ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE January 31, 2012

1. ACADEMIC UNIT: School of Community Resources and Development

2. COURSE PROPOSED: PRM 303 Program Planning 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Kathleen Andereck Phone: 602-496-1056
   Mail Code: 4020 E-Mail: kandereck@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas
   Literacy and Critical Inquiry—L ☑
   Mathematical Studies—MA ☐ CS ☑
   Humanities, Fine Arts and Design—HU ☐
   Social and Behavioral Sciences—SB ☐
   Natural Sciences—SQ ☑ SG ☐

Awareness Areas
   Global Awareness—G ☐
   Historical Awareness—H ☑
   Cultural Diversity in the United States—C ☐

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: ☑ No ☐ Yes; Please identify courses:

Is this a multimedia course?: ☑ No ☐ Yes; Is it governed by a common syllabus?

Kathleen Andereck
Chair/Director (Print or Type)

[Signature]

Date: [MM/DD/YYYY]

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. Critical inquiry involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [L] CRITERIA**

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th><strong>CRITERION 1:</strong> At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <em>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.</em></th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td></td>
<td></td>
<td>Syllabus Group project assignment Quizzes Exams 2 and 3</td>
</tr>
</tbody>
</table>

1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

2. **Also:**

   Please *circle, underline, or otherwise mark* the information presented in the most recent course syllabus (or other material you have submitted) that verifies *this description* of the grading process--and label this information "C-1".

<table>
<thead>
<tr>
<th>✔️</th>
<th></th>
<th><strong>CRITERION 2:</strong> The composition tasks involve the gathering, interpretation, and evaluation of evidence</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Syllabus Leadership Activity assignment Group Project assignment Quizzes Exams 2 and 3</td>
</tr>
</tbody>
</table>

1. Please describe the way(s) in which this criterion is addressed in the course design

2. **Also:**

   Please *circle, underline, or otherwise mark* the information presented in the most recent course syllabus (or other material you have submitted) that verifies *this description* of the grading process--and label this information "C-2".

<table>
<thead>
<tr>
<th>✔️</th>
<th></th>
<th><strong>CRITERION 3:</strong> The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Syllabus Leadership Activity assignment Group Project assignment</td>
</tr>
</tbody>
</table>

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements
2. Also:

Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-3". 
### CRITERION 4:

These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. *Intervention at earlier stages in the writing process is especially welcomed*

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Syllabus; Leadership assignment; Group project assignment; Quizzes</td>
</tr>
</tbody>
</table>

1. Please describe the sequence of course assignments—and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

2. Also:

   Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process—and label this information "C-4".

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C-4
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1</td>
<td>The Leadership Exercise requires each student to lead an activity using oral communication. The group project requires each student to engage in oral presentation as part of conducting a recreation program. The Group Project also requires students to plan, conduct, and evaluate a program for a community group. Each student must take part in all of these activities and submit sections for the final report. Quizzes are essay in nature as are parts of exams.</td>
<td>Leadership Exercise-4% Group Project-40% Quizzes-16% Exams-40%</td>
</tr>
<tr>
<td>Criterion 2</td>
<td>Students gather information from a variety of sources including their text, the agency with which they are working on their final project, materials and references supplied by the instructor, and other information students must find on their own. They then use this information to create and program plan and deliver the program. Students also evaluate their community program which requires they develop an evaluation instrument, collect data, and interpret results.</td>
<td>Group Project assignment</td>
</tr>
<tr>
<td>Criterion 3</td>
<td>Other than the exams and quizzes, the course requires an individual Leadership Activity that is primarily a speaking task, and a substantial group project that requires both speaking and writing. The assignments are attached.</td>
<td>Syllabus Leadership Activity assignment Group project assignment</td>
</tr>
<tr>
<td>Criterion 4</td>
<td>The quizzes are given periodically throughout the semester. After each Leadership Exercise the class holds a discussion about the exercise and its strengths and weaknesses. This provided feedback useful for the final group project. Students are given class times throughout the semester to work on their group project. During this time the professor meets with groups to provide feedback.</td>
<td>Leadership Activity assignment; syllabus, quizzes</td>
</tr>
</tbody>
</table>
ARIZONA STATE UNIVERSITY
College of Public Programs
School of Community Resources & Development
(http://scrd.asu.edu)

PRM 303: Recreation Programming
Spring 2012

Instructor: Dr. Ariel Rodríguez
UCENT 537
ariel.rodriguez@asu.edu

Class: Room: CRONK 252
Meet: T Th 3-4:15pm

Office Hours: T 9-11am and by appointment

Required Text:

Course Goal and Objectives:
The goal of PRM 303 is to provide a foundation for effective program planning in varied leisure delivery systems. By the end of the course, students should have developed the following conceptual foundations and professional competencies:

- Ability to assess, plan, implement and evaluate recreation programs and services
- Knowledge of the role and content of leisure programs and services
- Identify the steps to comprehensive program planning
- Ability to develop outcome oriented goals and objectives for individuals and groups.
- Understanding of group dynamics and processes and the ability to use various leadership techniques and strategies to enhance the individual's recreation experiences.
- Understanding of and the ability to analyze programs, services, and resources in relationship to participation requirements.
- Knowledge of marketing techniques and strategies.
- Understanding of and ability to promote the agency, their services, and the profession through marketing, public relations, and promotional strategies.
- Ability to utilize, effectively, the tools of communication, including technical writing, speech, and audio-visual techniques.
Additional Student Needs:
Students requesting additional classroom accommodations must contact the Disability Resource Center (DRC; http://www.asu.edu/studentaffairs/ed/drc/) to establish eligibility and obtaining services and accommodations. The professor will work with all students that provide the appropriate documentation. If you do require additional accommodations, please inform the professor no later than the second week of class.

