Instructor
Dr. Steve Weaks
Class Hours: T, Th 9:35-10:50
Class Location Pulliam 34
Email: sweaks@siu.edu
Direct Office Phone: 618/453-3242   Main Office (Pulliam 307) 618/453-2777 Leave message

Office: Pulliam 216B
Office Hours:   Mon, Wed.   9:00am - 11:00am

Other time by appointment
Please Note: Please see me prior to or after class or contact me via email or telephone to schedule an appointment. My official office hours are listed above, but you may also schedule an appointment for another time. I welcome the opportunity to speak with you and trust that you will take the initiative to request assistance or stop by to say hello. If I'm not in my office please leave a note at the department’s office in Pulliam 307 or contact me via e-mail.

Class Pre-Requisite

A. COURSE DESCRIPTION

The purpose of this course is to provide students with an understanding of the overall process of recreation programming. This process includes developing an understanding of the environment that precipitates a program need, assessing needs, designing program services, implementing and delivering program services, and evaluating programs for future effectiveness.

COURSE RATIONALE
Students will be introduced to the essential elements and basic principles involved with the Planning, Organizing, Staffing, Leading, and Evaluating various types of recreation programs and services. Students will become familiar with how leisure is experienced, how to design programs to facilitate leisure experiences, and how leisure service organizations develop recreational programs and services.

B. GOALS

1. To understand that providing programmed recreation services is the primary function of all recreation agencies

2. To understand that the modern practice of programming is based on knowledge about leisure behavior that has been developed by researchers in leisure studies

3. To understand that programmers are involved in an increasingly more diverse set of program of operations requiring more in-depth education and training

4. To understand that leisure service programmers design and deliver services that facilitate the leisure experience at the interactional or behavioral level and to do so in a manner that contributes to the successful accomplishment of the sponsoring agency’s mission
C. OBJECTIVES

Students will have the opportunity to develop the following competencies upon completion of this course:

- Understanding of the conceptual foundations of play, recreation, and leisure for all populations and settings (8.01)
- Understanding of the significance of play, recreation, and leisure throughout the life cycle relative to the individual's attitudes, values, behaviors, and use of resources (8.04)
- Understanding of contemporary professional issues and the trends impacting leisure and human service agencies (8.08)
- Understanding of and ability to use diverse community, institutional, natural, cultural and human service resources to promote and enhance the leisure experience (8.12)
- Understanding of inclusive practices as they apply to the design and operation of recreation programs, services and facilities (8.14)
- Knowledge of the role and content of leisure programs and services (8.16)
- Ability to develop outcome oriented goals and objectives for individuals and groups (New Standard approved October 1999) (8.17)
- Understanding of human growth and development throughout the lifecycle including the contributions of leisure to growth, development and self-expression (8.18)
- Understanding of group dynamics and processes and the ability to use various leadership techniques and strategies to enhance the individual’s recreative experiences (8.19)
- Understanding of the concept and use of leisure resources to facilitate participant involvement (8.20)
- Understanding of and the ability to analyze programs, services, and resources in relationship to participation requirements (8.21)
- Understanding of procedures and techniques for assessment of leisure needs (8.22)
- Understanding of principles and procedures for evaluation of leisure programs and services (8.27)
- Ability to formulate, plan for implementation, and evaluate extent to which goals and objectives for the leisure service and for groups and individuals within the service have been met (8.28)
- Knowledge of marketing techniques and strategies (8.29)
- Understanding of various techniques of financing, budgeting, and fiscal accountability (8.33)
- Understanding of and ability to promote the agency, the services, and the profession through marketing, public relations and promotion strategies (8.34)
- Ability to utilize effectively the tools of communication, including technical writing, speech, and audio-visual techniques (8.35)
Understanding of the principles and practices of safety, emergency, and risk management and the ability to develop and implement risk management plans that assure the health and safety of participants and staff (8.40)
Understanding of the use of the law in management of leisure services, including land management, personnel, human rights, financing, and risk management (9A.03)

Understanding of and ability to apply techniques of program evaluation and policy analysis which measure service effectiveness and the extent to which programmatic and organizational goals and objectives have been achieved (9A.05)

