

# Program Plan

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The role of the program planner is to understand the many aspects of planning: taking program context, content, logistics, methods, marketing, budgeting, evaluation and other such factors into consideration. Another is to set forth a clear and logical path for students to follow in pursuit of fulfilling the learning objectives and ultimately the program objectives. They need to ensure knowledgeable and experienced individuals are providing accurate information and useful learning activities. The planner must also develop a system to evaluate students and examine the program to determine if the services provided are fulfilling the needs of the participants and the program as a whole.

I believe the first step in planning a program is identifying program objectives. In my opinion, it is the only logical place to start. It makes much more sense to know where you're going than to meander through winding roads as it were, and hope to end up at a destination. Having a destination or end goal in mind makes the planning process smoother and gives it direction.

Once the requirements to be met have been identified, the planner then decides how those will be met. Identifying the skills necessary, or participant learning objectives, is crucial. Information that will fulfill this need should be identified or developed, if necessary.

Next, this information should be assembled in a logical order. Each nugget of material should act as a stepping-stone to the next, allowing the students to build a firm knowledge base in a sequential manner.

Application of the program should then take place. Students and instructors alike should be run through the entire program as it is organized.

Last but not least is evaluation of the program as a whole. An evaluative process must be set in place to ensure that the needs have been met and the end goal has been achieved. Even if the end goal has been successfully achieved, is there something that could be improved? That question should be asked continually to avoid unanticipated roadblocks. Both students and instructors should be able to give honest feedback. The evaluation process then should lead back to the beginning of the model so improvements to the program can be made.

## Context Analysis

### Background

My current job has many facets. As an athletic trainer, I work in my clinic's rehabilitation department with patients in need of therapy and I also provide daily sports medicine coverage at a local high school for several sports. While I have many responsibilities and wear a variety of hats at both locations, one of my duties is heading up the high school's Athletic Trainer Student Assistant club.

The club is in its first year, though has been an idea of the Athletic Director for the last five. One goal of the club is to give students interested in medical professions real, hands-on experience in a variety of settings. They are all CPR, first-aid and AED certified and haven't been able to use many of their first-aid skills. They have all learned various sports-medicine specific skills as well including taping. The students are able to observe injury evaluations and assist in treatments as able. A long-term goal of the club is to eventually turn it into a class for credit. As this is a real possibility in the next few years, I am choosing to analyze the context of this potential educational program.

There is a very clear "goodness of fit" to a program such as this. The high school I work with offers quite an extensive variety of classes outside of the everyday, run-of-the-mill courses. A few examples of these are: Fisheries, Nursery and Landscape Operations, Writing for Publication, Professional Cooking, Interior Architecture and Design, Lifetime Fitness and Home Survival. A Sports Medicine class would fit right in with these extensively diverse academic offerings. Aside from academics, the school also supports 24 varsity sports teams throughout the academic year. Each of these sports also has a junior varsity team and some, freshman teams. The Athletic Director has voiced her opinion that a class that spans both athletics and academics would benefit the students in a multitude of ways. A sports medicine class could engage students academically but could also involve students in athletics who may not be athletically inclined enough to participate. This is bringing two high school experiences together, creating positive student involvement in both. Students will be able to bring classroom knowledge into the athletic setting, bridging a gap between academics and athletics. They will have assumed responsibilities in both the classroom and to athletic teams. Fulfilling these responsibilities in and out of the classroom will help them academically and help them to become well-rounded individuals.

Creating a new academic program requires great attention to the detail of the context of the program. Human, political, organizational and environmental factors (Caffarella, 2013) all have an effect on the formation of a new class or program. I understand the differences between them, though I feel that human, organizational and political have a great deal of overlap when it comes to the people, relationships and group dynamics involved. I find it somewhat challenging to completely compartmentalize each aspect of the context without being able to see how it affected another aspect.

### Human Relations

I think there are some key questions that need to be asked prior to beginning the planning process. Such questions include who am I responsible to? As the program is to be held at my secondary employment setting, am I spearheading the program or am I watching from the sidelines? Who is necessary to be involved in the planning and who is not? Is there someone who will be against the program? Why? Can any of these issues be addressed before the idea is proposed to them?