Attendance and General Student Behavior:
Students who attend class more frequently than students who do not generally do better in class (i.e., have higher grades and learn more) than students who do not. Therefore, attendance is not only highly encouraged, but also expected.

What if I miss class?
If you miss class, it is your responsibility to get notes and assignments from a fellow student. Blackboard will also contain valuable course material. Students are responsible for all material and announcements given in class, whether they are there or not. All course PowerPoints will be available on Blackboard.

It is NOT necessary to email the professor about why you will not be or were not in class unless if your absence conflicts with one of the three exam dates and it is an excused absence (see below). Work-related absences, family vacations, and roommate emergencies are not legitimate excuses for missing class or exams. Even if your absence is not your fault, it is still your responsibility to manage it by getting the notes and assignments yourself.

What counts as an “excused” absence?
Excused absences include ONLY hospitalizations, religious holidays, jury duty, and university-sponsored athletic events. You MUST communicate with the professor ahead of time about these missed days and provide documentation. Examples of documentation include but is not limited to a letter from a medical professional indicating that your condition on the date of the examination would contribute to poor performance (for illnesses), official funeral documentation (for deaths in the family), official university documentation (for sanctioned university events), and official conference/meeting documentation for professional conferences/meetings. If you miss class or an exam because of an EXCUSED absence, you will be given an alternative assignment to make up what you missed.

If you find that you will be missing many classes for another reason, please contact Student Affairs, Student Advocacy and Assistance [(480) 965-5852, http://www.asu.edu/studentaffairs/vp/advocacy/index.htm] and they will help you with documentation and communication with your professor.
What about classroom etiquette?

Students are asked to show common courtesy to others in order to encourage a positive learning environment for all.

1. Cell phones, iPhones, BlackBerrys and other electronic devices are to be turned off or silenced throughout the duration of the course.

2. Feel free to bring your laptop to take notes on. Other personal uses, such as checking e-mail or the news, may disrupt the learning environment and therefore is not permissible.

3. Disruptive class behavior (e.g., side conversations, disrespecting other students, the professor, or guest speakers) will lead to removal from the class with an administrative withdrawal (W) or class failure (E):
   http://www.asu.edu/aad/manuals/ssm/ssm201-10.html

4. Academic dishonesty (e.g., cheating on an examination, plagiarism) and misrepresenting oneself (e.g., when a student tells their professor that they are sick to get out of an examination when in fact they are not) are inconsistent with the values of ASU. For more information on academic integrity please refer to the Student Academic Integrity Policy: http://provost.asu.edu/academicintegrity

Blackboard:
This course is supported by the ASU Blackboard website at MyASU (http://my.asu.edu). The Blackboard website will contain important class information, including lecture summaries, assignments, course syllabus, readings, and various class announcements.

Course Requirements:

Examinations
All examinations will be taken in class, are non-cumulative, and will be developed from the textbook readings, class notes, guest speakers, class dialogues, and student presentations. Students are required to take the examinations as scheduled.

Quizzes  C-1; C-2; C-4
Quizzes are designed to motivate students to keep up with readings and to review their notes often. Quizzes will also help you evaluate your performance in the course as the term progresses. There will be eight quizzes during the semester, but the dates will not be pre-announced. Some quizzes will cover readings; others may consist of short “lecture summaries”.

Individual Leadership Exercise (Assignment 1) C-1, C-2; C-3; C-4
Each student will lead one short (max 10 minutes) in class leadership activity throughout the semester. After students present their activity, as a class, we will discuss the activity, possible alternatives to not only the activity but to populations the activity may be implemented with. A schedule for the leadership activity will be developed during the first two weeks of class. Each student will select an activity from the Activity Leadership Booklet located in Blackboard under the “Assignments” folder. The due date for students to notify the professor of your leadership activity and presentation date is
January 17th. You may notify the professor of your activity by email or in person in class, but note that points will be deducted if professor is notified after January 17th. Implementation of your leadership activity will occur throughout the semester contingent on the date you sign up for.

**Group Project (Assignment 2)**

Working in small groups, students will identify an organizational partner and cooperate with the partner agency to develop, promote, conduct, manage, and evaluate a recreation program. This assignment will provide a forum for volunteer service whereby the student, the agency, and the community mutually benefit. Guidelines for the group project are located in Blackboard under the “Assignments” folder. This project is a critical component of the course as it is the application of the programming processes you will learn throughout the semester. As such, we will spend part of each class discussing your group project. As part of the discussions, your group will continue to work toward the production of your program addressing the various topics, such as goal development, evaluation, marketing, and registration, discussed in class. The group project deliverable is due April 10th. Your group project presentation will be held between April 12-April 24 during class times.

**Class Policy on Late Assignments**

Late assignments will be deducted 10% of the total possible score each late work day. For example, if an assignment is due Tuesday, and you return it to me by Thursday, it will be deducted 20%.

