**CALIFORNIA STATE UNIVERSITY - NORTHRIDGE**

**College of Health and Human Development**

**Department of Recreation & Tourism Management**

**RTM 202/L: Planning Programs and Events for Recreation Experiences and Lab (3 units)**

**Instructor:**

**Office Hours**:

**Course Website: RTM 202/L: Planning Programs and Events for Recreation Experiences and Lab**

**(**login at http://moodle.csun.edu)

**Required Text:** DeGraff, D.G., Jordan, D.J., DeGraff, K. (2010). Programming for parks, recreation, and leisure services: A servant leadership approach. (3rd Ed.) State College, PA: Venture Publishing

**Cases & Readings:** As assigned (provided via Moodle).

**Course Description:**

Overview of the program and event-planning processes as they relate to the provision of human and leisure services through play, recreation and leisure experiences for a variety of service recipients and settings. Lab experiences applying skills and principles addressed.

**Course Objectives:**

**At the end of the course, successful students will be able to:**

1. Explain the significance of play, recreation, and leisure throughout the life cycle relative to the individual's attitudes, values, behaviors, and use of recreation.
2. Demonstrate knowledge of a variety of methods for assessing community and user needs (e.g. strategic planning, needs assessment, etc.)
3. Demonstrate knowledge of the role and content of leisure programs/services.
4. Organize and conduct leisure programs and services in a variety of settings.
5. Explain the concept and use of leisure resources to facilitate participant involvement.
6. Demonstrate the ability to analyze programs, services, and resources in relationship to participation.
7. Demonstrate the ability to formulate, plan for implementation, and evaluate the extent to which goals and objectives for the leisure service event or program have been met (for both groups and individuals).
8. Locate, organize, and then lead holistic approaches to recreation/event programs for diverse users in varied settings.
9. Demonstrate understanding of the dynamic interplay between facility/space design and utilization, program/event planning, and user experience.
10. Practice community-based volunteer experience in the provision, development, implementation and evaluation of recreation events/programs.

**Recreation and Tourism Management B.S. Program Learning Outcomes:**

1. Students will demonstrate critical thinking including analysis, synthesis and application in the fields of recreation, play, leisure, parks, hospitality and/or tourism through a variety of pedagogies.
2. Students will practice and self-assess progress toward mastery of the standards and competencies of appropriate accrediting bodies through continual self-assessment and portfolio development.
3. Students will demonstrate application and integration of theoretical knowledge in a practical setting through a minimum of 400 hours of professional internship in preparation for pursuing employment.
4. Students will demonstrate an increase in Emotional Intelligence while pursuing their degree objectives.

**Course Requirements:**

This action oriented class is based on student participation & discussion, assigned readings, projects, case studies, and other supplementary materials. To fully benefit from this class, students should keep up with the assigned readings and read additional materials (media, trade publications, journals) as much as possible. Class discussions facilitate the exchange and understanding of ideas and concepts. This will not be possible if students come to class unprepared.

**Evaluation:**

|  |  |
| --- | --- |
| Group Event Planning Project | 25% |
| Needs Assessment Project | 17% |
| Program/Event Observations | 17% |
| Individual Program Plan | 17% |
| Participation | 25% |
| **TOTAL** | 100% |

**1. *Class Event Planning Project - 40 points***

Students will plan and deliver a special event for and/or on behalf of the RTM Department.

**2. *Needs Assessment Project – 30 points***

Students conduct a needs assessment of classmates and summarize results in a written report.

**3. *Program/Event Observations – 30 points***

Students observe and evaluate 5 different recreation, hospitality, tourism programs. Each experience must be unique.

**4. *Individual Event/Experience/Program Plan for Small Group Experience– 30 points***

Students develop a full program plan and implement the program for a small group.

**5. *In-Class Participation– 30 points***

Participation includes asking questions, sharing thoughts during the discussions, actively participating and contributing to group-problem solving activities, and discussing observations from the reading assignments.

**Grading**

A 90-100%

B 80-89%

C 70-79%

D < 69%

**COURSE CALENDAR**

|  |
| --- |
| 1. Introduction and overview of the course (1) |
| 2. Definitions of play, recreation, and leisure as part of human development and satisfactionover the life span (1-2) a. Overview of human developmental stages b. Definitions of play i. Classical ii. Contemporary |
| 3. Interrelationship between leisure behavior and ecological, environmental and personal well-being (3) a. Leisure and ecological/environment concerns i. Policy development ii. Open space acquisition iii. Outdoor "ethic" b. Outdoor programs and personal well-being i. Challenge/Risk ii. Benefit |
| 4. Role of play, recreation and leisure as components of holistic approaches to the provision of recreation and event programs (4) a. Overview of leisure services as a part of an interrelated network of human services b. Leisure services for the total person |
| 5. Overview of different types of recreation event/program activities (5-6) a. Survey of leisure activity categories b. Recreation/event service categories i. Community recreation ii. Commercial recreation iii. Therapeutic recreation iv. Outdoor recreation v. Corporate recreation and employee services vi. Tourism and hospitality service |
| 6. Assessment techniques (7-8) a. Needs assessment b. Strategic planning c. Latest trends d. Methods of assessment i. User surveys ii. Non-user data iii. Community feedback iv. Leader evaluations v. Review of past programs |
| 7. Recreation activities appropriate for participant goals (9-11) a. Activity analysis b. Age group/ developmental appropriateness c. Activity books and resources d. Other sources |
| 8. Methods of funding, staffing, and program evaluation (7A.01) 10-11 a. Funding i. Private entrepreneurism ii. Fees and charges iii. Sponsors and donors iv. Tax support b. Staffing i. Traditional employees ii. Volunteers, advisory boards, and boosters c. Creative partnerships i. Cooperation with other community groups ii. Shared facilities and staff |
| 9. Application of programming concepts and processes (11-14) a. Design programs for a specific user group and setting i. Use appropriate social indicators to assist with activity selection ii. Write measurable objectives to describe desired outcomes for participants b. Develop a program plan include diagram of space c. Implement program using appropriate leadership and cooperative skills d. Outcome evaluation |
| 10. Individual and group experiences in leisure services programming (15) a. What is the individual's contribution to group effort? b. Work individually and in groups during volunteer hours c. Discuss group and individual program leadership experiences |

***The extended course calendar will be available on MOODLE. The calendar will be modified on Moodle as the semester progresses. This syllabus is subject to change. It is the student’s responsibility to keep track of changes provided through Moodle.***

**Course Policies and Guidelines:**

1. Students’ participation is vital to successful learning. Therefore, students are expected to attend the class regularly, arrive on time, take notes, complete reading assignments on schedule, and actively participate in discussions and other learning activities.
2. In order to create a safe, welcoming, and productive learning environment, students are expected to respect each other, the facilities and equipment. Abusive, violent, disrespectful or disruptive behavior will not be tolerated. Students are referred to the policies and regulations section of the University Catalog for university policies and code of conduct information.
3. Cellular phones, pagers and other electronic devices not being used for instructional purposes should be kept off during class.
4. If you miss class, make arrangements with peers to collect class information, announcements and materials. Information will not be repeated for those who are tardy or absent.
5. Communication: Students are expected to have access to their CSUN email account. The instructor will send class announcement to students via students’ official CSUN emails. If you have a primary email that is not your CSUN account, please have your CSUN email forwarded to your primary email.
6. Late Assignment: Late assignments will be accepted with a penalty of 15% off per day. Assignments submitted more than three days late will not be accepted without prior arrangement with the instructor. No assignments will be accepted after the last official day of class.
7. Make-up Work:Make-up assignments or exams will be given **only** when students meet the following conditions:
8. Absences caused by hospitalization, death in the family, or other emergencies must be documented within 48 hours of your return to class. Acceptable documentation includes a letter from a physician, a newspaper obituary, or a memorial service program.
9. Absences for official University activities (e.g., athletics, band, and chorus) must be documented and approved in advance.

Please contact the instructor if you have any questions regarding your eligibility to make up for an assignment.

1. Academic Honesty: According to the University’s policy on academic honesty, no form of academic of dishonesty will be tolerated. Any student found cheating, plagiarizing a written assignment, or committing any other infraction against CSUN’s policy will either receive a failing grade for the course, be referred for University disciplinary action, or both. Please refer to [www.csun.edu/a&r/soc/studentconduct.html](http://www.csun.edu/a%26r/soc/studentconduct.html%20) for additional information.
2. Students are advised to consult with campus services to receive assistance if they have concerns regarding skills in areas such as writing or studying or computer skills.
3. Students are encouraged to be proactive and seek out the instructor as soon as they have any concerns about the class or their performance. The end of the semester is too late to take action to bring up a grade.
4. All assignments must be typed, double spaced, 12-point font, 1 inch margins and should follow the American Psychological Association (APA) style (6th ed.).
5. Microsoft Word is the ONLY acceptable document format for online or email submission. The following format should be used when naming the file: Course number\_last name\_first name\_short title (for example: RTM550\_xie\_jimmy\_syllabus).