D. SUGGESTED TEXT


REQUIRED CLASS NOTES – Available at The Printing Plant

E. EXPECTATIONS AND POLICIES

My approach to teaching is grounded in participatory and shared learning. Classes will be conducted using a variety of teaching methods, including multiple opportunities for discussion, group work, and class activities. Guest speakers and presentations will be utilized where appropriate. There will be several times throughout the semester that you will be required to work in small groups outside of the classroom. While lectures, class activities and discussions will cover the general topics; material covered in class and the reading material are meant to complement each other rather than repeat each other; thus, attendance is critical.

Student Responsibilities

1. Attendance – Students should **attend all** class sessions. Learning is an active process, and it is impossible for you to learn unless you are in class. Students should come to class prepared to **actively participate** (i.e., discover solutions to problems, answer questions, engage in discussions). If an absence is a university excused absence (i.e. doctor’s office visit or university activity) an authorized excuse must be presented. Should you miss a class, please make arrangements to get the material from a fellow classmate. If you need additional assistance please arrange to see me outside of class.

2. Assignment Preparation – When evaluating your work, I will look for quality, clarity, completeness and professionalism. **Please note that all assignments must be typed and double-spaced in Times New Roman 12-point font.** Please use your creativity when preparing the promotional packet and other materials (these do not need to be in 12-point font) Any written work with more than 10 spelling and grammatical errors will be reduced by one letter grade. Please use APA 5th Edition (American Psychological Association) format for citing references. For a complete guide, use the following text:


3. Late Assignments – You are expected to submit all assignments by the scheduled deadline. Exceptions will be made only by **prior arrangement** with the instructor (**computer malfunction does not count as an extenuating circumstance**). Assignments are to be turned in at the beginning of class on the due date. Each class period your assignment is late, there will be a 10% grade reduction on the assignment. **Late assignments will not be accepted once the assignment has been graded and returned to the class.** There will be no group project or exam make-ups.
4. Submitting Assignments at the Recreation Office – if you need to submit assignment at the Recreation Office (Pulliam 307), you must first have a receptionist or secretary initial, date, and record the time on your paper. Put your assignment in the mailbox for Steve Weaks. Please only submit your work in class, during a meeting out of class or via the department’s office.

5. Personal and Academic Conduct – Courteous behavior towards other members of the class is expected at all times. Harassment of any kind is not acceptable. Respect for other class members also includes having cell phones turned off and not talking inappropriately during class. Students in violation if SIUC policies on personal and academic conduct – including plagiarism and cheating – can expect to be subject to serious penalties. The definitions and procedures that are outlined in the Department of Health Education and Recreation brochure on Academic Honesty will be followed in this class.

6. Incompletes – Incompletes are not customarily given for this class and will be approved by the instructor only when circumstances beyond the student’s control prohibit the student from completing the course in a timely manner. Students must be passing the course at the time of incomplete request to be considered.

7. Students with Disabilities - If you have a physical, visual, hearing, learning or other impairment or disability that you feel may inhibit your success in this class, please let me know within the first two weeks of the semester. I am happy to make any arrangements you might need. Additional assistance is available via the University’s Disability Support Services Office at: Woody Hall B-150, via email at: dsssiu@siu.edu or via phone (618) 453-5738 / (TTY) 453-2293.

MEANS AND METHODS OF STUDENT EVALUATIONS

Student performance will be appraised using a number of evaluation methods; a brief description of these methods follows:

1. CLASS INVOLVEMENT (60 points) – involvement is an important part of the learning process. This involvement has two components:

   Reading – it is essential that assigned readings be completed prior to class in order to facilitate participation in class discussions and activities. Several times during the semester a brief homework assignment drawn from the assigned reading will be given.

   Participation – I will strive to engage you in developing the skills and knowledge necessary to engage in recreation programming. Small and large group dialogue will be an integral part of our classroom time. To be successful in this course, you will need to come prepared and have a willingness to share thoughts through small and large group discussions. Students will receive two points toward their final grade for each class attended. Conversely, students will lose 2 points for class periods missed. Class exams will draw from both readings and materials covered in class.

