

Sample syllabus

Note that this syllabus is from an earlier semester. The current syllabus may differ in all areas except the course description and course objectives.

GEORGE MASON UNIVERSITY  
*School of Recreation, Health, and Tourism (RHT)*

**PRLS 310 - Program Planning and Design (03)**  
**Spring 2006**

DAY/TIME: T/TH 9:00a.m. - 10:15a.m. LOCATION: Bull Run Hall #131  
PROFESSOR: Dr. Brenda Wiggins EMAIL: bwiggins@gmu.edu  
ADDRESS:  
OFFICE Bull Run Hall #201E PHONE: 703-993-2068  
LOCATION: NUMBER:  
OFFICE HOURS: T/TH 1:00a.m. - 2:00p.m. FAX NUMBER: 703-993-2025 PW  
By appointment at Fairfax  
PREREQUISITES: Either PHED 200, PRLS 210, SPMT 201, or TOUR 200

**COURSE DESCRIPTION:**

The course provides the benefits-based components of programming across concentrations in RHT. It has been designed to include fundamental principles and techniques of the planning process for exercise science; health promotion; parks, outdoor, and therapeutic recreation; sport management; and tourism and events management. Using theoretical models, students will create a written program plan that outlines all of the activities to be accomplished in twelve activities using each *program classification* during **PW Mason Week** of at least fourteen hours in length. It will be designed as if it could occur in the future on the Prince William (PW) Campus within the Freedom Aquatic and Fitness Center (FAFC); \*Student Union; \*Center for the Arts; Bull Run Hall; and outside spaces (lake; bridge; grass; and blacktop/pavement areas). 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 program plan throughout their future semesters' coursework, including core courses HEAL 323, PRLS 411, PRLS 450, and the 490-General Education synthesis internship course. The portfolio will provide validation to secure both internship and employment placement.

\*not yet built

Further, upon completion of this course, students will meet the following professional accreditation standards for NRPA/AALR Council on Accreditation

8.16	Knowledge of the role and content of leisure programs and services.
8.17	Ability to develop outcome oriented goals and benefits for individuals and groups.
8.18	Understanding of human growth and development throughout the life cycle including the contributions a of leisure to growth, development and self-expression.
8.20	Understanding the concept and use of leisure resources to facilitate participant involvement.
8.28	Ability to formulate, plan for implementation, and evaluate extent to which goals and objectives for the leisure service and for groups and individuals within the service have been met.

**COURSE OBJECTIVES**

At the completion of this course students should be able to:

1. Formulate a personal programming philosophy.
2. Justify the plan's benefits for participants after choosing a program within their concentration of either exercise science; health promotion; parks, outdoor, and/or therapeutic recreation; sport management; or tourism and events management.
3. Prepare measurable goals relevant to their target participants and setting.
4. Accurately demonstrate in the portfolio the responsibilities of a programming professional.
5. Complete a polished portfolio for submission and promotion that can be used in future RHT courses and for 490 and professional placement.

#### REQUIRED READING

Rossmann, J. Robert and Schlatter, Barbara E. (2003). *Recreation Programming: Designing Leisure Experiences* (Fourth Edition). Illinois State University: Sagamore Publishing.

#### EVALUATION

Three Exams (worth 75 points each)	225
Written PW Mason Week Program Plan for RHT Portfolio (done in pairs)	125
PW Volunteer (done individually)	90
Class Participation (pop quizzes, meetings, guests)	<u>60</u>
	500 Points Possible

#### *Attendance Policy*

GMU 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. Three or more absences without advance permission or a doctor's note on letterhead will result in 0 points for Class Participation.

#### **If you miss a class, it is your responsibility to obtain class materials (notes, handouts, etc.) from sources other than the instructor.**

#### *Grading Scale*

All assignments are due at 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 and no class

participation make-ups will be available. Ninety percent of the total points possible equal an A, eighty percent equals a B, seventy percent equals a C, sixty percent equals a D, and fifty percent equals an F in the course.

### *Evaluation Criteria*

#### WRITTEN PROGRAM PLAN FOR RHT PORTFOLIO

Please purchase **one soft**, three ring binder for yourself and **one additional for the two making up a team**, both with inserted index tabs. Both the individual's binder and the team's will be turned in, one to be returned on the day of the final to each individual, and the team's identical copy will be retained for GMU.

