Recreation Program

Department of Physical Education, Health, and Recreation

Western Washington University

ACCREDITATION SELF-STUDY REPORT
for the
COUNCIL ON ACCREDITATION
of the
NATIONAL RECREATION AND PARK ASSOCIATION

Volume II

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Western Washington University

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Recreation Program

Bellingham, WA
February 2012
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CORE COURSES
RECR 201: FOUNDATIONS OF RECREATION

Recreation 201
Foundations of Recreation and Leisure
(4 credits)
Winter 2011

Professor: Charles Sylvester
Carver 102
650-3541
e-mail: cdsyl@wwu.edu

Office Hours:

Mon. & Wed. 8:30—10:00
Tues. & Thurs. 1:00—2:00
Other times as arranged

An appointment sheet is located in Carver 102. Other times outside of my regularly scheduled office hours may be arranged. Please see me to schedule other times.

Course Description:

This is a survey course designed to introduce the student to the conceptual, moral, social and professional foundations of recreation and leisure.

Course Objectives:

1. Understanding of the basic concepts of play, leisure, recreation, and work (8.01)
2. Understanding of the relationships between work, play, leisure, and recreation (8.01)
3. Understanding of the historical background of play, leisure, recreation, and work (8.02, 8.06:01)
4. Understanding of the scope and significance of leisure and recreation services (8.10)
5. Understanding of the leisure service profession (8.02:02, 8.08)
6. Understanding of the individual, social, and cultural significance of play, leisure, and recreation (8.03)
7. Understanding of the benefits of recreation and leisure (8.03)
8. Understanding of social justice, including barriers to recreation and leisure (8.02, 8.07)
9. Understanding of trends and issues affecting recreation and leisure (8.06:03)
10. Understanding of professionalism (8.07)
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<td>Social and conceptual foundations (other contributors) (8.01)</td>
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<th>February</th>
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<th>Reading Assignment</th>
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</tr>
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<td>28</td>
<td>Benefits of recreation across the lifespan (8.03)</td>
<td>Bb Folder: Benefits</td>
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<tr>
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</tr>
</thead>
<tbody>
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<td></td>
</tr>
<tr>
<td>2</td>
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<td></td>
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<td>7</td>
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<td>Bb Folder: Diversity</td>
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<td></td>
<td><strong>Time Diary Project Due!!!</strong></td>
<td></td>
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<td>8</td>
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<td>Bb Folder: Future Trends and Issues</td>
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<td>9</td>
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<td></td>
</tr>
<tr>
<td>10</td>
<td>Summary, review, and evaluation (8.06:03)</td>
<td></td>
</tr>
</tbody>
</table>
Assignments:

**Major Project:** You will conduct an empirical and interpretive analysis of your time and activities using a time diary.

**Due Date:** March 7th

**Tests:**

- Test #1   January 31st
- Test #2   February 23rd
- Test #3   March 14th (1:00 p.m.)

**Homework and In-Class Assignments:**
Homework and in-class assignments will be made throughout the quarter. Failure to complete and submit an assignment on time will result in the deduction of two points from the total number of points that can be earned for the class (500 points). Late assignments will not be accepted. Therefore, if you fail to complete an assignment as a result of missing class and do not have what I regard as a valid excuse (e.g., doctor’s appointment, court date, World Series tickets for two—one for you and one for me), two points will be deducted. **There are no “make-up” assignments for any aspect of the course. Please don’t ask.**

**Evaluation:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Project</td>
<td>200</td>
</tr>
<tr>
<td>Test #1</td>
<td>100</td>
</tr>
<tr>
<td>Test #2</td>
<td>100</td>
</tr>
<tr>
<td>Final</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
</tr>
</tbody>
</table>

**Grade Scale**

- 461-500     A
- 450-460     A-
- 440-449     B+
- 411-439     B
- 400-410     B-
- 390-399     C+
- 361-389     C
- 350-360     C-
- 340-349     D+
- 311-339     D
- 300-310     D-
- Below 300   F

**Readings:**
Readings are available on Blackboard Learning System. Assignments are listed on the Course Calendar section of the syllabus.
Attendance:

**Attendance is required.** Here are the policies and procedures regarding attendance:

- An attendance sheet will be distributed at the beginning of each class. It is the student’s responsibility to initial the attendance sheet. Don’t forget.
- You are required to notify me in person or by e-mail (cdsyl@wwu.edu) if you must miss class. If possible, please notify me before class. Otherwise, you have 24 hours after the class to notify me. Failure to report an absence to me will count as two absences.
- Two unexcused absences are permitted. Beyond that all absences require a written legal, medical, or formal excuse provided by an authority acceptable to me (e.g., legal, university, or medical personnel). If you have any question whether your excuse will be acceptable, see me in advance.
- Each additional unexcused absence beyond the allowable two will result in a quarter-letter grade deduction from your final grade. For example, if you receive an ‘A’ for the course and have one unexcused absence beyond the permissible two, your final grade will be A-. If you receive a ‘B’ for the course and have two unexcused absences beyond the permissible two, your final grade will be a ‘C+’. If you have a course grade of ‘C-’ and have four unexcused absences beyond the permissible two, your final grade will be a ‘F’.
- All of this can be made irrelevant by coming to class. And don’t worry—I understand that there are times you legitimately cannot attend class. So don’t come if you’re sick or have a personal or family emergency that requires your attention. Just be sure to communicate with me. I’m very supportive if you communicate with me. Again, communicate, communicate, communicate.

Electronic Devices

- You may use laptops for the sole purpose of taking notes. All other electronic devices, except pacemakers, must be turned off, disconnected, unplugged, rendered inoperative, or whatever must be done to be certain that they do not disturb you, me, and any of your classmates. In short, don’t use them in class, period. While I’m pretty flexible about most things, I have zero tolerance for dishonesty and electronic devices that should be turned off in class. (I do have lots of pet peeves, such as the designated-hitter and hydro boat races at baseball games.) Repeated use (after one warning) of electronic devices during class for non-course related purposes may result in disciplinary action through the Office of Student Affairs. Again, please be courteous and respectful—**turn off and put away your cell phone before you enter class.**

Honesty

I operate under the assumption that you’re among the good and honest folks on earth. Any act of dishonesty, however, will be dealt with according to policies and procedures found in Appendix D of the Western Washington University Catalog. Material on plagiarism is posted on Blackboard to assist you in remaining the good and honest person you are. (Call me old-fashioned, but I believe that character is very important and, along with academics, should be one of the main goals of higher education.)

**Finally, I can’t emphasize how important it is for you to meet with me if you have question about any aspect of the course. I see my job as challenging and supporting you to learn as much as you can and to perform as well as you can. So please don’t hesitate to visit.**
Foundations of Recreation and Leisure
RECR 201
Winter 2011
Time Diary Project
(Due March 7th)

The purpose of this assignment is to allow you to examine how you use your time, how your use of time affects you and others, and what you think about the ways in which you employ it. The assignment has several parts.

First, you will write a brief narrative. In it you will discuss the kind of person you see yourself as presently. In other words, what is your “identity?” You should also describe the kind of person you aspire to become. In other words, what will your life look like in the future? In sum, your narrative involves reflecting on who you are presently and who you wish to become in the future. Include your goals in the description of your “identity.” You should also briefly discuss your four or five most important values. They might be things like "health," "friendship," "career," "nature," "wealth," "learning," "family," "sports," "God," "helping others," "adventure." Use whatever terms describe what’s important to you. The discussion of your values may be incorporated into your narrative or it may be kept separate. (*Please underline, bold, or italicize your values so I can plainly identify them.*)

Second, you will keep track of everything you do with your time for 14 consecutive days, a total of 336 hours. Include anything that you consider significant, even if it only takes a few minutes. I'm referring to such things as prayer, stopping for a moment to admire the scenery, or having a brief but gratifying talk with a friend. So include these "precious moments" and factor them into your time diary. Be sure to keep track of all activities you do, including the time you sleep (except in class). Small, mundane events, such as trips to the water fountain and the bathroom, can be skipped. However, do keep record of time devoted to personal care, homework, meal preparation, housecleaning, etc. Some activities will overlap (e.g. eating and socializing, exercising and listening to music). Simply account for overlaps. *Do not* include any illicit activities you may have participated in. Also, do not list any activities you prefer to remain private. Of course, I will keep all information you share with me in the Time Diary confidential, with the following exception: If, in my judgment, something you report constitutes a potential harm to you or another party, or if it may be construed as illegal, I may be obligated morally or legally to report it.

Third, you will make note of what you did and the affect your activities had on you. You should note whether an activity was beneficial, neutral, or, perhaps, harmful *and why* you experienced it as you did. In other words, account for what happened to as a result of the activity. The benefit of some activities, such as showering and brushing, are obvious and don’t need comment. However, perhaps you enjoy singing in the shower or do your best thinking in the shower; in the case where something beneficial or detrimental occurs beyond the usual, be sure to comment. (We’re going to discuss the benefits and harms of recreation and leisure. I believe you'll better understand the value of your time, including the harms and benefits of leisure, through self-examination on the impact of your activities on you and others.) Be sure to give this careful thought. Avoid such generalities as “It made be happy (or sad),” “It was awesome,” or “It
sucked.” By keeping accurate, perceptive, and thorough notes, you will be in a good position to write a substantive analysis on the impact of leisure and recreation on your life.

Once you complete 14 days, you will conduct a thorough and penetrating analysis of how you used your time. *This is the part of the assignment that will be evaluated for a grade.* Here are instructions for assisting you with your analysis.

1. Calculate the amount of time and the percentage of time you spend doing certain types of activities. You should calculate how much time is devoted to such activities as sleep, personal care, obligations (job, school, housework, homework, etc.) and other activities that you consider "necessities." You should also calculate how much free-time you had. Try to group your free time by categories, such as social, private, group, exercise, reading, movies, music, travel, outdoor, writing, drawing, contemplation/worship, family, TV, volunteering, etc. Use whatever categories that best enable you to organize and examine how you used your time. There will be some overlap among activities and some time that is unaccounted. This section will be brief, probably no more than a page. You’re invited to use charts and other visuals to show where your time was distributed.

2. After you have quantitatively organized your time and data, you will conduct an extensive analysis. This is the most difficult and important part of the assignment. Using your narrative (your identity), your values (what's most important or valuable to you), data contained in your time diary, and material covered in this course (including readings, lectures, discussions, videos, films, demonstrations, speakers, etc.), you will conduct an extensive analysis of what your time diary says about you.

   **Among the areas you must cover in your integrative analysis are the following:**

   1. You will examine how your use of time compares with your identity and values. Are your values consistent, inconsistent, or absent? Do you see new values emerging or change in your identity? *(25 points)*

   2. You will discuss the impact of your activities in terms of benefits, satisfactions, and harms. What difference did they make? What social, emotional, physical, and spiritual affect or impact did your activities have on you, others, and, perhaps, the environment? You should be certain to use course material, including content on leisure benefits, to analyze the impact of your experiences. *(25 points)*

   3. You will discuss changes you would like to make regarding how you use your time and how you plan on making those changes. *(15 points)*

   4. You will explain your philosophy of leisure and recreation incorporating material you've learned in this course, which deals with concepts of play, leisure, recreation, and work from a variety of perspectives (e.g., Greek, Judeo-Christian, Native American, contemporary). You will apply what you've learned from lectures, discussions, videos, and readings to your philosophy of life as it relates to leisure and work. You are also encouraged to do independent research, incorporating other material into your philosophy. *This is usually the most difficult part of the assignment for most students.* *(25 points)*

You will also be evaluated on the quality of writing. Your analysis must be clear, coherent, thorough, grammatically correct, and free of errors. *(10 points)*
I encourage you to be creative, but be certain you meet the objectives of the assignment. Creativity without content may have artistic flair, but it probably lacks substance.

In terms of length, I have no hard and fast limits. *It is difficult to do an adequate job of analysis in less than about 8 typed pages* (that's 8 typed pages *excluding* your narrative, values, and data). My expectation is a darn good paper regardless of length. The paper must be formatted with one-inch margins all around, *12-pt. Times New York font*, and *double-spaced* (do not quadruple space between sections; set your paragraph default so it does not add an additional double space between sections or paragraphs).

Please feel free to see me if you have any questions or need assistance at any time. I also encourage you to use the Writing Center in Wilson Library if you require assistance with writing. Finally, there are samples of this assignment from the past on reserve in Wilson Library and posted on Blackboard. *Please be aware, however, that I've changed the assignment over the years, so what you read in the library may not be exactly what you're required to do.* Again, see me if you have any questions.

**Sample Time Diary Entry**

Here’s a sample of what your Time Diary might look like. You’ll notice that I listed the activity I was involved in, how much time was spent doing the activity, and comments on the activity as they pertain to my identity, values, and rating. My comments are pretty brief—I encourage yours to be more extensive, especially since you’ll be relying on them when it comes times to do your analysis of the Time Diary. Of course, your life will be far more interesting than mine.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Friday 9.24.10</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Got ready for work</td>
<td>6-7</td>
<td>60</td>
</tr>
<tr>
<td>Biked to work</td>
<td>7-7:30</td>
<td>30</td>
</tr>
<tr>
<td>Met with dept. mgr.</td>
<td>7:30-8</td>
<td>30</td>
</tr>
<tr>
<td>Worked on dept. evaluation plan</td>
<td>8-9:30</td>
<td>90</td>
</tr>
<tr>
<td>LeaAnn dropped by for a chat</td>
<td>10</td>
<td>LeaAnn is always supportive and ready to share a laugh. Spending a bit of time to check-in with colleagues is good for morale, especially when work can be so stressful.</td>
</tr>
<tr>
<td>Met with student</td>
<td>10-10:30</td>
<td>Dealing with a student grievance is always a drag because there’s typically stress and animosity. It’s certainly stressful for me as I work hard to be fair for all parties. I carefully explain to the student the policies and procedures, noting the deadlines. I need to check with the instructor to see if the situation can be mediated.</td>
</tr>
<tr>
<td>Answered e-mails</td>
<td>10:30-11</td>
<td>30</td>
</tr>
<tr>
<td>Prepare for class</td>
<td>11-11:45</td>
<td>45</td>
</tr>
</tbody>
</table>
before a class. I like to go into class prepared. I value good work and teaching is the area of my work closest to my self-concept. So preparation is important to my sense of worth and identity.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lunch</td>
<td>5</td>
<td>Yep, my usual 5 minute lunch, consumed while I’m doing something else. Even worse this time, because all I eat is a protein bar. Wow, am I a hypocrite when it comes to time, sometimes; but at least I confess to my hypocrisy. I’ve never been much for long, leisurely meals, so perhaps I just like to use my time doing other things. However, I’ve always enjoyed taking time to have a meal with a colleague or student. Maybe this is worth paying attention to.</td>
</tr>
<tr>
<td>Class</td>
<td>12-1</td>
<td>I try to show up early to class, giving myself time to get ready, especially if I use the computer, which is often (I need to use Powerpoint less). I also like to mingle and chat with students who arrive early, though nowadays they’re “plugged-in” and don’t pay much attention to my effort to socialize. The class goes well, as we talk about whether the Greek ideal of leisure could be implemented into society today. I remember to talk less and encourage students to talk more. One of the most challenging aspects of teaching is guiding discussion, and I feel that I’m pretty adept at orchestrating conversation, not that it ever gets rote or easy.</td>
</tr>
<tr>
<td>Office hours</td>
<td>1-2</td>
<td>My meetings are pretty routine, but I enjoy talking with students, especially when I’m not feeling rushed, and I like to help. Some faculty try not to keep office hours, but I enjoy the social rewards of meeting with students.</td>
</tr>
<tr>
<td>Tasks</td>
<td>2-3</td>
<td>I have a lot of administrative tasks as department chair. They’re pretty routine and certainly unexciting.</td>
</tr>
<tr>
<td>Meeting</td>
<td>3-4</td>
<td>The college curriculum council reviewed course revisions. Usually, the work is routine, but there was interesting discussion on how much reading should be in a 5 credit course. The comments of other committee members certainly broadened my perspective.</td>
</tr>
<tr>
<td>Change &amp; bike home</td>
<td>4-4:30</td>
<td>Definitely physical benefits from the bike ride (peddle those calories away!). The ride home is usually emotionally soothing, too, as the work stress subsides. Even when the weather is crummy, I enjoy my rides.</td>
</tr>
<tr>
<td>Odds &amp; ends</td>
<td>4:30-5</td>
<td>Checking mail and straightening up.</td>
</tr>
<tr>
<td>Work out</td>
<td>5-5:45</td>
<td>Fitness has always been important to me, definitely one of my most important values. I spend the last 15 minutes doing Yoga, which is new for me. Besides the physical benefits, it’s relaxing. I should take a Yoga class, but I don’t like to exercise in front of people.</td>
</tr>
<tr>
<td>Dinner</td>
<td>6-6:30</td>
<td>I’m an awful cook, but I can handle vegetarian dishes okay. I made a Greek salad and some pita bread. Definitely has health benefits, but I also don’t eat meat for the sake of animals, which is consistent with my value of avoiding harm to all creatures. Again, though, my meals are too quick and I catch myself glancing at the evening news. I enjoy watching the news, but it’s distracting.</td>
</tr>
<tr>
<td>Watch TV with wife</td>
<td>6:30-7:30</td>
<td>Always nice to catch up with my wife and find out how her day went. Relationships, another one of my values,</td>
</tr>
</tbody>
</table>
I enjoy reading. It supports my value of learning and has intellectual benefits. Plus I get to fiddle with my new Kindle. I need to make time to read more. Reading more is similar to physical fitness, I think—the more you read, the more cognitively fit you become.

Note to myself: I notice that I try to distribute my time between physical and intellectual activities. I seem to have the “body and mind” part down okay. I need to give more attention to the “spiritual” piece of “body, mind, and spirit.” Part of the problem is there are too many darn distractions in life today!

Bedtime  8:15  30  Nothing big
Sleep  8:30-5  530  Slept well

**Saturday  9.25.10**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wake-up</td>
<td>6:30</td>
<td>30</td>
</tr>
<tr>
<td>Breakfast</td>
<td>6:30</td>
<td>30</td>
</tr>
<tr>
<td>Grade papers</td>
<td>7-9</td>
<td>120</td>
</tr>
<tr>
<td>Cut &amp; stack firewood</td>
<td>9-10</td>
<td>60</td>
</tr>
<tr>
<td>Workout</td>
<td>10-11</td>
<td>60</td>
</tr>
<tr>
<td>Bike maintenance</td>
<td>11-12</td>
<td>60</td>
</tr>
<tr>
<td>Lunch</td>
<td>12-12:15</td>
<td>15</td>
</tr>
<tr>
<td>Watch baseball on TV, surf the net, and chat with wife</td>
<td>12:15-1:00</td>
<td>45</td>
</tr>
<tr>
<td>Schoolwork</td>
<td>1-2</td>
<td>60</td>
</tr>
<tr>
<td>Grocery shopping</td>
<td>2-3</td>
<td>60</td>
</tr>
<tr>
<td>Study Spanish</td>
<td>3-4</td>
<td>60</td>
</tr>
<tr>
<td>Visit with father</td>
<td>4-5</td>
<td>60</td>
</tr>
</tbody>
</table>

I typically work seven days a week during the school year. Thank goodness for summers!

Ordinarily I get no benefit or enjoyment from shopping, but the weather is nice so I ride my bike. I peddle home as fast so the ice cream won’t melt and the beer will stay cold!

I think it’s a shame I only speak one language and I didn’t do very well with French in high school. I guess you could say learning another language is on my “bucket list.” Learning another language makes me feel more connected with other cultures. The Greeks valued conversation and I’d like to be able to converse with people from other cultures.

Typically a visit with my 93 year old father would be enjoyable, but frankly I felt guilty because I haven’t spent
Okay. I love pizza and I enjoy having some social time with my wife.

Watch the movie “Get Low” with Robert Duvall and Bill Murray. I enjoy movies with strong story lines and powerful acting. I also like movies that involve “morality plays,” exploring the virtues and vices of human beings.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Duration</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go out for pizza</td>
<td>5-6</td>
<td>60</td>
<td>Okay. I love pizza and I enjoy having some social time with my wife.</td>
</tr>
<tr>
<td>Movie</td>
<td>6-8</td>
<td>120</td>
<td>Watch the movie “Get Low” with Robert Duvall and Bill Murray. I enjoy movies with strong story lines and powerful acting. I also like movies that involve “morality plays,” exploring the virtues and vices of human beings.</td>
</tr>
<tr>
<td>Prepare for bed</td>
<td>8-8:15</td>
<td>15</td>
<td>No big</td>
</tr>
</tbody>
</table>
RECR 271: INTRODUCTION TO COMMUNITY RECREATION

RECR 271
Foundations of Community Recreation and Leisure Services
Spring 2011
10:30 to 11:45 - Tu, Th

Instructors: Randall T. Burtz
Office: 6 Old Carver
Phone: 650-7572 (Office) 540-5204 (Mobile)
e-mail: randy.burtz@wwu.edu

Course Description: This course examines recreation and leisure in community settings by: (1) defining and exploring the concept of community; (2) using information-based tools to understand communities; (3) exploring how recreation helps create and sustain community; (4) conducting an overview of the community leisure service delivery system.

Course Objectives: This course will examine recreation and leisure community settings by:

- Learning about and using informational tools to understand communities;
- Defining and discussing the concept of community;
- Understanding the psychological, sociological, and physiological significance of recreation and leisure in community settings;
- Understanding of the significance of play, recreation, and leisure in contemporary society (8.02);
- Current issues and trends in the profession with special attention to certification and accreditation, multicultural interaction, and private vs. public delivery of service (8.06.03);
- Exploring how recreation and leisure help create and sustain community, and;
- Looking at an overview of the community leisure service delivery system, focusing on the utilization of community, institutional, natural, and human service resources to promote and enhance the leisure experience.
  - Understanding of the roles, interrelationships, and use of diverse delivery systems addressing recreation, park resources, and leisure with particular attention paid to non-profit, public, commercial, campus recreation, and MWR (8.09);
- Understanding of the importance of leisure service delivery systems for diverse populations through understanding of cultural competency, economic disparity, and cross-cultural interactions (see Reclaiming Community reading) (8.10);
- Understanding of inclusive practices as they apply to operating programs and services including how agencies are addressing inclusiveness within the operation of programs and services; including the policies, practices, philosophies, and benefits through an in-depth exploration of Washington Recreation and Parks Association’s work in Cultural Competency. (8.11.01);
- Understanding of the roles, interrelationships, and use of diverse leisure delivery systems in promoting: (8.12)
Community development: The impact that program/plans will have on the immediate and surrounding communities, duplication of services, growth, and population(s) to be served. (8.12.01)

Economic development: The impact that leisure service delivery systems have on the economic development of a community, including the costs and benefits of program provision (Case study of Ester Short Park in Vancouver Washington) (8.12.02);

- Understanding of the variety of programs and services to enhance individual, group, and community quality of life. (8.13);
- Ability to implement the following principles and procedures related to program planning for individual, group, and community quality of life (8.14)
  - Assessment of needs will be conducted through an in-depth exploration of Bellingham communities by the Neighborhood Project (outlined in detail under assignments) (8.14.01);
- Ability to apply basic principles of research and data analysis related to recreation, park resources, and leisure services using American Fact Finder to process and obtain detailed census information about specific community sociodemographics. (8.17);
- Ability to apply current technology to professional practice using American Fact Finder to process and obtain detailed census information about specific community sociodemographics (8.24).

**Class Structure:** This is considered an introductory course. As such, we will cover a wide array of information in a somewhat limited depth. I believe that learning is best achieved when the information relayed in a class is accompanied by discussion. Much of this class will be discussion-based, so it is expected that all of the students contribute to this discussion. For some, it may feel a bit frustrating as opinions may be repeated or familiar discussion points may have already been heard. However, this process also allows students: to have a voice and to have it heard, to be reaffirmed or respectfully challenged, and to hear the content of another individual’s thinking.

This structure has been developed over the years through pedagogy and discussions with professionals that suggest it is important to have the information, but it is also important for a professional to be able to articulate their position regarding that information, and to hear what others have to say about it as a way to further develop their own thinking. As always, if you have thoughts on the process or wish for further understanding of this methodology, please come and talk to me…I have an open door and always have an open ear.

**Testing:** The exams are created to test for both information retention and understanding of concepts. Therefore, some of the questions will require memorizing information, while others will require the understanding of concepts. My tests can be difficult so please start studying early and know that I consider a “C” a grade represents an average level of achievement, and an “A” as absolutely exceptional achievement…as they are intended to represent. Not everyone will receive an “A” and at times an exceptional amount of effort is not rewarded by an “A”. As one colleague put it to me, “Would we reward a surgeon with a license to practice if they put in quite a bit of effort and tried hard? No, we would only reward them if they did the job
correctly.” Again, if you are concerned about the process, please come talk to me so I can suggest ways to study and I will assist in any way I can.

**Assignments:** Assignments are developed to help the students gain valuable tools in understanding communities, and to have a new lens with which to view the idea of a community. If you find any instructions unclear, come ask (early) for clarification. If you wonder what “I am looking for” in terms of effort and quality on assignments, my answer is usually this: “What would you be proud to turn in?” I expect you to be the best of the best when it comes to being a professional in the field, and to be the best, a high level of effort and achievement are required. I expect proofreading and professional presentation in all of your assignments. If college was easy, everyone would have a degree...Sounds like a nightmare? I promise it won’t be, and I promise that while I will demand hard work, I will also always be there to help if you take the time to come ask for it.

**Course Requirements:**
Low Stakes Writing (10 points): As detailed on Blackboard, a 2-3 page paper is required to assist in your thinking on the Reclaiming Community Article. Due April 19th.

American Fact Finder (20 points): A group will be assigned for both neighborhood projects, beginning with AFF. The assignment is posted on Blackboard. Due at the beginning of class on May 5th. **8.17, 8.24**

Neighborhood Project (50 points): This project is posted on Blackboard and will be explained in class. You will complete this assignment in the same groups that have been organized for the American Fact Finder. All paperwork due May 31st. **8.14.01**

Oral Presentation (30 points – 20 points will be assigned by the instructor, and 10 points will be assigned from your group members): Your group will make a 15-minute presentation on your neighborhood of study. Materials from the presentations may be included on the final exam. Presentations begin May 19th.

Tests (Two tests @ varying points – 150 total points): Tests will be based on classroom lectures, discussions, presentations, and readings.

Readings: All assigned readings will be posted on Blackboard.

**Course Evaluation:**

<table>
<thead>
<tr>
<th>Test/Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Stakes Writing</td>
<td>10</td>
</tr>
<tr>
<td>American Fact Finder</td>
<td>20</td>
</tr>
<tr>
<td>Presentation</td>
<td>30</td>
</tr>
<tr>
<td>Neighborhood project</td>
<td>50</td>
</tr>
<tr>
<td>Exam #1</td>
<td>50</td>
</tr>
<tr>
<td>Exam #2</td>
<td>100</td>
</tr>
<tr>
<td>Total Points</td>
<td>260</td>
</tr>
</tbody>
</table>
Percentage | Final Grade
---|---
100 – 95 | A
94.9 – 90 | A-
89.9 – 87 | B+
86.9 – 83 | B
82.9 – 80 | B-
79.9 – 76 | C+
75.9 – 70 | C
69.9 – 60 | D
59.9 and below | F

Other comments:

Attendance: Some other thoughts and policies you should be aware of. While I don’t take attendance, I expect you to be in class. While you are all adults and can make your own decisions, you are not learning what we think you need to be learning if you are not in class. Your colleagues (classmates at this point) will have many amazing things to say and if you are not in class, you cannot gain from or contribute to the collective knowledge of the Phase. If you are going to be missing from class, I expect you to let me know why, or arrange it with me ahead of time.

Proofreading: I expect punctuation, spelling (except for on tests), and grammar to be correct. I take 1 point off per error (which can add up quickly), so please proofread your work. I feel that this is the best place to get used to proofing your work since errors on your work “in the real world” will have more serious consequences.

Computers and Phones: I feel that laptop computers in the classroom are a distraction and I prefer that you do not have them open during class. Phones off and in your bag. Simple enough.

A note on plagiarism: Don’t. Using someone else’s ideas, words, or research without giving them credit for their work is plagiarism. Not giving such credit will result in an “F” for the project, and perhaps the class. Other consequences as outlined by Western Washington University may result as well.