**STUDENT RESOURCES**

***Disability Resources and Educational Services (DRES)***. In keeping with the University’s policy, reasonable accommodation is provided for students with disabilities that might affect their course participation or assignment completion. Any student with disabilities should contact DRES at 818-677-2684 or dres@csun.edu. DRES is located in Bayramian Hall room 110 (BH 110). Please visit [www.csun.edu/dres/index.php](http://www.csun.edu/dres/index.php) for additional information and/or assistance. The National Center on Deafness (NCOD) is located on Bertrand Street in Jeanne Chisholm Hall and can be reached at (818) 677-2611.You are not required to disclose your disability to me in order to receive accommodation during this course.

***Learning Resource Center (LRC) and Writing Center***. The LRC is committed to helping students become better writers, critical thinkers, and communicators by providing face-to-face and electronic consultation, tutorials, reference manuals, and links to Web writing resources. As part of the LRC, the Writing Center staff is available to help students during the conception, research, drafting, or revision stages of a paper. Students may visit the Writing Center in Bayramian Hall room 408 (BH 408) or call 818-677-2033 to make an appointment. Walk-ins are available on a limited basis. For additional information and/or assistance, please visit www.csun.edu/lrc.

***University Counseling Services (UCS)***. Students sometimes experience significant confusion and distress when trying to manage school, work, relationships, and family responsibilities. UCS provides free and confidential consultations to help students deal with academic stress, relationship problems, family/roommate conflicts, personal growth, crisis events (e.g., rape, divorce, assault) and other mental health issues (e.g., anxiety, depression, suicidal ideation). Students may visit UCS in Bayramian Hall room 520 (BH 520) or call 818-677-2366 (V), 818-677-7834 (TTY) for an appointment. UCS is located on the web at [www.csun.edu/counseling](http://www.csun.edu/counseling/).

**CALIFORNIA STATE UNIVERSITY - NORTHRIDGE**

**College of Health and Human Development**

**Department of Recreation & Tourism Management**

**RTM 204: Introduction to Recreation Therapy (3 units)**

**Instructor:**

**Office Hours**:

**Course Website: RTM 204: Introduction to Recreation Therapy**

 **(**login at http://moodle.csun.edu)

**Required Text:**  Bullock (2010) *Intro to Recreation Services for People etc.* (3rd ed.). Champaign, IL; Sagamore Publishing

**Cases & Readings:** As assigned (provided via Moodle).

**Course Description:**

Study of the nature and function of recreation therapy in a variety of agencies and settings. Overview of the physical, cognitive, affective and social characteristics of a variety of individuals with special needs with emphasis on planning and adapting recreation programs both in clinical and community/inclusive settings. Participation in fieldwork is required.

**Course Objectives:**

**At the end of the course, successful students will be able to:**

1. Comprehend human anatomy and physiology as applied to therapeutic recreation.
2. Comprehend the significance of multiculturalism in therapeutic recreation.
3. Comprehend the characteristics of illness and disabilities and their effects on functioning, within leisure behavior.
4. Comprehend holistic health and wellness including disease prevention and health promotion for recreation, hospitality and tourism services.
5. Comprehend the use of self as an instrument in therapeutic relationships and the ability to establish such relationships.
6. Apply the roles, responsibilities, ethical, and professional behavior of therapeutic recreation personnel.
7. Have completed a 30-hour practicum experience in therapeutic recreation setting.
8. Comprehend the psychological, sociological, physiological and historical significance of therapeutic recreation.
9. Comprehend the impact of social attitudes toward illness and disability and of the attitudes and self-concepts held by individuals with illness and/or disabilities for all leisure participation opportunities.
10. Comprehend the role of the therapeutic recreation profession as an advocate for leisure, human rights and services for individuals with illness and disabilities.
11. Apply programming concepts, including conceptualization, planning, implementation, and evaluation as applied to therapeutic recreation services.
12. Apply basic individual and group techniques related to therapeutic recreation programming.
13. Apply a variety of assistive techniques, adaptive devices, equipment, and facility design related to specific illness and disabilities in therapeutic recreation services.
14. Successfully plan, implement and evaluate a one-day inclusive recreation program for both able-bodies individuals and individuals with disabilities.
15. Comprehend the roles and contributions of the client, family and significant others in the therapeutic recreation process.
16. Select their best work in the course for inclusion in the Student Portfolio Notebook.

**Recreation and Tourism Management B.S. Program Learning Outcomes:**

1. Students will demonstrate critical thinking including analysis, synthesis and application in the fields of recreation, play, leisure, parks, hospitality and/or tourism through a variety of pedagogies.
2. Students will practice and self-assess progress toward mastery of the standards and competencies of appropriate accrediting bodies through continual self-assessment and portfolio development.
3. Students will demonstrate application and integration of theoretical knowledge in a practical setting through a minimum of 400 hours of professional internship in preparation for pursuing employment.
4. Students will demonstrate an increase in Emotional Intelligence while pursuing their degree objectives.

**Course Requirements:**

This class is based on student participation & discussion, assigned readings, projects, case studies, and other supplementary materials. To fully benefit from this class, students should keep up with the assigned readings and in-class presentations. Class discussions facilitate the exchange and understanding of ideas and concepts. This will not be possible if students come to class unprepared.

**1. *Recreation Therapist Certified (RTC/CTRS) Interview- 40 points***

Each student is required to interview a “Recreation Therapist Certified” (RTC) and/or “Certified Therapeutic Recreation Specialist” (CTRS). A list of RTC’s in the area is provided from the approved practicum agency list for therapeutic recreation majors. Appointments, professional appearance and conduct are required.

**2. *Disability Experience – 30 points***

You will select either: 1) CVA/ Stroke 2) Totally Blind. You will be the chosen disability for approximately one hour. This must be accomplished at one time. It may not be broken into segments.

**3. *Client/ Resident/ Consumer Observations – 30 points***

You are required to make 3 typed written observation reports during the semester. These observations are to take place at your volunteer practicum agency/facility.

**4. *Practicum Experience– 30 points***

Each student is required to volunteer a minimum of 30 hours (there are no exceptions) which must be completed by the end of the semester. This experience can be either paid or volunteer but must be in an agency/ facility with a Recreation Therapist.

**5. *One Hour Group Program with Program Plan and Evaluation– 30 points***

One Hour Group Program with Program Plan and Evaluation.

**6. *Therapeutic Recreation Journal or Article Critique – 30 points***

Critique one research article from the Therapeutic Recreation Journal OR one current newspaper or professional magazine article about a person with a disability or by a person with a disability relating to recreation.

**7. *Disability Interview Paper & Summary– 30 points***

Conduct face to face interview with a person with disability.

**8. *PowerPoint Presentation ADA/ ADAAG/ Universal Design/ Going Green– 30 points***

Site visitations, evaluate (utilizing ADA/ Seven Principles of Universal Design and Going Green) and take pictures of three existing facilities/buildings. Recommendations on how to improve to be effective and efficient.

Evaluation:

|  |  |
| --- | --- |
| * Recreation Therapist Certified (RTC/CTRS) Interview
 | 16% |
| * Disability Experience
 | 12% |
| * Client/ Resident/ Consumer Observations
 | 12% |
| * Practicum Experience
 | 12% |
| * One Hour Group Program with Program Plan and Evaluation
 | 12% |
| * Therapeutic Recreation Journal or Article Critique
 | 12% |
| * Disability Interview Paper & Summary
 | 12% |
| * PowerPoint Presentation ADA/ ADAAG/ Universal Design/ Going Green
 | 12% |
| **TOTAL** | 100% |

**Grading**

A 90-100%

B 80-89%

C 70-79%

D < 69%

**COURSE CALENDAR\***

|  |
| --- |
| l. Introduction to Therapeutic Recreation A. History of Therapeutic Recreation 1. Social attitudes towards disabilities and self-concepts held by individuals with disabilities. 2. Psychological, sociological, physiological and historical significance of therapeutic recreation. |
| II. Programming and Leadership Skills A. Observational techniques and demonstration B. Therapeutic Recreation Program Planning Process 1. Client assessment 2. Developing goals and objectives 3. program implementation 4. Program evaluation C. Leadership techniques |
| III. Disabilities A. Physical disabilities B. Developmental disabilities C. Psychological disabilities D. Aging |
| IV. Practical Applications A. Class group presentations B. Practicum field experiences (30 hour minimum) and related assignments |

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**CALIFORNIA STATE UNIVERSITY - NORTHRIDGE**

**College of Health and Human Development**

**Department of Recreation & Tourism Management**

**RTM 278: Recreation and Leisure in Contemporary Society (3 units)**

**Instructor:**

**Office Hours**:

**Course Website: RTM 278: Recreation and Leisure in Contemporary Society**

 **(**login at http://moodle.csun.edu)

**Required Text:** *Kraus' Recreation and Leisure in Modern Society (Ninth Edition) by McClean and Hurd,*

**Course Description:**

Investigation of the contributions of play, leisure and recreation to the social, psychological and economic well-being of individuals and groups, incorporating local, regional, national and international perspectives. Regular written assignments are required. Recreation and Tourism Major requirement. (Available for General Education, Lifelong Learning.)