I do not have the answers to all these questions. However, I can assume my responsibilities and loyalties will reside with the high school and I will answer to the Principal and Athletic Director. The planning process will likely include the Principal and a curriculum representative of the school. At this time, I do not foresee any opposition to the new program. These answers are currently only speculation. I presume more accurate answers to the proposed questions will present themselves as the need to address them arises.

I anticipate having support for such an academic class from several sources. The Athletic Director would certainly provide support as the program was originally her idea. I expect my immediate supervisor within the clinic would also be in favor of such a program. Additionally, I think students, both current and future, would be willing to show their support for the class. Current club participants are satisfied with their roles and seem to always be eager to learn new information. A recent survey given to current club members revealed their satisfaction with the knowledge and hands-on skills gained through the club. In addition, the survey also revealed their interest in a sports medicine class.

I think it is important to understand the relationship dynamics of those involved in the planning process. Who cooperates well together and who does not? Who is more likely to voice their opinion, or better yet, utilize the power

they have? How do others respond to the person in the position of power? I also find it important to understand the dynamics between those involved and those who are not. Is there some sort of envy? Hostility? Those who are not directly involved may have an indirect influence over the program so it is important to acknowledge and nurture those relationships as well.

There are particular relationships I would pay special attention to throughout this planning process. As Caffarella and Daffron (2013) describe it, I would “concentrate my forces” and essentially choose quality relationships over quantity. These relationships are with people I see as key players in making the idea of the class into a reality. My Athletic Director, who also happens to be Assistant Principal, carries quite a bit of clout within not only the district but the community. She is very aware of this and plays the game of power quite well to her advantage. She is very perceptive of context dynamics and manipulates them towards her own agenda which then benefits students, student-athletes and others within the realm in which she presides over.

Other relationships I would focus my energy on are with school board members, some of which are the parents of my athletes. Ultimately, the school board must vote to decide if the class will be implemented. Fostering positive relationships on a professional level here would surely add a bit of leverage to the situation. In addition, believe maintaining a positive relationship with the Principal will have a ripple-effect through the school board as he is well-respected by the members.

Political ties are intertwined with the human relationship aspect relative to the context. My allies, so to speak, are those who I would foster professional relationships with: the Principal, Athletic Director and school board members to name a few. There are also quite a few other political factors to consider, particularly from the standpoint of my hospital and the relationship with the school district.

Currently, there is a three-year contract in place for the hospital to provide athletic training services to the school. There is a long-standing relationship between the hospital and the school, but as of late there is quite a bit of competition in town over that high school contract. Reason being, it is the largest high school in the state which could potentially generate a fair amount of downstream revenue for the hospital with that contract. To put it in perspective, one athletic trainer’s yearly salary could go into a single surgery bill at least twice if not more, including subsequent

therapy charges. I think one concern that would need to be addressed would be if this program has any implications on the current or future service contracts. Of course, this is probably not an issue I'll be directly involved in, but rather between my clinical supervisor, hospital administration and my Athletic Director. Though I feel knowing this information will be beneficial for me throughout the planning process. It would allow me to understand each entity's perspective on the issue and go forward from there.

Along those lines, I think it is important to identify the fact that a contractual agreement in itself could be an issue. How would my teaching contract be handled? Based on the need for a secondary school educator to conduct or facilitate a class to earn credit in the state of Wisconsin, I can assume I would have a part-time teaching contract through the school. This brings me to the organizational factors that have an effect on the planning process for the academic program.

#### Organizational Factors

There are several areas within the academic organization that attention should be paid to. What is the mission and what are the objectives of the school? Does the program fit that description? What is the hierarchy within the school that I may *not* be aware of and what is the exact process of creating a new class?

Then there are questions that directly involve the class. Based on scheduling, would this class be offered for a single semester or all year? Are there any pre-requisites for it? What time of the day could it be offered? The content to be covered in this class could potentially span an entire school year. A consideration for prerequisite should be an anatomy and physiology class. This would potentially allow for more detailed anatomy lessons within the class. As a teacher, a certificate and license are required for teaching grades K-12. As I do not have a teaching license, would I have to obtain one, I can assume there would be a "sit-in" teacher within the classroom while I go about teaching. What is the cost associated with starting a new class? Is the school able to accommodate that cost? Factoring costs would be looked at in more detail upon approval for the program. Last, but certainly not least, by what measures will the success of the class be compared to? Knowing that piece of information early on in the planning process will hopefully thwart any issues with planning of the content of the class.