2. WORKSHEETS (50 points) – Five worksheets will be distributed in class during the course of the semester. Handout dates are indicated on the course calendar. These worksheets will be due the following class period unless otherwise stated. Worksheets must be turned in the beginning of the class period they are due. Each worksheet will be worth a maximum of 10 points. More information to come in class.

3. “INDIVIDUAL DREAM JOB” SPECIAL EVENT PROPOSAL (90 points) – A program proposal will be developed around a special event you create for the setting described in worksheet #1. The proposal will be submitted as you would to your supervisor for approval. More information to come in class.
4. “INDIVIDUAL DREAM JOB” SPECIAL EVENT PROGRAM BUDGET (40 points) – Each student will submit for approval a balanced program budget for the individual special event proposal. *More information to come in class.*

5. “INDIVIDUAL DREAM JOB” SPECIAL EVENT PROMOTION PACKET (70 points) – Each student will prepare a promotion packet designed around the special event proposal. The promotion campaign will include a cover memo, brochure entry, and a news release. *More information to come in class.*

7. “GROUP ACTUAL” SPECIAL EVENT (185 points) – This event is a group project where students work in teams to plan, present, promote, conduct, and evaluate an actual special event held a site selected by the group. *Group assignments and further information will be provided in class.*

8. EXAMS (50 points each) – There will be two exams in the class. The exams are intended to assess mastery of basic concepts and materials covered in required readings and during class. Exam format will be drawn from true/false, multiple choice, and short answer/essay options. All exams will be worth 50 points each. **Students must be present in class to pick up his/her take-home examination.** Make-up exams will be given ONLY when: 1) students have a conflict with another official school sponsored activity or 2) an extenuating circumstance such as extreme illness arises. In the case of a school-sponsored conflict, these must be verified with the instructor prior to the exam date with exams made up prior to the scheduled exam date. Extenuating circumstances will be evaluated by the instructor on a case-by-case basis.

9. EXTRA CREDIT (15 points) – Various extra credit projects and assignments will be offered during the course of the semester. These extra credit opportunities will be announced in class by your instructor.

**Note - Writing Center** – For assistance with writing projects, contact the SIUC Writing Center at Faner Room 2281 or call 453-6863 to make an appointment to see a tutor.
F. COURSE REQUIREMENTS

Student performance will be evaluated with the following point allocations:

Class involvement (2 pts per class) 60 points
Worksheets (10 points each) 50 points
“Dream Job” Special Event Proposal 90 points
  Program Budget 40 points
  Promotion Packet 70 points
“Actual” Special Event 185 points
Exams (2 at 50 points each) 100 points
Total points possible 595 points

G. COURSE GRADING POLICY

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>595 - 536</td>
<td>A</td>
<td>100 - 90 %</td>
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<tr>
<td>537 - 476</td>
<td>B</td>
<td>89 - 80 %</td>
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<tr>
<td>477 - 417</td>
<td>C</td>
<td>79 - 70 %</td>
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<tr>
<td>418 - 357</td>
<td>D</td>
<td>69 - 60 %</td>
</tr>
<tr>
<td>&gt;357</td>
<td>F</td>
<td>&gt; 60 %</td>
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Emergency Procedures:

Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the **SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program**. Emergency response information is available on posters in buildings on campus, available on the BERT's website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Public Safety's website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down) and in the Emergency Reponse Guidelines pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
The mission of the Department of Health Education and Recreation (HER) is to improve the quality of human life through promoting healthy living throughout the life span and to provide students with the skills needed to be successful and productive citizens.

To pursue this mission, the Department of Health Education and Recreation believes in the importance of reinforcing academic honesty. An Academic Honesty Code used by students and faculty promotes an atmosphere of integrity and honesty.

The following behaviors are examples of academic dishonesty:

- taking an exam for another student.
- forging or altering an official document.
- paying someone to write a paper to submit under one’s own name.
- copying (with or without another person’s knowledge and claiming it as one’s own work).
- including items on a list of references that were not used.
- doing assignments for someone else.
- obtaining a copy of a test before it is given.
- working with other students on an assignment when not expressly told to do so.