**Grading Evaluation**

1. Examinations ......................................................... 40
2. Quizzes ................................................................. 16
3. Individual Leadership Exercise ................................. 4
4. Group Project .......................................................... 40

**Total** 100

**Grading Scale**

The final grade will be assigned according to the following percentages:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Scale</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>93-97%</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>70-76%</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>1.00</td>
</tr>
<tr>
<td>E</td>
<td>59-0%</td>
<td>0.00</td>
</tr>
</tbody>
</table>
PRM 303 – Spring 2012
Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading/Assignment</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/5</td>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td>1/10</td>
<td>Introduction</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>1/12</td>
<td>Experiencing Leisure</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>1/17</td>
<td>6 Key Elements; Assign 1 present date due</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>1/19</td>
<td>Outcome-Based Programming</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>1/24</td>
<td>Developing Leisure Service Products</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>1/26</td>
<td>Goals and Objectives</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>1/31</td>
<td>Strategic Direction</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>2/2</td>
<td>Obtaining Client Input</td>
<td>Chapter 9</td>
</tr>
<tr>
<td>2/7</td>
<td>Examination 1 (Chapters 1-6, 8-9)</td>
<td></td>
</tr>
<tr>
<td>2/9</td>
<td>Logic Models</td>
<td></td>
</tr>
<tr>
<td>2/14</td>
<td>Program Evaluation Techniques</td>
<td>Chapter 20</td>
</tr>
<tr>
<td>2/16</td>
<td>Developing an Evaluation System</td>
<td>Chapter 21</td>
</tr>
<tr>
<td>2/21</td>
<td>Making Decisions about Program Services</td>
<td>Chapter 22</td>
</tr>
<tr>
<td>2/23</td>
<td>Writing Program Design Goals</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>2/28</td>
<td>Writing Program Design Goals Lab</td>
<td></td>
</tr>
<tr>
<td>3/1</td>
<td>Program Design</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>3/6</td>
<td>Creative Programming</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>3/8</td>
<td>Examination 2 (Chapters 20-22, 10-12, including Logic Models)</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Reading</td>
<td>Chapter</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>3/13</td>
<td>Preparing the Program Plan</td>
<td>13</td>
</tr>
<tr>
<td>3/15</td>
<td>Techniques for Program Promotion</td>
<td>14</td>
</tr>
<tr>
<td>3/20</td>
<td>NO CLASS: Spring Break</td>
<td></td>
</tr>
<tr>
<td>3/22</td>
<td>NO CLASS: Spring Break</td>
<td></td>
</tr>
<tr>
<td>3/27</td>
<td>Registration Procedures</td>
<td>15</td>
</tr>
<tr>
<td>3/29</td>
<td>Staffing and Supervising Program Operations</td>
<td>16</td>
</tr>
<tr>
<td>4/3</td>
<td>Pricing Philosophy</td>
<td>17</td>
</tr>
<tr>
<td>4/5</td>
<td>Pricing Program Services</td>
<td>19</td>
</tr>
<tr>
<td>4/10</td>
<td>Examination 3 (Chapters 13-17, 19, including articles)</td>
<td></td>
</tr>
<tr>
<td>4/12</td>
<td>Class Presentations; Assign 2 due</td>
<td></td>
</tr>
<tr>
<td>4/17</td>
<td>Class Presentations</td>
<td></td>
</tr>
<tr>
<td>4/19</td>
<td>Class Presentations</td>
<td></td>
</tr>
<tr>
<td>4/24</td>
<td>Class Presentations</td>
<td></td>
</tr>
</tbody>
</table>

*The syllabus provides a tentative schedule for the semester; however, changes to the schedule may be made throughout the semester. Any changes to the schedule will be announced in class. Students are expected to attend every class.*
1. Students must meet all course prerequisites listed in the ASU general catalog. Students not possessing these prerequisites will be withdrawn from the course.

2. Withdrawal (http://students.asu.edu/withdrawal)

   **Course Withdrawal**
   During the first ten weeks of the fall and spring semesters, you may withdraw from any course with a grade of "W."
   Courses with alternate begin and end dates (such as summer or winter sessions) may have an adjusted withdrawal schedule. Withdrawals may be initiated by signing in using your ASURITE ID or in person at any registration site.

   Courses from which you withdraw will remain on your transcript with a grade of "W." Please consult the refund schedule to determine whether you will or will not be eligible for any refund after withdrawing.

   It is your responsibility to initiate a withdrawal if unable to attend a course. Failure to withdraw will result in a grade of "E" being assigned for the course. At the discretion of the instructor, students who do not attend class during the first week of a semester may be administratively dropped from the course.

   Note: Withdrawing from a class or from all of your classes is a serious decision, and should be viewed as a last resort.

   **Complete Withdrawal**
   You may request a complete withdrawal from the university through the semester transaction deadline, which is typically during the end of the semester. Undergraduate students are required to request a complete withdrawal in person.

   Complete withdrawals should be viewed as a last resort as there may be serious academic and financial consequences in processing a complete withdrawal. Because making a complete withdrawal from the university is a difficult decision, the university has many resources in place to help. You are encouraged to consult with your academic advisor to explore alternatives.

   **Special Circumstances**
   Medical withdrawals are available for students needing to withdraw due to medical reasons. This policy covers both physical and mental health difficulties. Medical withdrawals must be requested in person from the dean's representative (medical designee) of the college of the student's major, and submitted with appropriate documentation for review.

   Compassionate withdrawals are available for students needing to withdraw due to significant personal reasons not related to the student's health. Examples are caring for a seriously ill child or spouse, or death in the student's immediate family. Compassionate withdrawals must be requested in person from the dean's representative (compassionate designee) of the college of the student's major, and submitted with appropriate documentation for review.

