GEORGE MASON UNIVERSITY
College of Education and Human Development
PRLS 310 – 003 – Program Planning and Evaluation
3 Credits – Spring 2017
Wednesdays 4:30 – 7:10pm – West 1008
Recreation Management

FACULTY
Instructor: Ivan Levin M.S.
Office: N/A
Office Hours: By Appointment
Email: ilevin@gmu.edu

PREREQUISITE(S): PHED 200, PRLS 210, SPMT 201, or TOUR 200.

UNIVERSITY CATALOG 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 OVERVIEW: The course provides the benefits-based components of programming across all concentrations and two degrees in RHT. It has been designed to include fundamental principles and techniques of the planning process for health, fitness and recreation resources’ parks and outdoor, therapeutic recreation; or sport management; or tourism and events management. Using theoretical models, students will design a Written Program Plan that outlines all of the programs to be accomplished in (a) twelve(12) Program Design Forms using (b) ten (10) program classifications around a to be announced (tba) theme for at least (c) fourteen (14) hours in length. It will be designed as if it would occur in the future in and at a location on a GMU Campus. Based on lectures, the text, and outside sources, this course's Written Program Plan creates the beginning of a student major's RHT portfolio. Each student will add to their portfolio's theme driven Written Program Plan throughout their future semesters' coursework, including core courses PRLS 323, PRLS 460, and PRLS/SPMT/TOUR 490-the capstone internship course. The portfolio has provided validation both for employers to hire both interns, and students apply their Written Program Plan onsite.

COURSE DELIVERY METHOD: This course will be delivered using a face to face format.

COURSE OBJECTIVES: At the completion of this core course towards a BS 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 health, fitness and recreation resources’ parks and outdoor, therapeutic recreation; or sport management; or tourism and events management.

3. Prepare measurable goals 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 toward a 490 internship, and/or for professional placement.

**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):

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.


**COURSE PERFORMANCE EVALUATION:** Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy). This course will be graded on a percentage point system, with a total of 100 possible percentage points.

**Assignments and Examinations:**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Percentage Points</th>
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<tbody>
<tr>
<td><strong>3 Exams</strong> at 15% Each</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Written Program Plan</strong> for RHT Portfolio (completed in teams)</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Program Plan Presentation</strong></td>
<td>10%</td>
</tr>
<tr>
<td><strong>Class Participation</strong> (Attendance, Program Design Forms, Volunteer, Article Reviews)</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</table>

**Assignment Summaries:**

**WRITTEN PROGRAM PLAN FOR RHT PORTFOLIO**
Each student must purchase 1 soft, 3-ring binder for you and the team will purchase 1 soft 3-ring binder team copy. All binders need typed and professionally 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 all together. Each individual will get their copy back and the team's identical copy retained for future programming purposes.

The typed title page embellished with pictures and clip art will appear on the first page of both individual and team copies. Each index tab will be typed and professionally labeled with the numbered parts of the Program Plan listed below (Part 1). The first index label will say #1 (Mission and Philosophy); next #2 (Need for the Program); followed by #3 (Design Goals of the Program); then #4 (Operation Details); then #5 (Program Design Forms); and last #6 (Program Evaluation). Throughout the semester as each numbered item is completed, embellish pages with pictures, clip art, and appealing consistent fonts to enhance the overall professional appearance.

PROGRAM PLAN PRESENTATION
Each group will give an oral presentation to present their program plans. The presentation will cover all elements of the written program plan and highlight three individual programs. All group members MUST participate and a visual presentation aid must be used (powerpoint, prezi, etc)

VOLUNTEER
Each individual will - independent of his/her team - work as a volunteer for a specific event in the Fairfax, Loudoun, or Prince William communities. Activities, days, times, and evaluation criteria will come later. Students will not pass the course without completing the volunteer component, including contact hours and evaluation of the event.

PROFESSIONAL ARTICLE ANALYSIS
Each individual will - independent of his/her team - research TWO recently published articles in a professional journal (PEER REVIEWED) and write up to a single FULL page paper addressing (1) the important information you gleaned from the article (2) how you could use that information as a program planner (3) why you think the information is or isn't helpful (4) complete citation using APA style required.

WRITTEN PROGRAM PLAN FOR RHT PORTFOLIO
I. THE PROGRAM PLAN

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.