Another note on plagiarism: Feel free to ask me if you are unsure and/or consult the APA publication manual on proper citation. With the development of the internet, plagiarism is on the rise (and unfortunately, quite easy to do). You can use web sources and information (and we encourage you to do so), but you must remember to cite the source of information.
SPELLBOUND
I have a spelling checker,
It came with my PC;
It plainly marks four my revue
Mistakes I cannot sea.
I've run this poem threw it
I'm sure your pleased too no,
Its letter perfect in it's weigh
My checker tolled me sew.

Author Unknown

Course Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>READING</th>
<th>ASSIGNMENT/READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 29</td>
<td>Hand out syllabus and discuss course outline</td>
<td></td>
</tr>
<tr>
<td>March 31</td>
<td>RETREAT!</td>
<td></td>
</tr>
<tr>
<td>April 5</td>
<td>WRPA/NRPA – Accreditation and Associations</td>
<td>*8.06.03</td>
</tr>
<tr>
<td>April 7</td>
<td>Off campus Fairhaven Scavenger Hunt</td>
<td>Carpool to Fairhaven Village Green Klotter Street Reading Due</td>
</tr>
<tr>
<td></td>
<td>*8.10</td>
<td></td>
</tr>
<tr>
<td>April 12</td>
<td>Discuss Fairhaven &amp; WRPA</td>
<td>Discuss Klotter Street Reading</td>
</tr>
<tr>
<td></td>
<td>*8.10</td>
<td></td>
</tr>
<tr>
<td>April 14</td>
<td>Lecture 1 – The Meaning of Community</td>
<td>*8.02</td>
</tr>
<tr>
<td>April 19</td>
<td>Lecture 2 – The Meaning of Community, contd.</td>
<td>Reclaiming Community Reading Due and Discussion Low Stakes Writing Due</td>
</tr>
<tr>
<td></td>
<td>*8.12.02</td>
<td></td>
</tr>
<tr>
<td>April 21</td>
<td>Lecture 3 – Social Capital and Exam Review</td>
<td>Professional Community Development Roles Reading</td>
</tr>
<tr>
<td></td>
<td>*8.12.01</td>
<td></td>
</tr>
<tr>
<td>April 26</td>
<td>Exam 1</td>
<td>WRPA Conference</td>
</tr>
<tr>
<td>April 28</td>
<td>Guest Lecture</td>
<td></td>
</tr>
<tr>
<td>May 3</td>
<td>Lecture 4 – Benefits Based Recreation</td>
<td>Benefits Equation Reading Due and Discussion *8.13</td>
</tr>
<tr>
<td>May 5</td>
<td>Lecture 5 - Leisure Delivery: Public Recreation Services</td>
<td>AFF Assignment Due *8.17, *8.24 Parks Top 10 Reading Due for discussion points *8.09</td>
</tr>
<tr>
<td>May 10</td>
<td>Lecture 6 – Economic Development Case Study</td>
<td>*8.12.02</td>
</tr>
<tr>
<td>May 17</td>
<td>Lecture 8 - Inclusive Recreation</td>
<td>Cultural Competency Reading</td>
</tr>
<tr>
<td></td>
<td>*8.11.01</td>
<td></td>
</tr>
<tr>
<td>May 19</td>
<td>Group Presentations Begin</td>
<td></td>
</tr>
<tr>
<td>May 24</td>
<td>Group Presentations Continue</td>
<td></td>
</tr>
<tr>
<td>May 26</td>
<td>Group Presentations Continue</td>
<td></td>
</tr>
<tr>
<td>May 31</td>
<td>Conclude Group Presentations &amp; Course Evaluations</td>
<td>All Neighborhood Project Paperwork Due</td>
</tr>
<tr>
<td>June 2</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
RECR 272: INTRODUCTION TO OUTDOOR RECREATION

FOUNDATIONS OF OUTDOOR RECREATION
Recreation 272 - 4 credits - Spring 2010
Keith C. Russell
Office phone: 650-3529
Email: Keith.Russell@wwu.edu

Office Hours
Tuesday 10:30-11:30, 3:00-4:00 pm; Thursday 10:00-10:30 and 12:00-2:00. A sign-up sheet for office hours is to the right of my office door - Carver #9 in the main Recreation office.

Meeting Times
Classes will meet on Monday and Wednesday from 10:30 - 11:45 in Carver 110.

Course Description
This course is an introduction and survey of the major philosophical, theoretical and professional foundations of the field of outdoor recreation. Course information, class exercises, and participation will address three core areas of outdoor recreation. These include: 1) outdoor recreation philosophy, participant motivations and behaviors, ethics, and research in the field; 2) public and private agencies charged with managing the people-environment interaction in outdoor recreation, and 3) the types of programs delivering outdoor recreation experiences. Prerequisites are RECR 201 and the course is for majors only.

Course Objectives
There is more content in the broad area of outdoor recreation than can be absorbed in any one course. Therefore, I have selected key readings and content areas that provide a brief introduction to a wide variety of topic areas. My goal is to cover these areas so an overall picture of outdoor recreation will begin to take shape. I want you to be well versed in the field of outdoor recreation, including the major issues associated with the outdoor recreation as a resource and the provision and management of outdoor recreation experiences for the general public and for specific groups, including but not limited to youth, seniors, persons with varying abilities, minority groups, and others. I also want you to think about how outdoor recreation is related or useful to your professional recreation interests. Another important goal for the course is to examine carefully the interaction between outdoor recreation behavior and the natural environment.

Specifically, we will:

1. Discuss the psychological and sociological aspects of the outdoor recreation experience (NRPA 8.02; 8.04; 8.06:03; 8.09);
2. Examine and distinguish the core philosophies of outdoor recreation (NRPA 8.01; 8.04; 8.05; 8.06:01; 8.07);
3. Examine historical changes in values and attitudes toward outdoor recreation (NRPA 8.01; 8.06:01);
4. Examine the components of the outdoor recreation system in the United States (NRPA 8.09; 8.13; 8.14:03; 8.26:03);
5. Examine the appropriation and use of natural resources to promote and enhance the outdoor recreation experience (NRPA 8.04; 8.05; 8.26:01);
6. Discuss the types of outdoor recreation public agencies, including their legislative basis and current practices and contemporary issues comprising their mission to provide outdoor recreation opportunities at the city, county, state and federal level (8.09; 8.13; 8.26:01; 8.26:02; 8.26:03);

7. Participate in an outdoor recreation activity and reflect on it in a group context;

8. Examine the basic tenets of outdoor recreation leadership to enhance the recreation experience (NRPA 8.16);

9. Distinguish among the varieties of outdoor recreation programs, including adventure, camps, tourism, environmental education/interpretation, therapeutic and outdoor pursuits (NRPA 8.06:03; 8.09; 8.13);

10. Examine contemporary issues relevant to the effective delivery of outdoor recreation programs (NRPA 8.04; 8.06:03; 8.08; 8.09).

Accreditation Standards

The AALR-NRPA Council on Accreditation nationally accredits the Recreation program at Western. This course meets or partially satisfies the following standards:

- 8.02. Understanding of the psychological, sociological, and physiological significance of play, recreation, and leisure from an historical and cultural perspective of all populations, settings, and services.

- 8.05. Knowledge of the interrelationship between leisure behavior and the natural environment.

- 8.06. Understanding of environmental ethics, the relationship of environmental ethics to the philosophy of planning, design and development, and the potential impact of planning, design and development upon the environment.

- 8.12. Understanding of and ability to use diverse community, institutional, natural, cultural and human service resources to promote and enhance the leisure experience.

- 8.16. Knowledge of the role and content of leisure programs and services.

- 8.20. Understanding of the concept and use of leisure resources to facilitate participant involvement.

- 8.23. Understanding of principles and procedures for planning leisure services and assessing and evaluating, resources, areas, and facilities, and associated environmental impacts.

- 8.24. Knowledge of principles and procedures for proper social, cultural and environmental design of leisure services, areas, and facilities.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 31</td>
<td>Introduction and Overview</td>
<td>None</td>
</tr>
<tr>
<td>March 31</td>
<td>* Phase I Outdoor Recreation Questionnaire (8.05, 8.20)</td>
<td></td>
</tr>
<tr>
<td>March 31</td>
<td>* The Recreation Experience</td>
<td></td>
</tr>
<tr>
<td>April 5</td>
<td>* Evolution of Attitudes and Perspectives of Outdoor Recreation (8.02, 8.05, 8.06)</td>
<td></td>
</tr>
<tr>
<td>April 5</td>
<td>* The Evolution of Environmental Law (8.02, 8.05, 8.06)</td>
<td></td>
</tr>
<tr>
<td>April 7</td>
<td>* The Recreation Opportunity Spectrum (ROS) (8.02, 8.05, 8.06, 8.12, 8.20, 8.23, 8.24, 8.32)</td>
<td></td>
</tr>
<tr>
<td>April 12</td>
<td>* Ecotourism: Jill Heckathorn, Crooked Trails (8.16, 8.20, 8.32)</td>
<td></td>
</tr>
<tr>
<td>April 12</td>
<td>* DUE: Project Topic Area</td>
<td></td>
</tr>
<tr>
<td>April 14</td>
<td>* The Restorative Experience (8.02, 8.05, 8.12, 8.20)</td>
<td></td>
</tr>
<tr>
<td>April 14</td>
<td>* The Experience of Nature (8.02, 8.05, 8.12, 8.20)</td>
<td></td>
</tr>
<tr>
<td>April 19</td>
<td>* John Muir</td>
<td></td>
</tr>
<tr>
<td>April 19</td>
<td>* Gifford Pinchot (8.06)</td>
<td></td>
</tr>
<tr>
<td>April 21</td>
<td>Exam 1: Covering first six classes</td>
<td></td>
</tr>
<tr>
<td>April 26</td>
<td>Professional Foundations</td>
<td>7. Float and power boat presentation on Hells Canyon.</td>
</tr>
<tr>
<td>April 26</td>
<td>* Commercial Outfitting: James Moore, Orion Expeditions (8.16, 8.20, 8.32)</td>
<td></td>
</tr>
<tr>
<td>April 28</td>
<td>Nature-Based Interpretation: Ted Morris, Birch Bay State Park (8.16, 8.20, 8.32)</td>
<td>8. NPS Interpretation resources on Mt. Rainier.</td>
</tr>
<tr>
<td>April 28</td>
<td>* Nature-Based Interpretation: Ted Morris, Birch Bay State Park</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Type</td>
<td>Case Study</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>May 3</td>
<td>Program Types</td>
<td>Outdoor Education (8.16) and Environmental</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Education (8.16)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Genesee Valley Outdoor Learning Center</em></td>
</tr>
<tr>
<td>May 5</td>
<td>Wilderness Therapy (8.16)</td>
<td><em>Catherine Freer Wilderness Therapy</em></td>
</tr>
<tr>
<td>Wed</td>
<td></td>
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</tr>
<tr>
<td>May 10</td>
<td><strong>No Class Camp Team Recoup Day</strong></td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 12</td>
<td>Exam 2: Covering last four classes</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td></td>
<td></td>
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<tr>
<td>Mon</td>
<td>Programming (8.16)</td>
<td><em>Merrowvista</em></td>
</tr>
<tr>
<td>Wed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td></td>
<td></td>
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<tr>
<td>Mon</td>
<td></td>
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<tr>
<td>May 26</td>
<td><strong>Memorial Day No Class</strong></td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td></td>
<td></td>
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<tr>
<td>June 2</td>
<td>Exam 3 - covering last four classes</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 7</td>
<td>Methow Rafting Trip</td>
<td></td>
</tr>
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</table>
Course Assignments

- Three 30-50 minute exams (50 points each)
- An outdoor recreation project worth 50 points.
  - Project topic April 21st
  - Project outline May 19th
  - Project due June 2nd – drop the project by my office please

Grading

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (50 points (3))</td>
<td>150</td>
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<tr>
<td>Outdoor Project</td>
<td>50</td>
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<tr>
<td>Total Points</td>
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</table>

Final grades will be figured (approximately) as percentages.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
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<tr>
<td>A-</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C</td>
<td>77-79%</td>
</tr>
<tr>
<td>C+</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
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<tr>
<td>D</td>
<td>67-69%</td>
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<tr>
<td>D+</td>
<td>66 and lower</td>
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Guidelines for Our Work Together as a Learning Community.

To function well every group needs some ground rules. These are the ground rules I’d like us to discuss and agree to live by in class.

**Our Relationship:** Teacher-student relationships are "by nature" adversarial and there is a power differential. Both of these factors inhibit learning and our benefit from one another. My ideal learning environment is a "community of learners" wherein there is equal honesty, respect, personal responsibility and motivation to learn. Your background and mine work against this ideal. The phase system gives us a potentially powerful opportunity to work toward this ideal.

**Your Relationships:** It is "natural" for you to be attracted to phasers who are most like you and to be less aware of and interested in people who are different. Cliques can occur and misunderstandings occasionally develop. The phase is an opportunity to change these typical patterns of interaction and create a culture that is more open, honest, and respectful.
Attendance: I will not take attendance and I expect you to be in class. You might miss a class or two due to illness or other reasons. Let me know when you will miss class (for whatever reason) by leaving me a voice mail message (650-3529), an email (Keith.Russell@wwu.edu) or a note in my box.

Coming Late to Class: We come to know one another better than is typical and we get more relaxed with one another, so it happens that some of you get in a habit of arriving late to class. Students have told me this is disruptive and disrespectful. I want us to agree to minimize late arrivals.

Talking in Class: Because we as a group get to know one another better than is typical and because we get more relaxed with one another, there can be lots verbal reactions, whispering, and side-talk while I or another of us is talking. This is disruptive and disrespectful. We will work toward attentive and respectful interactions in class.

Miscellaneous: An incomplete will be given only when serious circumstances keep you from completing course assignments. A "D" or "F" (my judgment) will be given for plagiarism on an assignment. If you use someone else's work, give them credit. Ask if you have questions about what constitutes plagiarism. Cheating will result in an "F" for that exam.

Outdoor Recreation Project

The project may take several forms based on your interests and negotiations with me. Determine why outdoor recreation is important to you and what you would like to learn for yourself in this course. See me soon to discuss your project. Projects should be five (5) pages maximum, typed, double spaced, and cited using American Psychology Association (APA) format. A Cited references section does not count towards the five page total. Meet with me to discuss the options and how you can use the project to relate your interests to the field of outdoor recreation.

Some examples of projects - only to give you ideas of the possibilities - are:

- A brief research paper
- Interviews of outdoor recreation professionals and a report of your findings
- A planning or management problem to examine and report
- A book on outdoor recreation and a book report
- A mini business plan for a company you'd like to start
- An outdoor recreation program design for industrial, military, therapeutic, community, or commercial recreation
- A report on using the outdoors as an adventure/therapeutic setting: youth at risk, families, couples, survivors of abuse, etc.
- A compilation of resources (with a 2-3 page introduction based on your research) on a particular topic: eco-tourism, possible internship sites, travel planning for persons with disabilities, international service/mission organizations, articles, internet sites related to a specific outdoor topic, etc.
RECR 272: INTRODUCTION TO THERAPEUTIC RECREATION

Recreation 274
Introduction to Therapeutic Recreation
Spring 2011

Class times: Monday, Wednesday 9:00-10:15
Instructor: Jill Heckathorn
Phone: 650-7559 (office) 961-8131 (cell)
E-mail: jill.heckathorn@wwu.edu
Office Hours: Monday - Wednesday 11:45–12:45
Thursday 11:45-2:00

Course Description
Introduction to the basic principles and practices of therapeutic recreation. Focuses on recreation as an integral aspect of rehabilitation, normalization, and inclusion. Includes history, philosophy, and current practices as well as an overview of groups typically served in therapeutic recreation settings.

Course Objectives
1. Understanding of the attitudes and beliefs persons with disabilities hold about themselves.
2. Understanding of societal attitudes toward illness and disability.
3. Understanding of the bio-psycho-social limitations imposed by illness and disability.
4. Understanding of the general types of disabilities, time of onset in relation to age and lifecycle stages, and the unique role of leisure in development. (NRPA 8.03)
5. Awareness of various assistive techniques, including wheelchair handling, ambulation, self-help skills, signing, orientation, and mobility.
6. Understand the role of therapeutic recreation as a component of health care systems.
7. Knowledge of legislation, including laws, regulation, and standards as it relates to persons with disabilities. (NRPA 8.26.03; 8.27)
8. Knowledge of the historical roots and development of therapeutic recreation as a profession. (NRPA 8.06:01; 8.06:02)
9. Understanding the concept of a continuum of therapeutic recreation service.
10. Knowledge of ethical and professional behavior related to therapeutic recreation.
11. Knowledge of the theory and philosophy of therapeutic recreation in relation to play, leisure, and recreation. (NRPA 8.01; 8.13)
12. Knowledge of the principles of mainstreaming, integration, normalization, and inclusion. (NRPA 8.10; 8.11:01)
13. Application of the programming process and leadership principles to create socially, culturally and environmentally inclusive leisure services. (NRPA 8.10; 8.14.01; 8.14.02; 8.14.06; 8.14.07; 8.15; 8.16)
14. Understand principles of accessibility and use-ability including general design and assessment of indoor and outdoor recreation facilities. (NRPA 8.04; 8.11:02; 8.25:03; 8.25:04)
15. Understand the relationship of therapeutic recreation to the fields of health care and recreation and leisure services. (NRPA 8.09)
16. Understand the relationship between clinical and community recreation services. (NRPA 8.09:8.14:03;)

Readings: *Inclusive Leisure Services: Responding to the Rights of People With Disabilities* by John Dattilo
Additional readings posted on Blackboard

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam #1</td>
<td>April 28</td>
<td>50 pts</td>
</tr>
<tr>
<td>Exam #2</td>
<td>June 1</td>
<td>50 pts</td>
</tr>
<tr>
<td>Camp TEAM Participation and Analysis</td>
<td>May 18</td>
<td>80 pts</td>
</tr>
<tr>
<td>Attendance</td>
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<td>20 pts</td>
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</table>

Exams
There will be two exams covering lectures, films, readings, presentations and discussions. Exams will be multiple choice and short answer.

Camp TEAM
In coordination with Bellingham Parks and Recreation the Recreation Program offers an overnight camp (Camp TEAM) serving 60 teens and adults with developmental disabilities. As part of Phase I, and as a requirement for this course, you will participate in Camp TEAM as an activity leader and a co-camper. There are four components to your involvement.

1) Participate in training for Camp TEAM, Mondays 2:00-2:50.
2) Participate in planning and leading an activity at camp (coordinated with Recr 275, Program Leadership.)
3) Partner with a community camper to participate in all camp activities.
4) Write an analysis paper that explores the relationship between class material and the Camp TEAM experience.

Instruction for leadership planning will be provided in Recr 275. Information on principles of inclusion, activity adaptation and developmental disabilities will be covered in class.

Analysis Paper
Write a 3-4 page paper that addresses your experience at Camp TEAM and how this experience relates to other course material and the life experiences that you brought with you to camp. The questions provided below are intended to guide your thoughts and writing, not limit them. Clearly, some of the questions overlap a bit. The overall intent is that you demonstrate your understanding of how class material, previous life experiences, and Camp TEAM relate to each other and to your professional philosophy; use good critical thinking! There is no right-or-wrong content in relation to this paper. I encourage you to write a self-reflective and thoughtful paper; honest reflections are the most growth producing. For technical writing support, remember that the Writing Center in the library is an available resource.
What prior experiences and perceptions regarding persons with disabilities did you bring to this quarter and to the experiences of this phase? In other words, what situation/circumstances were either present in your life or absence in your life that contributed to the current beliefs, attitudes, comfort, or assumptions about persons with disabilities that you hold? Explain.

How do you personally define (perceive, think about) the concept of inclusion in recreation? What are the boundaries or limits to inclusion?

In what ways do you foresee facilitating inclusion in the work that you do? Use examples from Camp TEAM, class, or readings to support your discussion.

What methods, strategies, and/or leadership techniques did you use at Camp TEAM that did or did not help facilitate an inclusive activity/team? Describe and explain.

In relation to Camp TEAM in general: How was your actual experience relative to your expectations? What aspects of Camp TEAM experience did you find the most meaningful for you and/or for the community members? What aspects did you find the most challenging? What did you learn from the experience? What did you learn from the community members? How was the camp environment conducive to an optimal environment? In what ways did you see the principles of normalization, self-determination and social role valorization either in action or undermined at Camp TEAM?

Make sure you justify and explain your thoughts.

Evaluation

To earn a ‘C’ grade:
- Actively participate in Camp TEAM preparation and activities; provide leadership.
- Write a 3-4 page term paper integrating your life experiences with course concepts/content and Camp TEAM

To earn a ‘B’ or ‘A’ grade you must complete the bullets listed above, plus:

A ‘B’ grade: In the paper, an adequate discussion in both breadth and depth. Use of multiple and relevant examples from course readings, class discussion and camp experiences to explain thoughts. Good technical quality: few spelling, grammar, and wording errors; understandable organization to paper; clearly presented thoughts.

An ‘A’ grade: In the paper, a thorough discussion, in both breadth and depth. Consistent and effective use of examples from course readings, class discussion and camp experiences throughout the paper to explain thoughts. Excellent technical quality to papers: consistent quality to spelling, grammar, and wording;
**Attendance**

Attendance and class participation are essential to gain the most from this course. More than one unexcused absence will result in a reduction of three points per day.

**Grading**

186 - 200  **A**  
174 - 179  **B+**  
154 - 159  **C+**  
134 - 139  **D+**  
Below 120  **F**  

180 - 185  **A-**  
166 - 173  **B**  
146 - 153  **C**  
126 - 133  **D**  

160 - 165  **B-**  
140 - 145  **C-**  
120 - 125  **D-**
RECR 373: MANAGEMENT OF RECREATION AND LEISURE SERVICES

Course Syllabus for Recreation 372 - Management of Recreation Agencies
Winter 2011, M-Tr. 11:00 – 11:50

Instructor: Dr. Randall T. Burtz
Classroom: 110 Carver
Office: Old Carver 6
Telephone: Office: 650-7572 Home: 540-5204
E-mail: randy.burtz@wwu.edu

Course Description:
Contemporary issues and related administrative practices associated with the provision of recreation services and settings; addresses principles associated with recreation agency administration; personnel and customer-related administrative issues in recreation agencies; concepts and principles relevant to municipal, commercial, and non-profit recreation resource agencies.

Required Text:
Ashburn, VA: NRPA.

Upon successful completion of this course, students will be able to:

1. Understand basic concepts and applications of management theory, management styles, organizational structure, and management techniques including an understanding of the fundamental principles and procedures of management (8.18).
2. Understand organizational politics related to the administration of park, recreation, and tourism services including the legal foundations and responsibilities of leisure service agencies (8.26).
3. Ability to apply basic principles of research and data analysis related to recreation, park resources, and leisure services (8.17)
4. Consideration of current trends in information technology management in professional practice (8.24)
5. Understand personnel management, including recruitment, supervisory leadership, motivation, communication, and evaluation (8.19; 8.20).
6. Understanding principles of public relations, marketing, and customer service (8.22).
7. Understand liability and risk management strategies related to recreation management.
8. Facilities and environmental planning (8.04; 8.25:02). Upon completion of discussion regarding facilities and environmental management, we will spend a day with Bellingham Parks and Recreation touring recreation facilities and considering planning, design, and management of recreational facilities (this will include a tour of the Bellingham Waterfront Redevelopment project, so bring your hard hats!) (8.25:01; 8.25:02; 8.25:03; 8.25:04; 8.25:05).
9. Strategic planning including development of vision, mission, goals, objectives, and action planning ((8.14:02; 8.25:02)
10. Understand current issues facing today’s parks and recreation managers (8.06:3).

**Attendance and Participation Policy:**

It is expected that each student will be present on each class day having completed the readings or other assignments that prepare you for class discussion. If you do not come or are not prepared, you will not be able to participate effectively. I will be taking attendance and if you have two unexcused absences, you will lose 5 points towards your grade. After two absences, you will lose 5 additional points for each unexcused absence. If you will have to miss class, send me an e-mail, call, or text.

**Course Requirements**

**Student Created Assignment:** Students shall create an assignment related to the administration of recreation agencies and is to be completed and presented at the end of the quarter. The parameters of this assignment will be discussed in class, however, a great deal of autonomy will be given (and the instructor reserves the right to approve and/or amend the assignment as necessary). 50 points.

**Exams:** There will be two exams worth 100 points each. There will be an in-class exam review prior to each exam. Exams will cover (but not be limited to) all lecture and reading material. If an exam is missed, you will receive a zero on the exam. Exams taken late (for any pre-scheduled reason) will be penalized one full grade. See class schedule for dates.

**Participation:** Thursdays will be reserved for problem solving “real life” scenarios. While participation throughout the rest of the course is important, it is essential that you engage in the problem solving scenarios.

**Grading Policy**

1. Each exam is worth 100 points, and will be progressively comprehensive.
2. U-Lead will be worth 40 points for each group member. For 10 of those points, you will be graded by your peers for this assignment.

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>2 Exams</td>
<td>200</td>
</tr>
<tr>
<td>U-Lead</td>
<td>50</td>
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<tr>
<td><strong>Total</strong></td>
<td>250</td>
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**Grade Totals**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>100 – 95</td>
<td>A</td>
</tr>
<tr>
<td>94.9 – 90</td>
<td>A-</td>
</tr>
<tr>
<td>89.9 – 87</td>
<td>B+</td>
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<tr>
<td>86.9 – 83</td>
<td>B</td>
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<tr>
<td>82.9 – 80</td>
<td>B-</td>
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<td>79.9 – 76</td>
<td>C+</td>
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<tr>
<td>75.9 – 70</td>
<td>C</td>
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<tr>
<td>69.9 – 60</td>
<td>D</td>
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<tr>
<td>DATE</td>
<td>READING</td>
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<td>-----------</td>
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</tr>
<tr>
<td>Jan 4-5</td>
<td>Syllabus handout and course introduction</td>
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<tr>
<td>Jan 10-13</td>
<td>Chapter 1 – History, Foundations, and Trends (8.06:3; 8.18)</td>
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<td>Chapter 2 – Management and the Law (8.26)</td>
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<tr>
<td>Jan 18-20</td>
<td>Chapter 4 – Organizational Structure (8.18) Critical Thinking Case Study 1</td>
</tr>
<tr>
<td>Jan 24-27</td>
<td>Chapter 6 – Strategic Management (8.14:02)</td>
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<tr>
<td>Feb 1-3</td>
<td>Chapter 9 – Physical Resource Planning (8.04) Chapter 10 – Physical Resources Management</td>
</tr>
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<td></td>
<td>Facilities tour with the City of Bellingham 8.25:02</td>
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<tr>
<td>Feb 7-10</td>
<td>Chapter 13 – PR, Marketing, Customer Service (8.22) Chapter 14 – Information Technology Management (8.24)</td>
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<tr>
<td>Feb 14-17</td>
<td>Chapter 14 – HR Employment (8.19)</td>
</tr>
<tr>
<td>Feb 21-24</td>
<td>Chapter 15 – HR Management (8.19; 8.20)</td>
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<tr>
<td>Feb 28-Mar 3</td>
<td>Chapter 19 – Risk Management (8.26; 8.27) Group Presentations Begin</td>
</tr>
<tr>
<td>Mar 7-10</td>
<td>Continue Group Presentations Review for final exam Course evaluations</td>
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<td>Mar 14</td>
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Readings for week should be completed before beginning of the week for which they are scheduled.

* Denotes NRPA Accreditation Standard.
RECR 275: PROFESSIONAL PRACTICUM SEMINAR

PROFESSIONAL PRACTICUM & SEMINAR
RECR 275 – Phase I – Spring 2011

Introduction

The idea of a professional foundation is analogous to the foundation of a house. A house, no matter how well built, cannot stand for long without a firm foundation. A professional also needs a firm foundation in order to bear the demands and challenges of a successful career.

The recreation major is intended to provide you with a solid professional foundation. Part of that occurs through lectures, discussions, readings, assignments, fieldwork, the internship, etc. But becoming a professional is not just about doing readings, listening to lectures, completing projects, and passing tests. It’s also a matter of the beliefs, attitudes, and behaviors that you develop and demonstrate. Therefore, beginning in Phase I and continuing throughout the remaining Phases, attention is given not only to technical skills and theoretical knowledge, but also to the beliefs, attitudes, and behaviors that are integral to professionalism.

Although RECR 275, Professional Practicum, is graded on a satisfactory/non-satisfactory basis, the completion of three components is required in order to pass the course. These components include activities designed to help you build a strong professional foundation and to initiate the life-long process of professional development, including a writing exercise designed to help further your Professional Self, Professional Forums, and Practicum Visits.

