

**THE UNIVERSITY OF BRITISH COLUMBIA**  
**School of Human Kinetics**  
**HUMAN KINETICS 400**  
**January 11<sup>th</sup> – April 12<sup>th</sup>, 2007**

**PLANNING PHYSICAL EDUCATION, SPORT AND EXERCISE PROGRAMS**

**Instructor** Janka Corewyn  
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Office Hours: By appointment

**Class Times** Thursday 5:00 – 8:00pm

**Location** Woodward Instructional Resource Center 4

**Description**

The broad goal of the course is to investigate processes, techniques and considerations in the planning, implementation and evaluation of physical education, sport and exercise programs in both public and private agencies. Particular focus will be placed on the comprehensive development of programs for a variety of populations, with a range of abilities, social, economic and life circumstances. Emphasis will be placed on the challenges of meeting individual and organizational program goals and objectives, financial and budgetary constraints, and designing and implementing programs within broader community development strategies.

**Objectives**

Students will:

1. Understand the components, considerations, and implementation and evaluation of physical education, sport and exercise programs
2. Be able to design a comprehensive sport or exercise program for a specific population with consideration of program planning concepts including needs assessment, marketing, budgeting, human resource management, risk management and program evaluation
3. Develop problem solving skills required to meet the challenges faced in physical activity program development and implementation.

**Required Reading**

There is no required textbook for the course, however, there will be a series of handouts that will either be emailed to students or they will find on the internet. Students will be responsible for having access to these notes.

**Course Grading**

<b>Major Project</b>	<b>30%</b>
<b>Class Participation</b>	<b>15%</b>
<b>Class presentation</b>	<b>20%</b>
<b>Final examination</b>	<b>35%</b>

**Lectures and Readings**

Although the weekly lectures will be related to the assigned readings, the lectures are far more than an overview of the readings. In many cases, in fact, the readings will act as a supplement to the lecture material, but will not be the focus of the lecture itself. For this reason, attending lectures and doing the readings are both crucial for success in the course. You will be tested on all lecture and reading material.

## Course Grading

### Major Project 30%

Each student will:

1. Select a demographic group that you want to plan a program for;
2. Design a program;
3. Select a delivery system;
4. Develop a strategic plan for delivery
  - a. Staffing
  - b. Resources
  - c. Risk management plan
  - d. Budget
  - e. Marketing
  - f. Evaluation

The different segments of the project will be handed in for progressive assessment. The final project will be in a manual format. Detailed project expectations will be discussed in class during the discussion segments.

### Class Participation 15%

Ten of the thirteen classes will include a group discussion, problem solving, and group dynamic exercises. Each of these sessions will include an evaluation. Students will be given credit for participation and evaluation content in these sessions.

### Presentation = 20%

During the 3 final classes of the course, students will pitch their program to the class. The presentation will include 2 documents. One will be in media format; video clip, power point, webpage, etc and the other will be in a hard copy format; a newsletter, a flier, a post card etc. Each presenter will have up to a minute for the visual presentation. Marks will be based on organization of material, originality of presentation, and presentation style.

### Other Issues

1. The Project is to be submitted in class on the day it is due. Late assignments will be accepted with a 10% per day penalty.
2. Students are expected to attend every class in order to demonstrate active course interest and participation. Students who know in advance that they will be unavoidably absent, will be responsible for getting the notes missed from other students.
3. Students who miss the final examination **MUST** apply to the Undergraduate Advising Office at the earliest possible date to request consideration for Academic Concession. Students will be asked to complete an Academic Concession Form and provide supportive documentation. Academic Concession is a privilege, not a right, and can be granted only by the Undergraduate Advising Office.
4. Students whose attendance or performance may be severely affected by medical, emotional, or other disabilities, should consult with the instructor early in the term (or as soon as possible) to discuss any special accommodations that might be needed in order to complete course requirements. Supportive documentation from either the Disability Resources Centre or a physician must be submitted to the Undergraduate Advising Office.

