

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

**PRLS 310 Program Planning and Evaluation (002)**  
**Fall 2015**

|                  |                                  |                |                       |
|------------------|----------------------------------|----------------|-----------------------|
| DAY/TIME:        | T 4:30pm-7:10pm                  | LOCATION:      | Fx Robinson Hall B228 |
| INSTRUCTOR:      | Jennae Duarte, M.S.,<br>C.T.R.S. | EMAIL ADDRESS: | jduarte@1@gmu.edu     |
| OFFICE LOCATION: | TBD                              | PHONE NUMBER:  | 703-541-8314          |
| OFFICE HOURS:    | By Appointment                   | FAX NUMBER:    | 703-703-653-9555      |

**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.

**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 (HTEM) 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); parks and 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) 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)** Patriot Center; **(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**

Further, 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

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

|  | <u>Points</u> |
|--|---------------|
| Requirements   |               |
| Three Exams (worth 75 points each)   | 225           |
| Written <b>Health &amp; Wellness Weekend</b> Program Plan<br>for RHT Portfolio<br>(completed in teams to include an oral presentation) | 150           |
| Program Volunteer Assessment   | 30            |
| Class Participation (paper/pencil class exercises, etc.)   | <u>45</u>     |
| <b><u>TOTAL</u></b>  | <b>450</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 Tuesday at 4:30pm, 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    | 31 | Syllabus Presentation, Introduction to PRLS 310, discussion of assignments.                        | Homework: READ Chapters 1 & 2   |
| T    | September | 8  | Chapters 1 & 2: Foundations for Programming and How Individuals Experience Leisure                 | Homework: READ Chapters 3 & 4   |
| T    | September | 15 | Chapter 3 & 4: 6 Key Elements of a Situated Activity System & Outcome Based Programming            | Homework: READ Chapters 5 & 6<br>Email me the recreation program you are going to doing your volunteer assessment on.   |
| T    | September | 22 | 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.<br>Bring a Scantron and pencil to class<br><b>Study for EXAM #1</b> |

| DATE |           |    | TOPIC  | READINGS/ASSIGNMENT   |
|------|-----------|----|--|---|
| T    | September | 29 | <b>EXAM #1 on Chapters 1-6</b><br>Go through Project Outline in depth<br>Meet with your groups in class  | Homework: READ Chapter 7 & Chapter 8  |
| T    | October   | 6  | Chapter 7: Developing the Agency's Programming Mission Chapter 8 Developing Strategic Directions   | Homework: Read Chapter 9. <b>Finish program volunteer assessment</b>  |
| T    | October   | 13 | <b>No Class Columbus Holiday</b>   |   |
| T    | October   | 20 | Chapter 9: Obtaining Participant Input<br>Meeting with your project groups in class<br><b>Due in Class: Program Volunteer Assessment</b>                     | Homework: READ Chapters 10 & 11   |
| T    | October   | 27 | Chapter 10 & 11: Writing Program Design Goals & Program Design   | Homework : READ Chapters 12 & 13, 4 Program Design Forms (per group)  |
| T    | November  | 3  | Chapters 12 & 13: Creative Programming & Preparing the Program Plan<br><b>Due in Class: 4 Program Design Forms</b>   | Study for EXAM #2 and bring Scantron to class, Homework: Read Chapters 14 & 15                                |
| T    | November  | 10 | <b>EXAM #2 on Chapters 7-13</b><br>Chapter 14 & 15: Techniques for Program Promotion; Work in Groups on Program Plan.  | Homework: READ Chapters 16, 17, 18  |
| T    | November  | 17 | Chapter 16 & 17: Registration Procedures<br>Chapter 18: Developing a Program Pricing Philosophy  | Homework: READ Chapters 20, 21, 22  |
| T    | November  | 24 | Chapter 20: Program Evaluation Techniques<br>Chapter 21: Developing a Comprehensive Evaluation System<br>Chapter 22: Making Decisions about Program Services | Homework: Prepare for final group presentations. Finalize programs. Final Programs and presentations are due. |
| T    | December  | 1  | <b>DUE in Class: Final Program Plans; Group Presentations</b>  |   |
| T    | December  | 8  | <b>Reading Day</b>   | Homework: Study for FINAL EXAM (Chapters 14-22) bring Scantron to class                                       |
| T    | December  | 15 | <b>FINAL EXAM Chapters 14-21</b><br><b>4:30pm-7:15pm</b>   |   |

*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/honor-code/>].
- 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.