**Course Objectives:**

**At the end of the course, successful students will be able to:**

1. Describe the unique and interrelated contributions of play, leisure and recreation to the psychomotor, cognitive, affective, social and spiritual development of the individual across the life span.
2. Examine the historic contributions and significance of parks, recreation and leisure services to the identification, utilization, preservation of open space, historic sites and the natural environment.
3. Analyze the contribution of parks, recreation, tourism and hospitality industries to the economic development of communities, regions, and nations.
4. Develop a personal philosophy of leisure participation, stewardship of natural resources, and advocacy of a balanced lifestyle.
5. Explain the evolution of the parks, recreation and leisure services profession as an outgrowth of historical and social movements.
6. Interpret the presence and expression of parks, recreation and leisure services as personal and community resources in the for-profit, government/public, and nonprofit sectors.
7. Comprehend the early history and philosophy of play, recreation and leisure.
8. Demonstrate understanding of the basic concepts of recreation, play, and leisure the motivation and value of participants, and trends in the overall field of organized community service.
9. Discuss the dramatic impacts on leisure due to population makeup (age groups, family patterns, ethnic diversity, income disparity)
10. Identify innovative partnership approaches which exist among agencies, and the application of benefits-based-management to current and future leisure services.
11. Comprehend the Emotional Intelligence model including the ability to monitor and evaluate one's own and others' feelings and emotions and to use the information to guide one's thinking and actions.

**Recreation and Tourism Management B.S. Program Learning Outcomes:**

1. Students will demonstrate critical thinking including analysis, synthesis and application in the fields of recreation, play, leisure, parks, hospitality and/or tourism through a variety of pedagogies.
2. Students will practice and self-assess progress toward mastery of the standards and competencies of appropriate accrediting bodies through continual self-assessment and portfolio development.
3. Students will demonstrate application and integration of theoretical knowledge in a practical setting through a minimum of 400 hours of professional internship in preparation for pursuing employment.
4. Students will demonstrate an increase in Emotional Intelligence while pursuing their degree objectives.

**Course Requirements:**

**STUDENTS MAJORING IN RTM- RECREATION AND TOURISM MANAGEMENT**

**Portfolio:** All students who are Recreation Management Majors are required to compile a portfolio as part of the requirements for the bachelor’s degree. Since RTM 278 is designed as an introductory course, you should begin your portfolio collection in this class. You will continue to collect illustrative samples of your work throughout your successive classes in the major.

**RTM Students must maintain a C average; anything lower means repeating the course**. This is the sole responsibility of the student and not the instructor.

1. **First Assignment- Leisure Self Inventory Assessment Paper**

**Paper** (minimum 6-8 pages; total not including the title page and reference page) **includes:**

|  |
| --- |
| Follow APA format  |
| Complete allthe self-assessment exercises provided in the Leisure Inventory Tool; available on Moodle site |
| **Write comprehensive paper that:** 1) reflect on what you learned about yourself from being a child to adult from each of the exercises in the LSI Assessment  2)specifically relate the assessment/ exercise to what you have read and learned from your text (use proper documentation/footnotes in your paper) and 3) a final summary/summation of what made the biggest impact on you from completing this exercise and relation to recreation, leisure and your personal recreation philosophy4) Properly document information in paper and include a reference page |

1. **Second Assignment- Museum Visitation Paper**

Los Angeles has significant number of museums of varying interests; see *partial* listing below of museums in Southern CA. With this assignment you are to physically visit one museum you have **never** visited before and write a paper on the site. If money is an issue; there are a number of museums that do not have a fee or discounts for students (have your CSUN Student ID). If traveling is a problem; try to carpool with a student in class, check bus schedules, or see the museum on campus.

**Paper** (minimum 5-7 pages do not include in total the title page and reference page) **to include**:

|  |
| --- |
| Follow APA format |
| Museum Name/ Address/ City/Phone numbers/ Hours of Operations/ Fee (if any)/ copy of your admission ticket as proof of your visitation (if unable to scan; you can bring it to class to give to the instructor, be sure your name is on it **OR** take a picture of yourself at the museum by a sign showing the museum name and inside the museum) |
| Provide a complete detailed description of the museum; example- single story etc., about how many people visit the site yearly (provide the name & title of the person you spoke with providing you with the information, accommodations for disabled, and what is offered at the museum and then critique it including marketing tools, populations and age level served |
| Relate your experience to what you have read and learned from you text; be specific and provide appropriate documentation as well as a reference page at the end of your paper |
| Summation/concluding remarks about what made the greatest impact on you and if you recommend it to family and friends and why or why not |

1. **Third Assignment- Outdoor Experience Paper**

This assignment asks that you get out of your comfort zone and participate and evaluate in an outdoor recreation experience you **have never experienced or engaged in** (does not mean putting yourself in a dangerous situation).

**Paper** (minimum 5-8 pages; total not include the title page and reference page) **includes:**

|  |
| --- |
| Follow APA format |
| Date/ time/ name and exact location of outdoor experience/address/city etc. of your experience |
| Include if anyone experienced this with you |
| Explain in detail why you made the choice and provide background information including marketing and populations served  |
| Describe, in detail, your outdoor experience from beginning to end  |
| Evaluate the experience and explain how it relates to what you have read and learned from your text (document this information in your paper)  |
| Write a summation and include what made the biggest impact on you from this experience and if you plan to do it again; why or why not |

**Fourth Assignment- Recreation/Leisure Advocacy PowerPoint Presentation**

This of all the assignments is not one that you can wait to the last minute to begin working on.

As a member of society pursuing a higher education, you have a responsibility to become a “citizen leader” to improve the quality of life for individuals pursing recreation and leisure experiences. Your voice can be heard and you can be a catalyst for change in your community, City, State and our world.

You will become a “citizen leader” and take action on an issue related to Recreation and Leisure that you feel passionate about. Some examples of issues students have presented relating to the environment (clean air, water etc.), ecotourism, access to recreation for urban families, safety of playgrounds, preservation of wild lands, preservation of wet lands, protecting wolves, etc. These all relate in some way to recreation and tourism in our society.

**Start as soon as possible, decide on an issue and begin gathering the historical background and what you want politicians etc. to address.**

|  |
| --- |
| **RESEARCH AN ADVOCACY ISSUE RELATED TO RECREATION AND LEISURE: Prepare a PowerPoint presentation to present your issue to include** (no paper required); |
|  **Specific details history and background regarding the advocacy issue**, **include marketing and**  **populations served** **Be specific and explain** **why this issue is important to recreation and leisure and you and why the class** **(and society in general) should be made aware of it** **What needs to be done and a “letter” that you will send and share in your presentation and** **include**: **Names of specific policy makers who can make a difference with regard to your advocacy issue**  (Example: City, State or Federal senators, members of Congress, State Assembly, County Board,  City Council members, members of Recreation and Park, Coastal and or other Commissioners)  **Share the letters and responses made by the people contacted** **How does this relate to your personal philosophy of recreation**  |
| **PROJECT POWERPOINT PRESENTATION:** |
| Each student will individually present their Recreation and Leisure Advocacy issue as a PowerPoint: * **Presentation; this is not a team or group project- it is an individual research and presentation to be a minimum if 20-30 minutes, not less and not more than 20 minutes**
* **YOU MUST engage the audience** through group work, questions, hands on activity etc., be creative. Watching a video **is not considered engaging** the audience; it enhances your presentation
* **Provide your own laptop**. Apple laptops require adaptive cords –university is IBM; adaptive cords available through the Library downstairs equipment/media room) the PowerPoint can be put on a zip or CD. It is the students responsible to take care of this in advance of the presentation. Do not wait till you come to class to have this piece of equipment with you.
* **Students to be professionally dressed** (Jeans, tennis shoes, flip flops, t-shirts are not, for the purpose of this assignment, considered professional)
* **Name of Recreation/Leisure Advocacy Issue** (be sure to select something you are truly passionate about and must directly relate to recreation & leisure)
* **Creative and colorful PowerPoint slides** to include pictures of your advocacy issue
* **Research and details of issue** (validate this by including where you specially obtained your information and the person/specialist’s names) **and what you hope to accomplish**
* **Explain why you are passionate about it** and why the class needs to learn about the issue and support it
* **Letters & Responses**: to specific people who can make a difference and or support your issue; examples: Newspaper Editor/Councilman, Major, Governor, President, Congress, etc. and specifically list the names of the people you have contacted and their specific titles and mailing address. Include in your presentation responses back from these people you have notified.