- **Professional Self** refers to activities that are intended to help you get a “picture” of the kind of professional you aspire to become. In Phase I this will consist of writing a cover letter and developing a resume that accurately and professionally outlines your qualifications that will be submitted to future employers. *(Due Tuesday May 4)* (NRPA 8.08; 8.23)

- **Professional Forums** are a series of presentations in Phase I dealing with ethics, diversity, communication, critical thinking, information literacy, writing, and research strategies. Attendance is required; see your advisor to discuss any exceptions (NRPA 8.17; 8.23)

- **Practicum Visits** refers to the planned visits you will be making to recreation and leisure programs and agencies, during which you should be using what you’ve learned and experienced in Phase I to reflect on the profession and your place in it. (NRPA 8.06:03; 8.09; 8.12; 8.13; 8.28)
Professional Forums

Tuesdays 1:00-2:50, Carver 110

Consistent with university goals and what employers are looking for in college graduates, the faculty has identified a group of basic competencies to ground your professional education. They are ethics, diversity, communication, critical thinking, professionalism, writing, and research strategies. The Professional Forums are intended to establish bridges of learning that will span all of the Phases, as well as serve you in your professional development over the course of your career.

The following topics will be presented on these dates from 1:00-2:50 except where noted:

March
30  Overview  Faculty

April
6   Critical Thinking  Randy
13  Information Literacy  Keith
20  Professionalism  Charlie
27  Writing  Roberta Kjesrud, Writing Center

May
4   Ethics  Charlie
11  Small Groups  Keith/Jill
19 (Wed) Diversity  Dr. Pat Fabiano
25  Social Justice  Keith/Randy

June
1   Small Groups  Keith/Jill

Evaluation

- Attendance is required in the Professional Forums component of this course, any exceptions must be approved by your assigned advisor. Regardless of required attendance, It is beneficial for students to develop the attitude that professional development doesn’t have to be motivated by extrinsic rewards, such as a grade. Remember in RECR 201 when the idea of a calling and learning what’s required to answer it effectively and ethically was discussed? Learning for the sake of becoming more professional and thus better able to answer your calling is contained in this attitude. Readings may be assigned prior to presentation.
Professional Self

The Professional Self activity for this course is to write an introductory cover letter and develop a resume that you will use to introduce yourself to potential employers and/or your internship supervisor. The cover letter should address your specific skills and experiences that would make you stand out when compared to other recreation professionals. During the Writing Clinic forum on April 27th, presenter Roberta Kjesrud will use this assignment to guide you through a process of developing a letter that is strong in both content and form. A completed and well-written letter is due at the beginning of class on May 4th and is required to receive a satisfactory grade for this course.

Practicum Visits

This component of the course requires that you visit professional sites to help you examine the roles and interrelationships of diverse leisure service delivery systems. It provides an opportunity for you to explore professional careers available to you and help you to make wise decisions about your education. It will also help to bridge the information and ideas presented in classes with professional recreation practice. The three requirements of this component include:

1) Site visits
2) Advising group meeting at mid-quarter
3) Analysis paper

Site visits

- You are required to do four (4) practicum visits. As a general guideline two (2) visits should be in your primary career interest and one each in other areas of recreation. Your situation may call for something different; discuss these decisions with your advisor.
- Each visit should last a minimum of 2 hours. It may include presentations by staff, observations of meetings or programs, or involvement as volunteers.
- Site visits are typically scheduled for Thursday afternoons, Fridays, and Saturdays; evenings might work for you also. **Do not schedule visits during class times or other Phase functions!!!**
- Prior to each visit, you should prepare a series of questions specific to that site. The questions should be directed to increase your knowledge about the profession and help you gain information to explore your professional interests. Some general questions might include:
  - What is the starting salary?
  - What classes do you recommend we take to prepare to work in this environment?
  - What sorts of young professionals are you seeking to hire?
  - What is the outlook for the future?
  - Do you offer fieldwork or internship placements?
  - What do you like most/least about your job?
  - How many hours a week do you work?
  - Is there a chance for advancement in your agency/organization?
  - What are the rewards, other than monetary, of working here?
• Take notes at each visit to support your analysis paper. On Tuesday May 11th we will discuss the practicum visits in class. At least two (2) visits should have been completed by this week.

Analysis paper
An analysis paper, using critical thought to explore the value of the visits is due on June 1st in class. Attach the questions that you developed for each visit.

• The paper should be three pages, typed, and double-spaced.
• The paper is not a summary of where you visited and what you saw. Using the practicum visits as a point of reference, the paper is a personal statement of how you see yourself and the profession.
• Following is a series of questions to guide the development of your paper. Do not just answer these questions in sequence. Use them and your own resourcefulness to develop a clear and coherent statement of where you personally stand relative to the field of recreation and leisure services.
  a. What did you learn about yourself and the profession; the sites and professional role(s) you were most attracted to, least attracted to, and why? How did their mission match your interests and values?
  b. Did the visits help you determine whether or not you'd enjoy a career in recreation?
  c. If so, why would this fit your personality, values, and goals? If not or if you’re unsure, what are your reasons and doubts?
  d. Were you introduced to fieldwork, summer jobs, and internship sites that would give you needed experiences and help you make decisions about your future?
  e. What are your strengths and limitations now as you compare yourself to the kind of professional you'd like to be? What is your plan for entering the profession?
  f. What can you do now and in the later phases to get the understanding, information, and experiences you need to make a successful transition to your professional role?

Discuss the paper with your advisor during the quarter. Do not ask him or her, "What do you want me to write?" The paper is your responsibility. If you take an honest look at yourself as a potential recreation professional, plan to visit the four best sites available, are actively involved in the visits, take thorough notes, and discuss your experiences with your advisor, then your paper should be a useful learning experience.

Due Date
June 1st - analysis paper due in class.

Grading
Your analysis paper must meet minimum requirements in content and style as determined by your advisor in order to pass this course. The depth of your discussion, the organization and sequence of the paper, and the spelling, typing, grammar, and punctuation will all be considered. See your advisor during the development of your paper if you have questions.
RECR 276: INTRODUCTION TO PROGRAM LEADERSHIP

Recreation Program Leadership
RECR 276 - 3 credits - Spring 2011
Instructors: Lindsay Poynter & Randy Burtz
Office phone: 650-4006 (Lindsay), 650-7572 (Randy)
Email: Lindsay.Poynter@wwu.edu
Randy.Burtz@wwu.edu

Office Hours
A sign-up sheet for office hours is posted outside of each faculty office.

Meeting Times
Classes will meet on Monday (1:00 – 1:50) and Wednesday (1:00 – 2:50) in Carver 110, Gym A, or locations to be announced.

Course Description
This course will help prepare you to plan recreation programs and lead recreation activities. We will together learn about the below topic areas, apply them in experiential settings, and reflect upon our leadership and knowledge gained in a group setting. The approach that we will apply in this class is broadly defined as “experiential learning,” which is often contrasted with traditional and didactic education. In “traditional” learning environments, the teacher's role is to provide information and knowledge to students and to prescribe study learning exercises which have information and knowledge acquisition as the main goal. In experiential education, our role as the instructors is to organize and facilitate direct recreational leadership experiences under the assumption that this will lead to meaningful and relevant learning by you the students. In order to achieve this goal, you (and Randy and Lindsay) will take an active role in preparing, leading, and reflecting on the learning experiences in the course and help to ascertain what these experiences mean to you as recreation professionals.

Specifically, we will explore and address the following topic areas, which will be our initial learning objectives:
- Identify and explore systematic approaches to program planning and leadership;
- Develop, write, and implement programming mission statements, goals, and objectives;
- Adapt activities to a variety of potential populations served;
- Learn to assess participants before, during and after recreation programs;
- Apply basic leadership principles in experiential settings;
- Understand and implement various approaches to sequencing activities;
- Identify various teaching strategies to facilitate recreation skill development;
- Understand and work with developmental stages of participants;
- Apply principles of positive behavior management to recreation settings;
- Explore, implement, and reflect on leadership styles, principles, and functions;
- Examine principles of group development and process;
- Define and work with principles of safety (risk) management.

Suggested Course Text
Course Requirements and Grading
There are five requirements for this course and which are further outlined below:

1. Class attendance and participation;
2. Contribution to an activity resource file;
3. Plan and lead one 20 minute activity leadership session in class (as a pair (2));
   o Write a paired activity plan;
   o Write a two page self-evaluation of your leadership after leading;
4. Complete one page evaluations (approximately 12-15) of classmates’ activity leadership during the quarter;
5. Plan and lead an activity session at Camp TEAM;
   o Write an individual program plan and a group integrated program plan.

Class Attendance and Participation
Attendance is required. Since this is an experience-based class, involvement in activities is essential. Your involvement in this class means you are there to participate as requested by the instructors/leaders and that you are a positive, active, and willing classmate. Two points will be deducted for each unexcused absence. If you need any accommodations please do not hesitate to ask the instructor. The entire recreation program is built around the notion of inclusivity.

Resource File
You will be asked to contribute five (5) clearly described recreation activities that can be implemented in a variety of settings. Contributions will be compiled into one resource available to everyone.

- See resource file assignment.
- See recreation activity links for internet sources for your resource file on Blackboard. Books are also available in the Recreation office.
- Contributions to the resource file are due May 23rd in class. Go to Black Board and login on the RECR 276 class. Go to Discussion Board in Blackboard and see resource file thread. I will demonstrate in class.

In-class Activity Leadership Sessions
Written activity plan (in pairs) and two-page self-evaluation paper;

- See paired activity plan;
- Write a two page self-evaluation of your leadership. **Self-evaluations are due the Monday after your leadership.** Participant/classmates evaluation forms must be turned in with the self-evaluation.

Peer Leadership Evaluations
Complete evaluations of classmates each Wednesday leadership session – 24 - 30 leader evaluations. Each pair of activity leaders will receive feedback from the participants in his/her group. It is expected that you print out copies of peer evaluation forms and bring them with you each Wednesday. The evaluations will be turned in with the leader’s self-evaluation and will be graded by the instructor. Full points will be given to evaluations that include ratings and thoughtful and helpful comments. **Evaluations are due Monday following Wednesday presentations.**
Camp TEAM Activity Leadership
You are required to complete a group and individual activity plan for this assignment. The first requirement of this assignment is a short planning worksheet, which can be found on blackboard. This will be due April 18th. Advanced drafts are required for both your individual and group plans. Both are due April 25th. Your final plans are due May 2nd. Please refer to Blackboard under the assignments folder for complete details of this project.

Grades will be earned based on 175 total points and the following item descriptions:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>25</td>
<td>Two points deducted for each unexcused absence</td>
<td></td>
</tr>
<tr>
<td>Resource file</td>
<td>25</td>
<td>Points based on adherence to assignment criteria</td>
<td>May 23rd</td>
</tr>
<tr>
<td>In-class leadership</td>
<td>50</td>
<td>• 20 points = completion of leadership</td>
<td>Self-evaluation due Monday after in-class leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 20 points based on quality of paired activity plans</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 10 points based on quality of self-evaluation</td>
<td></td>
</tr>
<tr>
<td>Short Planning Worksheet</td>
<td>3</td>
<td>Points will be deducted for missing assignments</td>
<td>April 18th</td>
</tr>
<tr>
<td>Camp TEAM individual and group leadership plan advanced draft</td>
<td>7</td>
<td>Points will be deducted for missing assignments</td>
<td>April 25th</td>
</tr>
<tr>
<td>Camp TEAM individual and group leadership final plan</td>
<td>40</td>
<td>• 10 points = completion of leadership</td>
<td>May 2nd</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 15 points based on quality of individual plan</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• 15 points based on quality of group plan</td>
<td></td>
</tr>
<tr>
<td>Evaluation of leadership</td>
<td>25</td>
<td>• 25 points total</td>
<td>Peer evaluations due each Monday after in-class leadership</td>
</tr>
</tbody>
</table>

Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 30 Wed</td>
<td>Introduction to the course (R,L) The basics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The leader's role</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moving on</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elements of a successful program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is fun?</td>
<td></td>
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<tr>
<td>April 4 Mon</td>
<td>Personal learning goals (R, L) Full value contracts</td>
<td>Personal learning goals assignment Text: The basics (3-13)</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Time</td>
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<td>------------</td>
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<tr>
<td>April 6</td>
<td>Wed</td>
<td></td>
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<tr>
<td>April 11</td>
<td>Mon</td>
<td></td>
</tr>
<tr>
<td>April 13</td>
<td>Wed</td>
<td></td>
</tr>
<tr>
<td>April 18</td>
<td>Mon</td>
<td></td>
</tr>
<tr>
<td>April 20</td>
<td>Wed</td>
<td></td>
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<tr>
<td>April 25</td>
<td>Mon</td>
<td></td>
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<tr>
<td>April 27</td>
<td>Wed</td>
<td></td>
</tr>
<tr>
<td>May 2</td>
<td>Mon</td>
<td></td>
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<tr>
<td>May 4</td>
<td>Wed</td>
<td></td>
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<tr>
<td>May 9</td>
<td>Mon</td>
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<tr>
<td>May 11</td>
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</tr>
<tr>
<td>May 16</td>
<td>Mon</td>
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<tr>
<td>May 18</td>
<td>Wed</td>
<td></td>
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<tr>
<td>May 23</td>
<td>Mon</td>
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<tr>
<td>May 25</td>
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<tr>
<td>June 1</td>
<td>Wed</td>
<td></td>
</tr>
<tr>
<td>June 6</td>
<td>Mon</td>
<td></td>
</tr>
</tbody>
</table>

*Functional leadership (R,L)
Ice breakers
Assignment overview: Camp TEAM leadership plans
Assignment overview: Resource file

*Core leadership functions (R)
- Boundaries
- A leadership model

*Trust activities (L)

*Adapting activities (L and Jill)

*Stages of group development (L)

*Assessment and Sequencing (L)

*Processing and debriefing (L)

*Program Models (R)

*Processing and debriefing continued (L)

*No Class - Camp Team Recoup Day

*Situational leadership/Glitch planning (R)

*Exceptional leadership qualities (R)

*Leisure throughout the life cycle (R)

*Memorial Day

Wrap-up and closure (R,L)

Rafting on Methow (R,L)
RECR 279: INTRODUCTION TO TOURISM

Introduction to Tourism
RECR 279 (3 credits) – Spring Quarter 2011

“Travel is fatal to prejudice, bigotry, and narrow mindedness” ~ Mark Twain

Meeting Times: Tuesday and Thursday 9:00-10:15
Location: 110 Carver

Instructor: Jill Heckathorn E-mail: jill.heckathorn@wwu.edu
Phone: 650-7559 (office) 961-8131 (cell)
Office Hours: 11:45-12:45 Monday, Tuesday, Wednesday
11:45-2:00 Thursday

Course Description
Introduction to the major professional components of tourism: tour development, guiding, visitor services, destination development, and event planning. Exploration of the history of travel, types of travelers, motives for travel, niche markets, and current trends.

Course Objectives
Through involvement in this course you will have the opportunity to learn:
1) Personal and social aspects of travel. NRPA 8.04;
2) The organization and dynamics of the tourism industry. NRPA 8.09
3) The history and evolution of travel and tourism. NRPA 8.06.01;
4) The benefits and liabilities of tourism for local communities. NRPA 8.05; 8.13
5) The impacts of tourism on economic, social, cultural and natural environments. NRPA 8.04, 8.05, 8.12.01; 8.12.02; 8.13
6) The role of local community, service providers and local governments in tourism development and planning. NRPA 8.08; 8.13
7) The role of visitor and convention bureaus in local tourism. NRPA 8.08; 8.22
8) The scope and operations of various tour providers and tourism organizations. NRPA 8.08; 8.09
9) Characteristics and motives of travelers.
10) Considerations of destination planning and development. NRPA 8.14.03, 8.22
11) Current and future trends in tourism. NRPA 8.06.03;
12) The application of the Destination Life Cycle theory to destination planning.
13) How to utilize research strategies in the development of a tourism-related PowerPoint culminating in a class presentation. NRPA 8.23

READINGS Readings as assigned; available on Blackboard.
COURSE EVALUATION

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Vacation Story</td>
<td>10</td>
<td>April 7th</td>
</tr>
<tr>
<td>Two exams (50 pts each)</td>
<td>100</td>
<td>April 28th, June 2nd</td>
</tr>
<tr>
<td>Attendance (18 x 5 pts)</td>
<td>90</td>
<td>Attendance taken at the beginning of each class</td>
</tr>
<tr>
<td>Presentation</td>
<td>100</td>
<td>May 3, 5, 12, 17, 19</td>
</tr>
<tr>
<td>TOTAL</td>
<td>300</td>
<td></td>
</tr>
</tbody>
</table>

Vacation story

‘Telling stories is as basic to human beings as eating. More so, in fact, for while food makes us live, stories are what make our lives worth living.’

(Robert Coles in “The Call of Stories”)

This assignment does not require any research, other than some quiet time to sit and reflect on your most memorable vacation. You are asked to tell the story of this experience. The story should reflect in some way, the meaning of the experience for you and/or others. It can be told from your perspective (‘I woke up knowing that it was the day…’) or from a third person perspective (‘The Smith family could never agree on where to go…’). The story should be a minimum of one page and a maximum of two pages. If you tell your story with thoughtfulness and the writing is of reasonable quality, then you will receive full credit. Points may be deducted if the story is strictly factual in nature and/or there are writing issues.

Exams

There will be two exams. They will cover lectures, readings, presentations, films and discussion. The exams will be objective (multiple choice, matching) and short-answer.

Attendance

With a primary interest in having people engaged in course material, involved in meaningful discussion, and practicing to think critically about issues in tourism, one of the evaluation criteria for this course is attendance. Each class period is worth 5 points toward your grade. You can miss one class without it affecting your grade. Exceptions must be pre-arranged.

Presentation

Assignment Description: In groups of 5-6 you are to research a particular type of tourism and develop a 20 minute presentation for the class reflecting what you have learned. The purpose of this assignment is:

- To research one specific type of tourism and the people that it typically serves.
- To broaden your understanding of tourism’s diversity and help develop critical thought.
• To understand the issues associated with different types of tourism and explore professional efforts to address these issues.
• To practice public speaking skills.
• To practice in the development of an effective and creative presentation (PowerPoint should be used unless you have discussed an alternative with me.)

Assignment Specifics
• Presentation must be shared equally among partners
• A copy of your PowerPoint presentation (or approved alternative) must be posted on Blackboard 24 hours prior to your presentation
• A hard copy of your PowerPoint presentation with notes provided to me at the beginning of class on the day of the presentation

Evaluation
The rubric that will be used to evaluate your presentation is attached.

Key Elements of Presentations (*In no particular order*)
Define and describe this type of tourism. Provide appropriate statistics.
Give a brief historical background of this type of tourism.
Provide examples of tours/trips/programs reflecting this type of tourism
Address the following questions:
What is the economic impact of this type of tourism?
What need is this type of tourism responding to?
Who is involved in this type of tourism?
What are people’s motives for being involved in this type of tourism?
What are the goals or intent of this tourism?
What are the benefits of this type of tourism? (For the traveler and the hosts)
Who offers these types of tours? What is the scope and nature of services/programs?
What are the issues associated with this type of tourism? How are these issues being addressed?
Who are the stakeholders (people who have an investment or are affected and how)?
What social conditions have (or may in the future) affect this type of tourism?

Types of Tourism
Agritourism (Farm Tourism)
Voluntourism
Medical Tourism
Dark Tourism
Sex Tourism
Pro-poor tourism
Educational Tourism
Pop-culture Tourism
LGBT Tourism
Space Tourism
Armchair or Virtual Tourism
Religious Tourism/Pilgrimages
Sports Tourism
Culinary Tourism  
Cruise Tourism  
Other?

**Grading Scale**
- 90-100% A  
- 80-89% B  
- 70-79% C  
- 60-69% D  
- Under 60% F

**Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Activities</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 29</td>
<td>Overview Introduction to Tourism</td>
<td>• No Vacation Nation and Destinations Folder</td>
</tr>
<tr>
<td>April 5</td>
<td>Types of Tourism Assign Presentation Topics</td>
<td>• Vacation Stories Folder</td>
</tr>
<tr>
<td>7</td>
<td>Types of Tourism, con’t</td>
<td><em>Vacation Story due</em></td>
</tr>
<tr>
<td>12</td>
<td>Why Vacations Matter Types of Travelers</td>
<td>• What I Learned from Travel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Building a ‘Culture of Peace’ through Tourism</td>
</tr>
<tr>
<td>14</td>
<td>History of Tourism</td>
<td>• Global Text: pp 8-37</td>
</tr>
<tr>
<td></td>
<td><em>Film: Are We There Yet?</em></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>The Tourism System</td>
<td>• Global Text: pp 104-116</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Global Text: pp 232-250</td>
</tr>
<tr>
<td>21</td>
<td>No Class – Rock Climbing</td>
<td><em>Exam Study Guide posted</em></td>
</tr>
<tr>
<td>26</td>
<td>Convention and Visitor Bureaus Tourism in Bellingham</td>
<td>• Global Text: pp 198-218</td>
</tr>
<tr>
<td></td>
<td>and Whatcom County</td>
<td>• Bellingham Tourism</td>
</tr>
<tr>
<td></td>
<td>*Guest Speaker: Loni Rahm President &amp; CEO – Bellingham</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tourism</td>
<td></td>
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<tr>
<td><strong>28</strong></td>
<td>Exam #1</td>
<td></td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Student presentations (3 groups)</td>
<td>- Readings to be provided by presenting group: Check Blackboard</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>Student presentations (3 groups)</td>
<td>- Readings to be provided by presenting group: Check Blackboard</td>
</tr>
</tbody>
</table>
| **10** | Professions in Tourism  
The Art of Guiding | - Ecotourism: Does it help or Hurt Fragile Lands and Cultures?  
- Crooked Trails |
| **12** | Student presentations (3 groups) | - Readings to be provided by presenting group: Check Blackboard |
| **17** | Student presentations (3 groups) | - Readings to be provided by presenting group: Check Blackboard |
| **19** | Student presentations (3 groups) | - Readings to be provided by presenting group: Check Blackboard |
| **24** | Alternative Tourism | - The Promises and Perils of Eco-Friendly Travel |
| **26** | Understanding Ecotourism  
Film: Ecotourism | *Exam Study Guide posted* |
| **31** | Exploring the Future  
Celebrating Tourism  
Course Evals | - Global Text: pp 252-260  
- Future Trends in Tourism |
| **June 2** | Exam #2 |   |
RECR 372: MANAGEMENT OF RECREATION AND LEISURE SERVICES

Course Syllabus for Recreation 372 - Management of Recreation Agencies
Winter 2011, M-Tr. 11:00 – 11:50

Instructor: Dr. Randall T. Burtz
Classroom: 110 Carver
Office: Old Carver 6
Telephone: Office: 650-7572 Home: 540-5204
E-mail: randy.burtz@wwu.edu

Course Description:
Contemporary issues and related administrative practices associated with the provision of recreation services and settings; addresses principles associated with recreation agency administration; personnel and customer-related administrative issues in recreation agencies; concepts and principles relevant to municipal, commercial, and non-profit recreation resource agencies.

Required Text:

Upon successful completion of this course, students will be able to:

1. Understand basic concepts and applications of management theory, management styles, organizational structure, and management techniques including an understanding of the fundamental principles and procedures of management (8.18).
2. Understand organizational politics related to the administration of park, recreation, and tourism services including the legal foundations and responsibilities of leisure service agencies (8.26).
3. Ability to apply basic principles of research and data analysis related to recreation, park resources, and leisure services (8.17)
4. Consideration of current trends in information technology management in professional practice (8.24)
5. Understand personnel management, including recruitment, supervisory leadership, motivation, communication, and evaluation (8.19; 8.20).
6. Understanding principles of public relations, marketing, and customer service (8.22).
7. Understand liability and risk management strategies related to recreation management.
8. Facilities and environmental planning (8.04; 8.25:02). Upon completion of discussion regarding facilities and environmental management, we will spend a day with Bellingham Parks and Recreation touring recreation facilities and considering planning, design, and management of recreational facilities (this will include a tour of the Bellingham Waterfront Redevelopment project, so bring your hard hats!) (8.25:01; 8.25:02; 8.25:03; 8.25:04; 8.25:05).
9. Strategic planning including development of vision, mission, goals, objectives, and action planning (8.14:02; 8.25:02)
10. Understand current issues facing today’s parks and recreation managers (8.06:3).

Attendance and Participation Policy:
It is expected that each student will be present on each class day having completed the readings or other assignments that prepare you for class discussion. If you do not come or are not prepared, you will not be able to participate effectively. I will be taking attendance and if you have two unexcused absences, you will lose 5 points towards your grade. After two absences, you will lose 5 additional points for each unexcused absence. If you will have to miss class, send me an e-mail, call, or text.

Course Requirements

**Student Created Assignment:** Students shall create an assignment related to the administration of recreation agencies and is to be completed and presented at the end of the quarter. The parameters of this assignment will be discussed in class, however, a great deal of autonomy will be given (and the instructor reserves the right to approve and/or amend the assignment as necessary). 50 points.

**Exams:** There will be two exams worth 100 points each. There will be an in-class exam review prior to each exam. Exams will cover (but not be limited to) all lecture and reading material. If an exam is missed, you will receive a zero on the exam. Exams taken late (for any pre-scheduled reason) will be penalized one full grade. See class schedule for dates.

**Participation:** Thursdays will be reserved for problem solving “real life” scenarios. While participation throughout the rest of the course is important, it is essential that you engage in the problem solving scenarios.

Grading Policy
1. Each exam is worth 100 points, and will be progressively comprehensive.
2. U-Lead will be worth 40 points for each group member. For 10 of those points, you will be graded by your peers for this assignment.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>2 Exams</td>
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<tr>
<td>U-Lead</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>250</td>
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</tbody>
</table>

**Grade Totals**

- 100 – 95 A
- 94.9 – 90 A-
- 89.9 – 87 B+
- 86.9 – 83 B
- 82.9 – 80 B-
- 79.9 – 76 C+
- 75.9 – 70 C
- 69.9 – 60 D
- 59.9 and below F

**2010 Recreation 372 Course Schedule - Burtz**
<table>
<thead>
<tr>
<th>DATE</th>
<th>READING</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 4-5</td>
<td>Syllabus handout and course introduction</td>
<td></td>
</tr>
</tbody>
</table>
| Jan 10-13 | Chapter 1 – History, Foundations, and Trends (8.06:3; 8.18)  
Chapter 2 – Management and the Law (8.26) | Each assigned chapter should be read by the beginning of each week in which it is assigned |
| Jan 18-20 | Chapter 4 – Organizational Structure (8.18)  
Critical Thinking  
Case Study 1 | No Class Monday  
Every case study will be handed out on Wednesday and must be prepared for discussion on Thursday |
| Jan 24-27 | Chapter 6 – Strategic Management (8.14:02)  
Exam Review (Wednesday the 2nd, Exam 1 (Thursday the 3rd)) |                                                                      |
| Feb 1-3   | Chapter 9 – Physical Resource Planning (8.04)  
Chapter 10 – Physical Resources Management |                                                                      |
|           | Facilities tour with the City of Bellingham  
8.25:02) |                                                                      |
| Feb 7-10  | Chapter 13 – PR, Marketing, Customer Service (8.22)  
Chapter 14 – Information Technology Management (8.24) |                                                                      |
| Feb 14-17 | Chapter 14 – HR Employment (8.19) |                                                                      |
| Feb 21-24 | Chapter 15 – HR Management (8.19; 8.20) |                                                                      |
| Feb 28-Mar 3 | Chapter 19 – Risk Management (8.26; 8.27)  
Group Presentations Begin |                                                                      |
| Mar 7-10  | Continue Group Presentations  
Review for final exam  
Course evaluations |                                                                      |
| Mar 14    | Final Exam |                                                                      |

Readings for week should be completed before beginning of the week for which they are scheduled.

* Denotes NRPA Accreditation Standard.
RECR 373: RECREATION PROGRAMMING

Instructor: Jill Heckathorn
Class Meeting Time: Monday, Wednesday, 12:00-1:40
Office Hours: Mon 2:00 – 3:00, Tue 10:30-11:45, Wed 9:00 – 10:00 and Thur 10:30 – 11:45
Phone: 650-7559 (office); Jill.Heckathorn@wwu.edu

Course Textbook

Course Description
This course covers the methods and best practices of the design, organization, implementation, and evaluation of recreational programs and activities. The goals of recreation programming are to meet the wants and needs of recreation participants who seek these inherently active and social experiences. To do so, recreation programmers must understand the key foundational concepts and principles of leisure experiences, including but not limited to the fact that they are: 1) multi-phasic (leisure experiences all contain three phases: anticipation, participation, reflection), 2) most often occur within the context of a specific agency, and 3) are designed to produce a variety of benefits. These and other concepts will be learned and practiced in this course through the development and design of a comprehensive program plan for a specific agency. In addition, leadership principles and strategies will also be learned and practiced and applied to recreation contexts. The goals of such an endeavor are to study and apply the principles and techniques for planning, organizing, operating and evaluating recreation and leisure programs, and to understand that programming is really about creating opportunities for meaningful recreation experiences to occur.