   *Instructor-initiated withdrawals are made when an instructor withdraws a student from a course with a grade of "W" or "E" in cases of disruptive behavior.*

   Military withdrawals are available for students activated for military action. Military activated students will receive some regulatory relief in the recalculation of financial aid and the calculation of tuition and fee charges. Students requesting a military withdrawal should contact the Veterans Services Office at the Tempe campus at 480.965.7723 or at the West campus at 602.543.8820.
3. The faculty in the School of Community Resources and Development assume that academic honesty will serve as the cornerstone of the academic experience. Academic dishonesty will not be tolerated. This includes, but is not limited to, cheating, plagiarism, or deception on an exam, paper, or class assignment. Plagiarism is defined as "intentionally or knowingly representing the words and/or ideas of another as one's own in any academic exercise" (Board of Regents Code of Conduct and Academic Dishonesty). Cheating and plagiarism may result in disciplinary action including, but not limited to, a failing grade on the assignment, a failing grade in the class, or suspension/expulsion from the university. Please note the following links to ASU policies. Students are responsible for reviewing and complying with all ASU policies:

   Academic Integrity Policy
   http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm
   http://provost.asu.edu/academicintegrity

   Student Code of Conduct
   http://www.abor.asu.edu/1_the_regents/policymanual/chap5

   Computer, Internet and Electronic Communications Policy
   http://www.asu.edu/aad/manuals/acd/acd125.html

4. The instructor of a course has full authority to decide whether or not class attendance is required. During the second week of classes (Fall or Spring), the instructor can drop a student for non-attendance. It is the student's responsibility to contact the instructor before the end of the first week of classes if absences during that period cannot be avoided.

5. Class Attendance and Participation - Students are expected to attend class regularly and participate in all class discussion. Excessive absences will result in lower course grades. If absences are excessive, but medically excused, a student will receive an "I" or "W," depending on the circumstances. Tardiness constitutes an absence.

6. Students are asked to show common courtesy to others in order to encourage a positive learning environment for all. Cell phones, pagers, and other electronic devices are to be turned off throughout the duration of the course. There is to be no eating or drinking in the classroom.

Please refer to the ASU General Catalog (http://www.asu.edu/catalog) for additional information and the schedule of classes for withdrawal date deadlines.

To be attached to all syllabi.

REVISED: 02.08.08
Family Educational Rights and Privacy Act of 1974

General Information

The federal Family Educational Rights and Privacy Act (also known as FERPA, and/or the Buckley Amendment) affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the university receives a request for access.

   Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

   Note: Students must provide photo identification in order to access their education records.

2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.

   Students who believe their record is inaccurate or misleading should write to the university official responsible for the record. Clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

   If the university decides not to amend the record as requested by the student, the university will notify the student of the decision and advise the student of his or her right to a hearing about the request for amendment. Additional information about the hearing procedures will be provided to the student when notified of the right to a hearing.

   Note: FERPA does not address grade disputes or grievances, which are pursued through other university and/or college procedures.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the university in an administrative, professional, supervisory, academic, research, or support position; staff in the Alumni Association and ASU Foundation offices; a person or company with whom the university has contracted (such as an attorney, auditor or collection agency); a person serving on the Board of Regents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

   A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

   Note: A parent of a dependent student may challenge denial of access to the dependent student’s record by producing the most current copy of Internal Revenue Form 1040. (Dependency is defined in Section 152 of the Internal Revenue Code.) If that form lists the student in question as a dependent, the parent will be required to sign an Affidavit of Dependency which affirms that the student is his/her tax dependent. The affidavit will be retained by the University Registrar’s Office, and must be renewed each tax year. Upon receipt of these documents, the dependent student records will be made available to the parent as specified under FERPA.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Arizona State University to comply with the requirements of FERPA. Student are encouraged to first contact the University Registrar’s Administrative Office at (480) 9657302. A complaint may be filed with the Department of Education at the following address:
Definitions:

Student is any individual formally admitted to and registered for at least one class at Arizona State University.

Education Record is any record(s) directly related to a student and maintained by Arizona State University or by a party acting for the university. This includes any information or data recorded in any medium, including, but not limited to: handwriting, print, tapes, film, microforms, and electronic media.

Directory Information (or releasable information) is general information that may be released to anyone without the consent of the student, unless the student indicates otherwise:

- Student Name
- Addresses: Local, Permanent, and ASU e-mail (including directory number)
- Local Telephone Number
- Date and Place of Birth
- Degrees, Honors, and Awards Received (including National Merit, National Achievement and National Hispanic Scholars)
- Academic Level
- Major
- College
- Dates of Attendance
- Participation in Officially Recognized Activities/Sports
- Weight/Height of Members of Athletic Teams
- Most Recently Attended Institution

Personally Identifiable Information (or nonreleasable information) includes all information not defined as directory information, plus, any information including directory information that the student has instructed ASU not to release. Personally identifiable information may not be released without the prior written consent of the student, except to the extent that FERPA authorizes disclosure without consent.

Student Control of Directory Information:

Students may control release of directory information by submitting a form at the University Registrar’s Records Information Counter (SSV 144), the University Center Building Rm 120, or the Student Services Quad Building 350.

Unless otherwise requested, a student’s name, local address, local telephone number, home address, class standing, and college will appear both in the directory of faculty, staff, and students on ASU’s Web pages and in the printed ASU Directory of Faculty, Staff, and Students, which is published each fall semester. (The web directory also lists the student’s ASU e-mail address.) To avoid the release of directory information in the printed directory, the appropriate form (found at www.asu.edu/registrar/forms/regforms.html) must be submitted to one of the Registrar locations mentioned above, before the end of the third week of the fall semester. Students may limit the release of directory information on the Web page and/or in response to general inquiries at any time, by submitting the appropriate form.

ASU has a policy that regulates and permits the sale of enrolled student directory information only through the University Registrar’s Office. Unless otherwise directed by the student, directory information is subject to sale to outside purchasers.

Student accessing education records or receiving university services must provide proof of identification.

SIS User Information:

Release status information may be found on the RG51, RG81, and DB10 screens on ASU’s Student Information System.

Questions or requests for additional information may be directed to the University Registrar’s Records Information Section, Student Services Building, 144, (480)965-3124. Information is also available on the web: www.asu.edu/registrar/.