The environmental aspects of the program also should be addressed. Where will this class be held? I'm sure a vacant classroom would be difficult to come by. Undoubtedly, I would be sharing a classroom with another teacher. Also something to consider are computer and technical issues. I presume I would have access to the online staff portal as other teachers do. What about the technology within the room such as Smartboards, projectors, etc., assuming the classroom I am using is equipped with these. This equipment would have an influence in how I planned lessons for the class so I find it important to understand what I have available to me.

For some aspects within the context of this program, I have more questions than answers. However, knowing how to think to be able to ask those questions is vital in the planning process. I believe understanding the relationship dynamics between all parties involved, and uninvolved as previously addressed, is also crucial. In this situation, already having an understanding of the dynamics and politics involved within the school setting, it is probably the most crucial aspect to comprehend within this particular context.

## **Needs Analysis and Evaluation**

Education "... is designed to change the people served in some way, not simply to please them" (Posavac, ch. 7, 2011). In order to for change to occur, the current state must be analyzed relative to some established standard that is to be met. This standard must first be identified in order to recognize a "gap" between the current state and desired state. This gap, or desire to change the current state, needs to be evaluated to determine how this need can be met.

A need can be defined several different ways. One definition states it is something that people must have to be in a satisfactory state. Without it, they would be in an unsatisfactory state. With it, they achieve, but do not exceed a satisfactory state. Though, another definition states a need cannot be defined without regard to the context of the situation in which the need arises (Posavac, 2011). Therefore, I believe that in order to fulfill a need, exceeding a satisfactory state may be required based on the contextual analysis.

To elaborate further I will take the value of education within the United States as an example. It is clear there is a need for education, though to what extent? To become a successful professional with a comfortable salary, rarely is a high school diploma enough. All too often, an individual with a Master's level degree or higher is left jobless. In a third-world country, a high school diploma is quite an accomplishment in itself and one can succeed in that context with that

diploma. What is the difference? The difference is the perception of the need, or gap to be filled. This is why the context of the situation cannot be ignored relative to the definition of a true need as described in Posavac, 2011. What is satisfactory within the context of one situation may not be satisfactory compared to another. Therefore, one may be exceeding a satisfactory state in one context, though simply meeting that state in another.

### Needs Assessment

One question to consider is if there is a true gap in education these students are currently receiving and what is expected of them as college students. Are these students going to college unprepared to later become medical professionals? Or are they already in a satisfactory state and the program would then assist them in exceeding the current expectations? In our American culture, the more education and experience one has, especially when compared to a specific group of other individuals, the better chance they have at coming out on top. One could argue that exceeding expectations *is* necessary to achieve a desired state in the future. Therefore, there *would* be a gap between what students are expected to know and what they *could* be expected to know. From a personal standpoint, I believe these students can only benefit from such a club. Though, this does not necessarily mean there is a true gap in education. At this point, information regarding this matter should be sought out from credible sources.

I would utilize key informants (Posavac, 2011) who are specifically chosen because of their expertise in the content area. University admissions officers, professors, and Deans of schools of health sciences would be able to provide information and their opinion on the level of experience and preparedness in this field students have upon entering college. The qualitative information provided by those who are deeply involved in the subject matter at a higher level will provide much needed leverage (Caffarella, 2013) to assist in proceeding with the execution of the program.

The reason for the development of this class, regardless of the need, is that of the Athletic Director, who is also the Assistant Principal. As staff resources are now available, this class is an option for the future. Planning therefore would need to meet a generalized program goal set forth by the Athletic Director. In essence, her goal is to join academics with athletics to encourage participation in both, regardless of athletic talent. I would consider this type of connection between the two an overall program objective.

Upon considering if this need could be sufficed by another program within the community, the search fell short. There are volunteer opportunities at two local hospitals within departments related to sports medicine, however, volunteers are not allowed to help with patient evaluation or treatment. Therefore, they would not receive the hands-on experience nor gain as much knowledge as they would if they were to partake in a class with an emphasis in these skills.

In order for this to be successful in the athletic setting, the participants must be successful in the academic setting and fulfill learning objectives. These students must be proficient in their taping and first aid skills as well as knowing how to be aware of their surroundings. These skills will be learned during class time and when the students have become capable of performing these skills in class, they will then be allowed to assist the Certified Athletic Trainer in the training room or on the field and continue to elaborate on and perfect what they have learned.