Course Objectives
Upon completion of this course, students will be able to:

1. Summarize and discuss general approaches to program planning (8.13)
2. Discuss issues of ethics, equity, and inclusiveness in program planning (8.11.01; 8.11.02; 8.12.01; 8.13)
3. Explain the programming process in the context of social and professional issues (8.06.02; 8.06.03; 8.08; 8.12.01)
4. Explain varying recreation needs and interests throughout the life cycle (8.13)
5. Explain and operationalize the program planning model: assessment, design/development, implementation, evaluation, and revision (8.10; 8.14:01; 8.14:02; 8.14:03; 8.14:05; 8.14:06; 8.14:07)
6. Discuss the application of the program planning model to a variety of settings and populations (8.10; 8.11.01; 8.11.02; 8.12.01; 8.13; 8.14:01)
7. Explain the elements of a comprehensive program plan (8.11.01; 8.11.02; 8.12.01; 8.13; 8.14:01)
8. Develop and present a comprehensive 10-week program proposal, that includes the following components:
   a. Formation of an organization to respond to an RFP
   b. Community assessment (8.10; 8.12.01; 8.12.12; 8.14:01)
   c. Program goals and objectives (8.13; 8.14:02; 8.15)
   d. Design of programs (8.11.01; 8.11.02; 8.12.01; 8.14:02; 8.18; 8.25:03)
   e. Program budget and program pricing plan (8.14:04; 8.21)
   f. Risk management plan (8.14:06; 8.27)
   g. Marketing, promotion and publicity plan, with examples (8.14:04; 8.22)
   h. Registration plan (8.14:06)
   i. Space, materials, and equipment needs (8.06; 8.25:04; 8.25:05)
   j. Staffing plan (8.19; 8.20)
   k. Evaluation plan (8.14:07; 8.17; 8.25:04)

9. Write and discuss a specific program plan, in the form of an exemplar program within the structure of the comprehensive plan, which includes:
   a. Program goals and objectives
   b. Program format
   c. Target group assessment plan
   d. Program budget and program pricing plan
   e. Risk management plan
   f. Marketing, promotion and publicity plan
   g. Registration plan
   h. Space, materials, and equipment needs
   i. Staffing plan
   j. Evaluation plan

**Course Requirements and Grading:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Points</th>
<th>% Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive-First Part</td>
<td>2/3</td>
<td>50</td>
<td>20%</td>
</tr>
<tr>
<td>Comprehensive-Second Part</td>
<td>2/24</td>
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<tr>
<td>Exemplar Program Assignment</td>
<td>3/12</td>
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</tbody>
</table>
Midterm Exam | 2/10 | 50 | 20%  
Final Exam | Monday March 15th | 50 | 20%  
Totals | | 250 | 100

Notes on Grading Policies

1. All papers and exams are graded on writing ability and form as well as content. Please type all papers and exams, and turn in quality products.

2. **PAPERS ARE EXPECTED ON THE DUE DATES. THOSE SUBMITTED LATE WILL NOT BE ACCEPTED. PLEASE PLAN AHEAD.**

3. An incomplete (“I”) grade will be given in rare situations where the student advises me of extenuating circumstances beyond his/her control.

4. The proposed grade scores for this class are: 64 and below=F, 65-70=D, 71-73=C-, 74-76=C, 77-79=C+, 80-83=B-, 84-86=B, 87-89=B+, 90-94=A-, 95-100=A.

5. Please refer to University grading policies and practices at http://www.wwu.edu/depts/registrar/records_grading.shtml

6. Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course. Please see the university policy on plagiarism at http://www.library.wwu.edu/ref/plagiarism.html

Definition of Grades

A - Achievement that is outstanding relative to the level necessary to meet course requirements.

B - Achievement that is significantly above the level necessary to meet course requirements.

C - Achievement that meets the course requirements in every respect.

D - Achievement that is worthy of credit even though it fails to meet fully the course requirements.

S - Achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than equivalent to a C-.) ----

F(or N) - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I).

I - (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.
Class Policies

Assignment Due Dates

Completed assignments will be accepted before or on their due date. All due dates refer to the start of the class period on the date due.

Class Attendance

This course is treated as a job. Excluded and not counted as absences are formal university sponsored events such as off-campus class requirements, athletic participation, and attendance at professional park and recreation meetings, provided that you inform the instructor prior to missing class. Athletes are required to submit a travel itinerary to the instructor at the beginning of the semester. Athletes will not be excused for travel without prior notification.

Presentation/Quality

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 12-point Times New Roman font with 1 inch margins. Handwritten papers WILL NOT BE ACCEPTED OR GRADED – unless otherwise specified. Refer to the Publication Manual of the American Psychological Association (5th ed.) for writing style. Papers not adhering to APA style when asked for will not be accepted.

Academic Dishonesty

The maximum penalty for academic dishonesty in any form will be a failing grade for the course and/or expulsion from the university. Plagiarism will not be tolerated. In this course students are encouraged to collaborate, but the notion of using the same answer for several people is not acceptable. Work that has obviously been plagiarized is easily determinable. Students who are detected plagiarizing will receive a zero (0) for the assignment with no opportunity to make it up and will receive an automatic "F" for the course.
Students Needs

The American with Disabilities Act requires that reasonable accommodations be provided for students with physical, cognitive, systemic, learning, and psychiatric disabilities. Please contact the instructor at the beginning of the semester to discuss any such accommodations for this course. The instructor will also work with the support offered by the disability Resources for Students (http://www.wwu.edu/depts/drs/index.htm).

Tentative Class Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Course Overview&lt;br&gt;Comprehensive &amp; Specific Program Assignments&lt;br&gt;Formation of Groups</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
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<tr>
<td>11</td>
<td>Basic Programming Concepts&lt;br&gt;Outcomes-Based Programming&lt;br&gt;Programming Theory</td>
<td>3 - 15&lt;br&gt;53 - 72&lt;br&gt;21 - 32</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Goals and Objectives&lt;br&gt;Program Development Cycle&lt;br&gt;Needs Assessment Introduction</td>
<td>89 - 96&lt;br&gt;97 - 100&lt;br&gt;161 - 174</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Holiday: Martin Luther King, Jr.</td>
<td></td>
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<tr>
<td>20</td>
<td>Needs Assessment cont.&lt;br&gt;Participant Input</td>
<td>115 - 133&lt;br&gt;151 - 169</td>
<td></td>
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<tr>
<td>25</td>
<td>Keith Traveling (Jim Moore Guest Lecture)&lt;br&gt;Program Philosophies and Mission Statements&lt;br&gt;Program Design</td>
<td>135 - 148&lt;br&gt;193 - 206</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Keith Traveling (Jill Heckathorn Guest Lecture)&lt;br&gt;Registration Systems and Methods</td>
<td>273 - 296</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>Program Budgeting and Pricing&lt;br&gt;Excel Lab: AW 306</td>
<td>333 - 342&lt;br&gt;345 - 359</td>
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<tr>
<td>3</td>
<td>Program Promotion: Tools and Techniques&lt;br&gt;Publisher Lab: AW 306</td>
<td>255 - 270</td>
<td>Part 1 of Comprehensive Program</td>
</tr>
<tr>
<td>8</td>
<td>Six Steps in Risk Management&lt;br&gt;DEEPGRASS&lt;br&gt;Liability Forms</td>
<td></td>
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<tr>
<td>10</td>
<td>Midterm Exam</td>
<td></td>
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<tr>
<td>Date</td>
<td>Holiday: Presidents’ Day</td>
<td>Staffing Program Evaluation</td>
<td>297 - 319 363 - 394</td>
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</tr>
<tr>
<td>22</td>
<td>Timelines, Pre-Program Task List Logic Model Development Guide Kellogg Foundation</td>
<td>On Blackboard Chapter 1, pp. 1-8, 14</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td><strong>Exemplar Program</strong> Assessment Participant Description Stages of development</td>
<td>229 - 240</td>
<td></td>
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<tr>
<td></td>
<td><strong>Part 2 of Comprehensive Program</strong></td>
<td></td>
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<tr>
<td>March 1</td>
<td>Mission, Purpose, Goals Performance Objectives</td>
<td>181 - 192</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Program Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Space, Equipment, Supplies Sequencing Glitch Planning</td>
<td>None</td>
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<tr>
<td>10</td>
<td>Cover remaining topics as necessary Wrap-up - Course Evaluations</td>
<td>None</td>
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</table>

**Final Exam:** Monday March 15th 3:30 – 5:00 pm
Overview and Tasks
Due to budget cuts the Ferndale and Lynden Parks and Recreation Department are no longer in existence. However, their respective City Councils have committed resources to contract with private companies to run summer 2010 recreation programs. Accordingly, each city has issued an RFP (Request for Proposals) from private contractors to design and manage the summer program. The contract is being awarded for a 10-week period. The program itself will run for eight weeks, and one week will be available for set-up and one week available for clean up and evaluation. Each city will provide the below resources to run the summer programs, otherwise your program must be self-supporting. Information on Ferndale and Lynden will need to be secured from Internet resources, the library, individuals within the community, and other resources. The resources that will be provided by each city to run the summer programs include the following:

1. A total of $20,000.00 for staffing.
2. The publication of a program guide and promotional literature.
3. Up to $10,000.00 for program resources and supplies.
4. Use of one 12-passenger van (but you must pay for the gas).
5. Office space including the use of a telephone, computer, fax and copy machine.

Your assignment is to submit a proposal to be considered by each of the city council’s for potential implementation in summer of 2010. Evaluation criteria are listed below the necessary components in Part 1 and 2. There are two parts of the assignment:

First Part
(Due Wednesday February 3, in class).

1. Table of Contents
   - shows the reader what’s coming
   - easy to read
   - organized so reader can easily find sections she’s interested in
   - includes page numbers for major sections and subheadings
   - detailed
   - one page if possible

2. Letter of Introduction/Transmittal
   Your letter should be:
   - professional looking and businesslike
• concise, easy to read, simple and direct
• a reflection of your values and priorities
• honest and make claims you can deliver
• appropriate to your audience
• careful about detailed introductions of your hypothetical company staff

3. Assessment
Show that you’ve clearly and thoroughly done three things:
• Specified the sources of information you’ve examined in detail, including information on history, demographics, commerce and industry, education, healthcare resources, etc.
• Summarized the most important information you’ve collected
• Explained which information (from the step above) you’ve used to make programming decisions – what’s most important and why, your conclusions

You want your readers to:
• Believe you’ve done your homework – a thorough job of seeking information about their community
• Think that you understand who they are – their values and beliefs, their needs and interests, their issues, and their potentials.

4. Mission Statement/Vision, Goals and Objectives
Your mission should:
• Relate to your assessment so that the readers know that what you stand for is in the same ballpark as their assessed needs and interests.
• Be clear, brief, and convincing (even inspiring).

Your goals and objectives should:
• Make sense in relation to your mission/vision
• Link directly to the conclusions reached in your assessment
• Be clear and specific, not general and vague
• Closely related – each objective should be obviously linked to its goal, with each objective being more specific and measurable than the goal it belongs to
• Refer to Ferndale and Lynden, not to your company.

5. Programs
Your programs should:
• Be described clearly, briefly, interestingly
• Include all the information needed by the reader who might want to register her kids
6. Registration Plan

Your plan should show you are customer-friendly, detail-oriented, and well organized. Be sure to:

- Describe the ways, places, and times people can register for programs
- Explain your policies for cancellations, refunds, discounts, etc.
- Be clear about deadlines
- Explain how you’ll handle scholarships
- Explain how needed participation information will be provided to them
- Think through how you’ll get them a receipt
- Show the types of information you’ll collect, forms, etc.
- Show any relationships to risk management

Second Part

(Due Wednesday February 24, at the beginning of class)
The necessary components are:

7. Publicity/Promotion Plan

This section should be a full plan, not a few good ideas. Your plan should

- Describe clearly the means of communication you’ll use – how you’ll get the word out
- Explain why these means are the most appropriate for the communities
- Explain why certain means are most appropriate to reach targeted groups – e.g., teens, seniors, families, disabled
- Show your timeframe for using your means of communication
- Include examples of fliers, brochures, newsletters, etc.

8. Budget/Financial Plan

Your budget should include:

- An introduction/narrative explaining the assumptions and decisions you’ve made so that the reader knows what’s coming and why you did things the way you did – lets you anticipate questions
• An overall budget sheet that shows all program categories/types, and revenues and expenditures for each program category and totals for each
• The “bottom line” (profit, loss, or breakeven)
• Your administrative costs/overhead
• Individual budget sheets for each program type, if you think it’s helpful/necessary
• Reasonable numbers based on realities at work in surrounding communities and regions

9. Risk Management Plan

Your plan should detail how you’ll prepare for and manage risks in the program. Your plan should show that you understand:

• How all the necessary parts fit together to form a comprehensive approach
• Each aspect of your plan – clear explanations to show you’ve got things in control
• The actual things you can do to minimize and respond to risk issues
• Your company’s insurance coverage, the amount, and each respective community as an “additional insured.”
• How important liability and risk management are to them
• Any necessary forms

10. Staffing Plan

Your plan should show you know in detail all the steps necessary to prepare the most effective staff. Your staffing plan should explain how you will:

• Recruit
• Select and hire
• Train
• Supervise
• Motivate and reward
• And evaluate staff

If you think it’s helpful, you could include forms and/or examples to illustrate certain steps in your plan.

11. Evaluation Plan

Your plan should cover the following:

• why evaluation is important
• what information you’ll try to gather (should be based on your goals and objectives)
• who you will get this information from
how you’ll get the information
when you’ll get it
how you’ll use the information/answers you collect
why what you’re proposing is reasonable
examples of questionnaires or other data gathering tools

Proposals Acceptance Criteria, Grading, Formatting and other Information

Acceptance Criteria

The proposal acceptance criteria is as follows:

1. How comprehensively they address the interests and needs of the citizens of Ferndale and Lynden
2. How well individual sections of the proposal relate to and inform the other sections
3. Attention to detail and thoroughness
4. Clarity, creativity, and professional appearance
5. Financial soundness
6. Administrative soundness and feasibility
7. Consistency of writing style, grammar, spelling, and punctuation

Grading

It is possible to earn up to 100 total points for this project. The assignment will be graded twice - the first half of the proposal is worth 50 points and the second half is worth 50 points.

First half of the proposal (50 points)

- **40 group points** (each group member receives the same number of points out of 40 possible)

- Up to 10 individual points per group member will be distributed by the group to group members (based on an average rating by other group members)

Second half of the proposal (50 points)

- **40 group points** (each group member receives the same number of points out of 40 possible)

- Up to 10 individual points per group member will be distributed by the group to group members (based on an average rating by other group members)
Format – Visual Appearance of the Pages

- Avoid long paragraphs and pages of just text
- Use headings, bulleted information, bold or underlining, lists, indented sections, outline form or other ways to make key information stand out to the reader
- Consider a logo and/or motto to tie the pages and sections of your proposal together
- Use a simple, clear, professional writing style; don’t try to be fancy
- Use a consistent font style and size; when different people write different sections they should be edited for consistency of writing style and appearance
- Consider what the pages will look like when copied in black and white, color is interesting and useful, but don’t try to substitute color for content; make sure you can afford the color copying of your final product.

*You should prepare two copies of your proposal; one to submit for review and one for your group. I will keep the one submitted for review for students to use next year.

*All proposals are to be submitted anonymously, under the fictitious title of your company. (Do not include your names anywhere in the proposal.)

*Cost: Printing color copies for your proposal gets very expensive. Decide in your group how much money you can afford and design your proposal accordingly. Color is wonderful, but many pages with color do not make up for the lack of solid proposal content.

*Saving your computer work: Each year a group loses their work on the project due to a computer or disk crash. Decide with your group how to decrease the odds of this happening to you. Use flash/thumb drives or other means to keep copies of the various parts of the proposal. Always backup your work on your T drives. There may be other strategies.
This assignment will give you experience in the process of developing an exemplar program. An exemplar program is one in which your team has the opportunity to show how a program might be designed, implemented, and evaluated at a more detailed level. The information you will need to complete this assignment will be provided through lectures, handouts, the text, and your own creative research.

**Overview**

- Your exemplar program will be offered in the context of your Comprehensive Program.
  - You will provide program specifics, yet assume (but not list) the comprehensive plans for risk management, registration, staffing, publicity, and evaluation
- Your exemplar program plan may be directed toward any segment of the population focused on in the comprehensive section, or other relevant area you deem appropriate.
- Your exemplar program may be directed toward any aspect of recreation.
- **The exemplar program you develop must have a minimum of three activity sessions, classes, or meetings. These may be over the course of a weekend.**
- The exemplar program plan should be detailed enough that it could be easily implemented by someone other than you.

**Assignment Specifics**

The following items are to be included in your plan. There may be additional information unique to the content of your program that is not identified on this list.

1. PREFACE: Background information
   - a. Description of sponsoring agency (context in which the program is offered)
   - b. Description of target audience (who the program is intended for)
   - c. Title of program and general program description
2. Statement of goals and objectives
3. Implementation Plan
   1. Pre-program task list
   2. Sequence sheet and/or timeline including an animation plan.
   3. Supply and equipment requirements.
      - a. (Include where supplies may be obtained, copies of activity sheets/score sheets, etc.)
   4. Facility and space requirements.
   5. Safety considerations.
      - a. (Identify potential risks and preventive measures)
6. Registration procedures.
   a. (Identify information required from or about participants, information to be given to participants, copy of permission slips if applicable, etc.)

7. Staff requirements.
   a. (Include the number, type, and qualifications of staff required, role and responsibility of each staff)

8. Publicity plan
   a. (Include a brochure or flyer for the program, a leisure guide description and a news release for the program)

   a. (Forecast any potential problems and identify how you would handle them)

10. Miscellaneous.

11. (Include any other implementation considerations necessary for your particular program)

4. Program budget (pricing sheet) and explanation if necessary.

5. Evaluation Plan.
   b. Evaluation tools.
   c. Feedback process for improving program in the future.

DUE DATE: Friday, March 12th, by 12:00 noon

Grading: 50 points (20% of final grade)

Criteria: relevance to comprehensive program, content, comprehensiveness, creativity, application of programming principles/methods, and writing style.
RECR 378: HUMAN RELATIONS

Human Relations: Concepts and Skills
Recreation 378a (11892) – Winter 2011
Instructor: Keith C Russell
Class Meeting Time: Tuesday, Thursday, 9:00 – 10:50am
Office Hours: M/W 12 - 1 and T/TH 11:00 – 11:50am. Please see me if there is a conflict with these times and we can schedule a time to meet.
Phone: 650-3529 (office); or email me at: Keith.Russell@wwu.edu

Course Texts
The course texts are: People Styles at Work by Robert and Dorothy Bolton (2009) (AMACOM Publishing: New York, NY) and People Skills (1986) (Simon & Schuster: New York, NY) by Robert Bolton. Readings are assigned in the course syllabus; they should be completed before class on the dates listed. The books are available from the bookstore.

Course Description
As a result of a person’s socialization, she has already acquired some interpersonal skills. However, one’s level of functioning in terms of these skills can be raised. Everyone has a vast capacity for being more understanding, respectful, warm, genuine, open, direct, and concrete in her human relationships. With a sound body of theoretical knowledge, appropriate models, and numerous opportunities for personal experiencing, the process of becoming more fully human can be greatly accelerated.
George Kazda, Educator

This course explores one of the most fundamental elements of what it means to be human—human relations and interpersonal communication. The course will focus on the theory, knowledge, and concepts associated with interpersonal relations. The goal of such an endeavor will be to facilitate student development of specific human relations skills which can be applied in a variety of recreation and professional settings. In doing so, students will enhance their skills in designing and delivering leisure experiences for individuals and communities.

Course Objectives
The objectives of this course are:

- To understand various human relations concepts and skills (NRPA 8.06:03; 8.15; 8.16; 8.19; 8.20);
- To understand how to apply these skills to improve interpersonal communication (NRPA 8.06:03; 8.15; 8.16; 8.19; 8.20);
- To understand education and training in human relations and it’s development as a specific academic discipline (NRPA 8.15; 8.19);
- To understand and apply human relations skills in leisure service and other human service settings (NRPA 8.14:05; 8.14:06; 8.16; 8.19; 8.20);
- To explore how gender, race, ethnicity, and other stereotypes influence interpersonal communication (NRPA 8.06:03; 8.07; 8.15)
- To explore how non-verbals, appearance, and body image influence interpersonal communication (NRPA 8.15; 8.16; 8.19; 8.20);
• To understand human relations from a leadership perspective and explore how it can be used to enhance leisure experiences (NRPA 8.15; 8.16; 8.20);
• To apply human relations concepts and skills in small group situations (NRPA 8.15; 8.16);
• To understand the cross-cultural implications for human relations (NRPA 8.06:03; 8.15; 8.16; 8.19; 8.20);
• To understand of the ethical and moral implications of human relations, especially in leisure service settings (NRPA 8.07).

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Group Meetings/Reports</th>
</tr>
</thead>
</table>
| 1/4  1 | Introduction to the course  
• Basic concepts of human relations  
• [People Styles introduction](#)  
• Behavioral Inventories for next class | None | None |
| 1/11 2 | People are different  
• People are predictable  
• What is your style?  
• Two keys to understanding people | [People Styles](#)  
-Introduction (pp. 1-3)  
-Chapter 1-4 (pp. 7-37) | Group Guidelines Individual Report Format |
| 1/13 3 | Seeing others as they see you  
• Exploring styles: Drivers and Amiables  
• Exploring styles: Expressives and Analyticals | [People Styles](#)  
-Chapter 4 (pp. 28-42)  
-Chapter 5 (pp.43-53)  
-Chapter 6 (pp. 54-62) | |
| 1/18 4 | Making the most of your “gifts”  
• Backup styles and extreme behavior  
• Coping with back-up behavior | [People Styles](#)  
-Chapter 8 (pp. 63-72)  
-Chapter 9 (pp. 72-81)  
-Chapter10 (pp. 82-90) | Group Meeting #1 |
| 1/20 5 | Style flex  
• Four steps to better relationships  
• Flexing in special situations  
• Three keys to good relationships | [People Styles](#)  
-Chapter 11 (pp. 91-98)  
-Chapter 12 (pp. 99-106)  
-Chapter13 (pp. 107-116)  
-Chapter14 (pp. 117-127)  
-Chapter15 (pp. 127-136)  
-Appendices: Choose your style and read your section on how to flex | None |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading Material</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1/25</td>
<td>Three Essentials - Core Conditions</td>
<td><em>People Skills</em> Chapter 15 (pp. 258-274)</td>
<td>Group Report #1 Due Group Meeting #2</td>
</tr>
<tr>
<td>1/27</td>
<td><strong>Video: Race Power of an illusion</strong>&lt;br&gt;• Awareness wheel basics&lt;br&gt;• Self-talk: Using the wheel and processing one’s experiences</td>
<td>None</td>
<td>None</td>
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<tr>
<td>2/1</td>
<td><strong>Video: Human Proxemics</strong>&lt;br&gt;• Barriers to communication&lt;br&gt;• Body language</td>
<td><em>People Skills</em> Preface (pp. xiii-xv) Chapter 1 (pp. 1-13) Chapter 2 (pp. 14-26)</td>
<td>Group Report #2 Due Group Meeting #3</td>
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<tr>
<td>2/3</td>
<td><strong>No Class: Winter Break/Retreat</strong></td>
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<td>None</td>
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<td>2/8</td>
<td>• Bolton’s listening, attending, and following skills&lt;br&gt;• Four skills of reflective listening</td>
<td><em>People Skills</em> Chapter 3 (pp. 27-48) Chapter 4 (pp. 49-61)</td>
<td>Group Report #3 Due Group Meeting #4</td>
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<tr>
<td>2/10</td>
<td>• Why reflective responses work&lt;br&gt;• Improving your reflective skills</td>
<td><em>People Skills</em> Chapter 5 (pp. 62-75) Chapter 7 (pp. 89-114)</td>
<td>None</td>
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<tr>
<td>2/15</td>
<td><strong>Midterm</strong></td>
<td>None</td>
<td>None</td>
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<td>2/17</td>
<td>• Gender and other considerations&lt;br&gt;• Social intelligence</td>
<td><em>People Skills</em> Chapter 6 (pp. 77-88)</td>
<td>Group Report #4 Due Group Meeting #5</td>
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<tr>
<td>2/22</td>
<td><strong>Video: A World of Differences</strong>&lt;br&gt;• Cross cultural considerations&lt;br&gt;• Assertiveness&lt;br&gt;• Payoffs and prices</td>
<td><em>People Skills</em> Chapter 8 (pp. 115-138)</td>
<td>Group Report #5 Due</td>
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<tr>
<td>2/24</td>
<td>• Assertiveness messages&lt;br&gt;• Push-push back phenomenon</td>
<td><em>People Skills</em> Chapter 9 (pp. 139-158) Chapter 10 (pp. 158-176)</td>
<td>None</td>
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<tr>
<td>3/1</td>
<td>• Triangulation&lt;br&gt;• Conflict prevention and control&lt;br&gt;• Conflict patterns and strategies</td>
<td><em>People Skills</em> Chapter 12 (pp. 203-215)</td>
<td>Group Meeting #6</td>
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</table>
Handling the emotional content of conflict  
Conflict resolution method  
Collaborative problem solving process

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Date</th>
<th>Group Meeting</th>
<th>Notes</th>
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<tr>
<td>3/3</td>
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<td>3/10</td>
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<td>Video Projects</td>
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**FINAL EXAM March 14, 2011 9:00 – 11:00 am**

**Assignments/Requirements**

There are four graded components for this course:

1. Midterm
2. Individual written group reports
3. Video group project
4. Final exam

**Due Dates**

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<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>February 15</td>
</tr>
<tr>
<td>Final</td>
<td>March 14: 9:00 – 11:00 am</td>
</tr>
<tr>
<td>Group Reports</td>
<td>Varies--See Syllabus</td>
</tr>
<tr>
<td>Video Projects</td>
<td>March 8 and March 10</td>
</tr>
</tbody>
</table>

**Group Work**

You will be assigned to a four-person group in which you will practice the human relations skills and techniques learned each week in class. Each group will meet seven times out of class for a minimum of 90 minutes each time. Each person will submit a written report for five of the meetings. The last two meetings will be used to process ideas and topics and prepare your group’s video project. Meeting guidelines are available on Blackboard for each meeting. How much you get out of this course will depend largely on your efforts in the group and how well the group works together. I expect that you will take the group sessions seriously and help each other get maximum benefit. The skills discussed in class are not abstract and academic; they are practical and every day tools that will be useful to your professional careers. I am available to meet with your group whenever you need my help or assistance.
Video Project

Working in your groups, you are to prepare a video that demonstrates your understanding of human relations concepts presented in class. This assignment will be the culmination of your group work as well as an opportunity to demonstrate your knowledge and understanding of the concepts presented and practiced in the class to this point. The video clips can be recorded with Flip Recorders (4) that can be checked out from the instructor’s office. Each video project needs to be at least 10 minutes long and no more than 15 minutes long. The clips can be arranged using a movie maker program (these can be burned to a DVD disc or saved on a thumb drive) or could be posted on You Tube. Yes, you can be funny, but the videos need to be taken seriously, and the class has to be able to ascertain what your learning objectives were in making the video. The specific content and objective of the video project could:

- Demonstrate a specific human relations skill being used by a group member in working with another person or in a group of people;
- Demonstrate a set of skills being applied to a role play that your group has made up. Examples include skills like attending, reflective listening, being assertive, using SOLER, applying an awareness wheel to a role played group situation, or handling conflict;
- Showing proper ways of working with people based on readings and class discussion juxtaposed to improper ways of handling situations;
- Challenge one of the theories in class and reflect your own research on a human relations topic (proxemics, cultural differences, assertiveness, etc.);
- Personality styles in conflict and how different ways of flexing may be needed in certain situations.