University Registrar’s Office Arizona State University revised April 2005
Student Academic Grievance Procedures Standing Rules
(As revised by the College Assembly, April 1, 1994) College of Public Programs

Introduction

These procedures are intended to facilitate a fair hearing of any student academic grievance issue by the College Academic and Student Affairs Committee convened to hear such grievances. When convened to hear a student academic grievance, decisions of the Committee will be by majority rule, provided a quorum (4) of the membership is present, including at least three faculty members.

Students who consider they have a grievance brought on by having been unfairly graded, unjustly and/or improperly treated, or any other complaint with regard to an instructor’s decision in academic matters, may be assured of just treatment in their hearing.

The Committee shall have the power and/or responsibility only to make recommendations to the Dean of the College of Public Programs in a hearing regarding a grade dispute, or other academic issue.

Any students who believe they have a grievance should first utilize the informal process as listed below.

Informal Process

1. Initially, the aggrieved student should schedule an appointment with the faculty member concerned and discuss the problem openly.

2. If this discussion does not result in a satisfactory resolution, the student may appeal to the Chair/Director of the instructor’s department/school who will employ department/school approved procedures to resolve the grievance.

3. If a satisfactory resolution is not achieved, the student may confer with the Dean (or Dean’s designee) who will review the case.

If the grievance has not been successfully cleared at this time, the student may request the Dean to refer the matter to the College Academic and Student Affairs Committee. The Committee will convene for the specific purpose of hearing a student academic grievance as needed.

Formal Hearing

1. When the student has been referred to the Committee by the Dean, he/she must file in writing the alleged grievance statement with the Committee chair. Copies of this statement will be distributed to: committee members, the faculty member involved in the grievance, the Chair/director of the department/school concerned, (or the appropriate committee if instructor is also the Chair/Director), and to the Dean.

   Within one week of the distribution of the alleged grievance statement, the faculty member involved must submit a written response to the Grievance Committee chairperson. Copies will be given to: committee members, the student involved in the grievance, the department/school Chair/Director and the Dean.

2. Within two weeks of the reply by the faculty member involved, the chair of the Committee will schedule a meeting to consider the alleged grievance. Both parties
involved (student and faculty) will be expected to appear at the meeting. All parties in the grievance will have the opportunity to give their particular grievance presentations either in writing or in person.

3. All meetings of the Committee shall be closed to ensure confidentiality and to protect the rights of privacy of both student and faculty. Each party in the grievance is entitled to be accompanied by any person of his/her choosing, but that person will have not right to speak or cross examine. Their role shall be advisory only.

Concerned parties may utilize witnesses for the presentation of their case. The Committee may decide that the aggrieved student, faculty involved in the grievance, and any or all witnesses be excused from certain presentations if, in the opinion of the Committee, an invasion of privacy and/or the violation of rights of specific individuals would result.

Procedures for the presentation of relevant information on the part of the student, instructor, and/or witnesses will be determined by the Committee and only the committee members may ask questions of the parties involved.

4. Following final discussion of the alleged grievance, the Chair of the Committee will submit written recommendations of action (along with all supporting data) to the Dean. Copies of the recommendation only will go to the student involved, faculty involved, and the department/school Chair/Director of the faculty member involved. The recommendation will be submitted not more than one week following the final Committee hearing.

5. Final action in each case will be taken by the Dean after full consideration of the committee’s recommendation. Grade changes, if any are recommended, may be made by the Dean. The Dean shall inform the student, instructor, Chair/Director, the registrar, and the Committee of any action taken.
Leadership Exercise
Instructions
Recreation Programming
PRM 303

Spring 2012
A significant component of implementing any recreation program is the capacity to actually lead it. As such, each student will lead a recreation activity of their choosing which may fall in one of four categories: ice breaker, team builder, active game, or passive game. While there are some overlapping elements to activities within these categories, students are asked to emphasize the major elements of the respective category they present. For instance, if you are leading an activity which is an ice breaker, focus on providing the opportunity for individuals to get to know each other. If it is a team building activity, focus on students working together to achieve a certain objective.

To assist students in selecting activities, the Activity Leadership Booklet located in Blackboard under the “Assignments” folder has been made available to you. The Booklet is a composite of activities students in past 303 classes have submitted.

Each student will lead one short (max 10 minutes) in class leadership activity throughout the semester, but students are required to notify the professor of your leadership activity and presentation date by January 17th. Implementation of your leadership activity will occur throughout the semester contingent on the date you sign up for. You may find the updated signup sheet in our Blackboard site.

After students present their activity, as a class, we will discuss the activity, possible alternatives to not only the activity but to populations the activity may be implemented with.

How to notify professor of your activity and date?

You may notify Dr. Rodríguez of your activity and date by either emailing him (ariel.rodriguez@asu.edu) or by filling out this information in the signup sheet which will be passed around the classroom in the class dates prior to the due date.
Group Project Instructions
Recreation Programming
PRM 303
Spring 2012
The purpose of this group project is to provide students with practical application of programming techniques learned in class. Toward this end, groups will each implement a program in the community.

Group Size
Each group will have 4-5 students per group.

Program Selection
Each group will identify an organizational partner and cooperate with the partner agency to develop, promote, implement, manage, and evaluate a recreation program.

Implementation (15 of the 40 points)
As noted in the program selection, each group will implement their programs in a real world community setting.

Program Report (15 of the 40 points)
Each group will submit one program report. The report will include stages A-D in the Program Development Cycle. Policy for late assignments is delineated in the course syllabus.

Report Style
Reports should be in final draft condition. In addition, it should follow APA 6th edition guidelines. Although pictures will add to the aesthetics of the report, please use them judiciously. There is no page limit or minimum, but reports must meet the criteria established for the deliverable.

Report Submission
Final reports will be submitted electronically via email to ariel.rodriguez@asu.edu.