A. Mission and Programming Philosophy
   1. Mission – 1 complete paragraph
   2. Programming Philosophy - What is your program trying to achieve, including overall benefits for the client? 1 complete Paragraph.

B. Need for the Program - Convince your staff, supervisors and funders of the need for your program plan based on referenced data that you have researched. Must show actual research on target market. ½ to a full page.

C. Program Goals and Objectives - Required a total of 10 statements (a combination of program (x) and behavioral objectives (y)) as defined in class and presented in the text. The objectives must be specific, observable, and measurable for future evaluation.

D. Operation Details.
   1. Venue Arrangements - A specific listing of all areas to be used in the Program Plan. All venues should be specifically described and include a map of the facility and/or layout of the overall facility. DETAILS
   2. Special Arrangements - Contractual arrangements 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. Please provided examples or mock-ups of each form presented. Describe what the special arrangements are and provide a SAMPLE agreement for each.
   3. Inclusion Plan - Agencies are required to provide reasonable accommodations in programming for people with disabilities. If not they could face a suit due to the Americans with Disabilities Act (ADA). Based on the class lectures and references from the Office of Disability Services website http://ods.gmu.edu list ways to make the program inclusive perhaps through such examples as:
      a. Adaptive equipment or assistive devices will be available upon request.
      b. An individual coach will be available for people who need one-on-one assistance.
      c. 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.
d. State if specific modifications can be found on each program plan form.
e. Be detailed and explain across all programs and activities.

4. **Equipment and Supply Needs** - List 2 itemized inventories:
   a. All necessary equipment needed to run the entire program from the **Program Design Forms** including the number necessary (but not cost*)
   b. All necessary supplies needed to run the entire program from the **Program Design Forms** including the number needed for the maximum number of clients.

5. **Promotion Plan** – A well-developed promotional/communication plan including press releases and social media. The plan should include specific ways to let the public know:
   a. All w's - who, what, when, and where
   b. What the beneficial outcomes for participants are and why they should engage in this program.
   c. Provide and actual written plan (1 page +) with followed by samples of social media, website, flyers, etc.

6. **Budget and Pricing Information** (will be taught in another course and added later).

7. **Registration Plan** (not in this initial plan).

8a. **Staffing and Staff Orientation Plan** -- A list of all permanent staff needed to run the program.
   a. Use fictitious names.
   b. Each staff's job title.
   c. Certifications and/or expertise for each.
   **Job Description must be included.**

8b. **Staffing and Staff Orientation Matrix** as described in class that shows the staff for all 12 activities over at least 14 clock hours using 10 program classifications:
   a. Who is to be...
   b. ...Teaching what
   c. Location they are to report to facilitate.
   d. When they are to report.

9. **Management Plan** (will be taught in another course and added later).

10. **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. **Be detailed and write in paragraphs (1/2 to 1 page)**

11. **Set-Up** -- Assume custodial crew will set up each space prior to participants' arrival. Provide VISUAL layouts for **EVERY PROGRAM**. **Be sure to show**:
a. Arrangement of chairs and/or desks and big equipment
b. Speaker or leader's position among participants.
c. Any specific atmosphere can be detailed here.

12. Risk Management Plan -- Attempts are made to anticipate all types of risks associated with your plan. List the risk and how it will be controlled. List the forms that will be on file to be utilized when running the program plan. DETAILS. Make relevant to your program based on the info you were given. See Chapter 13 powerpoint – be detailed.

13. Animation Plan -- A master schedule for all of your Program Design Forms needs to be developed and thought must be given to how people will move from one program to the next. You may elaborate on each program in the Program Design Forms. SHOW TRANSITIONS.

14. Program Wrap Up -- Explain how the program will end. Think through in detail. Be sure to include the following:
   a. Plan for correspondence, any awards, and post-event press release, social media
   b. Take down plan to return the site to normal operation for anything that will not be handled by the custodial crew.
   c. Plan for how people will exit the program.
   d. Timeline for preparing to repeat the program or a similar one.