Specifically, your tasks will be to:

- Use Group Meetings 6 and 7 to plan and tape your scenario.
- In the meetings, plan the video and identify specific skills or topics on which your group will focus the project.
- Identify roles and goals of the project (who is videoing, acting, who will edit and post, etc.)
- Finalize the project either in a You Tube post or by burning project on a DVD or saving on a thumb drive. Working with video can be difficult, we will all learn as we go. It is possible to take multiple clips and create a “movie project” but this requires software like Windows Movie Maker or i-movie. The other possibility is to take the video in one shot and just post it to You Tube. As I said, it is up you how you want to create your final project.
- Provide a single space one-two page written report of the project that:
  - Introduces the topic that you chose to address in your project and why your group chose the topic;
  - Relates this topic to the readings in the course, and which may be supplemented by references to outside the course readings, this section must contain citations and references to readings and literature);
  - A description of the learning objectives for the video project. What did you want the watchers of the video to learn? Why? How do you think you did as a group? Why?
  - Reflects on what you learned in the project and why;
o At least five questions that you will ask the class which will guide your discussion of your topic after the video is complete.

Class Attendance
You will need to be in class every day to learn to use these skills effectively. Therefore, attendance will be required, and is worth 20% of your grade (for points breakdown see below). I will be taking attendance. If you have two unexcused absences, you will lose 10 points towards your participation grade. After two absences, you will lose ten additional points for each unexcused absence. If you will have to miss class, send me an e-mail (Keith.Russell@wwu.edu) or leave a message at 650-3529 or with Katey (650-3782) as soon as possible.

Points and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>100</td>
</tr>
<tr>
<td>Final exam</td>
<td>100</td>
</tr>
<tr>
<td>Reports (10 points each, five reports)</td>
<td>50</td>
</tr>
<tr>
<td>Video Group Project</td>
<td>50</td>
</tr>
<tr>
<td>Attendance, participation, discussion leadership</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>350</strong></td>
</tr>
</tbody>
</table>

Notes on Grading Policies
7. All papers and exams are graded on writing ability and form as well as content. Please type all papers and exams, and turn in quality products.

8. PAPERS ARE EXPECTED ON THE DUE DATES. THOSE SUBMITTED LATE WILL NOT BE ACCEPTED. PLEASE PLAN AHEAD.

9. An incomplete (“K”) grade will be given in rare situations where the student advises me of extenuating circumstances beyond his/her control.

10. The proposed grade scores for this class are: 64 and below=F, 65-70=D, 71-73=C-, 74-76=C, 77-79=C+, 80-83=B-, 84-86=B, 87-89=B+, 90-94=A-, 95-100=A.

11. Please refer to University grading policies and practices at http://www.wwu.edu/depts/registrar/records_grading.shtml

12. Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course. Please see the university policy on plagiarism at http://www.library.wwu.edu/ref/plagiarism.html

Definition of Grades
A - Achievement that is outstanding relative to the level necessary to meet course requirements.
B - Achievement that is significantly above the level necessary to meet course requirements.
C - Achievement that meets the course requirements in every respect.
D - Achievement that is worthy of credit even though it fails to meet fully the course requirements.
S - Achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than equivalent to a C-.)
F(or N) - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded a K (see also K).
K - (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.
RECR 444: RECREATION BUDGETING AND FINANCE

Recreation 444 – Budget and Finance
Fall - 2011

Instructor: Randall T. Burtz, Ph.D.                Time: M-Th 9:00 – 9:50
Phone: 650-7572    Mobile: 540-5204              Location: Carver 110
Office: Old Carver 6                      E-mail: randy.burtz@wwu.edu

Recommended Text:

Course Objectives:
1. To give the student a working knowledge of budget preparation, adoption, and execution by developing a thorough understanding of the principles and procedures of budgeting and financial management (8.21).
2. To understand the impact that leisure service delivery systems have on the economic development of a community, including the costs and benefits of program provision (8.12:02).
3. To apply current technology to analyze, track, and manage budgets (8.24).
4. To familiarize the student with the budgeting process of various recreation and park agencies.
5. To give a review of primary sources of revenue, and how to obtain revenue.
6. To explore innovative financing and resource acquisition techniques.
7. To give the student the proper tools for searching out and writing proposals for grants.

Grading:
You will be graded on 2 exams, a final budget proposal and presentation, and three assignments. The exams are worth 100 points each, and will be in a multiple choice, short answer, and essay format. The final will be cumulative. The written budget proposal is worth 25 points, and the presentation is worth 25 points (5 from your group, 20 from me). Late project proposals are accepted (up to one day) at a possible point total of 10 points. Three assignments will be given throughout the course. These will be worth varying points to a total of 75 points for the course. If you have any special needs, contact me as soon as possible and accommodations will be made.

Exam 1  100 pts.
Exam 2  100 pts.
Budget Proposal  25 pts.
Budget Presentation  25 pts.
Assignments  75 pts.
TOTAL  325 pts

Percentage  Final Grade
100 – 95     A
94.9 – 90  A-
89.9 – 87  B+
Other comments:

Come see me early and often. I am willing to spend as much time as I have available to help, and the earlier we can clarify issues the better…and in this class, it may be a necessity.

A note on plagiarism: Feel free to ask me if you are unsure and/or consult the APA publication manual on proper citation. With the development of the internet, plagiarism is on the rise (and unfortunately, quite easy to do). You can use web sources and information (and I encourage you to do so), but you must remember to cite the source of information.

Special Absence Policy in light of the Flu Season
As the flu virus is expected to continue to spread this Fall, students are expected to avoid attending class if experiencing flu-like symptoms according to those listed here: http://www.cdc.gov/h1n1flu/qa.htm. In the event that you experience the flu, you are expected to stay home and not report to class, lab, meetings with students for group projects, office hours, etc., in order to avoid spreading the virus further. A note from the health center or a physician will not be required for this class for flu-like symptoms as long as you contact me as soon as you are physically able and you will be allowed to complete missed work in a reasonable time frame upon your recovery. You will not be accommodated for missed work and lab attendance if you do not alert me to your condition and absences as soon as you are physically able to make a phone call or email (i.e. contacting me well after an absence and making a claim to having been ill earlier in the quarter will not be accepted).

Recreation 444 Course Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>READING</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 22</td>
<td>Introduction and Syllabus</td>
<td></td>
</tr>
<tr>
<td>September 27</td>
<td>Crompton: Ch. 1 – 2 &amp; Prop. 13 Then, Now and Forever Article</td>
<td>Read, begin work on assignments 1 &amp; 2</td>
</tr>
<tr>
<td>September 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 4-7</td>
<td>Ch. 3 &amp; Prop Tax 101 Article</td>
<td>Read</td>
</tr>
<tr>
<td>October 12-14</td>
<td>Ch. 4 &amp; 6 &amp; Pros and Cons of ZBB Article</td>
<td>Read (NO CLASS MON.)</td>
</tr>
<tr>
<td>October 18-21</td>
<td>Ch. 7 - 8, Review to date</td>
<td>Read, Study Guide distributed on 21st, Assignment 1 Due Oct. 21st</td>
</tr>
<tr>
<td>October 25-28</td>
<td>Exam Review and EXAM 1</td>
<td>Read</td>
</tr>
<tr>
<td>November 1-4</td>
<td>Ch. 9</td>
<td>Read</td>
</tr>
<tr>
<td>November 8-10</td>
<td>Ch. 10</td>
<td>Read (NO CLASS THUR.)</td>
</tr>
<tr>
<td>November 15-18</td>
<td>Special Topic</td>
<td>Read, Assignment 2 Due,</td>
</tr>
</tbody>
</table>
RECR 444: BUDGET PROPOSAL AND PRESENTATION ASSIGNMENT

You are a manager of XYZ agency. You must create, present, and defend a budget proposal to an executive committee. As future managers, you will be called upon to manage your budgets, ask for increases where necessary, reallocate funds, and make difficult decisions regarding budgetary shortfalls. When these times arise, you will often need to summarize your budget, defend your decisions, and present your reasoning. As we have recently seen from BelRec, we are not always successful. Obviously, this process may be vital to your survival whether you are presenting to your direct manager, a bank CEO, Mayor or city council. This may be the most important presentation you may ever make. As one manager stated, “The budget proposal is the World Series of the budget process”.

For your assignment: First, you must create the documentation to support your proposal. In any proposal, you must have supporting documentation. Often we may use a line-item budget to show where the budget has been, but we may be asked to compare ourselves to other cities or programs, prove to a bank that our idea is viable, or show your manager that her investment in your program is a wise idea. Your documentation will consist of a 10 page (minimum), professionally bound budget proposal packet.

Your packet should include (but is not limited to):

- An executive summary of your program or agency
- A brief discussion of your successes and/or intentions
- At least four pages must consist of a budget style of your choosing (e.g. line-item, performance, and/or program budget)
- YOU MUST include one capital purchase
- One major program creation/extension

Paperwork is only half of the battle. You are a representative of your agency or program. In any budget proposal there will be some tough questions and often animosity…and this one will be no different. You will face a difficult panel that is bent on proving you wrong, questioning your tactics, and probably hoping for a piece of your pie if they can carve out a bit for themselves. The idea then? You will professionally present a summary of the information in the packet to the executive committee. Be prepared to defend your request with researched justifications. Obviously, professional dress is a must. Your presentation should take between 17 and 20
minutes, but is not to exceed 20 minutes. As in any “real world” situation, it is best to practice your timing.

A VERY IMPORTANT NOTE!!! Feel free to have fun with your presentation and include important information about your agency…BUT REMEMBER…this is a presentation of your budget. Meaning the dollars, where they go, and how they are used. Your presentation must consider this first. The rest is just white noise when it comes to your grade.

A two-page budget summary must be created to accompany your presentation for each of the budget review committee members (expect about 6 members). Some committees will not want to read all of the details of your budget, and often this two-pager can sway opinion if done correctly. One page should be the executive summary, the other should be a snapshot of your actual numbers within your budget. Please have copies ready to hand out at the start of your presentation.

Tips for the budget assignment:
- Address topics from lecture such as debt ceiling, tax base, and creative financing techniques
- Include budget highlights, proposals, project successes
- Use graphics such as pie charts whenever appropriate
- Include such things as an executive summary, mission statement, and agency objectives
- Discuss sources of revenue
- Include documented justifications, national trends, and or comparisons of other agencies
- Create an inventory of agency resources if necessary or informative-
  - Example: acres of park lands, facilities, major equipment
- Discuss creative money saving programs (but they must be realistic)

Written communication and numerical skills are critically important to an administrator. It is essential that you carefully proofread your work. Spelling errors, typographical, and grammatical errors detract from your credibility. Similarly, the standard of presentation is important, for others also use this as a means of forming an impression of your overall abilities. If your numbers are off and you look unprofessional, expect people to think that is how you perform day-to-day.

Finally, you may not duplicate the budget of an existing program (or slightly adjust the numbers) and claim it as your own work. Feel free to look at the actual budgets of existing programs…but use them as a general guideline only.

All paperwork for the proposal is due on December 5th, but the earlier you start on this rather large undertaking the better. Presentations will be scheduled (typically 3 per day) beginning November 22nd.
RECR 450: RECREATION PROGRAM EVALUATION

RECR 450
Program Evaluation
Fall 2011

Instructor: Keith C Russell
Office: 6 Old Carver
Phone: 650-3529
E-mail: Keith.Russell@wwu.edu

Class Meeting Times: M, T, W, TH from 9:00 am – 9:50 am in Room 110

Office hours: Monday 12:00-1:00 pm and 2:00 – 3:00 pm
Wednesday 12:00-1:00 pm and 2:00 – 3:00 pm

A sign-up sheet is located outside of my office door. If these hours simply do not work for you, please see me to schedule another time. I make it a priority to meet with students.

Course Description
This course is designed to introduce and assist students in developing a comprehensive understanding of research and evaluation of recreation and leisure services. A primary goal of the course is to impart to students the value and importance of research and evaluation in the design and delivery of organized recreation and leisure services. In accomplishing these goals, students will have the opportunity to explore, learn, and apply the various techniques, methods, and skills used by researchers and evaluators in recreation and leisure settings, which may also include education and healthcare, and other relevant contexts. Students will have the following competencies upon completion of the course:

1. Understanding of and ability to analyze programs, services, and resources in relationship to participation requirements (NRPA 2004 Standards 8.9; 8.10; 8.14; 8.18; 8.19)
2. Understanding of procedures and techniques for assessment of recreation and leisure opportunities for a variety of clients (NRPA 8.14).
3. Understanding of the principles and procedures for planning leisure services, including assessing and evaluating resources, areas, facilities and associated environmental impacts (NRPA 8.9; 8.13; 8.14; 8.25).
4. Knowledge of the value, purpose, basic procedures, and application of research and evaluation methodology related to recreation and leisure services (NRPA 8.17).
5. Understanding the critical steps in conducting an evaluation, including :a) asking evaluation questions; b) developing goals and objectives, c) developing evaluation designs; e) collecting, analyzing, and interpreting data and f) reporting findings (NRPA 8.14; 8.17).
6. Be able to plan, develop, write, and present an evaluation proposal (NRPA 8.14; 8.17; 8.23).
7. Be able to conduct an academic critique of a refereed research article related to recreation and leisure (NRPA 8.14; 8.17).
8. Ability to formulate a plan for implementing an evaluation project, which includes developing and addressing the identified goals and objectives for a recreation or leisure program or service, and for groups and individual(s) who are being served by the program (NRPA 8.13; 8.14).

9. Ability to utilize computers for basic functions, including word processing, spread sheets, statistical analysis, in the assessment, planning, and evaluative process related to leisure services (NRPA 8.17; 8.24)

10. 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 (NRPA 8.9; 8.10; 8.14; 8.18; 8.19).

11. Be knowledgeable of evaluation standards of practice and ethical principles (NRPA 8.14; 8.17)

Method of Instruction
The approach of this course will emphasize self-motivated and cooperative learning. The course is fast paced, and the content and skills being learned are cumulative. While the instructor will do some lecturing, I will primarily act as a facilitator. I will make every effort to create an atmosphere where different points of view can be heard. A variety of methods will be used to enable you to learn the content of this course.

Required Readings
Readings will be available on Blackboard and it will be the student’s responsibility to download and read the material prior to class that day.

Student Responsibilities
Attendance
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).

Office Visits
The times listed on the front page of this syllabus are my official office hours but the door is always open. I encourage you to visit. If you have any questions, ideas that you wish to explore, problems related to the class, or just need to talk, please come by. In most cases, office visits are more helpful before a “crisis” rather than after.

Class Assignments
Students must submit written assignments on or before due dates at the beginning of class. Late assignments will be penalized 10% for each day they are late. Exceptions will be made only if prior arrangements have been made with me. I will not accept late assignments once I have graded and returned that assignment.

Papers must be: typed, double-spaced, single-sided, and with a student's name, the name of the assignment, the course number/name and the due date in the upper right hand corner. Use proper grammar and formal English composition. Points will be subtracted for inaccurate or
informal written language. Review your work (or ask a friend), and use spell check, a dictionary and/or thesaurus as needed. Please follow the American Psychological Association, APA, 6th edition, publication manual for references. Additional help is available from many resources on campus:

- The Student Writing Center [http://www.acadweb.wwu.edu/writingcenter/index.htm](http://www.acadweb.wwu.edu/writingcenter/index.htm)
- Online writing resources and tutorials include:
  - [http://www.acadweb.wwu.edu/writingcenter/resources.htm](http://www.acadweb.wwu.edu/writingcenter/resources.htm)

**disAbility Resources**
Western Washington University provides academic adjustments and auxiliary aids to students with disabilities that are registered with the Disability Services. These students are invited to make an appointment with the instructor to discuss what arrangements may be necessary to facilitate the student’s successful completion of this course.

**Academic Dishonesty**
Western Washington University’s academic dishonesty policy will apply in this class (see Course Catalogue for policy). Scholastic dishonesty is any act that violates the rights of another student with the respect to academic work or that involves misrepresentation of a student’s own work. Plagiarism of any kind is unacceptable, and will result in a failing grade in the course and will be reported to the University. Please see [http://www.library.wwu.edu/ref/plagiarism.html](http://www.library.wwu.edu/ref/plagiarism.html) for more information.

**Grading and Evaluation of Student Achievement**

13. All papers and exams are graded on writing ability and form as well as content. Please type all papers and exams, and turn in quality products.

14. **PAPERS ARE EXPECTED ON THE DUE DATES, THOSE SUBMITTED LATE WILL BE PENALIZED. PLEASE PLAN AHEAD.**

15. An incomplete (“I”) grade will be given in rare situations where the student advises me of extenuating circumstances beyond his/her control. If an incomplete is given, the highest grade the student can obtain in the course is a “B.”

16. The proposed grade scores for this class are: 64 and below=F, 65-70=D, 71-73=C-, 74-76=C, 77-79=C+, 80-83=B-, 84-86=B, 87-89=B+, 90-94=A-, 95-100=A.

17. Please refer to University grading policies and practices at [http://www.wwu.edu/depts/registrar/records_grading.shtml](http://www.wwu.edu/depts/registrar/records_grading.shtml)

18. Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course. Please see the university policy on plagiarism at [http://www.library.wwu.edu/ref/plagiarism.html](http://www.library.wwu.edu/ref/plagiarism.html)

**Definition of Grades**
A - Achievement that is outstanding relative to the level necessary to meet course requirements.
B - Achievement that is significantly above the level necessary to meet course requirements.
C - Achievement that meets the course requirements in every respect.
D - Achievement that is worthy of credit even though it fails to meet fully the course requirements.
S - Achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than equivalent to a C-.) ----
F(or N) - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I).
K - (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

Assignments

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quizzes (2)</td>
<td>20</td>
<td>Varies</td>
</tr>
<tr>
<td>2. Developing an Evaluation Focus</td>
<td>25</td>
<td>10/6</td>
</tr>
<tr>
<td>3. Literature Review</td>
<td>50</td>
<td>10/20</td>
</tr>
<tr>
<td>4. Questionnaire Design</td>
<td>50</td>
<td>11/14</td>
</tr>
<tr>
<td>5. Proposal Presentation</td>
<td>25</td>
<td>11/28 – 12/1</td>
</tr>
<tr>
<td>9. Final Proposal</td>
<td>100</td>
<td>12/1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>270</strong></td>
<td></td>
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</table>

Course Calendar

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/21 Wed</td>
<td>Course overview and introduction</td>
<td></td>
</tr>
<tr>
<td>9/26 Mon</td>
<td>The scientific method</td>
<td>1-Science and ways of knowing (Erlinger &amp; Lee)</td>
</tr>
<tr>
<td>9/27 Tue</td>
<td>Aims of science</td>
<td></td>
</tr>
<tr>
<td>9/28 Wed</td>
<td>Ethics</td>
<td></td>
</tr>
<tr>
<td>9/29 Thur</td>
<td>What is program evaluation?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>When to evaluate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>When not to evaluate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Purposes of evaluation</td>
<td></td>
</tr>
<tr>
<td>10/3 Mon</td>
<td>Introduction to types of evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Logic of evaluation</td>
<td></td>
</tr>
<tr>
<td>10/4 Tue</td>
<td>Types of evaluation: Needs and assessment evaluation</td>
<td>3- Differences between research and evaluation (Fain)</td>
</tr>
<tr>
<td>10/5 Wed</td>
<td>Types of evaluation: Process evaluation</td>
<td>4-Types of evaluation (Nat. Science Foundation)</td>
</tr>
<tr>
<td>10/6 Thur</td>
<td>Types of evaluation: Outcome evaluation</td>
<td></td>
</tr>
<tr>
<td>10/10 Mon</td>
<td>The great debate: Quantitative vs. qualitative</td>
<td>5-The qual/quan debate (Trochim)</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Topic</td>
</tr>
<tr>
<td>-------</td>
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<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>10/11</td>
<td>Tue</td>
<td>Developing a conceptual model</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Key evaluation points</td>
</tr>
<tr>
<td>10/12</td>
<td>Wed</td>
<td>Logic models</td>
</tr>
<tr>
<td>10/13</td>
<td>Thur</td>
<td>Evaluation plans</td>
</tr>
<tr>
<td>10/17</td>
<td>Mon</td>
<td>Writing a literature review</td>
</tr>
<tr>
<td>10/18</td>
<td>Tue</td>
<td>Developing evaluation questions</td>
</tr>
<tr>
<td>10/19</td>
<td>Wed</td>
<td>Defining outcomes</td>
</tr>
<tr>
<td>10/20</td>
<td>Thur</td>
<td>Exploring outcomes</td>
</tr>
<tr>
<td>10/24</td>
<td>Mon</td>
<td>What is an evaluation “design”?</td>
</tr>
<tr>
<td>10/25</td>
<td>Tue</td>
<td>Quantitative designs</td>
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<tr>
<td>10/26</td>
<td>Wed</td>
<td>Qualitative designs</td>
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<tr>
<td>10/27</td>
<td>Thur</td>
<td>Mixed designs</td>
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<tr>
<td>10/31</td>
<td>Mon</td>
<td>Sampling Overview</td>
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<tr>
<td>11/1</td>
<td>Tue</td>
<td>Probability sampling</td>
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<tr>
<td>11/2</td>
<td>Wed</td>
<td>Non probability sampling</td>
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<tr>
<td>11/3</td>
<td>Thur</td>
<td>Measurement levels</td>
</tr>
<tr>
<td>11/7</td>
<td>Mon</td>
<td>Reliability and validity</td>
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<tr>
<td>11/8</td>
<td>Tue</td>
<td>Questionnaires</td>
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<tr>
<td>11/9</td>
<td>Wed</td>
<td>Asking the right questions</td>
</tr>
<tr>
<td>11/10</td>
<td>Thur</td>
<td>Questionnaire design</td>
</tr>
<tr>
<td>11/14</td>
<td>Mon</td>
<td>Interviewing: purposes and data collection</td>
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<tr>
<td>11/15</td>
<td>Tue</td>
<td>Focus groups</td>
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<tr>
<td>11/16</td>
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<tr>
<td>11/17</td>
<td>Data analysis introduction</td>
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<td>11/21</td>
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<td>12/1</td>
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<tr>
<td>12/5-12/9</td>
<td>Finals Week</td>
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RECR 450: Program Evaluation  
Assignment Descriptions

Introduction

This document and the following assignment descriptions will walk you through the development of an evaluation project proposal which constitutes the majority of the work expected in this course. The design of evaluation projects are the products of sustained thought and are best developed through discourse and continued revision. The goal of this project is for you to develop a proposal for an evaluation project that could be implemented in a variety of recreation contexts according to your interests. At the conclusion of this course, you will be able to apply techniques of program evaluation and policy analysis in order to measure service effectiveness and the extent to which programmatic and organizational goals and objectives are being achieved.

Process

This project is comprised of a series of tasks that are to be completed with the end result being the development of an actual evaluation project proposal. With the completion of each task, new skills and knowledge are learned, which are then applied to the development of the final proposal. The tasks are itemized below and described in this document. Due dates for each numbered task are in the course outline. Throughout the quarter you will be required to submit portions of the project for review and grading. We will discuss the content of each section before you hand it in for final evaluation. It is expected that you revise any submissions based on feedback from colleagues and the instructor.

To assist you in developing the proposal, you will turn in the following items throughout the quarter:

1. Developing an Evaluation Focus (25 points)
2. Literature Review (50 points)
3. Questionnaire Design (50 points)
4. Evaluation Proposal Presentations (25 points)
5. Final Evaluation Proposal (100 points)
Assignment #1: Developing an Evaluation Focus

Everybody has to start somewhere! The purpose of this assignment is to help you choose an evaluation focus or program to work with this quarter. At this stage, there is no need for this statement to be clarified in great detail, we are just brainstorming. A first attempt at refining your evaluation area, with some contextual information, is adequate for this assignment. For example, an evaluation focus could be: Do signs printed in hotels asking visitors to be conscious of the environment and not wash towels every day actually work to reduce environmental impacts?

Process for Developing an Evaluation Focus

1. Make a list of 5 topics, programs, initiatives, or policies you think would be interesting to evaluate and/or conduct some initial research on. These can be any topics related to issues dealing with tourism, hospitality, outdoor education, recreation or parks that you might glean from newspapers, radio and television news, magazines, research journals, and even overheard conversations, from professionals or even from me.

2. Rank these five ideas by: 1) level of interest, 2) real world application, and 3) feasibility (1-being high and 5-low). Then for only the top three write one sentence explaining why it appeals to you.

3. Take the top idea that you ranked and do the following:
   a. Write a brief one paragraph description of a research or evaluation study that could incorporate the idea.
   b. From this idea, generate three more related questions that could be derived from the original question or idea.
   c. Locate a reference from a journal and provide the complete citation (you must use APA style).

4. Think about the following questions and be prepared for a class session: What would you like to focus an evaluation proposal on? Why? What could you learn?

5. Now, compare and contrast your ideas and evaluate the feasibility of each idea and select your favorite research question or focus.

The final product of this process should include the following:

- Your list of five potential topics and their rankings;
- Your top topic with associated paragraph, three questions and a reference from a journal
- Finally, a potential working title for the overall evaluation or research project

Hints: Turn in all work. Whatever you write, you may change, broaden, or narrow any of it at a future date. It's good to choose a topic you are naturally interested or curious about, or addresses a real problem in your professional life; however, you don't have to marry this topic. Sometimes it's best to just choose something, instead of waiting for the “One and Only” topic to come along.

Evaluation

<table>
<thead>
<tr>
<th>Item</th>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Focus</td>
<td>- Organization is clear, coherent, comprehensive, and error free</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The core elements of the assignment are completed in a timely manner</td>
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<td></td>
<td><strong>TOTAL</strong></td>
<td>25</td>
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</table>
Assignment #2: Writing a Literature Review

By mid-quarter you should have the main topic for your evaluation project. Prior to writing your full evaluation proposal, you will need to determine what is known and what prior work has been conducted in your area that will help inform what you are proposing. The literature review (No more than 5 pages) will provide the background information for your evaluation proposal. It should consist of a series of arguments with supporting data that build a case for the need to evaluate the program or policy. There is also a detailed reading on how to write literature reviews that should be read. We will also discuss literature reviews in class.

The Literature Review should include the following:

1. Cover page (not included in page count)
   - The title of your evaluation project?
   - Your name and the class number

2. Introduction
   - That which you have chosen to evaluate?
   - Why you have chosen to evaluate the program or policy?
   - What are the goals and objectives of the evaluation?
   - Who are the stakeholders?

3. Review of related literature
   - Discuss what is currently known about program, policy, topic, or issue under investigation.
   - Include a critical analysis of important issues as they relate to your focus.
   - Answer the following questions as they relate to your topic:
     - What do we already know?
     - What do we not know?

4. Conclusion summarizing the literature
   - Conclude with a critical analysis of important issues as they relate to your evaluation focus.

NOTE: Each literature review should review and cite between 5 and 7 articles

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Review</td>
<td>Organization is clear, coherent, comprehensive, and error free</td>
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<tr>
<td></td>
<td>Introduction is clear and addresses the issues above</td>
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<tr>
<td></td>
<td>Thoughtful analysis and synthesis of the literature, as opposed to just summarizing the literature</td>
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<tr>
<td></td>
<td>Strong conclusion that relates the literature to the program or policy being proposed for evaluation</td>
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</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Review</td>
<td>50</td>
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<tr>
<td>TOTAL</td>
<td>50</td>
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</table>
Assignment #3: Designing a Questionnaire

The purpose of this assignment is to conceptualize, develop, design, and produce a questionnaire related to your evaluation proposal. It is important to remember that a questionnaire should be viewed as a multi-stage process beginning with definition of the aspects to be examined and ending with interpretation of the results. Every step needs to be designed carefully because the final results are only as good as the weakest link in the questionnaire process. Although questionnaires may be cheap to administer compared to other data collection methods, they are every bit as expensive in terms of design time and interpretation.

The steps required to design and administer a questionnaire include:

1. **Defining the objectives of the survey**: Well-defined objectives are critical as a questionnaire that is written without a clear goal and purpose is inevitably going to miss important issues and waste participants' time.
2. **Writing the Questionnaire**: Key questions which arise when considering the number and types of questions that could be asked include: Which questions to include? Why? How should they be organized?
3. **Administering the Questionnaire**: Key questions which arise when considering administering a questionnaire include: Who would we give the questionnaire to? Why? When? How?