### Evaluation

Evaluation of students' skills, knowledge and abilities is necessary. Formative evaluations focus on the change and improvement of the program while it is in progress (Caffarella, 2013). This type of evaluation, both formal and informal, will occur throughout the duration of the class. Formal methods used will be paper and skills tests, high stakes writing (McKeachie, 2010), and formal surveys. Informal methods to be used are low stakes writing and class "clicker questions". These methods will evaluate both their skills and knowledge but the formal surveys will give me an idea of their thoughts towards the class and their field experiences.

I am choosing to do perform both formal and informal assessments because I presume students are more likely to study a bit harder for a formal test compared to an informal string of clicker questions delivered over a PowerPoint presentation. In-class low stakes writing and these clicker questions will assist me in gauging if the students are understanding material prior to the formal test. If I find students are lacking in a particular area or their needs are not being met, I must be able to address this and let the syllabus remain a flexible document.

Formative evaluations will not only take place with the students. Because these students will have direct interactions with athletic programs, I feel the coaches input would be valuable. This could be done via a formal survey at the end of their respective athletic season. For them, it is a summative evaluation, for the sports medicine class, it is

formative. If they bring up concerns, it is important those are addressed as soon as possible so the program can be improved. If they give positive feedback, that will serve the program well. This is also the type of feedback I feel the Athletic Director would be interested in knowing.

Information from these surveys would be taken into consideration at the end of the class when the program is evaluated as a whole. Ultimately, the summative evaluation, or evaluation after the respective program has been completed (Caffarella, 2013) includes examining the following questions: what worked well and what did not? Were the students able to fulfill the classroom learning objectives? Were they able to transfer their knowledge and skills to the athletic setting? Do they feel the skills and knowledge they gained will be able to help them in some way in their future medical professions? Does it suffice the Athletic Director's idea of the bond between education and athletics? If any of those answers is no, there needs to be a further, more extensive analysis of the program.

It may be helpful to revisit the key informants after the program has ceased for the school year and discuss the operation of the program. As their opinions weighed heavily in the proving a need for the program, it would be useful to gain their insights after the implementation. Do they feel it could be improved to aid in the development of the incoming college students? They could they provide feedback on if they believe this program would be effective in closing the alleged gap between high school and college medical experiences, which could then lead to program longevity.

The purpose of collecting such information in both formative and summative evaluations is to hold both students and myself accountable and to aid in any decisions regarding the life and content of the program (Caffarella, 2013). Any information collected should be utilized to improve the program and benefit the students. Using the information collected and making the necessary changes will help to ensure students are having a positive experience and are able to take the information with them as they enter life after high school.

The needs assessment that will be conducted consists mainly of qualitative information collected from key informants to demonstrate the benefit of a Sports Medicine class within the high school. Both formal and informal methods will be used to collect information to check if students are on the right path to achieve the learning goals of the

program. To evaluate program objectives, both formative and summative approaches will be used. Information collected will then be used to improve the program both academically and in the field.

## **Format and Methods**

### Objectives

The goals for this program are to give students interested in medical professions hands-on, real-life experience and to bridge the gap between academics and athletics. The ultimate learning objective for these students is to be able to understand the scenarios they observe and be able to make informed decisions using the information they have learned in class. I want them to be confident in the hands-on skills they have learned and be able to assist the certified athletic trainer in multiple situations. I also want them to understand why certain decisions are made regarding the health of the student-athletes, including return to play decisions.

There are other, more specific learning objectives for students which build upon each other, leading to the ultimate learning objective as described above. Students must have a firm understanding of human anatomy. They also must be able to decipher between different general medical concerns prevalent in the athletic setting including: diabetes, hyperthermia, hypothermia and concussion signs and symptoms. In addition to these cognitive goals, they each must be able to achieve several psychomotor. These goals include hands-on skills such as taping and wrapping but also first-aid care and the use of CPR and an AED in emergency situations.

### Format

The class is based on a learning-centered approach and is largely driven by the content of the course (Fellenz, 1998), under the larger umbrella of an integrated course design. As Fink (2005) details, there are several situational factors to consider prior to making decisions regarding the class and its content, some of which are class size, type of students, their knowledge and prior experiences. The intended audience for this class is junior and senior high school students. I anticipate approximately 15 students for this class. I presume a prerequisite for this class would be anatomy and physiology, indicating these students would have the foundational knowledge of to begin the class.