Video (5 of the 40 points)
Each group will present a video (max 2 minutes) of their program and how it connects to the School’s (SCRD) Strategic Directions.

Report Presentation (5 of the 40 points)
Each group will present their report to the class. The use of multimedia is only limited by what is available in class. The time allotted for each group will depend on the number of groups in the class. Your program video should be part of your presentation.
Stage A - Agency Culture

This section describes the agency in its entirety. Components of Stage A are discussed in chapters 7-8.

The purpose of this section is to provide a detailed description of your agency. Please note that you are not creating information for your agency. For example, if your agency does not have an agency philosophy, you are not responsible for making it. Simply indicate your agency does not have an agency philosophy where this information is requested.

This section should include:
1. The Name and an Overview of the Agency: be sure to describe the type of agency and to give a brief overview of the agency. This should be in narrative form.
2. A Complete and Detailed Description of the Agency Culture: be sure to include information describing the following:
   2.1. Individual: who are your patrons? Describe your patrons in terms of:
       2.1.1. Demographic
       2.1.2. Social
       2.1.3. Technological
       2.1.4. Economic
       2.1.5. Political
   2.2. Organizational: detail the strengths and weaknesses of the agency
   2.3. Community: what are the threats and opportunities in your environment? Where can you make a difference?
3. Mission Statement (Box A, Figure 10-1, p. 182)
4. Agency Philosophy: different from the mission statement, the agency philosophy is a narrative describing what the agency does and why. It should bring together the description of the individual (patrons), organization, and the community.
5. Agency's Organizing Authority: this section should include information about the agency's organizing authority and structure. This should detail where and by whom funds are raised and distributed, essentially who, ultimately, is in charge and how the is power relegated. Include in this section:
   5.1. An Organizational Chart: detail the organization (from top to bottom), show:
       5.1.1. Where your team members are located within the organizational hierarchy;
       5.1.2. Job descriptions of key recreational and administrative personnel;
       and
       5.1.3. A description of key Agency Areas and Facilities (clearly describe the areas and facilities you are using).
6. Goals and Objectives of the Agency including:
   6.1. 3-5 year planning goals (Box B, Figure 10-1, p. 182)
   6.2. 1 year management goals and objectives (Box C, Figure 10-1, p. 182)
Stage B – Target Program Development

This section describes how your agency assesses your patron's needs, and the formation of goals and objectives to meet those needs. Components of Stage B are discussed in chapters 9-10.

Please note that the needs of your patrons, the mission of your agency, the goals of your program, and the description of your program should be consistent with each other. For example, if the need is to reduce obesity rates, your agency focuses on improving physical health, and your program goals are to increase physical activity, then your program should have elements which encourage patrons to increase physical activity and ways to evaluate these.

This section should include:

1. Need for the Program: a statement of the need for the program should be included. It should answer the question: Why is this program needed and how was this need determined? For example, did you use surveys, interviews, focus groups, etc. to determine the needs of your patrons? Did you use demographic, economic, political, etc. information to determine the program need?

2. General Mission and Programming Philosophy of the Agency: a statement of the agency’s mission and its programming philosophy should be included in the plan to make it apparent why the agency is involved in producing this program. This is not a restatement of the agency's mission statement, but rather how the mission statement applies to this particular program.

3. Goals and Objectives: For this section, please replicate Figure 10-1 (p. 182) for your program to indicate from a hierarchical perspective, where how the program design goals of your program fit with the agency mission. Your “modified” Figure 10-1 should include at least 3 program management goals (Box C) and 3 program design goals (Box D). Your agency may or may not have goals for Box B, but it should have a mission statement.

4. Logic Model: this section includes a logic model of your program which identifies the six key elements in a logic model: inputs, components, implementation objectives, outputs, linking constructs (only if applicable), and outcomes. Please keep in mind that several components from your goals and objectives will be used in your logic model, so there will be some overlap.

5. Program Title: this section should include the name of the program, the sponsoring agency, and a brief, introductory, descriptive paragraph indicating who, what, when, where, why, and how of the program. After reading this paragraph, the reader should have basic familiarity with the leisure experience the program is attempting to create.
Stage C – Operation Strategies

This section details the creation and implementation of the program plan. Components of Stage C are discussed in chapters 13-19.

Operation details should create a detailed record of instructions about how the program is to be implemented and operated. One must provide enough details so that another professional programmer could obtain the plan and reproduce the program.

This section should include:
1. Venue Arrangements: Venues are locales used to stage leisure experiences and include buildings, special facilities, and park areas.
2. Special Arrangements: Some programs require special arrangements with agencies or businesses outside of the recreation agency, such as contractual agreements for transportation, entertainment, and concessions.
3. Inclusion Plan: Detail what arrangements are being made to accommodate people with disabilities.
4. Equipment, Supply and Material Needs: A list of equipment, supplies and materials needed to operate the program should be included in this section.
5. Promotion Plan: Details about the types of promotional materials, their distribution, and the time line for implementing the promotion plan should be included (this should include brochure copy, news release, and promotional flyer). How to develop promotional materials is discussed in Chapter 14.
6. Budget and Pricing Information: A budget for the program (including revenues, income projections, expenses, and how the price for participation was determined) along with the agency's pricing philosophy and means to meet the budget should be included. How to budget and price programs is discussed in Chapters 17-19.
7. Registration Plan: When registration will occur, who will conduct it, where it will occur, and how it will be conducted should all be specified. How to conduct registration is discussed in detail in Chapter 15.
8. Staffing and Staff Orientation Plan: The number and qualifications of the staff needed to operate the program should be specified. Staffing is discussed in Chapter 16.
9. Management Plan: You will create a Flow Chart Management Plan which identifies all activities that must be completed to implement the program and details their time line. The chart must be explicit about what needs to be accomplished, when it needs to be accomplished, and the relationship of the activities of each function to each other and the overall program. How to create a Flow Chart Management Plan is discussed in detail in Chapter 13.
10. Cancellation Plan: A plan detailing what will happen if the program is canceled should be included. Contingencies need to be specified, and for events for which a fee was paid detail refund information.
11. Set-Up: Detailed plans for program set-up should be specified.
12. Risk Management Plan: Plans should be made to ensure that the safety of all persons involved in the program, detail unique safety procedures was well as how emergencies would be handled.
13. Animation Plan: you should develop an in-depth animation plan which specifies how the six key program elements (people, physical setting, leisure objects, rules, relationships, and animation) are handled throughout the activity (this should be highly detailed). How to create an Animation plan is discussed in detail in Chapter 11.