In developing the final design of the questionnaire, you must include at least **20 questions**. The questionnaire must be pilot tested with a minimum of ten respondents. If need be, ask the pilot respondents to assume the role of your respondent in your evaluation proposal to get better feedback from them. You must address the following items in writing a 2-page report to hand in that will inform your evaluation proposal:

1. What were the objectives of the questionnaire?
2. Do you think your questionnaire met these objectives? Why or why not?
3. What changes would you make to improve the questionnaire? Why?
4. What did the pilot respondents think of your questionnaire? Did they have any feedback?
5. Though you only had 10 respondents, did your analysis of the responses reveal anything? Why or why not?

To hand in:
- Questionnaire
- Responses from pilot test
- Revised questionnaire if appropriate
- Two page write-up of responses to the above questions

### Evaluation:

<table>
<thead>
<tr>
<th>Item</th>
<th>Criteria</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Questionnaire design</td>
<td>• Purpose and objectives are consistent with design</td>
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</tr>
<tr>
<td></td>
<td>• Aesthetics, organization, and question logic</td>
<td></td>
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<tr>
<td>One- to two-response</td>
<td>• Organization is clear, coherent, comprehensive, and error free</td>
<td>25</td>
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<td></td>
<td>• Thoughtfulness and introspection in responding to the questions</td>
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<td></td>
<td>• Relating what learned from pilot exercise to final evaluation proposal</td>
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</table>

**TOTAL** 50
Assignment #4: Evaluation Proposal Presentations

4 MINUTES—Must Be On Memory Stick and Loaded Prior to 9:00 am

Please dress professionally and prepare four slides covering your proposal:

1. Introduction
   o Introduce audience to the topic and tell me what you are evaluating and why
   o Present an overview of the purpose of the project

2. Proposal Objectives
   o Clearly describe the objectives of the proposal
   o Provide justification or rationale for this particular evaluation project

3. Methods
   o Discuss data collection methods
   o Discuss statistical or data analysis procedures
   o Discuss the limitations of the evaluation project

4. Potential Findings and Importance of Information
   o What kinds of data may be produced?
   o How do you plan to disseminate the findings of the evaluation?
   o What recommendations do you think you could make?

Evaluation

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<thead>
<tr>
<th>Item</th>
<th>Criteria</th>
<th>Points</th>
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<tbody>
<tr>
<td>Presentation</td>
<td>Sticks to the four minute time limit</td>
<td>10</td>
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<tr>
<td></td>
<td>Doesn’t read from notes and looks at audience regularly</td>
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<td></td>
<td>Speaks clearly, audibly, fluently, and animatedly</td>
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<td></td>
<td>Shows confidence and command</td>
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</tr>
<tr>
<td>Content</td>
<td>Material is relevant, substantive, and literature-based</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Organization is clear, coherent, and comprehensive</td>
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<td></td>
<td>Reasoning is logical</td>
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<td>TOTAL</td>
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<td>25</td>
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</table>
Assignment # 5: Final Evaluation Proposal

The final project proposal should be about 15 pages plus additional pages for references, appendices, or other material. Remember to use APA format.

Sections should include the following:

1. Cover and Title Page
   - Title, authors, date, and who the proposal may be addressed to if appropriate.

2. Introduction
   - Introduce me to the topic and tell me what you would like to evaluate and why.
   - Define the purpose of the project and research question.
   - Justification or rationale for this particular evaluation project.
   - Description of the objectives of the proposal.
   - Description of the remaining sections of the proposal.

3. Methods
   - Discuss procedures proposed for the study.
   - Introduce your sample (size, strategy used to obtain, composition, etc.)
   - Discuss data collection methods, triangulation,
   - Discuss statistical or data analysis procedures that will be employed;
   - Discuss the limitations of the evaluation project;
   - Discuss how these limitations relate to the proposal objectives.

4. Potential Findings and Importance of Information
   - What kinds of data may be produced?
   - Who will be interested in the proposal and why?
   - How do you plan to disseminate the findings of the evaluation?
   - To whom will they be disseminated? Why?

5. References - APA format

6. Appendices

Include the data collection instruments, and anything else relevant to your project.
Proposal Evaluation (100 points)

DOCUMENT FORMAT (30 pts.)

- 15-20 pages
- Double spaced with 12 point font
- Overall Design
- APA Format
- Writing Style
- Easily Followed
- Appropriate professional level
- Literacy
- Spelling Errors
- Grammar Errors

CONTENT (70 pts.)

- Cover
- Executive Summary
- Table of Contents/ List of Tables
- Introduction
  - Informative
  - Purpose stated
  - Organization information provided
- Methods
  - Are methods of sampling, data collection, and analysis consistent with the purpose?
  - Are sampling procedures sufficiently described?
  - Are data collection procedures sufficiently described?
  - Are data analysis procedures sufficiently described?
- Potential for Findings and Dissemination Plan
  - What kinds of data may be produced?
  - Who will be interested in the proposal and why?
  - How do you plan to disseminate the findings of the evaluation?
  - To whom will they be disseminated?
  - Why?

TOTAL POINTS_____ / 100
RECR 471/472/473: INTERNSHIPS

Recr 471/472s or 473 - Professional Internship
15 Credits

Spring Quarter Internship: Sign up for Recr 473/15 credits
Summer Quarter Internship: Sign up for Recr 472s/12 credits during Summer Quarter and Recr 471/3 credits either Spring or Fall Quarter

Description
This course provides an opportunity for students to experience practical application of leisure theories, concepts and skills in the world of professional practice. The professional internship is an integral part of a student’s total educational preparation for a professional career. Through the internship, the student is provided with a supervised experience in a setting that offers recreation experiences as a direct or indirect service. The primary purpose of the internship is to provide opportunities for professional and personal educational growth for students through on-the-job experiences in recreation leadership and administration in settings such as hospitals, public park and recreation departments, travel and tourism organizations, social service agencies, and outdoor companies.

Fulfills NRPA Accreditation Standard 8.29: Internship, full-time continuing experience in one appropriate professional recreation organization/agency of at least 400 clock hours over an extended period of time, not less than 10 weeks. If an option is accredited, the internship must be directly related to such option.

Internship Selection
The internship site must be approved by the student’s faculty advisor. Securing an approved internship is the responsibility of the student. The student’s faculty advisor is available to help in locating resources, helping to identify sites appropriate to the student’s goals and professional skills, and providing guidance to sponsoring agencies in developing an internship plan. It is best if a student secures an internship 3-5 months prior to the quarter they are planning to do their internship.

Requirements
- Development of Internship goals and objectives
- Approval of an Internship site by faculty advisor
- Complete forms and obtain signatures (your internship is not officially approved or recognized until this is done) to include:
  - Internship Agreement
  - Internship Plan
- Completion of a minimum of 400 hours of service over a 10 week period (12 weeks for TR)
- Submission of regular weekly reports to faculty advisor during internship
- Submission of written evaluations by agency supervisor as determined by your faculty advisor. Typically this includes 5 bi-weekly supervisor reports or a midterm evaluation form and a final evaluation form.
Final meeting with Faculty Advisor for the following purposes:
- Discuss final evaluation
- Review internship site’s potential for future WWU Recreation interns
- Relate internship experiences to Phase IV curriculum
- Review internship projects and documents for Professional Portfolio potential

Complete Internship Information form (available on Recreation Program website)

**Evaluation**
The internship course is graded S/NS (Satisfactory/Non-satisfactory). Satisfactory completion of the internship requirements is determined by the faculty advisor with recommendations from the agency supervisor. At midterm, if a student is not making satisfactory progress towards the completion of internship requirement, they will be notified in writing by their faculty advisor. A distinction between those students who have simply met the minimum requirements and those who demonstrated initiative, critical thought, and professional competence will be apparent in letters of recommendation from either the agency supervisor or the student’s faculty advisor.
RECR 480: LEISURE AND SOCIETY

Recreation 480
Leisure and Society
Fall 2011

Instructors: Randy Burtz, Keith Russell, and Jill Heckathorn

Office Hours: Posted sign-up sheet located at faculty offices. Other times may be arranged by appointment.

Class meeting time: Tuesday and Thursday 10:00 - 11:50. Class will meet either as a large group in CV 110 (as noted in schedule) or as small groups in one of the following classrooms:
- CB 485 (Jill)
- CV 109 (Keith)
- CV 110 (Randy)

The course calendar indicates where meetings will take place. Changes will be announced.

Course Description: This is a senior capstone that builds on general education and foundations of professional education. The goal is to synthesize diverse strands of theory and practice into an integrated understanding of recreation and leisure in society, with implications for professional service. The intention is not to cover all issues affecting the field of leisure services, but rather to examine a select few in order to enhance the student’s ability to identify and critically evaluate professional issues. The course is also designed to assist students in explaining and critiquing the role of leisure services in society. Emphasis is placed on advanced oral and written methods. This course meets the writing intensive requirement for graduation. Prerequisite: Phase III or written permission.

Course Format: Different topics will be covered using a variety of methods, including readings, panels, guest speakers, debates, and interactive activities. Students will take active roles as debaters, presenters, participants, and discussion leaders. Because this is a writing intensive course, considerable time and attention will be given to written assignments.

Course Goals:

- Explore the impact of moral, social, cultural, economic, and political issues on leisure services;
- Examine professional challenges and responsibilities as providers of leisure services in contemporary society;
- Understand the translation of principles of social justice to professional practice;
- Apply a variety of disciplines and models to issues affecting leisure services;
- Examine one’s professional preparation and professional development;
- Develop skills in oral and written communication.
ASSIGNMENTS

1. This I Believe (Sept. 27th) 10 pts
2. Term paper 100 pts
   a. Problem Statement/Burning Question (5 pts.) (Oct. 6th)
   b. Literature Search Assignment (5 pts.) (Oct. 11th)
   c. Introduction to Paper (10 pts.) (Oct. 18th)
   d. Literature Review (10 pts.) (Oct. 25th)
   e. Advanced Draft (20 pts.) (Nov. 15th)
   f. Final paper (50 pts.) (Dec. 1st)
3. Discussion Lead (Oct. 25th, Oct. 27th, Nov. 8th, Nov. 10th) 40 pts
4. Term Paper Presentation (Nov. 17th or Nov. 22nd) 20 pts
5. Preparation and Participation 30 pts

TOTAL 200 pts

Course Calendar

<table>
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<tr>
<th>Date</th>
<th>Topic/Activity</th>
<th>Location</th>
<th>Assignments due</th>
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<tbody>
<tr>
<td>September 21</td>
<td>(Wed) Course Overview (Jill)</td>
<td>CV 110</td>
<td>This I Believe Assignment due</td>
</tr>
<tr>
<td>27 (T)</td>
<td>Course Foundations: Social Justice (Keith)</td>
<td>CV 110</td>
<td>Reading #1</td>
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<tr>
<td>29 (TH)</td>
<td>Virtue Ethics (Charlie)</td>
<td>CV 110</td>
<td>Reading #2</td>
</tr>
<tr>
<td>October 4 (T)</td>
<td>Practical Reasoning (Randy)</td>
<td>CV 110</td>
<td>Reading #3</td>
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<tr>
<td>6 (TH)</td>
<td>Internship Issues</td>
<td>Discussion Groups</td>
<td>Problem Statement/Burning Question Assignment due</td>
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<tr>
<td>11 (T)</td>
<td>Literature searches and strategies/lab exercise</td>
<td>Computer lab: TBA</td>
<td>Literature Search Assignment due</td>
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<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Discussion Groups</th>
<th>Literature Review Assignment Due</th>
<th>Reading #</th>
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</table>
| 13 (TH) | Term paper issues discussed and developed  
Work day: peer support |  |  | Literature Review Assignment #1 due |
| 18 (T) | Professional Social Justice Issues  
Panel: TBA | CV 110 |  | Reading #4 |
| 20 (TH) | Discussion of panel  
Work day: peer support  
(Tourism Class at Neah Bay) | Discussion Groups | Literature Review Assignment due |  |
| 25 (T) | Issue: Getting a Handle on Competition | Discussion Groups | Lead Assignment – Group A due  
(Eval due 10/27)  
Reading #5 |  |
| 27 (TH) | Issue: Outdoor Spaces: Recreation or Religion? | Discussion Groups | Lead Assignment – Group B due  
(Eval due 11/1)  
Reading #6 |  |
| November 1 (T) | LGBTQ Issues: panel | CV 110 |  | Reading #7 |
| 3 (TH) | Discussion of panel  
Work day: peer support | Discussion Groups |  |  |
| 8 (T) | Issue: Prisons: Punishment or Rehabilitation | Discussion Groups | Lead Assignment – Group C  
(Eval due 11/10)  
Reading #8 |  |
| 10 (TH) | Issue: Village Tourism, To Go or Not to Go? | Discussion Groups | Lead Assignment – Group D  
(Eval due 11/15)  
Reading #9 |  |
| 15 (T) | Recreation, An Essential Service?  
Speaker(s): TBA | CV 110 |  | Term Paper draft due  
Reading #10 |
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<th>Activity</th>
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<tr>
<td>17 (TH)</td>
<td>Paper/research presentations (Students to do mini-presentations on their research)</td>
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</tr>
<tr>
<td>22 (T)</td>
<td>Paper/research presentations (Students to do mini-presentations on their research)</td>
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<tr>
<td>24 (TH)</td>
<td>THANKSGIVING NO CLASSES</td>
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<tr>
<td>29 (T)</td>
<td>Happiness: Can it be measured? What does research tell us about its relationship to leisure? Presenter: John de Graaf</td>
<td>CV 110</td>
</tr>
<tr>
<td></td>
<td>Take online Happiness Survey Reading #11 Review: <a href="http://www.happycounts.org/">http://www.happycounts.org/</a></td>
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<tr>
<td>December 1 (TH)</td>
<td>Discussion Group Wrap-up Course Evaluations</td>
<td>Discussion Groups</td>
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<tr>
<td>8 (Th)</td>
<td>Phase V</td>
<td>CV 110</td>
</tr>
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</table>
RECR 480 Leisure and Society Final Paper Assignment Descriptions

Burning Question Assignment: Due Date: October 6th

Purpose: To develop a direction for your term paper
- To explore professional issues of interest to you
- To determine one particular problem or burning question that agitates, compels, or fascinates you.
- To start identifying supporting literature and information about the topic.
- To get some initial thoughts regarding the subject down on paper.

Assignment Components

There are five stages/components to this assignment. They provide for the progressive development of your term paper issue/topic. Do them in order, show all work, and number your components.

1. **Make a list of 5 topics** you find interesting related to the field of recreation. You might glean ideas from your internship, newspapers, radio and television news, magazines, research journals, and/or conversations with professionals or the faculty.

2. **Rank these various ideas and select and describe your top two** based on your level of interest and its importance to you as a future professional. For each of your top two ideas, write a paragraph that explains why it is of interest to you, what problem it would solve, what burning question it would answer, and how it is relevant to your career.

3. **Further explore your top two ideas by finding one article for each** that directly relates to the subject/topic. For each article, provide:
   - a citation in APA format for each article
   - a 1-2 sentence summary of the article’s content
   - 1-2 sentences about how the article furthers your idea for a paper topic

4. **Select your top idea and phrase it as a burning question.**
   - Example:
     - Issue: Child development and leisure.
     - Burning Question: Should Leisure Education be a mandated component of public school curriculum?

5. **Locate two additional sources of information that address your Burning Question.** References may include books, book chapters, and journal articles. Newspaper articles and websites are not acceptable, unless approved in advance by your faculty group leader. You may use articles from electronic journals and from data sources, such as EBSCO or PsycInfo.
   - Cite your references, using APA Style and Format.
   - For each citation, write a one to two sentence description of why the citation is relevant to your topic.

6. **Develop a 1 page, double-spaced, narrative about your burning question.**
   - Free write, exploring some of your initial thoughts about this topic. Have it driven by your Burning Question, but don’t over-analyze what you are writing; let it flow and explore your passion about the subject. Just imagine that you’re trying to tell a friend why the topic interests you. You might: explore why the topic is relevant to the profession, provide a brief description of your experience or knowledge in the area, explore what else you would like to know about the subject, etc.

You will be graded based on completeness, correct citation format, and thoughtful narrative content.
**Introduction to the Paper Due Date: October 18\(^{th}\)**

The introduction to the paper builds off of your Burning Question and begins to formally outline your research paper and translate thoughts into an academic style of writing. This is a crucial step that helps provide direction for you as you develop the advanced draft of the paper. The introduction should be 1-2 pages, double-spaced, with the goal being to-shape the content, purpose, scope, and parameters of the paper for the reader. It should include a working title. The following are suggestions for its development:

- Begin to develop a compelling argument for your issue;
- Capture the attention of the reader and address why the issue is relevant to them;
- Provide an overview of what your paper will address and will not address in the following pages;
- State why you are interested in the issue;
- Frame the argument on one, two, or three sides for the reader and discuss how you will explore this argument;
- Frame the paper in any way you deem necessary to organize your direction.

Your introduction will be evaluated on clarity, how well the bulleted items are addressed, organization, and how effectively you have developed the idea for your paper. Efforts to write the introduction in an academic writing style with attention to grammar and sentence structure will also be considered.
RECR 480: Literature Review Assignment
Go to the library (or online resource), locate two research articles from a professional, peer-reviewed journal in our discipline related to your topic of interest guiding your research paper (examples include: *Journal of Leisure Research, Leisure Sciences, Journal of Travel Research, Tourism Management, Annals of Tourism Research, Journal of Parks Administration*). The task is to write a two page review of the articles. The articles are to be turned in with the review and there should be some evidence from the copy of the articles that they have been read (notes/highlight etc.) in their entirety. The review should be typed in word processing format, be 12-point font and double spaced. Be sure to properly cite the article in the introduction and include a Literature Cited section at the end of the paper.

An example would be: Butler (2008) in his paper “Why recreation is an essential service” presents five key reasons that recreation will continue to be an essential service for municipalities in the coming years. After this is done, it is sufficient to provide page numbers when directly quoting from the author. If paraphrasing or conceptualizing ideas, page numbers are not required. BUT, if you copy directly from the article, you need to use quotes. An example would be: The author states that “multiple styles are applied in work settings to help facilitate different types of learning for participants” (p. 78).

Content
The review should address the following points:
1. What was the main theory, concept or hypotheses the author(s) was testing? The primary thesis the author is trying to test or convey summarized and illustrated with citations from the text.
2. What methods were being used to test the theory, concept or hypothesis made by the author? The science and inquiry contained in the article, including methods, results and conclusions.
3. What did the author find? Did it make sense?
4. What did you think of the article and what does it mean to you as a professional?
5. How will it inform your paper? Has it affected your thinking at all on your topic? Why or why not?

Evaluation
You will be evaluated on:
- Clarity and presentation of writing, including organization, spelling, grammar;
- Evidence of having read the entire article;
- Your assessment and critique of the article;
- Your critique of the methods, results and conclusions of study;
- Presentation of your opinion and the discussion of findings.

How do I know if an article is in a refereed, academic scholarly journal?

Most research uses one of the following forms of data collection: observation, questionnaires, interviews, or controlled experiments. Types of research include case studies, user studies, experimental research, and survey research. Research articles also tend to be highly specific in nature, relate to a particular field, or specialty within a field, and are written by authors who have done research in the field. The target audience is other researchers, colleagues, students and specialists in the same field. Research articles are written for the scholarly community, rather than a general audience. The language is formal, generally does not use the first person, and includes jargon used in the field. Research articles are written to contribute to the knowledge base of the discipline and can vary in length, but are typically five to fifty pages long and may have numerous authors. The organization, institute, or professional society the authors belong to will be listed. Generally the article is written at a sophisticated enough level that the reader will need to read it more than once in order to understand and evaluate the article.
Advanced Draft : Due Date: November 15th

The advanced draft is a draft of the complete paper and is worth 20 points. The purpose of the advanced draft is to provide an opportunity to get feedback from faculty regarding clarity of your argument(s), the quality of supporting evidence in your writing, and highlight glaring weaknesses that may distract readers from understanding where you are ultimately going with the paper. A well-written advanced draft makes the editing process for the final paper smooth and easy. We will comment on personal patterns of error in your writing, but will not copy-edit your advanced draft, as that is your responsibility and an essential professional skill to practice. Formatting guidelines are presented below, although we encourage alternative strategies if they have been discussed and approved by the faculty. Please note that although there is no limit to the number of references cited and used in the development of your paper, you must have at least six from peer-reviewed journals.

Format Suggestions for Final Paper

The paper must be 8 pages minimum, double-spaced, typed in 12-point New Roman Times with one-inch margins, error-free, and properly referenced in American Psychological Association (APA) style and format. A basic guide to APA style and format is available on Blackboard, several websites, and can be obtained in Wilson Library. Ask one of the librarians if you need help.

Suggested Format:

I. Introduction
   - State the topic clearly.
   - Provide background on the issue (give the reader a context within which the topic can be understood).
     Why is this a problem or issue? (Historical background, changing social or economic conditions, conflict between cultures/values, emerging awareness of long-standing concerns, etc.)
   - Specifically state the purposes of the paper.
     - "The purpose(s) of this paper are to: (1) ...; (2) ...; and (3) ..."
     - "The question(s) this paper tries to answer are: ...."

II. Overview of the Issue (literature review)
   - Explain the current state of knowledge regarding the issue.
     - Summarize what previous studies and discussions have said.
     - Explain simply and clearly how the understanding of the issue has evolved.
     - Present all views of the issue in a fair and balanced way.

III. Analysis of the Issue
   - Evaluate the strengths and weaknesses of the various views.

IV. Conclusions
   - Briefly summarize the issue and the key points of the analysis.
   - State and justify your point of view.
   - Make recommendations about how the issue should be resolved or what needs to be done to bring the issue closer to resolution.

V. Reference list
   - At least six references from refereed journals besides internet, popular, or other sources
   - Use American Psychological Association style and format for referencing.

See rubric posted on Blackboard for evaluation criteria.
You must turn in a copy of your Advanced Draft, including the grading rubric with your final paper.
Final Paper: Due Date: December 1st
The final version of your paper is the critical last step in the process of developing both critical thought and writing skills in this senior capstone course. Both the suggested format and criteria were provided on the Advanced Draft Assignment sheet. As a reminder: The paper must be 8 pages minimum, double-spaced, typed in 12-point New Roman Times with one-inch margins, error-free, and properly referenced in American Psychological Association (APA) style and format. A basic guide to APA style and format is available on Blackboard, several websites, and can be obtained in Wilson Library. Ask one of the librarians if you need help.

**Suggested Format:**

**I. Introduction**
- State the topic clearly.
- Provide background on the issue (give the reader a context within which the topic can be understood). Why is this a problem or issue? (Historical background, changing social or economic conditions, conflict between cultures/values, emerging awareness of long-standing concerns, etc.)
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- Make recommendations about how the issue should be resolved or what needs to be done to bring the issue closer to resolution.

**V. Reference list**
- At least six references from refereed journals besides internet, popular, or other sources
- Use American Psychological Association style and format for referencing.

**Note:**
- A different rubric is used to evaluate your final paper. It is posted on Blackboard. Writing, editing, and proofreading are part of the grading criteria on the final paper.
- You must attach a copy of your Advanced Draft, including the grading rubric, with your final paper.
**Paper Assignment Calendar**

Through the development of an 8-10 page research paper we hope to accomplish the following:

- Give you the opportunity to explore a personally meaningful professional issue in depth
- Provide the instruction and structure needed for the development of a quality research paper
- Challenge you to write and read for discovery, learning, thinking, and communicating
- Meet our responsibility as instructors to the university Writing Proficiency course expectations

The following chart outlines the progression of assignments, instructional support, and resources available in the development of your term paper. Assignment descriptions are posted on Blackboard under Assignments in the Term Paper folder.

<table>
<thead>
<tr>
<th>Date</th>
<th>Instruction Provided</th>
<th>Assignment due</th>
<th>Resources</th>
</tr>
</thead>
</table>
| Sept. 21 (W) | *Introduction to Term Paper Assignment*  
*Description of This I Believe Assignment* | In-class: Writing Self-Assessment | Expectations for student writing at WWU (BB)  
This I Believe Support Materials provided on Assignment description sheet (BB) |
| Sept. 27   | *Details of Term Paper Assignment discussed* | *This I Believe Assignment due* |                                                                             |
| Sept. 29   | *Burning Question Assignment explained*     |                              | Getting Started (BB)  
Twenty Questions for Getting Started on a Topic (BB) |
| Oct. 4     | *Literature Search Assignments explained*  
*Literature Review Assignment explained* |                              | Using WWU resources for research:  
http://library.wwu.edu/research  
Writing a Literature Review:  
http://writingcenter.unc.edu/resources/handouts-demos/ |
| Oct. 6     |                                             | *Burning Question Assignment due* |                                                                             |
| Oct. 11    | *Literature Search Strategies presented*   
Burning Question Assignment returned | *Literature Search Assignment due* | Resources presented and explained by Jeanne Armstrong, PEHR Librarian during class |
| Oct. 13    | *Paper Introduction Assignment discussed*  
Literature Search Assignment returned |                              | http://writingcenter.unc.edu/resources/handouts-demos/writing-the-paper/introductions  
Provides tips on writing an introduction |
| Oct. 18    |                                             | *Paper Introduction due*      |                                                                             |
| Oct. 20    | *Paper Intro Assignment returned*          |                              | Writing a Literature Review:  
http://writingcenter.unc.edu |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct. 25</td>
<td>Literature Review Assignment due</td>
<td></td>
</tr>
<tr>
<td>Nov. 1</td>
<td>Literature Review Assignment Returned</td>
<td></td>
</tr>
<tr>
<td>Nov. 3</td>
<td>Discuss claims and use of evidence</td>
<td>Discuss transitions and flow</td>
</tr>
<tr>
<td>Nov. 15</td>
<td></td>
<td>Advanced Draft due</td>
</tr>
<tr>
<td>Nov. 17</td>
<td>Paper Presentations in class</td>
<td>Peer feedback on idea development during class</td>
</tr>
<tr>
<td></td>
<td>Editing and proofing paper discussed</td>
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<tr>
<td>Nov. 22</td>
<td>Paper Presentations in class</td>
<td>Peer feedback on idea development during class</td>
</tr>
<tr>
<td></td>
<td>Advanced Draft returned</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Editing and proofing paper discussed</td>
<td></td>
</tr>
<tr>
<td>Dec. 1</td>
<td>Term Paper due</td>
<td></td>
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</tbody>
</table>
ELECTIVE COURSES
RECR 370: OUTDOOR PROGRAM DEVELOPMENT

Course Syllabus for Recreation 370
Outdoor Program Development - Winter 2011
Tu. - Tr.  1:00 – 2:40

Instructor:  Dr. Randall T. Burtz
Classroom:  110 Carver
Office: Old Carver 6
Telephone:  Office: 650-7572  Home: 540-5204
E-mail: randy.burtz@wwu.edu


Course Description: Methods and techniques in the organization, implementation, and evaluation of recreation programs in outdoor settings. This class will focus on concepts, tasks, and issues specific to outdoor program planning and development.

Objectives: At the end of this course, students should be able to:
• Discuss the historical evolution of outdoor recreation programming areas and models, and apply appropriate outdoor programming models to a variety of settings and populations.
• Discuss current issues of outdoor programming such as program philosophy and equity in the provision of services.
• Explain and apply the general programming model: assessment, design/development, implementation, evaluation, and revision.
• Discuss issues unique to outdoor programming such as experiential learning and perceptions of risk.
• Understanding of the interrelationship between leisure behavior and the natural environment and how the natural environment will influence one’s leisure behavior. (8.04)
• Understand environmental ethics and its relationship to leisure behavior through the applied understanding of Leave No Trace land use ethics (8.05)
• Understand the importance of maintaining professional competence and the importance of credentialing. Certification processes, the maintenance of those credentials through attending national, regional, and local educational programs and certification training such as WFR, LNT, NOLS, etc. (8.08)
• Understand the variety of programs and services to enhance individual and group quality of life considering the content and purpose of programs and services that relate to individual and group goals and values, benefits of the leisure experience, theories of programming, knowledge of participant behavior, and participant-driven programs that promote quality of life. (8.13)
• Select and coordinate of programs and resources considering the social and physical environment of the setting (8.14:03)
• Preparation, operation, and maintenance of venues considering planning, organizing, developing, and scheduling of routine, preventive, and emergency maintenance and
operational tasks; and maintenance and replacement of equipment, and consideration of natural resources. (8.14:05)

- Implement outdoor recreation programs based upon outcome oriented goals and objectives, knowledge of participant-leader interface and implementation of programs for individuals and groups. (8.14:06)

**Objectives, continued**

- Understand group dynamics and processes considering facilitation of positive group interactions; developing group goals and identities; creating, promoting, and maintaining positive group atmosphere and communication; and establishing an environment within the group for effective programming outcomes. (8.15)

- Demonstrate the ability to use various leadership techniques to enhance individual and group experiences utilizing leadership models, motivation techniques, team leadership, and self-managed team concepts in providing programs for individuals and groups. (8.16)

- Have knowledge of the following principles and procedures of developing areas and facilities: (8.25)
  - Assessment considering social, environmental, and physical assessment and impact of the environment in the context of Leave No Trace Land Use Ethics. (8.25:01)
  - Planning - Basic planning models and principles as they relate to the development and construction of outdoor recreational areas. (8.25:02)
  - Functional Design - Principles of functional design of outdoor recreation areas maximize participation in a safe environment. (8.25:03)

- Understand contracts and tort law related to outdoor recreation. (8.26:02)

- Understand the principles and practices of safety, emergency (and crisis management), and risk management related to outdoor recreation (8.27)

**Requirements and Grading:**

**Exams:** There will be two exams worth 50 points each. Exams will cover (but not be limited to) all lecture and reading material. If an exam is missed, you will receive a zero on the exam. Exams taken late (for any pre-scheduled reason) will be penalized one full grade.

