Recreation Administration
REC 2290 - Course Description

1. Catalog Description
   a) Course number: REC 2290
   b) Title: Programming for Leisure Agencies
   c) Meeting Times and credit: (3-0-3)
   d) Terms to be offered: S
   e) Short Title: Prog Leis Agen
   f) Course description: Development of programming aspects including planning, scheduling, personnel identification, publicity, formats and other aspects for a variety of leisure service agencies. Practical application of these programming elements and evaluation implemented by students in a local agency.
   g) Prerequisites: None

2. Objectives of the Course
   A. To develop knowledge of the underlying philosophy of programming.
   B. To develop knowledge of participants and their leisure needs.
   C. To demonstrate the ability to write program goals and objectives.
   D. To develop knowledge of the purpose and processes of needs assessment.
   E. To demonstrate knowledge of agency resources as they affect the provision of leisure programs.
   F. To demonstrate the ability to select and schedule activities.
   G. To develop and demonstrate promotion and marketing techniques.
   H. To develop and demonstrate program evaluation techniques.
   I. To apply programming elements in a real-world setting, by developing a program in a local agency.

3. Outline of the Course
   A. Programming and Leisure Experience Concepts (3 Classes, 1 week, 150 minutes)
      [Assignments/evaluations: Midterm exam]
      1. Definition of terms, program, programming, program development
      2. Servant Leadership Concepts
      3. Elements of the leisure experience
   B. Programming Structures and Operations (3 Classes, 1 week, 150 minutes)
      [Assignments/evaluations: Midterm Exam]
      1. Symbolic Interaction Theory and application to program elements
      2. Program Elements
      3. Program Development Cycle
   C. Program Design Elements (3 Classes, 1 week, 150 minutes)
[Assignments/evaluations: Agency description paper, Midterm Exam]

1. Agency Culture
2. Operation Strategies
3. Program Implementation Elements

D. Scheduling Aspects of the Programming Process (3 Classes, 1 week, 150 minutes)
   [Assignments/evaluations: Midterm Exam, Practical experience Program Plan Paper]
   1. Scheduling Basics
   2. Facility Scheduling
   3. Sport Tournament Scheduling

E. Program Planning Timelines : (3 Classes, 1 week, 150 minutes)
   [Assignments/evaluations: Midterm Exam, Practical Experience Program Plan Paper]
   1. Planning Timeline Considerations
   2. Pert Charts, Flow Charts
   3. Other Planning Methods

F. Programming Operation Details (3 Classes, 1 week, 150 minutes)
   [Assignments/evaluations: Midterm Exam, Practical Experience Program Plan Paper]
   1. Facility Concerns
   2. Program Registration Methods
   3. Program Staffing/Job Descriptions

G. Promotion and Marketing of Programs (3 Classes, 1 week, 150 minutes)
   [Assignments/evaluations: Midterm Exam]
   1. Promotion Concepts
   2. Marketing Strategies
   3. Marketing examples/samples

H. Program Pricing Elements (3 Classes, 1 week, 150 minutes)
   [Assignments/evaluations: Final Exam, Practical Experience Program Plan Paper]
   1. Pricing Philosophies
   2. Pricing Methods

I. Program Evaluation Processes (3 Classes, 1 week, 150 minutes)
   [Assignments/evaluations: Final Exam, Practical Experience Program Plan Paper]
   1. Evaluation techniques
   2. Evaluation models/decisions

J. Agency Missions/Goals (2 Classes, 1 week, 100 minutes, Practical Experience Preparation, 50 minutes)
   [Assignments/evaluations: Final Exam, Practical Experience Program Plan paper]
   1. Agencies’ mission/purpose
   2. Agencies’ goals
K. Writing Goals and Objectives (4 Classes, 2 week, 200 minutes, Practical Experience Preparation, 100 minutes)
   [Assignments/evaluations: Final Exam, Class Exercises, and Practical Experience Program Plan Paper]
   1. Goal and Objective Concepts
   2. Writing Goals
   3. Writing Performance Objectives

L. Needs Assessment Processes (2 Classes, 1 week, 100 minutes, Practical Experience Preparation, 50 minutes)
   [Assignments/evaluations: Needs Assessment Paper]
   1. Needs Assessment Purposes and Concepts
   2. Needs Assessment Group Methods

M. Creativity (2 Classes, 1 week, 100 minutes, Practical Experience Preparation, 50 minutes)
   [Assignments/evaluations: Class Exercises, Practical Experience Program Plan Paper]
   1. Development of creativity
   2. Creative program design

The remaining coursework hours (3 classes, 150 minutes) are taken up with the actual implementation and subsequent evaluation of the program the student has designed. An example would be running a softball tournament for the local park district.

The assignments for this course are weighted as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Agency description paper</td>
<td>12%</td>
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<tr>
<td>Class Exercises</td>
<td>13%</td>
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<tr>
<td>Needs Assessment paper</td>
<td>9%</td>
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<tr>
<td>Midterm Exam</td>
<td>26%</td>
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<tr>
<td>Practical Experience Program Plan</td>
<td>40%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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4. Implementation

   a) Any faculty in the department is qualified to teach this course. It will initially be assigned to Dr. Peggy Holmes-Layman.

   b) Students will be responsible for any transportation costs, which are incurred traveling to and from the program site. However, programs students work with will be on campus or in the nearby Charleston area, and any travel costs should be minimal if they exist at all.

   c) Textual Materials:

   d) The revised course will first be offered in fall 2001.

5. Rationale

   a.) Purpose and need: The proposed revisions in REC 2290 are needed to meet accreditation standards related to planning, marketing and evaluating programs, and to provide the students...
with an experiential component where they will have the opportunity to plan and evaluate a program serving people in a community setting. These additions will enhance the quality of students’ experience, prepare them to enter their fieldwork and internship experiences and prepare them to take a professional role upon graduation.
b.) There are no prerequisites to this course. The information involves foundational concepts and experiences, appropriate to a beginning major.
c.) There are no other courses similar to this course.
d.) This is a required course, for both the major and minor requirements. No significant change occurs.

6. Community College Transfer

A community college course may be judged equivalent to this course.


8. Date approved by the college curriculum committee 4/24/2000.

9. Date approved by CAA 6/29/00.