E. Program Evaluation (will be taught in another course and added later).

II. INDIVIDUAL PROGRAM DESIGN FORMS

(F) Twelve (12) Program Design Forms -- With each Program Design Form, assume you are not facilitating so everything must be spelled out. As a result, each Description of Activity must be a detailed blueprint, lesson plan, storyboard, and cookbook-like description that someone else can pick up and facilitate. Complete references using APA style are required for each Program Design Form so that the facilitator could acquire further information. All Program Design Forms require a complete reference at the bottom.

1. Researched sources may include databases, journals, magazines, the web, books, manuals, etc... that identifies examples, equipment, or DVDs to be used for that activity. Be sure to use the right format appropriate for each activity.

2. Use ten (8) Program Classifications -- 8 of the 10 activity classifications on p90 of the text must be used at least once as an activity on a Program Design Form.

3. Program Design form hours -- Each Program Design Form must run for at least 30 minutes in length and no more than 90 minutes. The total number of programmed hours must be a minimum of 14 clock hours.

4. 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 are not worthy of a Program Design Form.
Volunteer Hours Timesheet

Please PRINT clearly unless otherwise specified.

Student Volunteer Information

Name: (First) _____________________________ (Last) _____________________________

Total Number of Student Volunteer Hours: __________

Program Information

Title: ________________________________________________________________________

Agency: ________________________________________________________________________

Location: _______________________________________________________________________

Date: ______________ Program's Scheduled Time: From: __:__ AM/PM To: __:__ AM/PM

To be completed by the program supervisor

Student Volunteer arrived at __:__ AM/PM Student Volunteer left at __:__ AM/PM

Please answer Yes or No to these statements:

• The student volunteer was properly dressed. YES / NO
• The student volunteer arrived on time and prepared. YES / NO
• The student volunteer was helpful. YES / NO
• The student volunteer asked appropriate questions. YES / NO
• The student volunteer interacted with the served population in an appropriate manner.

Please Print Your Name: _______________________________________________________________________

Please Sign Your Name: _______________________________________________________________________

Please Print Your Title: _______________________________________________________________________

Phone: (______)______-________ Email: ________________________________________________

Thank you very much for your time and assistance.
To be completed by the student

Please attach a typed statement (APA style) addressing as many of following topics as you can:

- What did you expect?
- Were your expectations met?
- What did you witness?
- Who was the target population?
- Do you have any thoughts concerning the target population?
- Were the target population's needs met?
- Do you think the target population enjoyed the program? Why?
- Describe the setting (you may use a map).
- List or describe any equipment.
- Describe the role of the programmer in the program.
- Describe your role in the program.
- Do you think the program is transferrable? Why?
- Do you think the program was a success? Why?
- Is this a program YOU would like to conduct in your future career? Why?

Please attach any handouts from the program.

Please attach a copy of any agenda or lesson plan or program design forms you may have been provided with.

Please attach any promotional materials for the program.
We, the undersigned, agree on the following obligations for the group work done during PRLS 310: Please fill out, sign, and hand it in to your instructor.

Group Name: ________________________________________________________________

Program Site: ____________________________________________________________________

Expected group behavior: (at least three expectations)
Example: Each team member will equally share in the responsibilities and share with the group…

Unacceptable behavior: (at least three negative behaviors)
Example: Miss a group meeting without informing a team member in advance.

Failure to follow obligations will result in the following:
Example: Expulsion after two warnings from the rest of the team members.

Date:________________________________________________________________________

Signed: PRINT Signature

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Part of your grade in PRLS 310 is based upon collaborative work. By effectively communicating and working with group members, your chance for success is greatly increased. Your collaborative learning agreement is the foundation upon which you will build working relationships with your team members. The purpose of the group agreement is to help you prevent conflict from arising by discussing each team member’s expectations. Should problems arise, this group agreement will be called upon by your instructor.

When developing your group contract, discuss all of the following points:

- Outline how you will work towards positive experiences and minimize negative issues.

- How often will you meet to plant your group assignments? Where will you meet?

- How will you divide the work?

- How will you deal with problems that arise in your group? (E.g. showing up late for meetings, not completing assigned tasks, not communicating effectively...). Group problems should be addressed immediately. Do not wait until the end of the semester.

- What is the process for determining when a problem reaches a point to involve your instructor?