Also:

- cheating, which is intentionally using unauthorized material, information, or study aids in any work submitted for credit.
- fabrication, which is intentional and unauthorized falsification or invention of any information or citation.
- plagiarism, which is the deliberate use of ideas, words, or statements of another person as one’s own without acknowledgement being given.
- facilitation, which is knowingly helping someone else do any of the above.


See also II.A. of the SIUC Student Conduct Code at http://www.policies.siuc.edu/policies/conduct.html.
The following approach will be used in incidents of academic dishonesty:

1. An academic “honor board” consisting of five members will be convened. The board will consist of: the vice-presidents of Eta Sigma Gamma and the Student Recreation Society, one faculty member from the Department of Health Education and Recreation, one Health Education student, and one Recreation student, the latter three to be appointed by the department chair. The function of this board will be to review charges of academic dishonesty and to work with the instructor who has brought the charge in deciding a sanction or response.

2. The first time a student is found engaging in academic dishonesty, the faculty member involved in the incident has the option of either handling the issue individually or forwarding it to the honor board. If the incident is handled between the student and the faculty member, the faculty member will provide the department chair with a brief written description of the infraction and the resolution, signed by both the student and the faculty member. Every effort should be made to review and clarify to the student the reasons why the behavior constitutes academic dishonesty, thus allowing the student to fully understand the ethical basis of the policies and offer the student the opportunity of integrating these values into his/her own value system.

3. Any student who engages in academic dishonesty twice during his/her academic career will be required to have a hearing with the honor board. This hearing will consist of a review of the incident with an opportunity for the student to respond to the charge. The honor board, in consultation with the instructor, will decide upon the sanction to be imposed. The sanction would be commensurate with the magnitude of the offense.

4. If the student disagrees with the department’s decision, he/she may then request a new hearing with the Dean of the College of Education and Human Services, who will decide upon the appropriate sanction if guilt is determined. To begin this process, the student must schedule a meeting with the College of Education and Human Services Chief Academic Advisor whose office is located in Wham 122.

Approved: 21 February 1997
Tentative Class Schedule REC 302 Spring 2016

Part One: Foundations of Programming

Week 1
1/19 First Day of Class Introduction to course
1/21 Chapter 1 Basic Programming Concepts (8.01), (8.04), (8.12), (8.14)
HO: Worksheet 1

Week 2
1/26 Guest Speakers (8.01), (8.12)
1/28 Guest Speaker (8.01), (8.12)

Week 3
2/2 Guest Speaker (8.01), (8.12)
Due: Worksheet 1
Chapter 2 How Individuals Experience Leisure (8.01), (8.04), (8.14), (8.16), (8.18)
HO: Project Guide & Group Assignments
2/4 Chapter 3 Six Key Elements of a Situated Activity System (8.12), (8.17), (8.19), (8.20), (8.21)
HO: Worksheet 2 & Donation Letters

Week 4
2/9 Chapter 4 Benefits-Based Programming (8.08), (8.17), (8.20), (8.21), (8.22), (8.27), (8.28)
Due: Worksheet 2
2/11 Chapter 5 Developing Leisure Service Products (8.12), (8.14), (8.19), (8.20)

Week 5
2/16 Chapter 6 Using Goals and Objectives in Program Development (8.08), (8.16), (8.17), (8.21), (8.28), (9A.05)
2/18 Event Planning and Work Day 8.01), (8.04), (8.12), (8.14), (8.16), (8.17), (8.18), (8.19), (8.20), (8.21), (8.22), (8.27), (8.28), (8.29), (8.33), (8.34), (8.35), (8.40), 9A.03), (9A.05)

Part Two: Determining Agency Culture

Week 6
2/23 Chapter 7 Developing the Agency’s Programming Mission (8.04), (8.08), (8.12), (8.16), (8.21), (8.22), (8.35)
2/25 Event Planning and Work Day (8.01), (8.04), (8.08), (8.12), (8.14), (8.16), (8.17), (8.18), (8.19), (8.20), (8.21), (8.22), (8.27), (8.28), (8.29), (8.33), (8.34), (8.35), (8.40), 9A.03), (9A.05)
Week 7
3/1 Event Planning and Work Day (8.01), (8.04), (8.08), (8.12), (8.14), (8.16), (8.17), (8.18), (8.19), (8.20), (8.21), (8.22), (8.27), (8.28), (8.29), (8.33), (8.34), (8.35), (8.40), 9A.03), (9A.05)