**To receive a response you must get your letters out at least 2 months in advance**. Do not write your letters” To Whom It May Concern”- be sure to have specific names/titles and addresses and date the letter is mailed out* **Actively engage your audience into your presentation**; cannot just lecture but involve the student into your presentation. Ask questions/ poll audience/ quiz; get their input, small group problem solving, activity etc.
* **Wrap up/concluding statement and ask for questions**; don’t end it with well that’s all
* **Stay within the time limit**
 |

**Course Point/Assignment Breakdown**

 Students are responsible for maintaining their course progress by the points they receive

|  |  |
| --- | --- |
|  | **Points** |
| 6 Quizzes ( 20 points each- no mid-term or final) | 120 |
| Leisure Self Inventory Assessment Paper |  60 |
| Outdoor Recreation Experience  |  30 |
| Museum Paper |  30 |
| **PowerPoint Advocacy Project Presentation:** includes research, development, letter, oral presentation, professionalism |  60 |
|  **Total Possible Points** | 300 |

**Grading**

A 90-100%

B 80-89%

C 70-79%

D < 69%

**Course Calendar**

|  |
| --- |
| Overview and orientation to the course. The role of play leisure and recreation as avenues for personal expression and well-being; definitions of terms; common leisure activities across the lifespan. |
| Basic Concepts: Philosophical analysis of play, recreation, and leisure. |
| Early history of play, recreation, and leisure including the 19th Century changes in America. This includes the beginning of the recreation movement; effects of racial and ethnic discrimination; emerging new lifestyles; public concerns about the use of leisure; major forces promoting organized recreation services; role of the schools; impact of the Depression; and a nation at war. |
| Recreation and leisure in the modern era: Expansion of recreation and leisure; counter-culture; drives for equality by disadvantaged groups; era of austerity and fiscal cutbacks; and expansion of other recreation programs. |
| Personal leisure perspectives; motivations, values; age groups, and demographic factors. |
| Gender and racial/ethnic factors affecting leisure; male and female issues; homosexuality; progress in the new millennium. |
| Social functions of community recreation (benefits): Life enrichment, improving intergenerational and inter-group relations, special populations, culture, health and safety. |
| MID-SEMESTER PARTICIPATORY REVIEW |
| The leisure service system: Government, non-profit and commercial recreation agencies. Parks in the United States and Canada. Differences and similarities among agencies |
| Specialized leisure service areas: Therapeutic recreation service, armed forces recreation, campus recreation, and private-membership recreation organizations. |
| Major leisure service components: Sports, tourism, competition, religious implication, historical evolution, moral value, abuses, travel, theme parks, cruise ships, and marketing. |
| Career opportunities and professionalism: Social value, public relations, professional preparation, culture, ethics and accreditation.  |
| Emotional Intelligence model by Salovey and Mayer and its impact on recreational professionals |
| Philosophy of recreation and leisure: Future perspectives, guiding leisure service delivery today; future challenges. |
| Putting a face on Recreation, play and leisure today; Magazines, newspaper articles, internet, movies, television, and other. |
| Review and catch-up. |
| FINAL PARTICIPATORY CULMINATIONReview all chapters and be prepared to participate in assignments that will require you to reflect on and integrate the content of the course. |

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**Course Policies and Guidelines (online version of this class will have different policies):**

1. Students’ participation is vital to successful learning. Therefore, students are expected to attend the class regularly, arrive on time, take notes, complete reading assignments on schedule, and actively participate in discussions and other learning activities.
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***Learning Resource Center (LRC) and Writing Center***. The LRC is committed to helping students become better writers, critical thinkers, and communicators by providing face-to-face and electronic consultation, tutorials, reference manuals, and links to Web writing resources. As part of the LRC, the Writing Center staff is available to help students during the conception, research, drafting, or revision stages of a paper. Students may visit the Writing Center in Bayramian Hall room 408 (BH 408) or call 818-677-2033 to make an appointment. Walk-ins are available on a limited basis. For additional information and/or assistance, please visit www.csun.edu/lrc.

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**CALIFORNIA STATE UNIVERSITY - NORTHRIDGE**

**College of Health and Human Development**

**Department of Recreation & Tourism Management**

**RTM 300: Recreation and Community Development (3 units)**

**Instructor:**

**Office Hours**:

**Course Website: RTM 300: Recreation and Community Development**

 **(**login at http://moodle.csun.edu)

**Required Text:**

**Cases & Readings:** As assigned (provided via Moodle).

**Course Description:**

Examination of the multicultural dynamics of urban life, and recreation’s role in building community and in developing youth capacity and indigenous leadership.

**Course Objectives:**

**At the end of the course, successful students will be able to:**

1. Comprehend the significance of the urban recreation movement in the United States, particularly as it relates to the evolution of other human services (education, social services, youth authority, etc.)
2. Comprehend the relevance of the parks, recreation and leisure services movement to community and institutional development.
3. Investigate and analyze the potential of recreation to build/revitalize communities, address social problems and assist youth with navigating the pathways to responsible adulthood.
4. Comprehend the dynamic interrelationship among public (government), non-profit and private sectors in the evolution of the urban recreation, leisure services and park movement(s).
5. Analyze the social, environmental and economic benefits of parks, recreation and tourism in supporting the concept of healthy communities.
6. Value the recreation and leisure needs of diverse cultural and ethnic groups that claim the greater Los Angeles metropolitan area as “home”
7. Critique existing service delivery systems from historical, best practices and contemporary “planning” criteria.
8. Gain first-hand experience in urban communities using recreation services and leisure experiences as a focal point for revitalization, problem-solving and community-building.

**Recreation and Tourism Management B.S. Program Learning Outcomes:**

1. Students will demonstrate critical thinking including analysis, synthesis and application in the fields of recreation, play, leisure, parks, hospitality and/or tourism through a variety of pedagogies.
2. Students will practice and self-assess progress toward mastery of the standards and competencies of appropriate accrediting bodies through continual self-assessment and portfolio development.
3. Students will demonstrate application and integration of theoretical knowledge in a practical setting through a minimum of 400 hours of professional internship in preparation for pursuing employment.
4. Students will demonstrate an increase in Emotional Intelligence while pursuing their degree objectives.

**Course Requirements:**

**Attendance/Active Participation:** Points: 5+

Regular attendance, preparation and active participation during the class are required and will enhance the learning experience.

**Review/Analysis of an Assigned Topic and Discussion:** Points: 15

A review/analysis of an assigned topic will be required of each student. For the review the student must write a brief summary of the assigned information. The analysis portion of the paper should focus on the student’s reaction, ideas, and suggestions related to the topic as assigned. References from academic publications (journals, books) other than the textbook should be used in the analysis portion of the paper. The reviews should be 500-750 words and include an APA style citation for all references including your textbook if that is used. After the references the student should list 4-6 key discussion questions to be used during the class time. Grades will be based on content, adherence to the idea of the assignment, individual and original work, and class discussion of the review. Discussion will be done in small groups. Some of these discussions will occur on-line and others in-class. Please pay attention to the course schedule posted at the class web-site.

**Projects:** Points 25

A project related to developing community assets will be completed by a learning team. The learning team will be organized around shared professional interests (as much as possible). The project may focus on youth development or a different part of the community. Details on the project will be provided in additional handouts available at the class web page.

**Examinations:** Points: 40

Two examinations will be given. The exams are each worth 20 points. Each exam will cover assigned readings, material discussed in class, and student presentations up to the date of the exam. The second exam will not be cumulative. Exams may include a variety of questions types (true-false, multiple choice, essay, etc.) Bring a blue book and scantron for each exam.

**Community Service Learning:** Points: 15

Students will be responsible for volunteering for 10 community service learning hours, in a “different” community from one’s own. The site and type of learning opportunity must be approved in advance by the instructor and can not be related to paid work or activities completed for another class. Students will be asked to provide written documentation of the completion of volunteer hours. A written report evaluating the experience and reflecting on topics from the course in relation to the volunteer experience is required. Students will also participate in a verbal reflection of the volunteer experience in a discussion group.

**Evaluation:**

|  |  |
| --- | --- |
| Attendance/Active Participation | 5% |
| Review/Analysis Assignment | 15% |
| Community Assets Project | 25% |
| Exams (2 @ 20%) | 40% |
| Community Service Learning | 15% |
| Total | 100% |

**Grading**

A 90-100%

B 80-89%

C 70-79%

D < 69%

**COURSE CALENDAR**

|  |  |  |
| --- | --- | --- |
| Week 1 | * Introduction
* Community Development
 | **AB**- Ch 2, Ch 4Locate 2 volunteer opportunities |
| Week 2 | * Concept of Developmental Assets
* Asset Building
 | **All K**- Ch 2, Ch 3**ALL K**- Ch 4 |
| Week 3 | * Community Based Organizations
* Culture Shifts
 | **AB**- Ch 5**AB**- Ch 12, **All K** Ch 4 |
| Week 4 | * Building Communities
* Recreation = Tool for Human Potential
 | **All K-** Ch 5, **All K** Ch 6Bring Article to class (Group Discussion) |
| Week 5 | * Young People vs. Adults
* Integrating Asset Building
 | **All K**- Ch 7 and Ch 8**All K**- Ch 9 |
| Week 6 | * Community Assets Project Presentation
 |  |
| Week 7 | * Review
* Exam #1
 |  |
| Week 8 | * Financial Resources
* Equity/Entitlement in Recreation
 | **AB-** Ch 9Article will be provided |
| Week 9 | * Quality Programs for youth
* Recreation Development in Urban Areas
 | **All K**- Ch 10Bring Article to class (Group Discussion) |
| Week 10 | * Political Power
* Food Systems & Natural Disasters
 | **AB**- Ch 11**AB-** Ch 13 and Ch 14 |
| Week 11 | * Sustainable Communities
* Various Sectors- Private/Public/Non-Profit
 | **All K**- Ch 12, **AB**- Ch 3 |
| Week 12 | * Human/Social/Physical Capital
* Influence Civic Decisions
 | **AB**- Ch 6, Ch 7, Ch 8**All K**- Ch 12 |
| Week 13 | * Recreation= Address social issues
 |  |
| Week 14 | * Future of Recreation and Community Development
* Community Service Learning Reflection
 | **AB**- Ch 15/ Bring Article to class (Discussion)  |
| Week 15 | * Community Service Learning Reflection
* Review
 |  |
| Week 16 | * Exam #2
 |  |

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**CALIFORNIA STATE UNIVERSITY - NORTHRIDGE**

**College of Health and Human Development**

**Department of Recreation & Tourism Management**

**RTM 302: Dynamics of Leadership in Recreation and Human Services (3 units)**

**Instructor:**

**Office Hours**:

**Course Website: RTM 302: Dynamics of Leadership in Recreation and Human Services (**login at http://moodle.csun.edu)

**Required Text:** Bennis, W. & Goldsmith, J. (2010). Learning to Lead: A Workbook on Becoming a Leader. New York: Basic Books (4th ed.)