14. Program Wrap-Up: Detail how the program will be cleaned up and who will be responsible.
Stage D – Follow-Up

This section explains how the program is evaluated. Components of Stage D are discussed in chapters 20-22.

Please keep in mind that what (and subsequently how) you evaluate should be consistent with your logic model. For example, if a short-term outcome of your program is increasing physical activity among your patrons, then you should be measuring levels of physical activity in your program. Similarly, if an output is number of participants in your program, your evaluation should measure this as well.

This section should include:
1. Logic Model: Please begin this section with your logic model. It will help to focus your evaluation.
2. Purpose: Why evaluate?
3. Audience: Who is the evaluation for? What questions do they want answered? What will they do with this information?
4. Process: How was the evaluation be conducted?
5. Issues: What questions did evaluation address?
6. Resources: What resources were needed to conduct the evaluation?
7. Evidence: What evidence (or data) was collected?
8. Evidence (Data) Gathering: How was the evidence collected?
9. Analysis: How was evidence analyzed?
10. Reporting: Your analysis report must include at least one table, one pie chart, and one line graph.
11. Disposition Decision: You will prepare a letter to your supervisor regarding what should be done with the program. The letter should contain data from your evaluation and a recommendation about what should be done for each step of the Program Development Cycle.
Instructions: Please answer all questions to the best of your ability. The exam is worth a total of 16.67 points. The exam is an open book/note exam, but students are to complete the exam independently (i.e., NO help from anyone). Students will have the duration of the class to complete the exam (noon-1:15pm). For T/F and Multiple Choice questions, please circle the one best response per question. Each question in this section (questions 1-15) is worth (0.666667 points).

1. According to the text, samples selected through random selection procedures have the highest probability of being representative of the population from which they are drawn.

   True  False

2. Which of the following describes the elimination strategy to continue a program with reduced expenses?
   a. Sudden
   b. Staged
   c. Retrenchment
   d. Freight
   e. None of the above

3. Logic models can be quite useful, even in unstable environments.

   True  False

4. Within the framework of logic models, a programmer has more control over outcomes than outputs.

   True  False

5. "Number of students participating in the program" is an example of which of the following elements of a logic model?
   a. Outputs
   b. Inputs
   c. Components
   d. Outcomes
   e. None of the above

6. In class, Dr. Rodríguez identified the following as a positive/good program design goal: "By the end of the class, students may or may not be happy."

   True  False
7. Philip indicted, “The program really taught me how to control my anger. I just feel like I’m able to control myself a lot better”. This is an example of results from which of the following types of analysis?
   a. Only quantitative analysis
   b. Only qualitative analysis
   c. Both quantitative and qualitative analysis
   d. None of the above

8. During which of the following life cycle stages does the rate of revenue increase begin to slow?
   a. Introduction
   b. Growth
   c. Decline
   d. Maturation
   e. Saturation
   f. None of the above

9. Which of the following sampling techniques is best when a list of the population is not available?
   a. Simple random sampling
   b. Systematic sampling with a random start
   c. Matrix sampling
   d. None of the above

10. Summative evaluation occurs at end of program to provide data needed to make a final judgment.
    True  False

11. A 30 hour program with 10 participants would equate to how many service hours?
    Please provide an answer below.

12. According to the text, allowing a program to continue after petrification is positive as it often leads to an increase in new participants in the program.
    True  False

13. One of your programmers wishes to implement a summer program he saw at another agency. Your programmer spoke with the individuals leading the program at the other agency and obtained a great deal of information about the design and implementation of the program. Given that your agency currently implements over 200 different programs during the summer, which best describes the decision to add this one new proposed summer program to the current list of available summer programs?
   a. Restorative/maintenance
   b. Replacement/redesign
   c. Incremental developmentalism
   d. Innovation
The figure below is of an agency importance-performance analysis. Please use the figure to answer questions 14 and 15.

14. In the figure above, what does it mean to have an item in the “possible overkill” quadrant?

15. In the figure above, how does one determine where to place the axes (i.e., the horizontal and vertical lines separating the quadrants) for the matrix?
16. The YMCA aims to put Christian principles into practice through programs that build healthy spirit, mind, and body for all. In part to fulfill this mission, they have a goal, “to develop self-confidence, self-respect, and an appreciation for their own worth as individuals”. Please assess this goal using the SMART guidelines.

Specific –

Measurable –

Attainable –

Relevant –

Time bound –

17. The Montana Youth ChalleNGe Academy assists at-risk Montana youth in developing skills and abilities necessary to become productive citizens through focusing upon the physical, emotional, and educational needs of the youth within a highly structured environment. As part of the program, they have a goal, “to increase the grade level status of each youth participant as measured against a pre and post test of the Test of Adult Basic Education (T.A.B.E.)”. Please assess this goal using the SMART guidelines.

Specific –

Measurable –

Attainable –

Relevant –
Time bound –
Please use the following information to create a logic model. Question 18 is worth 3.33 points.