**U-lead:** Student will lead an outdoor recreation activity. Details are identified in the “Assignments” folder on Blackboard (50 points).

**Readings:** In addition to your assigned text, readings are posted on blackboard to deepen understanding of text concepts. The assigned reading is to be read before the start of the class period for which it is assigned. Reading due dates are posted on Blackboard with each respective reading.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>COURSE SCHEDULE</th>
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</thead>
<tbody>
<tr>
<td>Jan 4</td>
<td>Syllabus</td>
</tr>
<tr>
<td>Jan 11 - 13</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>Jan 18 - 20</td>
<td>Chapter 2, 3 (*8.08)</td>
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<tr>
<td>Jan 25</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Feb 1 - 3</td>
<td>Chapter 6, 7 (*8.14:06)</td>
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<tr>
<td>Feb 8 - 10</td>
<td>Chapter 8, Exam 1 (*8.16)</td>
</tr>
<tr>
<td>Feb 15 - 17</td>
<td>Chapter 9, 10 (*8.15)</td>
</tr>
<tr>
<td>Feb 22 - 24</td>
<td>Chapter 12 (*8.14:05, *8.27)</td>
</tr>
<tr>
<td>Mar 1 - 3</td>
<td>Chapter 13 (*8.27)</td>
</tr>
<tr>
<td>Mar 8 - 9</td>
<td>Course Evaluations and Final Activity</td>
</tr>
<tr>
<td>Mar 10</td>
<td>Overnight LNT Certification training course (*8.05, *8.25:01)</td>
</tr>
<tr>
<td>Mar 15</td>
<td>FINAL DUE</td>
</tr>
</tbody>
</table>

*NRPA Accreditation Standard
RECR 376: THERAPEUTIC RECREATION PROGRAM DESIGN

Recreation 376
Therapeutic Recreation Programming
Winter 2010

~Sometimes the best learning results from getting stuck.~

Professor: Charles Sylvester
Carver 102
650-3541
e-mail: cdsyl@wwu.edu

Office Hours:

Mon. and Wed. 9:00 – 10:00
Mon., Tues. & Thurs. 2:00 – 3:00

An appointment sheet is located in Carver 102. Other times outside of my regularly scheduled office hours may be arranged. Please see me to schedule other times.

Course Description:
The purpose of the course is to learn to develop comprehensive, specific, and individualized therapeutic recreation programs designed for clinical settings. Content includes assessment, planning, implementation, and evaluation. Documentation, activity analysis, intervention strategies and techniques, and bioethics are also studied. Implications and strategies for community recreation inclusion are explored.

Course Objectives:
1. Ability to design comprehensive and specific therapeutic recreation programs (8.14)
2. Ability to formulate programs goals and objectives for the purpose of care plans (8.14:02)
3. Understanding of and ability to apply activity analysis (8.15) (8.17)
4. Understanding of and ability to apply assessment (8.14:01)
5. Understanding of and ability to apply evaluation (8.14.0:7)
6. Understanding of and ability to perform documentation (8.14.0:7)
7. Understanding of intervention theories, techniques, and strategies (8.15)
8. Understanding of the continuity of care and its relation to community integration. (8.14:03)
9. Understanding of ethical issues related to therapeutic recreation in clinical settings. (8.07)

Calendar:

January
5 Overview
Theoretical Foundations
7 Phase retreat

12 Comprehensive and Specific Programs
   Standards of Practice
   Brown Book: 275-299
   Blue Book: 53-61

14 Assessment: Conceptual Foundations
   Brown Book: 115-140

19 Assessment: Methods & Instruments
   Brown Book: 301-317
   Blue Book: 101-127

21 Assessment: Applications

26 Test #1
   Planning: Writing Goals & Objectives
   Brown Book: 317-330
   Blue Book: 131-145

28 Goals & Objectives
   Applications

February

2 Goals & Objectives

4 Phase Winter Activity

9 Planning: Activity Analysis & Design
   Brown Book: 286-289, re-read 322-323

11 Test #2
   Implementation:
   Intervention Theories and Techniques
   Brown Book: Re-read 289-294, 143-182
   Blue Book: 63-97

16 Implementation: Intervention Theories and Techniques
   Blue Book: 147-188, 212-229
Assignments:
1. Four tests as scheduled (Test #4 given during finals week. TBA)
2. Program Plan:
   Each student will develop a therapeutic recreation program plan. Here are your instructions.
   
   The assignment has three parts.

**Part I: Therapeutic Recreation Program Plan (20%)**

Using chapter 11 of your “Brown Book” for guidance, you will develop a therapeutic recreation program for a setting of your choice. It must include:

- A description of the agency and population
- A mission statement for the TR department
- A list of comprehensive program goals for the TR department
- Capsule descriptions of the specific programs offered by the TR department (e.g., social skills training, adventure therapy, sensory stimulation, expressive arts, aquatics, sports, fitness, journaling, leisure education, community re-integration, etc.)
  - Goal(s) for each specific program

**Part II: Individualized Care Plan (70%)**

This is the core of the TR Programming class and is thus accorded the greater percentage of the grade. Most of the course content is devoted to developing individualized care
plans. The individualized care plan will be based on an in-depth case study of a real or fictional person. It must include:

- A detailed description of the client, including all personal data (age, gender, marital status, ethnicity, socioeconomic status, rural/urban, education, employment, family history, etc., etc., etc.) Give your reader a clear and complete picture of the person for whom you’re providing care. (This information would be collected from previous assessments and an initial assessment of the client performed at admission.)

- Assessment
  - General assessment: Include relevant information gathered from a variety of sources (e.g., progress notes, family history, medical records, social skills assessments, psychological tests, physical examinations, and specialized assessments performed by other disciplines, such as OT, PT). You will not actually administer these assessments; however, you should know what assessments you would need to access to learn about the client’s strengths and problems.
  - Quality of life assessment
  - TR assessment

Here’s where things get a bit tricky. You will administer your quality of life and TR assessment to a classmate, who will to the best of his or her ability assume the role of your client. Based on the assessment data you collect, you will make up results for the general, quality of life, and TR assessments. Based on readings, lecture, and discussion, you should be sufficiently familiar with assessment to fabricate assessment results for your client. You will use the fabricated results for identifying client needs and developing goals and objectives based on client needs. (You’ll get more direction on how to do this when we get to the section on client assessment.) Based on your overall assessment, you will determine the client’s need(s) in terms of quality of life and functional goals. Your individual care plan will include:

- One quality of life goal
- Functional goal(s) appropriate for the quality of life goal
- Measurable objectives for each functional goal
- Description of the specific program(s) the client will be placed in for the purpose of achieving his or her goals
- Activity analysis
- Intervention approach, techniques, and strategies
- Discharge plan

Examples will be given in class to illustrate each part of the assignment. Furthermore, you will have opportunity to work in class on your care plan. I want you to ask questions about any aspect of this assignment. Don’t wait until it’s too late. I’m here to help, so take advantage.

Due date: Thursday, March 11th

Part III: Presentation (10%) Each student will present his or her individual care plan in class. This will be an opportunity to practice presenting cases, which is regularly done in clinical therapeutic recreation practice, and to receive feedback about the individual care plan. Presentations will be made on March 3rd and 5th. Presentation times will be randomly assigned by lottery. A draft of the individualized care plan must be distributed
to each member of the class at the time of presentation. Students will then have a week to revise their care plans before turning in a final copy. More details about the presentation will be forthcoming.

**Evaluation:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Plan</td>
<td>100</td>
</tr>
<tr>
<td>Four tests @ 25 pts.</td>
<td>100</td>
</tr>
</tbody>
</table>

**Scale:**

- 185-200 A
- 180-184 A-
- 176-179 B+
- 165-175 B
- 160-164 B-
- 156-159 C+
- 145-155 C
- 140-144 C-
- 136-139 D+
- 125-135 D
- 120-124 D-
- Below 120 F

**Readings:**

2. *Therapeutic Recreation in Health Promotion and Rehabilitation* (Shank & Coyle) (“Blue Book”)
   
   (Reading assignments for each text are listed in the course calendar. For convenience, each text is identified as “Brown Book” or “Blue Book”)
3. Additional readings will be assigned throughout the quarter on the Blackboard Learning System.

   (With the exception of the assignment for the first day of class, readings are to be completed prior to class. Do not fall behind.)

**Attendance:**

You are preparing to become professionals, so now is as good a time as any to act professionally. Professionals are expected to be “on the job” and you will be expected to be “on the job” by attending class. Two points will be deducted for each unexcused absence. Furthermore, professionals are expected to perform while on the job. You, too, will be expected to perform in class by being prepared and by participating. Preparedness and participation will be taken into consideration in determining the final grade.

*Reject Mediocrity! Embrace Excellence!*

*Remember! Come see me if you have any questions or problems. Don’t wait!*
RECR 379: TOURISM PLANNING AND DEVELOPMENT

Recr 379 (4 credits)
Foundations of Ecotourism

Meeting Times: Tuesday 1:00-2:50
Location: Carver 110
Instructor: Jill Heckathorn
E-mail: jill.heckathorn@wwu.edu
Phone: 650-7559 (office)
Office Hours: Monday 10-11, 3-4; Tuesday 10-11, 3-4; Wednesday 10:00-11:00;
Thursday 10:00-11:00

Course Description
Using an international perspective, this course will introduce students to the history, concepts, principles, marketing, and planning of ecotourism activities. The focus will be on tours and activities that promote cultural and environmental awareness, community empowerment, and local economic benefits.

Competencies

1. Understanding the similarities and differences in various forms of alternative tourism, including ecotourism.
3. Ability to identify the cultural, social and ecological impacts of ecotourism.
4. Ability to identify and describe eco-tourist typologies. NRPA 8.22
5. Describe varying perspectives on tourism and ecotourism policy.
6. Ability to discuss the relationship between local ecology, culture, history and economy in the development of community-based tourism. NRPA 8.04; 8.11.01; 8.12.01; 8.12.02
7. Ability to identify ecotourism markets. NRPA 8.22
8. Awareness of conserving natural resources and maintaining the integrity of the indigenous culture. NRPA 8.05; 8.11.01
9. Ability to identify and discuss ecotourism certification programs, their successes and related professional issues. NRPA 8.04; 8.06.03; 8.08
10. Demonstrate the ability to apply the programming process to the design of a tour that reflects the application of principles of conservation and sustainability. NRPA 8.14.01; 8.14.02; 8.14.03; 8.14.04; 8.14.06; 8.14.07; 8.27
11. Ability to develop a tour/destination-specific professional Code of Ethics and traveler Code of Conduct. NRPA 8.07
12. Discuss the future of ecotourism and its development. NRPA 8.06.03
Readings


Evaluation

<table>
<thead>
<tr>
<th>Quiz</th>
<th>%</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (3)</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Travel Services Sustainability Evaluation</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Tour project</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

Quizzes

The course will be divided into three sections and there will be a quiz at the end of each section. The quizzes will be multiple choice, short answer and essay. They will not be comprehensive.

Travel Services Sustainability Evaluation

Working in pairs, students will develop criteria for evaluating the practices of travel services in relation to their conservation efforts, support and involvement with local communities, involvement in the protection of social and cultural resources, and sustainability policy. They will develop a tool and work in pairs to test its use by evaluating the practices of a travel related business. They will report their findings in a written summary and present them to the class.

Tour Project

Students will apply principles of program planning to the development of a two-week tour to an international destination. In addition to including the following components, the tour must be designed to meet the criteria developed in the Travel Services Sustainability Evaluation. Project components:

- **Background information:** description of company, description of target market
- **Program Design:** Assessment of resources, program and participant goals and objectives, detailed itinerary, pre-trip plan and materials, cost analysis
- **General Tour Information:** description, duration/cost, resource identification
- **Marketing plan:** marketing materials
- **Evaluation plan:** forms and processes
RECR 380: THERAPEUTIC RECREATION: PRINCIPLES PRACTICES AND TECHNIQUES

Recreation 380 – Fall 2011
Therapeutic Recreation Principles, Practices and Techniques

Instructor: Lindsay Poynter
Office: #6 Old Carver
E-mail: lindsay.poynter@wwue.edu
Office Hours: Monday & Wednesday 10:00-12:00

Course Description
This course is designed to develop the student’s knowledge and understanding of the principles and practices of therapeutic recreation. Focus is on clinical practices with implications for inclusive recreation opportunities in community settings. Content includes further examination of the foundations of therapeutic recreation, models of practice, settings, systems, disabling conditions, helping theories, interventions, assistive devices, activity analysis and design, medications, medical terminology, and introduction to therapeutic recreation programming.

Course Objectives
1. Knowledge of disabling conditions.
2. Knowledge of medical terminology.
3. In-depth understanding of at least one disabling condition and its treatment.
4. Understanding the relationship between leisure and health over the life course. NRPA 8.03
5. Understanding of the foundations of therapeutic recreation including Standards of Practice and Codes of Ethics. NRPA 8.07; 8.08
6. Understanding of models of practice in therapeutic recreation. NRPA 8.13
7. Knowledge of health care settings and systems. NRPA 8.09; 8.10
8. Knowledge of rehabilitation principles and practices.
10. Practice the development of comprehensive program planning components. NRPA 8.14:01; 8.14:02; 8.14:03; 8.14:06; 8.18; 8.27
11. Understanding of assistive devices and methods.
12. Understanding of activity analysis and design.
13. Knowledge of helping theories and interventions. NRPA 8.15; 8.16
15. Participation in professional practicum visits
Readings
Required:
- Therapeutic Recreation Programming: Theory and Practice by Charles Sylvester, Judith Voelkl, and Gary Ellis
- Therapeutic Recreation and the Nature of Disabilities by Kenneth Mobily and Richard MacNeil
- Medical Terminology Simplified by Barbara A. Gylys and Regina M. Masters
- Other readings as assigned

Course Requirements

Assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Point value</th>
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</thead>
<tbody>
<tr>
<td>#1 Philosophy Statement</td>
<td>10/6</td>
<td>20</td>
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<tr>
<td>#2 Disabling Condition Paper</td>
<td>11/3</td>
<td>100</td>
</tr>
<tr>
<td>#3 Exam</td>
<td>11/24</td>
<td>100</td>
</tr>
<tr>
<td>#4 Facilitation technique/Adapted equipment</td>
<td>11/17-24</td>
<td>100</td>
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<tr>
<td>#5 Practicum/ Reports/Activity Plan</td>
<td>10/20, 11/03, 11/17, 12/11</td>
<td>80</td>
</tr>
<tr>
<td>#6 Medical Terminology (Independent Study)</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Grading
450-500 points A
400-449 points B
350-399 points C
300-349 points D
Under 300 E
RECR 385: LEISURE AND AGING

RECR 385 ~ LEISURE AND AGING
Winter 2011

Dreams are renewable. No matter what our age or condition, there are still untapped possibilities within us and new beauty waiting to be born.  

Dale E. Turner

Life consists not in holding good cards but in playing those you hold well. 

Josh Billings

Meeting time: Tuesdays and Thursdays, 1:00-2:50 or as indicated on Course Calendar
Location: Bond Hall 217
Instructor: Jill Heckathorn, #6 Old Carver
Phone: 650-7559
E-mail: jill.heckathorn@wwu.edu

Office hours:
Monday 10-11, 3-4
Tuesday 10-11, 3-4
Wednesday 10:00-11:00
Thursday 10:00-11:00

Course Description
This course provides an overview of aging with respect to leisure services. Physical, social, psychological, economic and political aspects of aging will be examined as they relate to designing recreation programs and leisure opportunities to improve the quality of life for older adults.

This course will be conducted in a seminar-type format. The course is intended to provide a forum for students to exchange ideas with other students and to think critically about issues relevant to leisure and aging. Students are expected to be actively involved and contribute to this exchange of ideas by being involved in activities, asking questions, and discussing issues.

Course Objectives
1. To increase students’ understanding and appreciation of the complexity and significance of leisure in the lives of older adults. NRPA 8.02; 8.03
2. To examine physiological, psychological, and social characteristics of older adults as they relate to human development over the life course. NRPA 8.03; 8.13
3. To understand the development of attitudes and beliefs regarding leisure.
4. To understand the history, current issues, and future trends of leisure services for older adults. NRPA 8.06:03
5. To understand the social, political, economical, and cultural factors that affect leisure service delivery for older adults. NRPA 8.11.01; 8.11.02; 8.14.03
6. To understand multicultural considerations of older adults and their implications for leisure service delivery. NRPA 8.10
7. To understand the relationship between leisure services and retirement planning.
8. To learn how to interpret and apply aging research to leisure services. NRPA 8.17
9. To learn how to assess the leisure needs, interests and constraints of older adults. NRPA 8.14.01
10. To understand the relationship between agencies providing services for older adults. NRPA 8.09; 8.10
11. To participate in weekly discussions with an older adult partner and create a project representing leisure over their life course. NRPA 8.03; 8.13

Readings
1) Readings as assigned, posted on Blackboard.
2) the Leisure Seeker by Michael Zadoorian

Assignments

1. Class and Reading Journal (140 points, 10 pts per entry)
   Notes and reflections based on course readings and/or links to online films. Readings include the novel the Leisure Seeker. See attached sheet for details. Reading journal entries are due at the beginning of class on the dates that they are assigned; late journal entries will not be accepted.

2. Partnership Project (200 points)
   You will meet weekly with an older adult partner to discuss course topics and to explore their life history. There are three written requirements for this project:
   1. Time Log, including weekly discussion summaries (20 pts)
   2. Creative project, including a copy for your partner (100 pts)
   3. Analysis Paper relating your experience and the knowledge you gained to course material.
   Specific guidelines will be handed out in class. Timesheet and Life History are due on March 6th. Analysis paper is due on March 10th at noon. (80 pts)

3. Participation (60 pts)
   As a small, seminar-style course we have the opportunity to learn from each other’s life experience and from the collective experience of the Partnership Project. Participation will be evaluated based on attendance, involvement, and preparedness. You will complete a self-evaluation worth 10% of your final grade.
   1. Attendance (40 pts)
   2. Self-evaluation (20 pts)

Course Evaluation

<table>
<thead>
<tr>
<th>Class and Reading Journal</th>
<th>140 pts</th>
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<tr>
<td>Partnership Project</td>
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<tr>
<td>Participation</td>
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### Grading Scale

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<tr>
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<td>C</td>
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<tr>
<td>60 – 69%</td>
<td>D</td>
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<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
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RECR 421: THERAPEUTIC RECREATION TRENDS AND ISSUES

Recreation 421
Therapeutic Recreation Trends and Issues
Fall 2010

Professor: Charles Sylvester
Office: Carver 107 (Enter via Carver 102)
Phone: 650-3541
e-mail cdsyl@wwu.edu or Charles.Sylvester@wwu.edu

Office Hours: Mon. 1:00 – 2:00
Tues. 10:00 – 11:00 & 2:00 – 3:00
Wed. 1:00 – 2:00
Thurs. 1:00 – 2:00

A sign-up sheet is located outside of my office door. Other hours can be arranged by appointment. I make it a priority to meet with students. Please see me if you would like to make an appointment outside of my regularly scheduled office hours.

Course Description:

Advanced principles and practices of therapeutic recreation. Special attention devoted to contemporary trends and issues, including quality management, recreation inclusion, clinical issues, professional development, ethics, research, theory, and philosophy.

Course Objectives:

1. Understanding of the major trends and issues affecting the field of TR. (8.06:03)
2. Ability to examine issues affecting TR.
3. Understanding of the nature and value of recreation as a therapeutic experience. (8.03)
4. Understanding of state of the art principles and practices of TR.
5. Enhanced understanding of and ability to apply such practices as assessment, documentation, evaluation, mainstreaming, etc.
6. Understanding of quality management and other regulatory practices.
7. Understanding of the principles of professionalization and the credentialing process. (8.08)
8. Enhanced understanding of the social, political, historical, and economic factors affecting the delivery of TR services.
9. Understanding of ethical principles and practices as they relate to the practice of TR. (8.07)
Course Calendar:

This is a senior level seminar that comes after the student has completed his or her internship. Therefore, course content is largely determined by student consensus under advisement of the instructor. Content will be discussed the first day of class and a course calendar will be distributed by the second class meeting.

2010 Calendar

September
22  Course overview
28  Finalize calendar, share internships
30  “The times, they are a-changing in TR”

October
  4  Professional developments in TR (8.06:03)
  6  TR and the ICF (8.06:03)
 11  Video conference with Cathy O’Keefe
 13  Discuss conversation with Cathy O’Keefe
 15  WSTRA Fieldtrip
 18  Discuss WSTRA fieldtrip
 20  Professional ethics (8.07)
 25  Guest speaker: Peter Wold on client-professional boundaries
 27  Guest Speaker: Keith Poynter on processing (8.03)

November
  1  
  3  Student Presentation: Spirituality
  8  Student Presentation: Licensing (8.08)
 10  Student Presentation: Interdisciplinary approach to TR (8.06:03)
 15  Student Presentation: Community-based TR (8.06:03)
 17  Dinner and a Movie! “Awakenings”
 17  Discuss “Awakenings”
 22  Student presentation: The future of TR (8.06:03)
 24  Thanksgiving break
 29  Certification (8.08)

December
  1  Summary and Evaluation

Assignments:

  1. The Paper of Your Life
You’ve received your diploma. You’ve passed the NCTRC exam. You’re a graduated, bonafide, CTRS, and, believe it or not, you’ve been offered not just a job, but a job that involves starting a TR program from scratch. The administration at the agency where you’re incorporating a TR program for the first time has only a general understanding of TR. And, as you might expect, some staff are supportive, while others are skeptical or harbor stereotypes. Others just need to be better educated. So you need to explain to everyone at the agency the meaning, value, benefits, and practice of TR. Therefore, it will be necessary for you to define TR, discuss the philosophical basis (values and principles) of TR, explain the goals or outcomes of TR, discuss the theoretical basis for TR (i.e. why it is effective at achieving its outcomes), the knowledge, skills, and personal qualities needed to perform TR, and the relation of TR to other disciplines in the agency (e.g., OT, PT, medicine, nursing, social work). You might even imagine this paper as the document you would hand someone who comes to the agency for the first time—whether staff, client, family member, legislator, regulator, member of the community—to give them a thoughtful and thorough explanation of TR (i.e. far more than one would get in a glossy brochure).

One of the reasons this assignment is especially challenging is because you’re required to incorporate professional literature, discussions with others, your personal experience, and creative thinking. The paper won’t have the formality of a term or research paper, but the substance should be intellectually rigorous, meaning intelligently explained and well-supported by strong ideas and sound evidence. In certain respects, it’s harder than a conventional research paper, because you have to be a critically creative thinker, analyzing and synthesizing diverse resources. I want to emphasize that I do expect you to use resources from a variety of literature in your paper. A passing reference or two to a TR textbook won’t do, though texts may be used. I want to see that you’ve scoured the literature to support the values, principles, theories, and practices that constitute your TR program. Also, don’t assume that you have to comply with conventional views of TR, such as what organizations say, what you’ve read, or what I happen to think. You are free to go your own way, partially or wholly, as long as you give good reasons for the direction you take.

So, to reiterate, you will pack the following into a paper that explains the meaning, purpose, and practice of therapeutic recreation:

- What is therapeutic recreation?
- What are the basic principles and values of therapeutic recreation? In other words, what fundamental values does therapeutic recreation embrace and what ideals guide therapeutic recreation?
- What does therapeutic recreation do to benefit the people it serves? In other words, people are involved in experiences called “therapeutic recreation.” What is supposed to happen to them as a result of these experiences? (The results are usually called “outcomes” or “goals.”)
- Explain what makes therapeutic recreation effective at achieving these benefits. For instance, the theory of gravity explains why objects fall to earth. What theories help to explain the effects of therapeutic recreation? (In this case, you need to research therapeutic recreation models and research.)
- What is the relationship of therapeutic recreation to other fields, such as nursing, social work, physical therapy, occupational therapy, art therapy, and counseling? How is
therapeutic recreation similar to other fields? What makes it unique compared to other fields?

- What knowledge, skills, and personal qualities does a therapeutic recreation professional need to be excellent at his or her work? (You might also wish to comment on how your education has prepared you in whole, part, or not at all, and what knowledge, skills, and qualities you intend to acquire in the future to improve yourself.)
- Conclude by explaining what therapeutic recreation brings to the agency that better serves its constituents and which no other service can duplicate.

The paper must be clear, coherent, and integrative. Having someone read the paper critically should assist that process. It may also help to discuss your papers with each other as you develop them. Length should be between 7-8 pages, more if you wish. The paper should be double-spaced, 12-point Times-Roman font, with one inch margins all around (also, double-space between sections—no quadruple spacing). In the past, papers have ranged in quality from generally mediocre to a few excellent papers. Mediocre papers are almost always the result of procrastination rather than lack of ability.

For the purposes of encouraging timely progress and giving feedback, you will hand in a draft of your paper. It is due November 17th, though you may turn it in any time prior to that date. I expect a developed draft, not something that has been hurriedly scratched out or shows little evidence of development. If that occurs, I will return the paper with the note that I can’t offer feedback, because you’ve not given me enough to work with. I will happily guide and assist you with your work, but I will not do it for you. Indeed, the better your paper is developed, the better able I am to offer concrete, substantive feedback. Of course, I am available to talk with you about your paper anytime. Also, feel free to talk among yourselves and others to get feedback and bounce around ideas.

2. Oral Exam:
Each student will complete a twenty-minute oral exam based on course content. The exam will be recorded. It will be graded according to the following criteria:
- Ability to identify and define various aspects of the problem or issue accurately and clearly
- Ability to explain implications
- Ability to take and defend a position
- Ability to suggest reasonable solutions
- Ability to critique yourself. (You will also write a 2-3 pp. self-evaluation based on these criteria that will be turned in no later than 48 hours after completing the oral.)

3. Student Presentations
Tired of crummy, boring, out of touch professors? Well here’s your chance to show what real education is all about. Working in pairs, you will present on topics that the entire class wants to explore. Student teams will:
- Conduct research on the topic
- Prepare a presentation, including assigned readings that the class must complete prior to the presentation. (There must be a minimum of two readings). Readings must be
available one week prior to the presentation. They may be distributed to the class or placed on Blackboard.

- Distribute an outline of the subject to the class. Include a bibliography that lists a minimum of ten books, chapters, and journal articles. You may also include websites, but they do not count toward the total of ten readings.
- Present the subject to the class in a seminar format (*emphasis on discussion, debate, questions, etc.*)
- Make the presentation stimulating, provocative, enlightening, challenging, awesome, substantive, and inspiring. Treat it as if you were presenting at a professional conference, which I encourage you to do one day.

**Absolutely no duds allowed!**

**Evaluation:**

<table>
<thead>
<tr>
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<th>50 pts.</th>
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<tbody>
<tr>
<td>Paper</td>
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<tr>
<td>Draft due Nov. 17th</td>
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<tr>
<td>Final paper due December 3rd</td>
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<tr>
<td>Oral exam</td>
<td>25 (Exam schedule will be posted)</td>
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<tr>
<td>Presentation</td>
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<tr>
<td>93 - 100</td>
<td>A</td>
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<td>90 – 92</td>
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<tr>
<td>88 – 89</td>
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<td>82 – 87</td>
<td>B</td>
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<tr>
<td>80 – 81</td>
<td>B-</td>
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<tr>
<td>78 – 79</td>
<td>C+</td>
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<td>72 - 77</td>
<td>C</td>
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<td>70 – 71</td>
<td>C-</td>
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<td>68 – 69</td>
<td>D+</td>
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<td>62 – 67</td>
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<td>below 60</td>
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</table>

**Attendance:** Two points will be deducted from the point total for each unexcused absence.

**Readings:**
Readings are available on Blackboard. Reading assignments will be made in class.

*I strongly encourage you to meet with me if you have questions or concerns about any aspect of the course. Our joint mission is to seek excellence and avoid mediocrity. Do your best and have a good term.*
RECR 470: ADVENTURE-BASED PROGRAMMING

ADVENTURE PROGRAMMING
Recreation 470 - 3 credits - Fall 2010

The great sea has set me in motion.
Set me adrift,
And I move as a weed in the river.