 Russell, R. (2012). Leadership in Recreation. Urbana, IL: Sagamore. (4th ed.)

**Cases & Readings:** As assigned (provided via Moodle).

**Course Description:**

Includes an analysis of personal leadership theory and small-group dynamics and a review of classic leadership studies, with emphasis on leadership values and methods, including group dynamics, communication, decision making and motivation. Emphasis on competencies and skills needed for successful leadership of small groups. Experimental components are an integral part of class design. Field trip experiences required.

**Course Objectives:**

**At the end of the course, successful students will be able to:**

1. Comprehend the classic leadership/management theory and research.
2. Comprehend communication theory as it relates to leadership effectiveness and demonstrate competency in listening skills and personal communication effectiveness including multi-cultural settings.
3. Practice decision-making theory as it relates to leadership influence in groups and demonstrate competency in generation of new ideas and analysis of alternatives, evaluation of consequences (safety management), and implementation strategies.
4. Practice group process theory as it relates to leadership influence in creating & sustaining effective teams and managing conflict and discipline issues in groups.
5. Comprehend motivation theory as it relates to sustaining involvement in groups and as it relates to the recruitment, review, and termination of employees with reference to legal issues related to the hiring and termination process.
6. Apply the influence of personal value systems in leadership effectiveness.
7. Apply the role of temperament theory or strengths theory on personal leadership and in sustaining effective teams.
8. Comprehend the theories of personal time management and techniques for managing personal goal attainment.

**Recreation and Tourism Management B.S. Program Learning Outcomes:**

1. Students will demonstrate critical thinking including analysis, synthesis and application in the fields of recreation, play, leisure, parks, hospitality and/or tourism through a variety of pedagogies.
2. Students will practice and self-assess progress toward mastery of the standards and competencies of appropriate accrediting bodies through continual self-assessment and portfolio development.
3. Students will demonstrate application and integration of theoretical knowledge in a practical setting through a minimum of 400 hours of professional internship in preparation for pursuing employment.
4. Students will demonstrate an increase in Emotional Intelligence while pursuing their degree objectives.

**Course Requirements:**

This seminar oriented class is based on student participation & discussion, assigned readings, projects, case studies, and other supplementary materials. To fully benefit from this class, students should keep up with the assigned readings and read additional materials (media, trade publications, journals) as much as possible. Class discussions facilitate the exchange and understanding of ideas and concepts. This will not be possible if students come to class unprepared.

**1. *Learning to Lead Workbook Exercises (Individual, In-Class Small Group, In-Class Whole Class) - 40 points***

Students will complete all required assignments in the workbook. Some assignments will be completed in class. Since it is for “personal leadership development,” evaluation will be on detailed, thorough and thoughtful completion of assignments. The reflective workbook assignments should follow the specific directions provided and/or the general guidelines distributed for a reflective journal entry.

Many class sessions will provide an experiential leadership learning experience. Students may be in the role of identified leader for a particular class exercise or working in triads on a skill development area. Active participation is central to achieving skill competency.

**2. *Leadership in the Movies– 30 points***

Students will watch two (2) movies that illustrate leadership issues and submit a 3-4 page paper about the movie, its leadership issues, applicable leadership theories/concepts, and personal reactions. An informal in-class presentation will be required.

**3. *Leadership Profile– 30 points***

Students will research a current leader and write a 5-7 page paper that discusses the individual’s leadership style based on at least three theories/concepts presented in class materials. An informal in-class presentation will be required.

**4. *Individual Problem-Solving Project – 30 points***

Students will develop a 6-8 page paper about a leadership position they held/hold/could hold in a recreation/tourism setting, organized by Leadership Role/Personal Assessment, Challenge Identification, and Leadership Plan.

**5. *Group Leadership Project- 40 points***

The leadership experience weekend can be the group leadership project. An outdoor adventure experience or similar experiential design will explore issues of leadership values and the leadership decision making & group development process. Optional: An alternative is for a group to complete an out-of-class experiential leadership project with instructor approval.

**6. *In-Class Participation- 30 points***

Participation includes asking questions, sharing thoughts during the discussions, actively participating and contributing to group-problem solving activities, and discussing observations from the reading assignments.

**Evaluation:**

|  |  |
| --- | --- |
| Leadership Workbook | 20% |
| Movie Analysis | 15% |
| Leadership Profile | 15% |
| Problem Solving Project | 15% |
| Group Leadership Project | 20% |
| In-Class Participation | 15% |
| **Total** | 100% |

**Grading**

A 90-100%

B 80-89%

C 70-79%

D < 69%

**COURSE CALENDAR**

|  |  |
| --- | --- |
| I. Introduction  A. Overview of leadership theory  B. Leadership skill models C. Leadership theories 1. Trait/character theories 2. Behavioral theories 3. Situational theories 4. Path-goal theories  | Weeks 1-3 |
| II. Decision Making Skills  A. Problem solving thinking skills (Spivak et al) B. Brainstorming techniques  C. Creativity & play models D. Consequential thinking E. Strategy analysis  F. Group decision making models 1. Consensus/Democratic/Authoritarian | Weeks 2 - 4 |
| III. Group Process Models & Skills  A. Types & characteristics of groups B. Group life cycle C. Group building techniques D. Leading discussions & other meeting strategies E. High performance teams research  F. Conflict management techniques G. Temperament theory research on work teams H. Strength Finder research on teams I. Closure techniques J. Cultural influences on group models | Weeks 5-8 |
| IV. Communication Skills & Leadership  A. Listening skills (Danish et al) 1. Non-verbal 2. Verbal B. Speaking skills 1. “I” messages 2. Presentation techniques C. Cross-cultural communication & leadership | Weeks 9-11 |
| V. Personal Management Skills  A. History of time management skills B. Managing priorities | Week 12 |
| VI. Motivation & Leadership Roles  A. Motivation theory B. Recruitment 1. Applications/ Interviews C. Training D. Performance reviews E. Terminations | Weeks 13-15 |

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**CALIFORNIA STATE UNIVERSITY - NORTHRIDGE**

**College of Health and Human Development**

**Department of Recreation & Tourism Management**

**RTM 303: Promotion of the Recreation Experience (3 units)**

**Instructor:**

**Office Hours**:

**Course Website: RTM 303: Promotion of the Recreation Experience**

**(**login at http://moodle.csun.edu)

**Required Text:** Janes, Patricia Click. (2006) *Marketing in Leisure & Tourism.* Venture Publishing, Inc.

**Cases & Readings:** As assigned (provided via Moodle).

**Course Description:**

Interpretation and promotion of recreation programs and the services through the use of media processes and resources, marketing principles and computer applications.

**Course Objectives:**

**At the end of the course, successful students will be able to:**

1. Be able to discuss and explain core marketing concepts and the marketing mix relationship to programs in recreation, tourism and hospitality.
2. Understand globalization and the role marketing plays with the global recreation and tourism context.
3. Understand the importance of marketing in today’s society, especially as it relates to the leisure field.
4. Understand the value and importance of branding of recreation, tourism, and hospitality services.
5. Be able to apply a variety of promotional strategies (e.g. print, personal, media) to recreation services.

**Recreation and Tourism Management B.S. Program Learning Outcomes:**

1. Students will demonstrate critical thinking including analysis, synthesis and application in the fields of recreation, play, leisure, parks, hospitality and/or tourism through a variety of pedagogies.
2. Students will practice and self-assess progress toward mastery of the standards and competencies of appropriate accrediting bodies through continual self-assessment and portfolio development.
3. Students will demonstrate application and integration of theoretical knowledge in a practical setting through a minimum of 400 hours of professional internship in preparation for pursuing employment.
4. Students will demonstrate an increase in Emotional Intelligence while pursuing their degree objectives.