3/3 Chapter 8 Developing Strategic Directions: Writing Program Management Goals (8.08), (8.17), (8.28), (9A.05)
HO: Worksheet 3

Part Three: Target Program Development

Week 8
3/8 Chapter 9 Obtaining Client Input (8.08), (8.12), (8.16), (8.21), (8.22), (8.35)
DUE: Worksheet 3
HO: Worksheet 4 & Examination 1 & Special Event Proposal
Chapter 10 Writing Program Design Goals (8.01), (8.04), (8.08), (8.12), (8.16), (8.17), (8.18), (8.20), (8.28), (8.35)

3/10 Chapter 11 Program Design (8.01), (8.04), (8.08), (8.12), (8.14), (8.16), (8.18), (8.19), (8.20), (8.35), (8.40), (9A.03)
DUE: Examination 1 & Worksheet 4

Spring Break March 12 – March 20

Week 9
3/22 Event Planning and Work Day (8.01), (8.04), (8.08), (8.12), (8.14), (8.16), (8.17), (8.18), (8.19), (8.20), (8.21), (8.22), (8.27), (8.28), (8.29), (8.33), (8.34), (8.35), (8.40), 9A.03), (9A.05)
HO: Budget Project

3/24 Chapter 12 Creative Programming (8.04), (8.08), (8.12), (8.14), (8.18), (8.19), (8.20), (8.21), (8.29), (8.33), (8.34), (8.40)
HO: Promotion Packet

Week 10
3/29 Chapter 13 Preparing the Program Plan (8.12), (8.14), (8.16), (8.17), (8.18), (8.19), (8.20), (8.21), (8.35), (8.40), ((9A.03)
DUE: Special Event Proposal & Budget Project

3/31 Chapter 14 Techniques for Program Promotion (8.29), (8.33), (8.34), (9A.03)
Part Four: Operational Strategies

**Week 11**
4/5  
Chapter 15 *Registration Procedures* (8.12), (8.14), (8.35), (8.40), (9A.03)  
*Due: Promotion Packet*

4/7  
**ALLEN SYMPOSIUM**

**Week 12**
4/12  
Chapter 16 *Staffing and Supervising Program Operations* (8.12), (8.14), (8.27), (8.28), (8.40), (9A.03)

4/14  
Chapter 16 *Staffing and Supervising Program Operations* (8.12), (8.14), (8.27), (8.28), (8.40), (9A.03)

**Week 13**
4/19  
Chapter 17 *Developing a Program Pricing Philosophy* (8.14), (8.19), (8.20), (8.21), (8.29), (8.33), (9A.03)  
Chapter 18 *Determining Program Costs* (8.33), (9A.03)  
*HO: Worksheet 5*

4/21  
Event Planning and Work Day  (8.01), (8.04), (8.12), (8.14), (8.16), (8.17), (8.18), (8.19), (8.20), (8.21), (8.22), (8.27), (8.28), (8.29), (8.33), (8.34), (8.35), (8.40), 9A.03), (9A.05)

**Part Five: Follow-Up Analysis**

**Week 14**
4/26  
Chapter 19 *Pricing Program Services* (8.14), (8.19), (8.20), (8.21), (8.29), (8.33), (9A.03)  
*HO: Examination 2*

4/28  
Chapter 20 *Follow-up Analysis* (8.21), (8.27), (8.28), (8.35), (9A.05)  
*Due: Worksheet 5*

**Week 15**
5/3  
Chapter 21 *Developing a Comprehensive Evaluation System* (8.21), (8.27), (8.28), (8.35), (9A.05)  
*Due: Dream Proposal*

**Week 16**
5/5  
Group Project Presentations

Finals week   8:00am – 10:00am   *Due: Examination 2*