**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:**

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| --- | --- |
| 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**

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| 1. Introduction and overview of the course (1) |
| 2. Definitions of play, recreation, and leisure as part of human development and satisfaction  over 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&r/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/).