This class will fit within the pre-existing schedule set forth by the school. This class will be held for 16 weeks, equal to one semester, and include 1 week off for a holiday or spring break which coincides with the district schedule. It will be worth one credit as a science elective. This class comes with automatic membership into the ATSA club. Currently, members sign up for training room time, practices and competitions to assist with coverage as their schedules allow. These coverage times are run on a point system which, for the class, could factor into their overall grade.

### Methods

As Weimer (ch.4, 2002) points out, the role of the teacher is to focus more on learning and less on teaching, which fits neatly with the learner-based format of this class. Ultimately, the class will be focused on the students. Students will be given information and then through various assignments and activities I will ask guided, though relatively open-ended questions to allow them to reflect and tie information together for themselves.

While these students may learn in similar fashions, information still needs to be presented in a variety of ways. As an educator, I must respect the diverse talents and different ways of learning of the students (Chickering, 2007; McKeachie, ch. 17, 2010). Lecture, real-life examples, discussions, learning activities both in groups and individually will be utilized in class.

These students are familiar with the use of technology and may actually prefer it, not that it replaces good teaching and hands-on experience. The technology made available to me will be utilized in the most appropriate way to convey information to the students.

Active learning activities have shown to be more effective than passive learning. Students can remember more when they can make meaningful connections. My goal is to create diverse learning experiences to reach as many students as possible and encourage disciplinary thinking (Bain, ch. 5, 2004). These activities link disciplinary awareness with the practicing of their skills (Hooks, 1994).

Lectures will present information in a logical sequence and allow for student interaction and reflection throughout, maintaining active rather than passive learning. Lectures will also inform students how to think about the readings and give them a guide to learning about the content (McKeachie, ch. 6, 2010).

Class and small group discussions and will guide student learning and problem-solving abilities. Students may be given some type of scenario or problem to solve and asked to discuss various obstacles and strategies. Engaging in these discussions will help learning to occur at a deeper level.

Hands-on activities and will be performed with partners or in small groups. This is a chance for them to practice their skills and use them in controlled environments. In addition, the group work aspect will help build their teamwork skills.

This class involves time spent within the athletic setting. The involvement on the sidelines as it were, builds on the concept of active learning by engaging them and allowing them to use the skills they learned in class in a real-life scenario. There will be labs and hands-on activities built into the lessons so they are able to practice their skills and gain confidence before they put them to actual use. This type of active engagement also helps solidify the importance of the course content and its applicability.

These methods of instruction provide information in a variety of ways which should appeal to the various learning styles of students within the class. Lectures allow for information to be presented and learning activities give students great opportunities to make deeper connections between information. Time spent within the athletic setting gives students a chance to take their knowledge and apply it in meaningful ways.

### Resources

A textbook I have come across recently and feel would be appropriate for this class is “Foundations of Athletic Training” by Marcia Anderson, 2012. This book covers every topic I had in mind for this class and more. Because it presents a plethora of information, another textbook would not be required. Though, I do think I would supplement the textbook with a variety of articles from magazines or journals I feel would be appropriate to the lesson and to their level of understanding. Journals or magazines I have found to be valuable include *Journal of Athletic Training*, *Journal of Strength and Conditioning*, *Strength Training and Conditioning* magazine and *Athletic Therapy Today*. I do not expect them to be able to decipher an evidence-based research article, but they should be able to adequately comprehend an article that does not involve statistical evidence.

## Transfer of Knowledge

According to Ambrose (ch. 4, 2010), students must acquire information, have time to practice and perfect their skills and then know when to appropriately apply them. Students need time to practice their skills and then should subsequently be allowed to work on their decision-making skills, under appropriate guidance of course. These students will learn better when they are physically involved in something, beyond merely thinking about a situation. They are taking their own concrete experiences and knowledge, reflecting on them in conjunction with synthesizing new information and practicing their newly-learned skills, leading to another concrete experience. The best experiential learning outcomes occur when information is presented in context of real-life situations (McKeachie, ch. 15, 2010). Even an approximation of real-life context (classroom vs. athletic setting) helps engrain information which leads to deeper learning. Learning activities will reflect real-life scenarios and through this, students will have an opportunity to make meaningful connections between the classroom and real-life. They can then take these skills and use them within the athletic setting and continue to improve upon them.