The arch of sky
And mightiness of storms
Encompasses me,
And I am left
Trembling with joy.

-Eskimo Song from Earth Prayers (p. 21)

Instructor: Keith C Russell
Office: 6 Old Carver
Phone: 650-3529
E-mail: Keith.Russell@wwu.edu

Class Meeting Times: Monday and Wednesday from 10:00 – 11:15am in Room 110

Office hours: T/TH 8:30-9:00 am
              Monday 2:00-3:00 pm
              Tuesday 2:00-3:00 pm

Wednesday 2:00-3:00 pm

A sign-up sheet is located outside of my office door. If these hours simply do not work for you, please see me to schedule another time. I make it a priority to meet with students.

About this Course
This class will address the unassuming questions of “Why adventure?” Why do programs, schools, therapeutic, and other recreation settings systematically and intentionally utilize adventure to facilitate goals and objectives of their organizations? To address these questions and others that you bring to the course, we will explore the methods and techniques in the assessment, design, implementation, and evaluation of adventure programs in recreation, enrichment and therapeutic recreation settings. Because adventure often takes place in outdoor, natural, and wilderness settings, we will also examine the role that wilderness and natural areas play in facilitating adventure program’s process and outcomes. Another critical aspect of the course is to explore the many facets of leadership, including leadership styles and techniques that will help develop you as a leader of adventure experiences. These issues include ethics, wilderness impacts, access, risk management, benefits, and inclusion. The main themes of the course are professional and personal development, experiential learning through adventure, models of adventure programming, metaphor, facilitation of group and individual development,
and liability and risk management. Adventure programming covers a wide array of important topics and I assume that each of you will bring your own perspectives and experiences of adventure to the class. I approach this class more as a facilitator than an instructor, and will lead the class in a seminar format.

Learning Outcomes
On successful completion of the course, participants will be able to:

1. Understand the use of adventure in educational and therapeutic approaches in individual and group growth and development, team building, and training in group problem solving (NRPA 8.03, 8.14, 8.15);

2. Understand the leisure and educational resources of wilderness as well as the history of the wilderness movement in America and its relation to adventure programming (NRPA 8.04, 8.05);

3. Analyze the history and development of adventure education and therapy, including models, and the application of these models to practice (NRPA 8.03, 8.14, 8.15);

4. Synthesize the literature and research in this area on outcomes and benefits to develop a personal philosophy of adventure programming based on traditional and non-traditional sources as well as personal experience (NRPA 8.12, 8.13, 8.14);

5. Analyze and experience the process steps in adventure programming, resulting in the ability to plan appropriate programs for a variety of clientele (NRPA 8.14);

6. Analyze the models, goals, and outcomes of a variety of adventure education and therapy programs and settings, including: youth programs, corporate training programs, therapeutic programs, programs for women, and programs aimed at minority cultures (NRPA 8.09, 8.12, 8.13, 8.16);

7. Examine diversity, multicultural, and international issues in adventure programs, including the history of exclusion in these programs and strategies for making them appropriate and attractive for persons of minority cultures (NRPA 8.09; 8.11, 8.13);

8. Analyze obstacles and strategies in integrated adventure programs that include persons with disabilities (NRPA 8.10, 8.11);

9. Understand the role of adventure programs in promoting healthy youth development, the major youth “assets” these programs can develop, and the use of adventure programs in working with youth who are having social and personal challenges (NRPA 8.10; 8.14, 8.15);

10. Develop skills in adventure program planning, implementation, leadership and evaluation (NRPA 8.10, 8.13, 8.14, 8.15, 8.16);

11. Examine the skills needed in leading and facilitating groups in adventure programs (NRPA 8.14, 8.15, 8.16);

12. Examine current issues in adventure programs, including: ethics, gender, diversity, accessibility, risk, safety, and leadership (NRPA 8.9, 8.10, 8.11);

13. Analyze ethical issues typically encountered in adventure programs, and develop a foundation to make management and leadership decisions based on sound ethical philosophies (NRPA 8.07, 8.26).

Computer Literacy Policy
Students are expected to access this course on the web for information (Blackboard), course syllabus and assignments, course schedule, case studies, connect to web sites on adventure programming, and additional materials. In addition, students are expected to communicate with
the instructor through email. Some assignments can only be accessed by using the web. Materials in this on-line format are intended to supplement the materials and instructions given in the class meetings. All class assignments are to be turned in to the instructor at the class meeting, hard copy, unless specified by the instructor.

**Cultural Diversity**
This course incorporates cultural diversity in a number of ways. Some of the topics covered relate directly to diversity, including inclusive programming that includes persons with a variety of abilities, and racial, ethnic, and cultural issues around adventure programming. Some of the required reading includes a specific focus on diversity.

**Required Texts**
1. Readings will be made available in pdf format on Blackboard

**Required Readings**
Please see required readings under the course topical schedule. Additional readings are assigned for most of the class sessions. These reading include materials for each week on the web site for this class, additional web sites that students should explore and material distributed in class. Students are especially encouraged to consult issues of the *Journal of Experiential Education* for materials for their assignments.

**Instructional Strategies**
Information related to the course objectives will be covered through lecture/discussion, audio-visual presentations, field experiential involvement, sites on the World Wide Web, and assignments. The combination of student readings, instruction in the classroom, instruction in the field, and experiential opportunities in the field will cover the topics in the course content section of this syllabus. Cooperative learning will be used for topic discussions in class and for the group project.

**Course Requirements and Procedures**

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<thead>
<tr>
<th>Assessment</th>
<th>%</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>1. Attendance and participation in activities</td>
<td>20</td>
<td>Weekly</td>
</tr>
<tr>
<td>2. Discussion papers</td>
<td>20</td>
<td>Weekly</td>
</tr>
<tr>
<td>3. Midterm quiz</td>
<td>15</td>
<td>11/1</td>
</tr>
<tr>
<td>4. Structured student adventure</td>
<td>15</td>
<td>Variable</td>
</tr>
<tr>
<td>4. Paired project and presentation</td>
<td>30</td>
<td>December 2</td>
</tr>
</tbody>
</table>

1. **Attendance and Participation**
Students are required to attend the course regularly unless an emergency arises. Attendance will be taken. In such cases, please speak with the instructor as to the purpose and reason for absence. There will be instances where students may be required to attend class off site.

2. **Discussion Papers**
Each week, students are to write a discussion paper that will be due at the beginning of class. The papers are worth ten points each. No late discussion papers will be accepted unless you have a specified emergency. The papers should be one-page in length and single space. Second pages will not be accepted. The papers will vary in their approach and intent. At this point in your academic careers, it is assumed that you can write a standard three paragraph essay. We will expand on this and vary the audiences, the intent, and the style of the essays in this course. All essays should cite author and year in the text of the paper. You don’t need to provide a literature
cited section. If you need help in some of these areas, please contact the instructor. We will drop the lowest score from the final total.

An example is provided below:

Priest and Gass (1997) believe that leaders should ….

An example of a proper citation when DIRECTLY referencing the author would look like this (note the quotations and the page number):

Gass (1994) states "facilitation styles dramatically impact the learning that occurs in an adventure education program" (p. 36).

3. Quiz

A study guide will be handed out that guides students in studying the topics covered in the class to that point. The quiz will address key issues presented and ask students to apply them to scenario-based situations associated with adventure programming.

4. Structured Student Adventure

The structured student adventure will ask students to engage in a group adventure of no less than five students that will be designed by the student group. Adventures can be anything from an urban excursion to a backpacking trip, and should be at least three days and two nights. We will be working with the design, logistics, and leadership issues in class as we move through the quarter to the date of the adventures. Students will provide an 1) itinerary, 2) an equipment check list, 3) a roles description (leaders, etc.), 4) a risk management and glitch plan, and 5) goals and objectives of the adventure. The purpose of the adventure is for students to experience some of the key factors of adventure programming, and then be able to relate them to different groups of participants, leadership styles, contexts and settings, and outcomes discussed in class to that point. Participation in this experience is strongly encouraged. Individual situations can be addressed on a case by case basis.

5. Paired Project and Presentation

A project will ask students working in pairs to identify an adventure education or therapy program and to do a “case study” of the program or an aspect of the program. A case study is an intensive, detailed description and analysis of a single project, program, or instructional material in the context of its environment. **The goal of this case study is to determine from which theoretical framework that program or element of that program operates.** To do this, the group will need to do some or all of the following: 1) conduct a thorough analysis of promotional materials and other writings that can be located on the program, 2) conduct interviews with staff and/or participants, 3) observe actual programming, and/or 4) participate in or have participated in the program.

The project write-ups will be assessed from the perspective of your peers as well as the Instructor. The report will be 8-10 pages in length and be typed and double-spaced with one-inch margins. Due date will be Monday December 6th at 12:00 pm. A detailed description of what each written report will contain will be made available to students. This project should not be put off until the last minute. Time to establish groups will be made in the first two weeks of the semester to allow time for selection and recruitment of the program to be involved in your case study.
NOTES ON GRADING POLICIES

19. All papers and exams are graded on writing ability and form as well as content. Please type all papers and exams, and turn in quality products.

20. PAPERS ARE EXPECTED ON THE DUE DATES. THOSE SUBMITTED LATE WILL NOT BE ACCEPTED, PLEASE PLAN AHEAD.

21. An incomplete (“I”) grade will be given in rare situations where the student advises me of extenuating circumstances beyond his/her control. If an incomplete is given, the highest grade the student can obtain in the course is a “B.”

22. The proposed grade scores for this class are: 64 and below=F, 65-70=D, 71-73=C-, 74-76=C, 77-79=C+, 80-83=B-, 84-86=B, 87-89=B+, 90-94=A-, 95-100=A.

23. Please refer to University grading policies and practices at http://www.wwu.edu/depts/registrar/records_grading.shtml

24. Academic dishonesty in any portion of the academic work for a course shall be grounds for awarding a grade of F or N for the entire course. Please see the university policy on plagiarism at http://www.library.wwu.edu/ref/plagiarism.html

Definition of Grades
A - Achievement that is outstanding relative to the level necessary to meet course requirements.
B - Achievement that is significantly above the level necessary to meet course requirements.
C - Achievement that meets the course requirements in every respect.
D - Achievement that is worthy of credit even though it fails to meet fully the course requirements.
S - Achievement that is satisfactory, which is equivalent to a C- or better (achievement required for an S is at the discretion of the instructor but may be no lower than equivalent to a C-.) ----
F (or N) - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I).
K - (Incomplete) Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Content</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/22</td>
<td>Wed</td>
<td>• Introduction course information&lt;br&gt;• Identify needs and objectives</td>
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<tr>
<td>9/27</td>
<td>Mon</td>
<td>• Types of adventure programs&lt;br&gt;• Introduction of adventure programs</td>
<td>1. Friese Hendee &amp; Kinziger (1995)</td>
<td>Learning contract</td>
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<td>10/4</td>
<td>Mon</td>
<td>• Philosophy of wilderness&lt;br&gt;• History of adventure programming</td>
<td>3. Ewert (1989)</td>
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<td>10/11</td>
<td>Mon</td>
<td>• A theoretical framework for studying the wilderness experience</td>
<td>5. Russell &amp; Farnum (2004)</td>
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<td>Mon</td>
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<td><strong>Midterm Quiz</strong></td>
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<td>11/15</td>
<td>Mon</td>
<td>• Contemporary issues</td>
<td>15. Students bring in readings/issues</td>
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<td>11/17</td>
<td>Wed</td>
<td>• Presentations of case studies</td>
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<td>11/22</td>
<td>Mon</td>
<td>• Presentations of case studies</td>
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<td>Wrap-up</td>
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<td><strong>Paired case study project due</strong></td>
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WWU Recreation Program Self-Study 2012  124  Volume II
Literature Cited in Course Outline


**Additional Selected Readings**


**Journals**

*International Journal of Wilderness*
*Journal of Experiential Education*
*Journal of Leisure Sciences*
*Journal of Environmental Education*
*Journal of Environment and Behavior*
*Journal of Leisure Research*
*Training and Development Journal*
*Journal of Offender Rehabilitation*
*Journal of Environmental Psychology*
RECR 475: COMMUNITY DEVELOPMENT AND LEISURE SERVICES

Recreation 475 – Community Development & Leisure Services
Fall - 2011

Instructor: Randall T. Burtz, Ph.D.   Time: M, W 10:00-11:15
Phone: 650-7572   Home: 540-5204   E-mail: randy.burtz@wwu.edu
Office: Old Carver 6

Required Readings:

Selected readings are posted to Blackboard.

Course Objectives:

1. To explore community development in the United States.
2. To understand the interrelationships and importance of social, political, and economic dimensions of community through the delivery of recreation and leisure (8.12:01).
3. To explore the relationship between community development and recreation service agencies considering the selection and coordination of programs, events, and resources. Particular attention is paid to the availability and accessibility of programs, resources and facilities; the social and physical environment of the setting within the greater community; and the integration and coordination with public, nonprofit and private sectors of programs within and outside the direct service area (8.14:03).
4. To explore opportunities of, and barriers to community development.
5. To learn how to identify and apply the available community resources.

Grading:

You will be graded on two exams, class participation, and 2 reflection papers. The first exam is worth 25 points and will be in a multiple choice format. The final is worth 75 points and is in a multiple choice, short answer, and essay format. Two reflection papers will be assigned throughout the quarter and are worth 15 points each. Late reflection papers are accepted (up to one day late) at a possible point total of 5 points. Your class participation is worth 20 points. If you have any special needs, contact me as soon as possible and accommodations will be made.

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<td>94.9 – 90</td>
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<tr>
<td>89.9 – 87</td>
<td>B+</td>
</tr>
<tr>
<td>86.9 – 83</td>
<td>B</td>
</tr>
<tr>
<td>82.9 – 80</td>
<td>B-</td>
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</table>
Important Note:
This class, through organization and function, is very much like a graduate class. This class does not function if you do not do the readings and come to class ready to discuss the implications of said reading. You should come to class prepared to discuss, debate, and question what we have read. Due to the small size of this class, you will be questioned individually about your opinion regarding the details of the readings. The assigned readings must be read before the class date indicated for that reading.

Recreation 475 Course Schedule - Burtz

<table>
<thead>
<tr>
<th>DATE</th>
<th>READING / CLASS TOPIC</th>
<th>ASSIGNMENT</th>
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<tr>
<td>September 22</td>
<td>Syllabus</td>
<td>Handout</td>
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<tr>
<td>September 27</td>
<td>Discuss handout and lecture</td>
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<tr>
<td>September 29</td>
<td>Return to Klotter and Continue Day 1 discussion</td>
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<tr>
<td>October 4</td>
<td>“The dream that lies before us”</td>
<td>Begin Reflection #1</td>
</tr>
<tr>
<td>October 6</td>
<td>“Community animals”</td>
<td>Due: 10/18/10</td>
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<tr>
<td>October 11</td>
<td>“The new American identity”</td>
<td></td>
</tr>
<tr>
<td>October 13</td>
<td>“Community development”</td>
<td></td>
</tr>
<tr>
<td>October 18</td>
<td>“Community development” continued</td>
<td>Reflection Paper #1</td>
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<td>October 20</td>
<td>“Professional community development roles”</td>
<td>Begin Reflection #2</td>
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<tr>
<td>October 25</td>
<td>“Reclaiming community”</td>
<td>Due: 11/17/10</td>
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<td>October 27</td>
<td>To date summary and EXAM Q&amp;A</td>
<td>Exam study guide</td>
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<td>November 1</td>
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<td>Bowling for Columbine</td>
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<td>November 8</td>
<td>Bowling for Columbine &amp; Discussion</td>
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<td>November 10</td>
<td>“The practice of community development”</td>
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<td>November 15</td>
<td>“ABCD Map”</td>
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<td>November 17</td>
<td>“The alternative path”</td>
<td>Reflection Paper # 2</td>
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<td>November 22-24</td>
<td>“From clients to citizens”</td>
<td>Due</td>
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<td>November 29 –</td>
<td>Quarter in review and course evaluation</td>
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<tr>
<td>December 1</td>
<td>Final Due</td>
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* Schedule subject to change*
How do you develop sustainability in an on-demand world with a short-attention span?

Sustainable Development Notebook

Every moment of the day provides an opportunity to create the conditions for Peace.

Harrison Owen

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Class: 10:00-11:15, Humanities 101
Instructor: Jill Heckathorn
Office: #6 Old Carver Phone: 650-7559 (office)
E-mail: jill.heckathorn@wwu.edu
Office hours: Monday - Thursday 11:45-12:45 Tuesday/Wednesday 1:45-2:45 or by appointment

Course Objectives
1. Understanding the history and evolution of ecotourism as a concept in tourism planning. NRPA 8.06:01
2. Understanding the concepts and theory of professional practice in ecotourism. NRPA 8.07; 8.13
3. Understanding the relationship between the natural environment and the travel experience. NRPA 8.04
4. Understanding the cultural context for ecotourism development. NRPA 8.10
5. Understanding the sustainability issues inherent in ecotourism. NRPA 8.06:03
6. Understanding the role and practices of traveler education in mitigating the environmental, social and cultural problems of tourism. NRPA 8.05
7. Understanding basic planning and management guidelines for ecotourism development from a national and international perspective. NRPA 8.18; 8.22
8. Explore strategies for applying ecotourism principles to mass tourism.
9. Understanding ethics in ecotourism. NRPA 8.05
10. Applying principles of ecotourism to various sectors of the tourism system. NRPA 8.14.03
11. Evaluate ecotourism potential and pitfalls during a 3-day fieldtrip to the Makah Nation at Neah Bay.
12. Research and present on a current issue in ecotourism. NRPA 8.06:03; 8.24

Readings
Readings as assigned, located on course calendar
Course Evaluation

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points</th>
<th>Notes</th>
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<tr>
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<td>60</td>
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<tr>
<td>Neah Bay assignment sheet</td>
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<td>70</td>
</tr>
<tr>
<td>Project</td>
<td>35%</td>
<td>70</td>
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<tr>
<td>TOTAL</td>
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Assignments

**Reading Journal**

I have experimented over the past few years with the use of reading journals as an alternative to exams and there has been an almost unanimous ‘thumbs up’ from students. Reading journals act as a way to insure that folks are prepared for class and allow them to individually decide what is most relevant and interesting about the readings. I will give you a general format for journal entries and more specific instructions for a handful of days that demand a different structure in preparation for class. A typical entry is about one page; when there are multiple readings they should be done separately. It does not have to be in narrative form (there can be understandable lists, sentence fragments, etc), it can be typed or neatly handwritten. Much of it can be done as you are reading or by highlighting items that you want to pull from. You have one ‘Oops’ (no entry) before it effects your grade; there is a total of ten days/14 readings.

Grading Criteria

- Relevance (clear reflection of reading, explanation provided)
- Represents scope and/or depth of reading (demonstrates that you have read and digested the whole reading)
- Demonstrates critical thinking (doesn’t simply paraphrase, shows thought)

General Entry Format

- Title of reading and class date
- One paragraph response to reading (NOT a summary)
- 2-3 facts, quotes, or concepts of particular interest to you with a brief 1-2 sentence reflection for each
- List of resources of interest to you noted in reading (organizations, websites, etc)
- 1 thoughtful question to generate discussion about the reading followed by a brief response representing your answer to the question.

Specific Instructions

10/4 Select one section of interest, and write a brief overview of the nature of the best practices in that section, and identify the 6-8 items that were most surprising or unique.

10/18 Identify the rights that are most clearly related to tourism with a brief one sentence explanation.
10/27 Identify 8-10 criteria that you feel would be the most difficult to apply on a global scale with one sentence reflecting ‘why’.

Journal due dates:
- Monday, October 11
- Monday, November 1
- Wednesday, December 1

**Neah Bay Assignment**

There are three components to your grade for the Neah Bay trip:
1) **Pre-trip Worksheet** (turned in at the beginning of the trip 10/20 – 5 pts)
   Please answer the following questions in preparation for our trip to Neah Bay.
   - What have you been socialized to think about Native American communities? Where have these messages come from? What personal experiences have you had that may have impacted your view of Native American communities?
   - What is one question that you carry with you on this trip from which you will view your experiences and activities? (This should be something that you would like to discover, to clarify, or to understand)
   - From your readings about Neah Bay and the Makah Nation, what resources can you identify that would be of potential interest to travelers/tourists? (Explain)
   - Based on the readings, what aspects of their culture, their community and their way-of-life, do they identify as important to protect, preserve, and sustain? (Explain)
   - What role can a guide play, what actions can they take to promote a less impactful and more meaningful experience for participants? (Explain)

2) **Engagement, participation** (During the trip 10/20-10/22 - 40 pts)
   Full credit will be awarded if you are present and attentive at all activities and demonstrate engagement by asking questions and contributing to discussion.

3) **Post trip Assignment** (Due date is Wednesday 11/01 - 20 pts total)
   **Debriefing Questions (5 pts)**
   Please answer the following questions in preparation for our discussion/debriefing on Monday, 11/01. It can be handwritten and/or bulleted.
   - For the pre-trip worksheet, you were asked for a ‘question’ that you were bringing into the trip. What was your question? What answers did you find during our journey?
   - What are the most difficult questions, the biggest risks, for the Makah Nation related to tourism development?
   - What resources at Neah Bay would you (or they) identify as those that should be protected at all costs? What limits would you recommend for tourism development at Neah Bay? Why?
   - What experiences are available at Neah Bay that are not available for visitors anywhere else; what is unique to this particular place and people? In what specific ways is, or could, tourism act to protect, enhance, and support the community? What are three
creative ideas for tourism development that speak to the sense of place at Neah Bay? Be prepared to explain.

- What did you learn about Ecotourism from this journey?
- What is one significant thing you learned about guiding a Community-Based trip?
- What was one surprise on, or about, the trip?
- Funniest moment(s)
- Most powerful moment(s)
- The most significant thing that your take away from the trip.

Writing Assignment (15 pts)
There are two options for the writing portion of the Neah Bay experience. Each of them asks that you translate your experience into something written for our supporters/partners at Neah Bay. Neither is lengthy, but each requires thought and intention. In both cases my plan is to forward them to the appropriate folks. The spirit of each is to send our thanks and acknowledge what we gained from their support of our class/visit.

1) Write a 250-300 word article for the tribe’s monthly newsletter describing the groups experience as ‘guests’ to the Makah Nation. This should not be simply a recap of what we did, but should reflect the meaning and value of the experience for us. My goal is for it to have a thank-you quality to it, but also provide a guest’s perspective on the resources and community that they shared with us. The audience is the entire community.

2) Write a 250-300 word letter/statement to Grieg Arnold and Bud Denney (Neah Bay Tourism Planners) on your thoughts/ponderings about tourism at Neah Bay as a result of our conversation with them. It is in the spirit of what you learned and ideas generated from our conversation with them. This could include (but is not limited to):
- your views on tourism, as a guest
- thoughts about sustainable tourism development
- any creative ideas about appropriate development
- those resources that, as a guest, you wouldn’t want to effect

Individual Project (Final write-up due November 29 – project presentations 11/8 – 11/22)

Goals
- To learn to identify and access resources available to assist with ethical and conscientious practices in ecotourism.
- To take the principles of eco/sustainable tourism and apply them to the development of materials, programs, or resources.
- To create a product that relates to the professional work that you hope to be involved in.
- To gather an array of ideas, resources, and information related to ecotourism from others in the class.

Project Requirements
You will submit a packet that includes the following information, qualities and components.

1. Is something that has relevance to your professional interests.
2. Deals with some aspect of tourism (tour development, educational materials, community festival/event planning, resource management)

3. A clear objective(s); a clear description of the project including its scope and the intended outcome of your efforts.

4. A context for the project; an identified organization, company, or location for which the project is being developed. The audience should also be identified.

5. Academic research (2-3 research studies or reports) to support your project. These should be included

6. Interviews with 2-3 professionals who have been involved in the development of similar materials or programs. The questions that you developed for the interview and notes about the responses to your question.

7. A comprehensive list of all resources used in the completion of the project.

8. A completed and professional quality in terms of language, appearance, and use-ability. (The product may be a website, a brochure, a PowerPoint presentation, a children’s book, a tour design, etc.)

A plan for meeting the above requirements will be provided when I meet with each of you individually.

**Project Proposal**

Your draft project proposal must include:

- A title
- 2-4 learning objective(s)
- A description of the product you are committing to, including who it is being developed for (even if it is hypothetical) and the community where it will take place.
- A statement of justification: how the project will contribute to the efforts of better tourism
- Standards to be met in order to justify an ‘A’ grade.

Your final project proposal much also include:

- Changes that reflect those discussed during meeting with instructor
- A task analysis for its completion; steps to its development/completion. Include an initial list of organizations, people, or other resources to be contacted or researched.

**Project Presentation (15 minutes)**

The goal of the presentation is for you to get additional experience in giving individual presentations and to share what you learned, discovered and produced with your classmates. We’ll all be the smarter for it.

- They don’t need to formal, but they do need to be intentional. Think about the audience and how to share what you learned and produced from your project in the best way possible.
- For some of you, the end result is an extensive tangible product. For others of you, the process of research and pre-work is the timely part, culminating in a very focused end product. It is important to remember the range of projects in this small but mighty class and that they will be judged on their individual goals, plans, presentations and outcomes.
- If you are concerned about the 15 minute presentation, I encourage you to think creatively about ways to engage the rest of us in learning how you researched; sharing
resources that were important to your project, viewing what you created, and/or critically thinking about the general topic.

- Feel free to include related information that sheds light on your project. For example, if your final project is some kind of an interpretive sign or brochure, what appears on the sign is only an end representation of what you learned. If sharing the broader information with the group will help them understand how you selected the best information for the sign, then go for it.
- It is fine for you to engage the group (in a purposeful way, of course!) for a part of the 15 minutes, up to one third of the time.
- You are welcome to make the class any audience that you like (except Labrador retrievers) for the purposes of the presentation. If you are addressing local farmers, that is fine. If we are all future brides, that is fine. If we are simply ourselves, that is fine too.

The presentation is worth **10 points**. Here is a **rough** breakdown of the point distribution:

6 points – Content
- Relevant for the group’s knowledge
- Reflects the scope and depth of your project
- Shares resources relevant to the project and the ‘audience’
- Effectiveness of visuals or other supporting materials
- Creativity in presentation

2 points – Preparedness/Organization
- Clarity of information
- Organization/flow of presentation

2 points – Presenter stuff
- Clear voice
- Fluidity
- Dress and room set-up appropriate to project

**Evaluation**

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<td>Final Project Proposal</td>
<td>5 pts</td>
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<tr>
<td>Presentation</td>
<td>10 pts</td>
<td>Varies 11/8 - 11/22</td>
</tr>
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**Project ideas (Some are random, some have been done in previous years)**

- Develop a course/program for a Parks and Recreation Department or a Community College on ‘How to be an Eco-traveler’.
- Write a children’s book(let) about traveling to other countries.
- Develop a presentation on luxury resorts that are eco-friendly: ‘Pampered AND Politically correct’
- Develop a booklet on ‘Greening Community Festivals and Events’ for event planners.
• Provide information about, and write guidelines and recommendations for, being a sensitive traveler to a particular country or region of the world. (This would include names and contact information for places to stay, places to eat, places to shop, ways to get around, etc.)
• Design pre-departure materials and plan pre-departure meetings for taking a group of middle-school students on a month long trip to Russia (or wherever).
• Design a brochure for distribution at the Bellingham Tourism office on how people can limit their footprint as visitors to Whatcom County.
• Write an article for a travel magazine on ‘How to avoid Greenwashing when booking vacations on-line.’
• Design a presentation for Recr 479 on the issues surrounding carbon-offsetting including recommendations for us as travel consumers and as tourism professionals.
• Sponsor a table at the union that provides materials and information to empower student to make sensitive travel choices. (This could potentially be a 2-person project.)
• Develop a conference presentation for Wedding Planners on ‘Elegant AND Ethical.’
• Design an interpretive tour of Bellingham Waterfront.