The embellished and typed program title will be appear on the first page of both copies. Next label each index tab with each numbered item below beginning with #1(Mission and Philosophy); #2(Need for the Program); #3(Design Goals of the Program); #4(Operation Details); #5(Program Design Forms); and #6(Program Evaluation). Throughout the semester as each numbered item is completed, embellish pages with clip art and appealing fonts to enhance the overall appearance.

#### WRITTEN PROGRAM PLAN FOR RHT PORTFOLIO (Chapter Thirteen)

##### PART 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.

#### **1. Mission and Programming Philosophy**

- a. *Mission* - - PW's as provided by Juliet Blank-Godlove (Assistant Dean of University Life at the PW Campus) x38373; [jblank@gmu.edu](mailto:jblank@gmu.edu)
- b. *Programming Philosophy* - What is your program trying to achieve, including overall benefits for the client?

**2. Need for the Program** - Reference the PW census information (provided by the Assistant Dean) as well as other cited sources to convince GMU personnel of the need for your program plan.

**3. Design Goals of the Program** – Required a total of ten objectives (a combination of program and behavioral objectives), as defined 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 rooms to be used at PW within the Freedom Aquatic and Fitness Center (FAFC); \*Student Union; \*Center for the Arts; Bull Run Hall; and outside spaces (lake; bridge; grass; and blacktop/pavement areas). 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 suit due to the Americans with Disabilities Act (ADA). Based on the class lectures, list ways to make the program inclusive to include but not be limited to:
    - 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.
    - 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 needed to run the entire program from the Program Design Forms.
    - 2. All necessary supplies needed to run the entire program from the Program Design Forms.
  - e. *Promotion Plan* - A web page which would be clicked on from the PW 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 (will be taught in another course and added later)
  - g. Registration Plan (not in this initial plan)
  - 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
- AND Staffing and Staff Orientation matrix* as described in class that shows the staff for all 12 activities over at least 14 clock hours:
- 1. Who is to be
  - 2. Teaching what
  - 3. Location they are teaching
  - 4. When they are teaching - for all 14 clock hours of at least from each of the program classifications
- 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 PW 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:

#### **INDIVIDUAL PROGRAM FORMS USING ONE ACTIVITY FROM EACH OF THE CLASSIFICATIONS (Page 68 in the text)**

5. ***Twelve 12 Design Forms*** - With each individual Form; assume you are not facilitating it. 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 run the activity. Complete references using APA style or Chicago style (just be consistent) are required for each Form so that the facilitator could acquire further information. **All Forms require a complete reference at the bottom.** Researched sources may include databases, journals, magazines, the web, books, manuals, etc. that identify examples, equipment, or dvd's to be used for that activity. Be sure to use the right format (page 43 in the text) appropriate for each activity.

***Use all ten Program Classifications*** – Each of 10 program classifications (page 68 in the text) must be used at least once as an activity on a Program Design Form.

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

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

#### PART III:

#### **VOLUNTEER AT PW**

Each individual will work as a volunteer for a '06 preplanned event at PW. Specifics of activities, days, times, and evaluation criteria will come later. Students will not pass the course without completing Part III including contact hours and evaluation of the event.

## PROGRAM DESIGN FORM TEMPLATE

Logo example:



# Enticing Individual Activity Title:

**Program Classification:** Arts-Performing: music, dance, and drama;  
Visual and crafts; New arts-Technology-based such as computer graphics;  
Cognitive and literary activities; Self-improvement/education; Sports and games;  
Aquatics; Environmental activities-outdoor recreation and risk recreation;  
Wellness/Fitness; Hobbies and social recreation; Volunteer services; Travel and tourism

**Purpose of the Activity** (Goal):

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

**Supply List** (Necessary to run the activity  
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):

**Benefit/s** (From participating what is one cognitive; behavioral, and/or affective):

Complete APA Reference (Including reference for a certain video, journal, magazine test, etc. Remember when citing a website to include the retrieval date):



- ❑ All students are held to the standards of the George Mason University Honor Code [See <http://www.gmu.edu/catalog/apolicies/#Anchor12>]
- ❑ University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor
- ❑ Students with disabilities who seek accommodations in a course must be registered with the Disability Resource Center (DRC) and inform the instructor in writing, at the beginning of the semester [See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc)]
- ❑ For additional School of Recreation, Health, and Tourism information, please visit the website at <http://rht.gmu.edu>