills, financial resources, transportation)
- Identify leisure resources available in the home and describe their use
- Identify leisure resources available in the community and describe their use
- Demonstrate the ability to locate information about leisure opportunities

Program Goal 4: To improve or increase social interaction skills
- To initiate and sustain appropriate social conversations with others
- Demonstrate ability to request assistance when needed
- Maintain personal space within a group setting
- Demonstrate the ability to share supplies and equipment

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

MASON
School of Recreation, Health, and Tourism

EST. 2004

- ## Enticing Individual Event Title:

- **Group Members:**
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- **Name of Activity:**
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- **Program Classification:** 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; Travel and tourism

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- **Purpose of the Activity** (1 Goal and 2 Objectives):
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- **Session Number** (i.e. Will this be activity #1 or 5 or 12?):
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- **Appropriate Amount of Time** (To run the activity-No more than 90 minutes):
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- **Specific Location** (Required for the activity to take place; specific room # or name):
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- **Number of Participants** (The activity is designed for):   **Minimum**:   **Maximum**:
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- **Equipment and Supply List** (Necessary to run the activity to include the specific quantity for the max participants)
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- **Program Format** (Self-directed/noncompetitive; Clubs/Groups; Drop-In; Competition/leagues and tournaments; Special Events; Skill Development; Open facilities:
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- 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.**
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- **Benefit/s** (From participating name and identify a cognitive benefit; name and identify a behavioral, or name and identify an affective benefit):
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- **Complete APA Reference** (Including reference for a certain video, journal, magazine test, etc. Remember when citing a website to include the retrieval date)

TENTATIVE COURSE SCHEDULE

DATE			TOPIC	READINGS/ASSIGNMENT
T	August	27	Syllabus Presentation, Introduction to PRLS 310, discussion of assignments.	Homework: READ Chapters 1& 2
T	September	3	Chapters 1 & 2: Foundations for Programming and How Individuals Experience Leisure	Homework: READ Chapters 3 & 4
T	September	10	Chapter 3 & 4: 6 Key Elements of a Situated Activity System & Outcome Based Programming	Homework: READ Chapters 5 & 6 Decide and email me the recreation program you are going to volunteer for and write your assessment.
T	September	17	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
T	September	24	<mark>EXAM #1 on Chapters 1-6</mark> Go through Project Outline in depth Meet with your groups in class	Homework: READ Chapter 7 & Chapter 8
T	October	1	Chapter 7: Developing the Agency's Programming Mission Chapter 8 Developing Strategic Directions	Homework: Read Chapter 9. Finish program volunteer assessment
T	October	8	<mark>Due in Class: Program Volunteer Assessment</mark> Chapter 9: Obtaining Participant Input Meeting with your project groups in class	
T	October	15	No Class-Columbus Holiday	Homework: READ Chapters 10 & 11 Assignment: 4 Program Design forms (per group)
T	October	22	<mark>Due in Class: 4 Program Design Forms</mark> Chapter 10 & 11: Writing Program Design Goals & Program Design	Homework : READ Chapters 12 & 13
T	October	29	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	5	<mark>EXAM #2 on Chapters 7-13</mark> Chapter 14 & 15: Techniques for Program Promotion; Work in Groups on Program Plan.	Homework: READ Chapters 16, 17, 18
T	November	12	Chapter 16 & 17: Registration Procedures Chapter 18: Developing a Program Pricing Philosophy	Homework: READ Chapters 20, 22

DATE			TOPIC	READINGS/ASSIGNMENT
T	November	19	Chapter 20: Program Evaluation Techniques Chapter 22:Making Decisions About Program Services	Homework: Prepare for final group presentations. Finalize programs.
T	November	26	No Class: Continue to work on group projects and presentations	Final Programs are due and presentations.
T	December	3	==DUE in Class: Final Program Plans; Group Presentations==	Homework: Study for FINAL EXAM (Chapters 14-22) bring Scantron to class
T	December	10	==FINAL EXAM Chapters 14–22== **4:30pm-7:10pm**	

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.

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

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