Learning to transfer classroom knowledge and skills to a new context requires time, patience and practice. They must be allowed adequate time to practice and receive prompt positive, non-judgmental feedback (Bain, ch. 2, 2004). Once they have become comfortable performing these skills within the classroom, they will be asked to begin performing them in the athletic setting. Realizing this could seem daunting, they will never be asked to perform a task or skill they are not yet capable of performing. Appropriate feedback will be given within this context as well to encourage improvement in skills.

After taking this class, students may also use some of these skills within their personal lives. There may come a time when they are the only person present who is CPR and AED certified or who is trained in first-aid. Because they have practiced these skills, they are better equipped to handle certain situations than those who have not. Having this background will also help them once they have entered the academic setting within their chosen discipline. Hopefully taking this class would have also helped them make connections within their discipline and give them concrete experiences to draw from as they synthesize and apply new information.

## Logistics

There are many aspects of program planning. One must take into consideration the context of the program, the need for the program, what format the program will be presented and the methods utilized to teach the information and also how the program will be evaluated. In addition to these facets, one must also consider the logistics of the program. Scheduling, staffing, marketing and financial aspects should be given the attention of the program planner in order to produce a program that fits well within the program's context.

### Scheduling

Scheduling is an important part of any program. There are multiple schedules to be considered: the schedule of availability for the facilities to be used and schedules of participants and staff to name a few (Caffarella, 2013). Because this class is forming within a secondary school system and schedules are already set, the amount of time spent in each session and the length of the entire program is pre-determined. Each class session lasts 47 minutes, five days a week for 18 weeks.

Within my program, I would consider the instructor, my, schedule to be the primary scheduling consideration. Due to my other job responsibilities within the rehabilitation clinic and after school athletic coverage, the time of day this class is offered is highly dependent upon my availability. This class should be offered either immediately in the morning within the first one or two class periods or during seventh hour. Each of these scenarios would allow me to fulfill my clinic responsibilities and also allow for after school coverage, which starts at the beginning of eighth hour.

Another schedule to consider is the availability of a classroom. This class does not require anything more than some desks and a computer and projector. All classrooms within the high school are equipped with such items. Any other technology present would be considered a bonus. As most classrooms are being used at any one point, this class may impose upon another teacher's prep hour with whom the open classroom resides. This teacher may be asked to supervise a study hall during this time or simply be asked to change the location in which they perform their prep work. Though, quite possibly, they may be asked to act as the preceptor for the course as I do not hold credentials to officially teach at the public secondary level within the state of Wisconsin.

This class also requires the use of another facility, the Athletic Training room. There is no need to have this room reserved. It is open and largely unused during the school day until the end of the day, eighth hour. This presents another reason why this class needs to be held no later than seventh hour. If held the last hour of the day, the Athletic Training room is unusable and students would lose the benefit of having an appropriate, real-life atmosphere to perform skills.

The participant's schedules are also important to consider. What other required classes must they take that may conflict with the time this class is offered? To help in avoiding conflict, taking a look at other times of day or other semesters these conflicting classes are offered could help. If there are too many conflicting classes, the Sports Medicine class may need to be offered at another time.

Because this class requires time outside of class, it is important to make this known before the students have even signed up for class (more detail regarding this is discussed in the marketing portion of this paper). These students are in numerous afterschool activities including athletics, clubs, jobs and other such extra-curricular events. It is highly important as the instructor to acknowledge this and understand that students have other commitments. However, it should be made known to students that this time outside of class is indeed a class requirement and certain standards must be met. As part of the course design, this issue is addressed by giving numerous opportunities spread out over the semester and offering these opportunities on different days of the week, different times, etc.

### Staffing

Staffing for this class is rather minimal. An instructor, possibly a class preceptor and an occasional guest speaker are all the staff that is directly related to this class. Staff members who have a less direct relationship to the class are already built into the school system: the principal and other school administration.

The instructor is a Certified Athletic Trainer, has an educational background and is a qualified individual to teach the content of a Sports Medicine class. There is not an internal faculty member present who has this background. While having the knowledge and skillset to educate students, the instructor lacks the proper credentials to teach in a public, secondary school setting. Therefore, a class preceptor is required.