**Course Requirements:**

This seminar oriented class is based on student participation & discussion, assigned readings, case studies, and other supplementary materials. To fully benefit from this class, students should keep up with the assigned readings and read additional materials (media, trade publications, journals) as much as possible. Class discussions facilitate the exchange and understanding of ideas and concepts. This will not be possible if students come to class unprepared.

**1. *Creative Proposal - 40 points***

Students will develop a 3-page essay proposing three separate and innovative ideas for a new recreation related product or service

**2. *News Release– 30 points***

Students will write a 2-page news release to raise awareness about their product or service. Details and the grading rubric will be distributed in class.

**3. *Ad and Essay– 30 points***

Students will design an ad for their product or service and explain their design. Details and the grading rubric will be distributed in class.

**4. *Qualitative Personal Interview Group Project– 30 points***

Student groups will conduct qualitative interviews and offer recommendations for an existing recreation related product or service. Details and the grading rubric will be distributed in class.

**5. *Marketing Public Relations Plan Presentation and Report – 30 points***

Students will develop a marketing public relations plan report consisting of 7 sections: 1) Introduction, 2) Marketing objectives, 3) Slogan, 4) Marketing matrix, 5) Communications strategies, 6) Focus group, and 7) Appendix.

**Evaluation:**

|  |  |
| --- | --- |
| Creative Proposal | 25% |
| News Release | 19% |
| Ad and Essay | 19% |
| Personal Interview | 18% |
| Marketing Public Relations Plan | 18% |
| **Total** | 100% |

**Grading**

A 90-100%

B 80-89%

C 70-79%

D < 69%

**COURSE CALENDAR**

|  |  |
| --- | --- |
| I. Introduction of class and related projects  | Week 1 |
| II. Review of computer literacy requirements | Week 1-2 |
| III. Introduction to Marketing of Leisure ServicesA. Marketing within Leisure Services 1. Nature of marketing/ benefits by design 2. Target marketing/ who is the customer 3. Marketing Mix/ program/place/ price/promotion/peripherals B. Community and Public Relations within Leisure Service 1. Importance and function/ the background for the message 2. Planning and creating programsC. Methods of Promotion  1. Personal Promotions  Presentation design and production Presentation software applications 2. Print media  Publicity: News releases, TV coverage,  Advertising Design Principles & Techniques Desktop software applications 3. Audio-visual media  Slide shows & video production techniques  Web site design & production  Web publishing softwareD. Future Trends in Leisure Marketing and Public Relations | Weeks 2-6 |
| Week 2 |
| Weeks 7-8Weeks 2-6Weeks 6-14Weeks 9-14 |
| Week 15 |

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**Course Policies and Guidelines:**

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**CALIFORNIA STATE UNIVERSITY - NORTHRIDGE**

**College of Health and Human Development**

**Department of Recreation & Tourism Management**

**RTM 304: Entrepreneurial Ventures in Recreation and Human Services (3 units)**

**Instructor:**

**Office Hours**:

**Course Website: RTM 304: Entrepreneurial Ventures in Recreation and Human Services (**login at http://moodle.csun.edu)

**Required Text:**

 The Small Business Start-up Kit for California by Peri Pakroo

 Introduction to Commercial and Entrepreneurial Recreation by John Crossley and Lynn Jamieson, Russell Braylefy (6th edition).

**Cases & Readings:** As assigned (provided via Moodle).

**Course Description:**

Analysis of approaches and techniques necessary to initiate an entrepreneurial start-up in the recreation and human services arenas. Topics include the nature of entrepreneurialism, development of a business plan, organization of the enterprise, financial and operations management, and computer applications.

**Course Objectives:**

**At the end of the course, successful students will be able to:**

1. Comprehend the research on entrepreneur and the intrapreneur.
2. Review the marketing orientation theory for development for new services with emphasis on assessment of the marketplace for feasibility of the enterprise.
3. Comprehend forms of business organization such as proprietorship, partnership, limited corporations and the risks and benefits of each design.
4. Comprehend the alternatives sources of financing the new venture.
5. Produce a comprehensive business plan that applies the course material to a specific recreation venture.
6. Comprehend cash and accrual methods of financial accounting and development of financial reports.
7. Comprehend the financial and operational issues of payroll management and taxation for the small business.
8. Comprehend the importance of risk management and legal liability for protection of the entrepreneurial venture including types of insurance and the role accreditation/ certification within recreation and human services field.
9. Understand the overview of information management system as it relates to the small business.
10. Apply spreadsheet & database management software to the financial and information management systems.

**Recreation and Tourism Management B.S. Program Learning Outcomes:**

1. Students will demonstrate critical thinking including analysis, synthesis and application in the fields of recreation, play, leisure, parks, hospitality and/or tourism through a variety of pedagogies.
2. Students will practice and self-assess progress toward mastery of the standards and competencies of appropriate accrediting bodies through continual self-assessment and portfolio development.
3. Students will demonstrate application and integration of theoretical knowledge in a practical setting through a minimum of 400 hours of professional internship in preparation for pursuing employment.
4. Students will demonstrate an increase in Emotional Intelligence while pursuing their degree objectives.

**Course Requirements:**

This seminar oriented class is based on student participation & discussion, assigned readings, a major project, case studies, and other supplementary materials. To fully benefit from this class, students should keep up with the assigned readings and read additional materials (media, trade publications, journals) as much as possible. Class discussions facilitate the exchange and understanding of ideas and concepts. This will not be possible if students come to class unprepared.

**1. *Business Concept Plan-*** 40 points

Students write a full business plan that could be presented to a potential investor.

**2. *Computer Applications Projects-*** 15 points

Student completes two financial reports which demonstrate mastery of spreadsheet software. (budget, break even analysis, or profit/loss)

**3. *Risk Management Project-*** 15 points

Prepare a report that provides a risk management plan for the venture and its relationship to any relevant accreditation standards.

**4. *Exam-*** 30 points

Two comprehensive style exams will test course material covered in readings and lecture.

**Evaluation:**

|  |  |
| --- | --- |
| Business Plan | 40% |
| Computer Applications Project | 15% |
| Risk Management Project | 15% |
| Exams  | 30% |
| **Total** | 100% |

**Grading**

A 90-100%

B 80-89%

C 70-79%

D < 69%

**COURSE CALENDAR**

|  |  |
| --- | --- |
| I. Introduction  A. Overview of entrepreneurial opportunities in recreation & human services.  B. Entrepreneur C. Intrapreneur | Week 1 |
| II. Development of the business concept  A. Environmental scanning B. Futurism and trend analysis | Weeks 2-3 |
| III. Forms of business  A. Sole proprietorship B. Partnerships C. Corporations 1. For profit 2. Non-profit | Week 4 |
| IV. Financing the new venture A. Venture capital B. Loan resources 1. Private 2. Government | Week 5 |
| V. Marketing analysis  A. Marketing research source B. Marketing research methods | Weeks 6-7 |
| VI. Drafting the business plan  A. Business plan software application B. Presentation software applications | Week 8 |
| VII. Financial accounting systems  A. Cash systems B. Accrual systems C. Accounting software overview D. Financial reports E. Spreadsheet software applications | Weeks 9-10 |
| VIII. Payroll and personnel  | Week 11 |
| IX. Risk management A. Legal liability & tort law B. Risk management planning C. Insurance D. Accreditation & certification in recreation, hospitality and tourism 1. Accrediting organizations 2. Inspections and reviews E. Professional protocols and documentation systems | Weeks 12-13 |
| X. Information management  A. Systems overview B. Database management applications | Weeks 14-15 |

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**CALIFORNIA STATE UNIVERSITY - NORTHRIDGE**

**College of Health and Human Development**

**Department of Recreation & Tourism Management**

**RTM 402: Models of Play, Leisure and Recreation (3 units)**

**Instructor:**

**Office Hours**:

**Course Website: RTM 402: Models of Play, Leisure and Recreation**

**(**login at http://moodle.csun.edu)

**Required Text:** Tolan, Finney & Walker. (1996) *Play across the life span*. Northridge, CA: CSUN. [Available at ASAP Printing, 9250 Reseda Blvd., Suite 6, Northridge, CA, 91324. 818-700-7999]

Brown, S & Vaughan, C. (2009). *Play: How it shapes the brain, opens the imagination, and invigorates the soul.* New York, NY: Avery.

Axline, V. M. (1964). Dibs: In search of self. New York, NY: Ballantine.

**Cases & Readings:** As assigned (provided via Moodle).

**Course Description:**

Examines the historical, theoretical and philosophical foundations of play, leisure and recreation and their relevance to the professional today. Explores how play theory and philosophy impact the provision of service to individuals across the lifespan and with diverse needs.

**Course Objectives:**

**At the end of the course, successful students will be able to:**

1. Comprehend the conceptual foundations of play for all populations and settings.
2. Comprehend the affective, cognitive, physical and social significance of play, from an historical perspective for all populations and settings.
3. Analyze the significance of play throughout the life cycle relative to the individual’s values, behaviors, and use of resources.
4. Apply the critical thinking process to play behavior.