Exchange contact information for all group members.
Enticing Individual Event Title:

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

Purpose of the Activity (Goal or outcome):

Session Number (i.e. Will this be activity #1 or 5 or 12?):

Appropriate Amount of Time (To run the activity—No more than 90 minutes):

Specific Location (Required for the activity to take place; specific room # or name):

Number of Participants (The activity is designed for): Minimum: Maximum:

Equipment List (Necessary to run the activity) Supply List (Necessary to run the activity)

Specific quantity to run for the max participants): Specific quantity to run for the max participants):

Program Format (Self-directed/noncompetitive; Clubs/Groups; Drop-In; Competition/leagues and tournaments; Special Events; Skill Development):

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.

Benefit/s (From participating name and identify a cognitive benefit; name and identify a behavioral, or name and identify an affective benefit):
Complete APA Reference (Including reference for a certain video, journal, magazine test, etc. Remember when citing a website to include the retrieval date):
Grading Policies:

Attendance Policy: Mason Catalog: "Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of non-participation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus."

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. Class Participation grades are taken daily and any unexcused absence will result in a 0 for that day. Three or more absences without advance permission or a doctor's note on letterhead will result in 0 points for Class Participation in the final grade.

If you miss a class, it is your responsibility to obtain class materials (notes, handouts, etc.) from sources other than the instructor. Only then should you approach the instructor for questions.

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.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>88-89</td>
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<tr>
<td>B</td>
<td>84-87</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<td>C+</td>
<td>78-79</td>
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<tr>
<td>C</td>
<td>74-77</td>
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<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>0-59</td>
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PROFESSIONAL DISPOSITIONS: Students are expected to exhibit professional behaviors and dispositions at all times.
**TENTATIVE COURSE SCHEDULE:**

**Faculty reserves the right to alter the schedule as necessary.**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 25</td>
<td>Introduction &amp; Syllabus</td>
<td>SYLLABUS</td>
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<tr>
<td>Feb 1</td>
<td>Basic Programming Concepts and How Individuals Experience Leisure</td>
<td>Ch 1 Ch 2</td>
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<tr>
<td>Feb 8</td>
<td>Six Key Elements of a Situated Activity System Outcome-Based Programming GMU Databases</td>
<td>Ch 3 Ch 4 Teams Established</td>
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<tr>
<td>Mar 15</td>
<td>Program Development Cycle Test Review</td>
<td>p 106 1st Article Analysis</td>
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<tr>
<td>Mar 22</td>
<td>Test I</td>
<td>Collaborative Learning Agreement</td>
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<tr>
<td>Mar 1</td>
<td>Preparing the Program Plan Developing Leisure Products in the Experience Economy</td>
<td>Ch 13 Ch 5</td>
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<tr>
<td>Mar 8</td>
<td>Using Goals and Objectives in Program Development Developing the Agency’s Programming Mission - Agency Culture</td>
<td>Ch 6 Ch 7</td>
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<td>Apr 22</td>
<td>Obtaining Participant Input Writing Program Design Goals Test Review</td>
<td>Ch 9 Ch 10 3 Program Design Forms per Team</td>
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<td>Apr 29</td>
<td>Test II</td>
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<td>Apr 5</td>
<td>Program Design Creative Programming Techniques for Program Promotion Scheduling</td>
<td>Ch 11 Ch12 Ch 14</td>
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<tr>
<td>Apr 12</td>
<td>Staffing and Supervising Program Operations Making Decisions About Program Services Test Review</td>
<td>Ch 16 Ch 22 2nd Article Analysis – Press Release</td>
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<td>May 19</td>
<td>Test III</td>
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<td>May 26</td>
<td>WORK ON PROGRAM PLAN IN GROUPS – IN CLASS Volunteer Assignment</td>
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<td>May 3</td>
<td>Group Presentations PROGRAM PLANS DUE</td>
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<tr>
<td>May 10</td>
<td>EXAM PERIOD – Pick up Graded Group Projects – NO FINAL 4:30pm-5:00pm PICK UP</td>
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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 Mason 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 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 silenced 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 https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.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/).

• 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.gmu.edu/, and the OSS staff will follow up with the student.

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

Objectives:

<table>
<thead>
<tr>
<th>Written Program Plan Overall Style</th>
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<th>Competent</th>
<th>Outstanding</th>
</tr>
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<td>APA Style</td>
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<table>
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<td>Enticing Title</td>
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<tr>
<td>#5 Observable/Measurable</td>
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