Course Discipline and Number: RECR 220　　　　　　　　**Year: 2024-2025**
Course Title: Programming in Recreation and Leisure　　　**Credit Hours: 3**

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

A study of programming principles and techniques for recreational, leisure, and other human-service settings. Provides programming skills, theories, and practical experiences in budgeting, program areas, program formats, life stages, objective writing, and evaluation of recreation programming. Particular focus is on the design and implementation of recreation programs for leisure-related services. Prerequisites: MATH 090 and RDNG 116 if required by placement testing; prior completion or concurrent enrollment in ENGL 101. 3 Cr. (3 Lec.) Spring semester.

Course Context/Audience

Upon successful completion of this course, the student should be able to:

1. Plan and implement developmentally appropriate activities for various groups of individuals. This includes developing an in-depth knowledge of the nature and diversity of recreation and leisure activities, developing an ability to analyze activities for participation requirements, and developing leadership techniques and strategies to enhance experiences.

2. Understand and have the ability to analyze programs, services, and resources in relation to recreation and leisure participation requirements.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.
Math: M2 Completed MATH 090 (if needed) - Course requires only the use of basic mathematical skills.
Reading: R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

Course Goals

As a result of completing this course, the student will

1. Understand and be able to plan, organize, implement, evaluate and change new or existing recreational programs.

2. Understand and be able to analyze programs, services, and resources in relation to recreation and leisure participation requirements.

Course Objectives/Topics

Objective/Topic	% Course
The student will gain an understanding and be able to correctly demonstrate the design and writing of measurable program objectives.	5%
The student will develop an understanding of, and be able to apply various programming tools and techniques, including Program Evaluation Review Technique, program budgeting, scheduling, and promotion.	30%
The student will be able to analyze activities, make choices that will meet participant needs, and develop capacities to assess and critique present and future programs.	15%
The student will gain general and specific knowledge of concepts of recreation programming that will enable him/her to respond confidently with one or many action decisions given the responsibility for designing and/or maintaining programs in any given leisure-related setting.	20%
The student will be able to plan, develop, and lead recreation programs for a specific group and setting according to the criteria developed in class.	30%

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
Students will be able to ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others.	As a programmer, students must constantly analyze the social, cognitive, affective and physical attributes of the group they are designing programs for. Part of this analysis is developing an assessment tool to conduct this analysis. Demonstrated through class discussion, labs and though supervised leadership experiences. Part of the programming process is conducting and analyzing recreational needs assessment on the persons they will be programming for. They will also be evaluating program services to ensure quality programming and the program's objectives have been reached. Both these steps require students to gather, interpret and evaluate information related to programming. Students will achieve this goal by gathering information from readings, lecture materials, and community programs and expressed through programming projects, program visitation reports, and class discussions. Students will learn several problem solving techniques that can be applied to any decision making application. Being a recreation programmer requires an understanding and analysis of the viewpoints of themselves and others in order to be an effective programmer. Demonstrated through class discussion, labs and though supervised programming experiences.

SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
➢ Students will begin to understand how their lives are shaped by the complex world in which they live. ➢ Students will understand that their actions have social, economic and environmental consequences.	Students will approach this goal as they cover personnel management, facility usage, program planning, and evaluation issues via reading assignments, lectures, and small group assignments. It is inherent that every decision when designing recreational programs has social consequences. Students will analyze and evaluate their decisions to understand such consequences. Demonstrated through class discussion, labs, programming projects and though supervised programming experiences. All recreational programs must be designed with environmental considerations to minimize negative environmental consequences. Students will analyze and evaluate their decisions to understand such consequences. Demonstrated through class discussion, labs, programming projects and though supervised programming experiences.

Instructional Methods
The following instructional methods are appropriate for the course: lectures/In-class exercises; semester projects; in-class group work; individual fieldwork.

Methods of Assessment/Evaluation

Method	% Course Grade
Exams: Example: two midterms and one cumulative final exam should be administered. The format for each exam should combine multiple choices, true/false, matching, and short answer/essay questions.	10 - 40%
Programming Project - Students will have the opportunity to plan, design, organize and implement a recreational program for a setting of their choice. While Part I of the project will involve describing resources and the detailed logistics necessary to offer each program, Part II will help students apply three administrative techniques, budgeting, Program Evaluation Review Technique, and promotion to their programs.	10 - 30%
Program Visitation Reports - Students will visit several programs on or off campus that they would not ordinarily take the time to investigate. After each visit, a Program Visitation Report (PVR) will be submitted giving a brief description of the program, its strengths, weaknesses, and needs satisfied.	10 - 20%
In class activities: Throughout the course, students will work in small groups on various hands-on assignments designed to incorporate the concepts learned in class. Assignments will be completed and submitted to the course instructor for assessment.	10 - 20%
Class Participation In class participation is required	0 - 10%
NOTE: The course instructor, with approval of the program chair, can make changes to evaluation methods.	

Text(s)

Programming for Parks, Recreation, and Leisure Services: A Servant Leadership Approach, Debra J. Jordan, Donald G. Degraaf, and Kathy H. Degraaf, 2010 or Latest Edition, © State College Venture Publishing.
Required

Preparing Instructional Objectives, Mager, R. F., Latest Edition, © 1997 Center for Effective Performance.
Required

Bibliography

DeGraaf, D., Jordan, D., & Degraaf, K. (2010) Programming for parks, recreation, and leisure services: A servant leadership approach. State College, PA: Venture Publishing.

Mager, R. F. (1997). Preparing instructional objectives (3rd ed.). Atlanta, GA: Center for Effective Performance.

Farrell, P. & Lundegren, H. (1991). The process of recreation programming: Theory and technique. (3rd ed.) State College, PA: Venture Publishing.

Rossmann, J. R. & Schlatter, B. E. (2003) Recreation programming: Designing leisure experiences. (4th ed.) Champaign, Il. Sagamore Publishing.

Edginton, C.R., Hudson, S.D., Dieser, R.B., and Edginton, S.R. (2004). Leisure Programming: A service-centered and benefits approach. (4th ed.) New York, NY. McGraw Hill.

Lefevre, D. (2002). Best new games: 77 games and 7 trust activities for all ages and abilities. Champaign, Illinois: Human Kinetics Publishers

Powers, P. (1991). Activity gourmet. State College, PA: Venture Publishing.

Barbarash, L. (1997). Multicultural games: Champaign, Illinois: Human Kinetics Publishers

Kraus, R.G. & Curtis, J.E. (2000), Creative Management in Recreation, Parks, and Leisure Services, (6th ed.) New York, NY. McGraw Hill.

Cordes, K.A. & Ibrahim, H.M. (2003) Applications in recreation and leisure: For today and the future. (3rd ed.) New York, NY. McGraw Hill.

Edginton, Jordan, DeGraaf, and Edginton (2002).Leisure and Life Satisfaction: Foundational Perspectives, (3rd ed.) New York, NY. McGraw Hill.

Other Learning Resources

Audiovisual
No resources specified
Electronic
Infotrac
ERIC
SIS Researcher
Other
No resources specified