**Recreation and Tourism Management B.S. Program Learning Outcomes:**

1. Students will demonstrate critical thinking including analysis, synthesis and application in the fields of recreation, play, leisure, parks, hospitality and/or tourism through a variety of pedagogies.
2. Students will practice and self-assess progress toward mastery of the standards and competencies of appropriate accrediting bodies through continual self-assessment and portfolio development.
3. Students will demonstrate application and integration of theoretical knowledge in a practical setting through a minimum of 400 hours of professional internship in preparation for pursuing employment.
4. Students will demonstrate an increase in Emotional Intelligence while pursuing their degree objectives.

**Course Requirements:**

This seminar oriented class is based on student participation & discussion, assigned readings, case studies, and other supplementary materials. To fully benefit from this class, students should keep up with the assigned readings and read additional materials (media, trade publications, journals) as much as possible. Class discussions facilitate the exchange and understanding of ideas and concepts. This will not be possible if students come to class unprepared.

 **1. *Play Log (Individual Written Assignment)- 30 points***

Student will select a specific cohort and record in writing 15 detailed anecdotal observations of members of the cohort in play. Quality of assignment will be assessed by the depth of understanding demonstrated in the analysis.

**2. *Individual Author Concept Paper (Individual Writing Assignment and presentation and group presentation)– 30 points***

Each student will read a minimum of 1 book and/or 5 journal articles (2 of these may be on-line) which discuss the author’s work. A paper that provides a comprehensive analysis of the author’s model will be submitted.

**3. *Group Presentation– 20 points***

A group will present on application of major play theorist to a recreation, hospitality or tourism service/program.

**4. *Class Participation– 20 points***

Participation includes attendance (In the event it is necessary to miss a class, the student is responsible for the information discussed in class), reading assignment materials in a timely manner, actively participating in the class discussion and so on. Class time will be utilized to discuss a variety of play concepts and the readings in the two texts. The student is expected to have read the material and be ready to discuss it in class as well as respond in written class assignment.

**Evaluation:**

|  |  |
| --- | --- |
| Play Log | 30% |
| Concept Paper | 30% |
| Group Presentation | 20% |
| Class Participation | 20% |
| **Total** | 100% |

**Grading**

A 90-100%

B 80-89%

C 70-79%

D < 69%

**COURSE CALENDAR**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| --- | --- | --- |
| Date | Discussion Topic | Assignment Due |
| Week 1 | Introduction, Course Outline Review and Levy | Read chapter 1 in Tolan *et.al*. |
| Week 2 | Play Log and Field ResearchAPA | Selection of Authors and Read chapter 3 in Tolan *et.al*. |
| Week 3 | Library | Research Authors |
| Week 4 | Critical Thinking and Arnold | Read chapter 2 in Tolan *et.al*. |
| Week 5 | Day to complete field research. No class. | Read Dibs |
| Week 6 | Moore and field research findings | **Play Log Due**Chapters 1 & 2 in Brown |
| Week 7 | Schools of Thought Discussion of Brown | Chapters 3 & 4 in Brown |
| Week 8 | Behavior Domains Discussion of Brown | Chapters 5 & 6 in Brown |
| Week 9 | Discussion of Brown | Chapters 7 & 8 in Brown |
| Week 10 | Concepts | **Written Concept Paper Due** |
| Week 11 | Day to prepare group presentations. No class. |  |
| Week 12 |  | **Group Presentations** |
| Week 13 |  | **Group Presentations** |
| Week 14 |  | **Group Presentations** |
| Week 15 | Final day to turn in any late work. No work will be accepted after 7 pm |  |

 |

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**CALIFORNIA STATE UNIVERSITY - NORTHRIDGE**

**College of Health and Human Development**

**Department of Recreation & Tourism Management**

**RTM 403: Evaluation Research in Recreation and Human Services (3 units)**

**Instructor:**

**Office Hours**:

**Course Website: RTM 403: Evaluation Research in Recreation and Human Services**

**(**login at http://moodle.csun.edu)

**Required Text:** Henderson, K. Evaluating leisure services. State College, Pa.: 2002.

**Cases & Readings:** As assigned (provided via Moodle).

**Course Description:**

Investigation into the fields and methods of recreation and leisure systems, including special techniques and concepts of research as applicable to these systems.

**Course Objectives:**

**At the end of the course, successful students will be able to:**

1. Demonstrate an understanding of the language utilized in the research evaluation process.
2. Define research evaluation and list its component parts.
3. Describe various research evaluation methods including experimental, historical, and observational.
4. Demonstrate a proficiency in utilizing the techniques for locating and obtaining recreation/hospitality/tourism research evaluation resources.
5. Prepare and complete a research evaluation design for a community based recreation/hospitality/tourism delivery organization based on one of the following functions: a) program outcome evaluation, b) feasibility proposal evaluation, c) client outcome/impact evaluation, d) organization outcome/impact evaluation, e) community outcome/impact evaluation, f) program process evaluation, g) resources effectiveness evaluation, or h) resources efficiency evaluation.
6. Structure and compose a measurement tool to be used during the completion of the community based agency evaluation experience.
7. Perform and interpret basic statistical operations necessary to complete the community based agency evaluation.
8. Complete, submit, and present an executive report of the findings from the community based agency evaluation.

**Recreation and Tourism Management B.S. Program Learning Outcomes:**

1. Students will demonstrate critical thinking including analysis, synthesis and application in the fields of recreation, play, leisure, parks, hospitality and/or tourism through a variety of pedagogies.
2. Students will practice and self-assess progress toward mastery of the standards and competencies of appropriate accrediting bodies through continual self-assessment and portfolio development.
3. Students will demonstrate application and integration of theoretical knowledge in a practical setting through a minimum of 400 hours of professional internship in preparation for pursuing employment.
4. Students will demonstrate an increase in Emotional Intelligence while pursuing their degree objectives.

**Course Requirements:**

This seminar oriented class is based on student participation & discussion, assigned readings, hands-on projects, and other supplementary materials. To fully benefit from this class, students should keep up with the assigned readings and read additional materials (media, trade publications, journals) as much as possible. Class discussions facilitate the exchange and understanding of ideas and concepts. This will not be possible if students come to class unprepared.

**1. *Evaluation project- 40 points***

Students will complete an evaluation project and present the project report in the class, which consists of 6 sections: 1) Introduction, 2) Research Instrument, 3) Data Collection, 4) Data Analysis and Interpretation, 5) Conclusion, and 6) Recommendation.

**2. *Exam preparation– 30 points***

Three non-cumulative exams will be given to assess the comprehension and application of knowledge on evaluation.

**3. *Class participation and in-class exercises– 30 points***

Class attendance and participation. In-class exercises and activities will be given to facilitate and improve students’ understanding and application of the course material.

**Evaluation:**

|  |  |
| --- | --- |
| Evaluation Project | 40% |
| Exams | 30% |
| In-Class Exercises | 30% |
| **Total** | 100% |

**Grading**

A 90-100%

B 80-89%

C 70-79%

D < 69%

**COURSE CALENDAR**

|  |
| --- |
| 1. Introduction to Evaluation  a. What is Evaluation?  b. Why Evaluate? Users and Doers  c. Comparing Evaluation and Research  |
| 2. Developing an Evaluation System: Overview  a. Criteria, Evidence, Judgment  b. The Five "Ps" of Evaluation: participants, personnel, policies/administration, places (areas and facilities), and programs  c. Evaluating Programs and Participants  d. Timing of Evaluation  |
| 3. Methods for Evaluation  a. Intuitive Judgment  b. Professional Judgment  c. Goal Attainment  d. Goal Free Model  e. Systems Approach  |
| 4. Designing an Evaluation Project: Overview  a. Planning Strategies  b. Internal vs. External Evaluations  c. Political, Legal, Ethical, Moral Issues  |
| 5. Data Collection  a. Qualitative and Quantitative Data  b. Design and Methods  c. Reliability, Validity, Usability  d. Measurement Instruments  e. Sampling  |
| 6. Instrumentation  a. Survey Development  b. Administration of Survey Instruments  c. Focus Groups  d. Field Observation Instruments  e. Unobtrusive Measures  f. Experimental vs. Quasi Experimental Designs  |
| 7. Specific Application of Measurement Techniques  a. Case Study Technique  b. Econometric Technique  c. Single-Subject Technique  d. Consensus Technique  e. Sociometry  |
| 8. Single Vs. Multiple Data Sources  |
| 9. Data Analysis  a. Introduction  b. Descriptive Statistics  c. Statistical Significance  d. Inferential Statistics  e. Using Computers  f. Qualitative Data Analysis  |
| 10. Data Reporting  a. The Role of "Judgment" in Data Reporting  b. Use of Visuals for Data Presentation  c. Developing Conclusions and Recommendations  |
| 11. Writing Reports  a. Cover  b. Executive Summary (abstract)  c. Table of Contents  d. Introduction  e. Methods  f. Findings  g. Conclusions and Recommendations  h. Appendices  |
| 12. Oral Presentation  a. Planning the Presentation  b. Visual Aids  |
| 13. Decision Making and Evaluation  a. The Influence of Evaluation on Decision Making  |
| 14. Evaluating the Evaluation  |

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**Course Policies and Guidelines:**

1. Students’ participation is vital to successful learning. Therefore, students are expected to attend the class regularly, arrive on time, take notes, complete reading assignments on schedule, and actively participate in discussions and other learning activities.
2. In order to create a safe, welcoming, and productive learning environment, students are expected to respect each other, the facilities and equipment. Abusive, violent, disrespectful or disruptive behavior will not be tolerated. Students are referred to the policies and regulations section of the University Catalog for university policies and code of conduct information.
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4. All assignments must be typed, double spaced, 12-point font, 1 inch margins and should follow the American Psychological Association (APA) style (6th ed.).
5. Microsoft Word is the ONLY acceptable document format for online or email submission. The following format should be used when naming the file: Course number\_last name\_first name\_short title (for example: RTM550\_xie\_jimmy\_syllabus).