The preceptor is another teacher who sits in and observes the class being taught. They also must evaluate assignments and tests and assign appropriate grades. Teaching philosophies between the instructor and preceptor must

be discussed so the two are on the same page when it comes to grading assignments. This will help eliminate any confusion between educators, students and the parents of students.

Guest speakers would be an excellent addition to this class. While not necessary in the eyes of any stakeholders, these speakers could bring new information and perspectives to the classroom. Speaker could include doctors or other experts in general medical knowledge, orthopedics and exercise physiology.

Those indirectly related to the class are those who may evaluate the class on various levels: the Principal, Athletic Director and school administration. Each in their own respect may evaluate the new program based on their own perspectives and expectations. The Athletic director might look to see if academics and athletics were married to bring about positive relationship between the two with students. The Principal and administration may look to see what grades were like and if the program produced the objectives as proposed.

### Marketing

The marketing for this program is actually quite simplistic. There is not another class that offers this type of content and out of class experience. Therefore, there is no direct competition. The goal of marketing is to inform students there is a new class forming and to recruit participants who may be interested in a health-related profession.

Students need to know there is a new class prior to registering for classes. In order to do this, there are various ways to market to these students. Primarily, the target audience is students who have an interest in pursuing some type of health profession. However, it is impossible to know just who is interested in a school of 2,200+ students. Therefore, all students must be made aware of this new class. One idea is to send out a catchy, informational flier to their school email addresses (Caffarella, 2013). This email should point out class highlights such as bullet points of information to be learned, athletic coverage, a free t-shirt and perhaps testimonials from students who are currently members of the club-form of this class. The flier should be mindful to point out there are out of class requirements to be fulfilled as well. It should convince them they will benefit from the class and draw on their emotions and point out the social aspects and benefits of this program (Caffarella, 2013).

In addition to directly informing students of this class, the guidance counselor and career center director should be informed of the details of the class. Students go to each of these people to seek assistance in registering for classes and look to them for direction.

This new class could be pointed out on the school website as well. It should also be given emphasis in the Student Handbook. This document is found both in print and online for both students and parents to access at any time. The handbook gives a list of classes along with descriptions and this is the perfect place for this new addition to be highlighted.

Other teachers should be made aware of this new class. There are other similar classes on campus and the instructors of these classes may be aware of students who would enjoy taking the Sports Medicine class. They can encourage these students to take a closer look at the class and then they can decide if they'd like to register.

### Budgeting

Budget for this class is somewhat of a complex subject. As the instructor is considered external staff at this time, it is difficult to know how the instructor would be paid. There are a few scenarios that could take place. First, the school could receive an educational grant and the school could "hire" the instructor. Second, the school may be able to pay the hospital in which the instructor is employed. Or, quite possibly, the school may hire the instructor and pay then a fraction of what a regular faculty member would make according to the number of hours worked. Certainly, the cost of the instructor is not free.

Class supplies amount to a text book for each student and some taping and wrapping supplies and the cost of first aid, CPR and AED instruction and certification. However, I believe in other similar classes, the cost of this certification is the cost to the student upon entering the class. Guest speakers would be pro bono, though a gift from the class such as a gift certificate or gift basket would be strongly considered assuming funds were available in the class budget.

In summary, this program's schedule is being fit into a pre-existing set of schedules within the secondary school setting. The staff consists of both internal and external staff; those directly involved and those indirectly involved.

Marketing for this class is actually quite simple and cost-effective. The budget needed for supplies can be approximated, however the source of financing and monetary value of the instructor are both unclear at this time.

Logistics of the program being planned seem to be at the forefront for those directly involved. Scheduling, staffing, marketing and maintaining a budget are all highly important aspects of program planning and great attention to detail should be given to each of these facets.

## **Unresolved Issues**

There are very few issues that have not been addressed through this program plan. However, there are a few that will have to be addressed in more detail as the planning progresses. Budgeting for this class is something that can only be estimated at this time. Along with textbooks, supplies are also necessary for this program to be successful. There would have to be a financially sound model for this class to ensure its feasibility year after year. Another issue that will need to be looked at more closely are the contractual agreements between my primary employer and the school district. Along with this are the concerns of having proper credentials to teach at the secondary level.

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