The mission of the City of Phoenix is, “To improve the quality of life in Phoenix through efficient delivery of outstanding public services”. In order to preserve healthy, vibrant, diverse and safe neighborhoods, the City supports a number of strategies including creative recreation programming. However, continued increases in obesity rates are threatening the health of City residents. In order to deal with this issue, Mayor Phil Gordon has established a task force to provide concrete recreation programming ideas to deal with this issue and has invited you to be a part of this task force.

Mayor Gordon and the City Council have dedicated $250,000 and 200 park and recreation staff hours for task force initiatives. The task force identified a number of possible programs, but has identified the program “Phoenix on the Move” as the key program to present to the Mayor. The program will provide 1 hour of daily physical activity programming and two daily 30 minute physical activity breaks for all youth at 10 elementary schools which performed the lowest in the 2011 President’s Challenge: Physical Fitness Test. The program will seek to improve the physical fitness of youth as measured by the Physical Fitness Test which recognizes students for their level of physical fitness in five activities:

- Curl-ups (or partial curl-ups)
- Shuttle run
- Endurance run/walk
- Pull-ups (or right angle push-ups or flexed-arm hang)
- V-sit reach (or sit and reach)

18. As the recreation programming expert in the task force, you have been tasked with creating the program logic model for the “Phoenix on the Move” program. As part of your logic model, please identify the program inputs, components, implementation objectives, outputs, short-term outcomes, medium-term outcomes, and long-term outcomes.
PRM 303 Exam 3

Instructions: Please answer all questions to the best of your ability. The exam is worth a total of 16.67 points. The exam is an open book/note exam, but students are to complete the exam independently (i.e., NO help from anyone). Students will have the duration of the class to complete the exam (noon-1:15pm). For T/F and Multiple Choice questions, please circle the one best response per question. Each question in the exam is worth (0.877 points).

1. When doing the layout of a flyer, the most pleasing overall look is achieved by arranging spaces with obvious mathematical relationships (i.e., dividing into halves or quadrants).
   True  False

2. A nonprofit agency is offering a day camp for two weeks for children with visual impairments. The program will cost the agency $150 per child to produce. They decide to charge each child $90 to participate and to subsidize the rest with fundraised dollars. What type of program would this be?
   a. Public
   b. Merit
   c. Private
   d. None of the above

3. Recreation programmers should register patrons only when fees are charged?
   True  False

4. How many participants would you need to break even (not gain a profit, just break even) if your program's fixed cost is $3,000, variable cost is $10, and you are charging participants $110 per person? Please provide an answer below along with how you reached the answer (e.g., your equation).

5. A disadvantage of the program location method for registration is that participants don’t see the actual meeting place or meet staff.
   True  False
6. When trying to persuade someone, information from direct experience may be very important, but it is relatively easy to alter.

   True    False

7. Full cost recovery is the goal for which of the following types of services?
   a. Public
   b. Merit
   c. Private
   d. None of the above

   True    False

8. The addition of $5 per participant for equipment purposes to the overall cost of a program is an example of changing fixed costs.

   True    False

9. If your goal was to break even (not gain a profit, just break even), how much would you charge a participant if you anticipate there being 50 participants with a total fixed cost of $5,000 and a variable cost of $2? Please provide an answer below along with how you reached the answer (e.g., your equation).

10. The disposition decision and the cancellation plan are synonymous (i.e., essentially the same thing).

    True    False

11. The animation plan describes step by step, frame by frame, how patrons will move through their program experience.

    True    False
The figure below is an example Gantt chart. In the chart, the rows represent the functions, and the columns represent months of the year. Please use the figure to answer questions 12 and 13.

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<th>M</th>
<th>A</th>
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</tbody>
</table>

12. In the figure above, what do the * mean?

13. In the figure above, what does it mean when a particular function (e.g., promotion) has x’s in multiple columns?
The figure below can be found in our lecture notes for chapter 14. The figure displays the diffusion curve and identifies where different individuals may fall on the curve. Please use the figure to answer questions 14 and 15.

![Diffusion of Innovation Diagram](image)

Everett Rogers defines diffusion as the process by which an innovation is communicated through certain channels over time among the members of a social system.

14. In the figure above, how are innovators different from laggards relative to adoption of innovations?

15. Opinion leaders generally have the most influence during the decision stage of the stages of adoption. Using the figure above, where would you place opinion leaders and why?
16. How might you use the characteristics of an innovation (i.e., relative advantage, compatibility, complexity, triability, and observability) to persuade potential participants to participate in a program. Please use your class group project program as the example program. Also, in your response, please address each of the characteristics of an innovation.

17. How might you use the theory of planned behavior to assist in your program advertisement if your intention is to persuade individuals to participate in your program? Please use your class group project program as the example program. Also, please provide a thorough response considering at least 3 constructs in the theoretical model.
18. Would you say this is an effective flyer or not? And why? Please consider the “5 W’s and 1 H”.

19. Would you say this is an effective flyer or not? And why? Please consider the “5 W’s and 1 H”.
Goal: To operate a young wizard’s dragon program during this year’s midsummer festival at Hogwarts.

Your task is to write three objectives for the goal above.
1. The article “The Logic of Youth Development: Constructing a Logic Model of Youth Development through Sport” includes a logic model. One of the categories in the logic model is labeled “Impact”. What does this term mean? In your explanation, please compare it with another term in the model, “Outcomes”.

2. In the article model, it includes the category of “Outputs”. Please provide an example of an output.
1. What is a variable cost?

2. You are preparing the budget for your basketball training program. If you have 10 participants, are charging $100 per participant, have $500 in fixed costs (assume no changing fixed costs), and your variable cost per participant is $50, how much would your program gain or lose?