## LECTURE OUTLINE

### Part I – Introduction to Program Management

- January 11:** Introduction  
Course Overview  
Course Evaluation  
Leisure Umbrella
- January 18:** Demographics
- January 25:** Program goals and objectives/Needs Assessment
- February 1:** Program Planning Principles/Concepts

### Part II – Management Functions

- February 8:** Human Resources Management  
***Segment #1 of major project is due***
- February 15:** Resource Inventory
- February 19 – 23:** Reading Break
- March 1:** Facilities Management
- March 8:** Financial Planning and Marketing  
Revenue Generation
- March 15:** Advertising  
***Segment #2 of major project is due***

### Part III – Managerial Issues

- March 22:** Risk Management  
Safety and Liability  
**Presentations**
- March 29:** Evaluation  
**Presentations**
- April 5:** Leadership  
**Presentations**
- April 12:** Review  
***Completed major project due***  
Course Evaluation

**HKIN 400**  
**Problem Solving Discussion Evaluation (Copy 10X)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Names of the other members of the group:


Effectiveness of the Group Process:

- |    |   |     |
|----|---|-----|
| 1. | Everyone had a chance to contribute and the group worked towards solving the problem.                       | 5/5 |
| 2. | Almost everyone had a chance to contribute but 1 or 2 of the members dominated the problem solving process. | 4/5 |
| 3. | The group could not find its groove solving the problem.  | 3/5 |
| 4. | We did not know where to start.   | 2/5 |
| 5. | We got off topic.   | 2/5 |

Personal effectiveness contributing to the group discussion

- |    |   |     |
|----|---|-----|
| 1. | I felt I was an active member in the group discussion.  | 5/5 |
| 2. | I felt I had something to contribute but could not get a word in due to 1 or 2 members who dominated the process. | 4/5 |
| 3. | I felt that the other members did not have much to contribute so I did not contribute either.                     | 3/5 |
| 4. | I felt I had nothing to contribute because I did not have any terms of reference.                                 | 3/5 |
| 5. | I did not contribute to effective group process because we were off topic.  | 2/5 |
|    | Total   | /10 |

What I could have done differently/more of to help the group accomplish the task more effectively.

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What I learned from the process (about myself, about others, about the process).

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**HKIN 400**  
**September 2006**  
**Project Due Dates**

**February 8**            **Segment # 1**

1. Pick a recreation activity that you want to program plan
2. Pick a community that you want to deliver the program to/in
3. Decide on a delivery mode
4. Give rationale for the community selected, the activity picked, and the delivery mode selected

**March 15**            **Segment # 2**

5. Identify your program philosophy
  - a. Mission/Vision
  - b. Goals/Objectives
  - c. Evaluation cycle
6. Design the program
7. Establish a price
8. Describe the registration process

**April 12**            **Completed project**

9. Risk Management program
10. Cost out promotional material and include the promotional material
11. Identify facility
12. Describe staff
13. Produce an evaluation form

**Major Project= 30%**  
**Topics for the Project Manual**  
***Please include this 2 pages in your project for marking***

*The following is a guide for the manual format.*

*The manual should be set up as a reference guide including an index etc.*

*The manual should be typed, in point form and descriptive where applicable, logical order, and APA referenced as needed.*

1. pick a recreation activity that you want to program plan
  - a. identify the level (novice – elite) of the activity offered
  - b. look up provincial and federal governing body and get details about delivery level
    - i. staff certification needed to deliver the program
    - ii. delivery guidelines – rules of the game

/10
  
2. pick a community that you want to deliver the program to/in
  - a. assess the demographics of the community
    - i. describe the uniqueness of the community
  - b. do a community resource analysis
    - i. what resources (facilities) are in the community
    - ii. what programs(similar to yours) are being delivered and to what level
    - iii. when are the programs being offered
  - c. discuss why you chose this community
    - i. to increase the present level of delivery
    - ii. to introduce the delivery to a new community

/15
  
3. decide on a delivery mode and discuss why
  - a. Private non-profit
  - b. Private for-profit

/10
  
4. give rationale for the community selected, the activity picked, and the delivery mode 

/5
  
5. identify your program philosophy
  - a. foundation (adapt established or create your own)
    - i. mission
    - ii. vision
  - b. direction
    - i. goals
    - ii. objectives
  - c. reflection
    - i. how will you evaluate your success

/15
  
6. design the program
  - a. what (long term lesson plan)
  - b. when
  - c. where

/10
  
7. establish a price (based on fixed direct costs)
  - a. establish wage for instructor
    - i. base wage on industry standards
    - ii. decide on hourly or contract staff
    - iii. show wage break down with MERC
  - b. cost of facility rental (in kind or actual)
  - c. establish budget
    - i. include minimum and maximum #'s

/20
  
8. describe the registration process
  - a. on-line
  - b. phone in
  - c. walk in

/10
  
9. risk management
  - a. develop/adapt a risk management plan
    - i. safe environment