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**CALIFORNIA STATE UNIVERSITY - NORTHRIDGE**

**College of Health and Human Development**

**Department of Recreation & Tourism Management**

**RTM 490: Challenges in Leisure Services Seminar (3 units)**

**Instructor:**

**Office Hours**:

**Course Website: RTM 490: Challenges in Leisure Services Seminar**

**(**login at http://moodle.csun.edu)

**Required Text:** No textbook.

**Cases & Readings:** As assigned (provided via Moodle).

**Course Description:**

Analytical approach to theories and principles of recreation, leisure and play as they relate to field observations and practical applications.

**Course Objectives:**

**At the end of the course, successful students will be able to:**

1. Identify implications for the parks, recreation, tourism and human service industry based on analysis/evaluation of contemporary issues (often as reported in popular media).
2. Effectively document relevant knowledge/resource bases impacting problem solving within the profession.
3. Demonstrate evidence of individual employability in the profession (majors), and ability to embrace professional issues as a citizen advocate.
4. Integrate theory and practice in the analysis of professional practice for leisure profession.
5. Objectively critique one’s chosen field of study and professional practice.
6. Demonstrate high quality, career-relevant skills (e.g. resume, interview for entry and the profession, test-taking).
7. Expressions of personal definition and philosophy of the profession, and vision/mission statement.
8. Demonstrate understanding ethical issues associated with professional practice in the field, of recreation, parks and tourism and human services.
9. Provide evidence of increased competency by “filling in the gaps” in theory and practice and submitting professional portfolio.

**Recreation and Tourism Management B.S. Program Learning Outcomes:**

1. Students will demonstrate critical thinking including analysis, synthesis and application in the fields of recreation, play, leisure, parks, hospitality and/or tourism through a variety of pedagogies.
2. Students will practice and self-assess progress toward mastery of the standards and competencies of appropriate accrediting bodies through continual self-assessment and portfolio development.
3. Students will demonstrate application and integration of theoretical knowledge in a practical setting through a minimum of 400 hours of professional internship in preparation for pursuing employment.
4. Students will demonstrate an increase in Emotional Intelligence while pursuing their degree objectives.

**Course Requirements:**

**Problem/Issue Identification:** Students may select a PRT problem or issue that is regional, national or international in scope. Students will systematically collect and analyze, journal, newspaper, internet and articles from popular literature that confirm the problem; summarize evidence (content analysis), develop a thesis/problem statement, and suggest approaches to resolution most appropriate to this profession. APA form and style required for annotated bibliography. 25%

**Successful Job Interview:** Complete career goals, personal and professional philosophy, and interview as indictor of “job readiness”. 20%

**Career Day or Facilities Panel** 20%

**Presentation of the Final Portfolio** 50 %

**Evaluation:**

|  |  |
| --- | --- |
| Problem/Issue Identification | 20% |
| Job Readiness | 20% |
| Portfolio | 50% |
| Call Participation | 10% |
| **Total** | 100% |

**Grading**

A 90-100%

B 80-89%

C 70-79%

D < 69%

**COURSE CALENDAR**

**TBA**

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**Course Policies and Guidelines:**

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**CALIFORNIA STATE UNIVERSITY - NORTHRIDGE**

**College of Health and Human Development**

**Department of Recreation & Tourism Management**

**RTM 494C: Supervised Internship**

**Instructor:**

**Office Hours**:

**Course Website: RTM 494C: Supervised Internship**

**(**login at http://moodle.csun.edu)

**Required Text:**

**Cases & Readings:** As assigned (provided via Moodle).

**Course Description:**

Supervised internship in professional recreation, tourism or hospitality setting.

**Course Objectives:**

**At the end of the course, successful students will be able to:**

1. Apply knowledge and skills gained in the academic setting in one of more areas of professional practice for no fewer than 400 total hours.
2. Demonstrate knowledge of particular recreation and tourism service delivery systems and their relationships to other server delivery systems and contexts.
3. Test and enhance basic leadership and supervisory skills.
4. Assess and respect the leisure needs and interests of diverse individuals and groups; including those with special needs.
5. Function competently as part of a team and build cohesive relationships.
6. Demonstrate ethical and professional competencies as required in recreation and tourism settings.
7. Demonstrate oral and written skills appropriate to and consistent with the area of professional practice.
8. Apply critical and analytical thinking skills.
9. Apply and refine problem solving skills.
10. Apply and enhance technological competencies.
11. Demonstrate ability to self-manage and meet deadlines.
12. Integrate career direction based on the cumulative combination of classroom and field experiences.

**Recreation and Tourism Management B.S. Program Learning Outcomes:**

1. Students will demonstrate critical thinking including analysis, synthesis and application in the fields of recreation, play, leisure, parks, hospitality and/or tourism through a variety of pedagogies.
2. Students will practice and self-assess progress toward mastery of the standards and competencies of appropriate accrediting bodies through continual self-assessment and portfolio development.
3. Students will demonstrate application and integration of theoretical knowledge in a practical setting through a minimum of 400 hours of professional internship in preparation for pursuing employment.
4. Students will demonstrate an increase in Emotional Intelligence while pursuing their degree objectives.

**Course Requirements:**

This hands-on professional internship is based on student participation & active problem-solving, assigned readings, case studies, and other supplementary materials. Class discussions facilitate the exchange and understanding of ideas and concepts. This will not be possible if students come to class unprepared if they do not remain fully engaged at the internship site.

**Evaluation:**

|  |  |
| --- | --- |
| Learning Plan Development | 25% |
| Group Discussion Forum | 25% |
| Weekly Reports | 30% |
| Project/Program/Event Plan | 20% |
| **Total** | 100% |

**Grading**

A 90-100%

B 80-89%

C 70-79%

D < 69%

**COURSE CALENDAR**

Week 1 Print out a copy of the *Internship Manual* from the RTM website. Covert report forms to PDF or Word documents and save for future use. Make copies of risk management form and signed learning plans for the Faculty Supervisor.

Week 1 *E- Forum* inquiries (send any questions to the instructor or group members) Questions which appear to be of common interest to all RTM 494 C students will be reformatted with the answer sent to ALL course enrollees. Some topics may emerge that can be addressed in a future in-class meeting.

Week 1 First typed, signed, weekly report is due via email attachment.

Week 2 Individual office hour appointments to be arranged by EVERY enrollee. Students securing placements outside the Greater LA area, and NOT on campus during the semester, should contact the instructor for alternative arrangements. Meetings are NOT optional!

Week 2 First Group Meeting RE 274 (RTM Conference Room), 6:30-8 PM. Watch email for agenda or possible room change. Bring copy of your resume. Baseline assessments will be conducted.

Week 6 Second Group Meeting. “From Classroom to Professional” - Guest Speaker from one or more aspects of RTM, Hospitality, etc. Literature/discussion of professional meetings attended by students and faculty.

Week 10 Third Group Meeting : A) Controversy and Conflict in the workplace; B) Some ethical considerations. (Date may change based on University calendar to accommodate Spring Recess).

Week 15 FINAL GROUP MEETING Q&A leading to last day to accept materials for current semester OR Requests for Incomplete. Verification of hours completed must accompany all requests along with email and phone contact information for consultation between faculty supervisor and field/agency supervisor.

Students and agency supervisors who know that students will not complete the number of hours for which the student is enrolled (100, 200, 300, 400) should not undertake that number of units/hours this semester. Students must complete 75% of hours for EACH Internship course enrolled, before a Request for Incomplete (RFI) can be initiated. There is no guarantee of approval of the RFI, since the number of clock hours is a minimum requirement for consideration.

 What happens in between group meetings?

Group meetings are only one component of the course, and are designed primarily to encourage cohesiveness among graduating seniors and to maintain physical connections to the department. In addition, the meetings allow the faculty supervisor to reinforce connections among experiential and theoretical aspects of learning, while learning more about each student’s career goals and preparedness.

Between group meetings, students are naturally focused on their field requirements, completing assignments as outlined in the department Senior Internship Manual, turning in weekly, mid-point and final reports; AND communicating with the course members (via email E-Forum postings every Friday!)

Each student is required to hold a minimum of 2 individual office hour appointments with the faculty supervisor to be certain everyone in “on the same page”.

*Friday E-Forums* are a way for students to share timely issues confronting interns or entry-level professionals. These should be sent using the course email list or alternatively, via the faculty member’s access of course. This serves as the Friday scheduled component of the course.

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