

George Mason University
College of Education and Human Development
School of Recreation, Health, and Tourism (RHT)

Program Planning and Evaluation - 11127 - PRLS 310 - 001
3 Credits
Spring 2022
Hanover Hall L002

Faculty:

Name: Jennae Asborno, CTRS
Office Hours: TBA Schedule by appointment
Office Location: TBD based on appointment
Office Phone: 703-541-8314
Email Address: jduarte1@gmu.edu

Prerequisites:

PRLS 210, SPMT 201, PHED 200, SRST 200 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:

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.

Course Delivery Method:

This course will be delivered face-to-face. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password to review assignments, syllabus, and daily announcement. The course site will be available on Wednesday, January 16, 2022 on Blackboard to review the class material.

Technical Requirements:

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard’s supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations:

- **Meeting dates and time:**
Because this class is in-person we do have a “fixed” meeting day, our week will start on **Monday, January 24, 2021 at 7:20pm. We will be meeting every Monday evening at 7:20pm. Please BE ON TIME.**
- **Log-in Frequency:**
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least **3 times per week.**
- **Participation:**
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- **Accommodations:**

Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Objectives:

At the completion of this core course towards a degree in Recreation Management, Sport Management or Tourism and Events Management (TEM) 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 in an individualized concentration; 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 courses, for documentation towards a 490 internship, and/or for professional placement.

Professional Standards:

Upon completion of this course, students will meet the following professional accreditation standards for COAPRT:

7.02 Upon completion of this course, students will have met the following professional standards: demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences and that embrace personal and cultural dimensions of diversity.

Required Text:

Rossman, J. Robert and Schlatter, Barbara E. (2019). *Recreation Programming: Designing Leisure Experiences*. (Eighth Edition). Sagamore Publishing.

Course Performance Evaluation:

Students are expected to submit all assignments on time in the manner outlined by Jennae Asborn. This course will be graded on a point system, with a total of 485 possible points.

	<u>Points</u>
Requirements	
Three Exams (worth 75 points each)	225
Written Health & Wellness Weekend Program Plan for Portfolio	100
(completed in teams to include an oral virtual presentation)	
4 Program Design Forms	30
Internship Research	60
Class Participation (class exercises, activity facilitation)	<u>70</u>
<u>TOTAL</u>	485

Grading Scale (percentage)

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	

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. **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.

Professional Dispositions:

See <https://cehd.gmu.edu/students/polices-procedures/>

Tentative Course Schedule

Professor has the right to change the syllabus at any time throughout the semester.

DATE			TOPIC	READINGS/ASSIGNMENT
M	January	24	Syllabus Presentation, Introduction to PRLS 310, discussion of assignments-sign up for activity facilitation date	Homework: READ Chapters 1 & 2
M	January	31	Chapters 1 & 2: Foundations for Programming and How Individuals Experience Leisure	Homework: READ Chapters 3 & 4
M	February	7	Chapter 3 & 4: 6 Key Elements of a Situated Activity System & Outcome Based Programming	Homework: READ Chapters 5 & 6
M	February	14	Chapter 5 & 6: Developing Leisure Products & Using Goals and Objectives in Programming Development	Homework: Develop Groups for Term Project and email me the names of your group members. Study for EXAM #1
M	February	21	EXAM #1 on Chapters 1-6	Homework: Finish Internship Research Project (3 templates)
M	February	28	Due in Class: Internship Research Project Present on your project. Question & Answer Discuss Program Design Form Assignment	Homework: READ Chapter 7 & Chapter 8
M	March	7	Chapter 7: Developing the Agency's Programming Mission Chapter 8 Developing Strategic Directions	Homework: READ Chapter 9
M	March	14	Spring Break-No Class	

DATE			TOPIC	READINGS/ASSIGNMENT
M	March	21	Chapter 9: Obtaining Participant Input Work on group projects and review Program	Homework READ 10 & 11. 4 Program Design Forms (per group)
M	March	28	Chapter 10 & 11: Writing Program Design Goals & Program Design Due in Class: 4 Program Design Forms	Homework: READ Chapters Chapters 12 & 13
M	April	4	Chapters 12 & 13: Creative Programming & Preparing the Program Plan	Homework: Study for EXAM #2
M	April	11	EXAM #2 on Chapters 7-13	Homework: Read Chapters 14 & 15
M	April	18	Chapter 14 & 15: Techniques for Program Promotion	Homework: READ Chapters 16, 17, 18
M	April	25	Chapter 16 & 17: Registration Procedures Chapter 18: Developing a Program Pricing Philosophy	Homework: READ Chapters 20, 21 Homework: Prepare for final group presentations. Finalize programs.
M	May	2	Finishing touches on projects and presentations. Chapter 20: Program Evaluation Techniques Chapter 21: Developing a Comprehensive	Homework: Final Programs and presentations for due date May 3rd
M	May	9	DUE in Class: Final Program Plans; Group Presentations	Homework: Study for FINAL EXAM (Chapters 14-21)
M	May	16	FINAL EXAM Chapters 14–21 7:20-10:15pm	

Core Values Commitment

The College of Education and Human Development is committed to collaborations, 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: <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 silenced during class unless otherwise authorized by the instructor

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments> . Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/> .
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

WRITTEN PROGRAM PLAN FOR RHT PORTFOLIO PRLS 310 – Spring 2022

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 embellished with pictures and clip art will appear on the first page of both individual and team copies. Each index tab will 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 6 goals with 2 objectives for each goal (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 **(1) the Johnson Center; (2) Eagle Bank Arena; (3) Aquatic and Fitness Center; (4) Student Unions; (5) outdoors 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 two itemized inventories:

1. All necessary equipment and supplies needed to run the entire program from the **Program Design Forms** including the amount of equipment necessary (but not cost*) 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)

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 matrix* 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. List 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 12 PROGRAM CLASSIFICATIONS

5. **Twelve (12) Program Design Forms** - 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 (12) Program Classifications – Twelve program classifications must be used only once 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 no more than 90 minutes**. 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

PROGRAM DESIGN FORM TEMPLATE

Your team chooses an appropriate Logo! Here's an example:



Enticing Name of Activity:

Group Members:

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 (1 Goal and 2 objectives):

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 and Supply List (Necessary to run the activity to include the specific quantity for the max participants)

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

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):

Internship Research Template Form

Name of Site and Address:

Site Contact (CTRS, Director):

Targeted Populations Served:

Program Description:

Type of Setting (i.e. clinical, community, rehabilitation, etc):

Type of Therapeutic Model:

Types of activities offered:

Is this a place you would be interested in doing your internship and/or working at?

Describe a new thing you learned from researching this agency.

