

**Tompkins Cortland Community College**

**Master Course Syllabus**

**Course Discipline and Number: RECR 285**

**Year: 2024-2025**

**Course Title: Recreation Field Work**

**Credit Hours: 3**

**I. Course Description:** Integrating prior classroom education with field experience, students complete at least 120 service learning hours in an approved recreational or fitness agency under the combined supervision of a field professional and the course instructor. During this experience, students are required to observe recreation professionals, assess needs, plan, and lead recreational and/or fitness experiences for the agency. Prerequisites: ENGL 100; prior completion of, or concurrent enrollment in, RECR 120, RECR 220, or RECR 230. 3 Cr. (9 Lab.) Fall and spring semesters.

**II. Additional Course Information:**

1. This course is for Recreation Leadership A.S., Outdoor Recreation A.S., and Recreation: Exercise Studies A.S. students in their second academic year. This course is designed as an independent study to integrate knowledge learned in the classroom with a field experience.
2. Students will be required to complete at least 120 of field experience in an approved recreational setting.
3. Students can complete this field experience during the fall, spring, or summer semesters.
4. Students are required to find their own recreation agency for placement with the aid of the course instructor. Service learning hours completed prior to approval will not be counted towards the 120 hour total.
5. RECR 285 meets the SUNY requirements for Applied Learning Experiences in the Internship category

**III. Student Learning Outcomes**

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

1. Identify the theoretical and philosophical framework learned in the classroom and apply this knowledge to a practical field experience.
2. Under supervision; design, implement, lead, analyze, and evaluate services that facilitate targeted human experiences, recreation, and leisure requirements using technology and equipment provided at the service learning agency.
3. Examine and evaluate their progress as a recreation professional.

**IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Outcomes**

**Tompkins Cortland ILOs    N/A**

Complete this section for “service” courses only (e.g. courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.

Student will compose a country and activity report based on research of a country then present that information to their peers.

☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.

☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.

☐ Use technology appropriate to their discipline.

☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

### **Program Learning Outcomes**

Complete this section for program-specific courses (e.g. those that share the same 4 letter designation as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program

#### **Recreation Leadership A.S. and Outdoor Recreation A.S.**

**PLO:** Describe/explain the history, development, impact, and value of leisure, recreation, and parks to individuals, society, and the environment.

**SLO #4:** Under supervision; design, implement, lead, analyze, and evaluate services that facilitate targeted human experiences, recreation, and leisure requirements using technology and equipment provided at the service learning agency.

#### **Recreation: Exercise Studies A.S.**

**PLO:** Describe/explain the history, development, impact, and value of leisure, recreation, and parks to individuals, society, and the environment.

**SLO #4:** Under supervision; design, implement, lead, analyze, and evaluate services that facilitate targeted human experiences, recreation, and leisure requirements using technology and equipment provided at the service learning agency.

### **SUNY General Education Outcomes    N/A**

If this course **assesses** a SUNY GEN ED Outcome, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING - Students will:

- a. identify, analyze, and evaluate arguments as they occur in their own or others' work; and
- b. develop well-reasoned arguments.

☐ INFORMATION MANAGEMENT - Students will:

- a. perform the basic operations of personal computer use;
- b. understand and use basic research techniques; and
- c. locate, evaluate and synthesize information from a variety of sources.

☐ GENERAL EDUCATION CATEGORY - Area(s):

For courses that are approved to meet one (or more) of the ten SUNY General Education categories, indicate which category the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that category:

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Outcomes.

## V. Essential Topics/Themes

1. How to establish networks and gain insight on careers in recreation
2. Observation of and interaction with recreation professionals
3. Applying direct leadership and recreation programming skills/leading agency participants
4. Evaluation of student, agency, and process
5. Comparing and contrasting different recreation agencies

## VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Pre-experience coursework and written goals	10-30%
2. Completion of at least 120 hours of field experience in an approved agency	20-50%
3. Research and reflection papers	15-25%
4. Visitation and comparison of a recreation agency	5-10%
5. Application of direct leadership skills/leading agency participants	10-30%
6. Evaluation of student, agency, and process	10-30%
NOTE: The course instructor, with approval of the program chair, can make changes to evaluation methods.	

## VII. Texts – None required.

## VIII. Bibliography of Supplemental Materials

1. McLean, Hurd, and Anderson. <i>Kraus' Recreation and Leisure in Modern Society</i> . Jones and Bartlett Learning.
2. Jordan and DeGraaf. <i>Programming for Parks, Recreation and Leisure Service: A Servant Leadership Approach</i> . Venture Publishing.
3. Kraus, Barber, and Shapiro. <i>Introduction to Leisure Services: Career Perspective</i> . Sagamore Publishing.
4. Jordon and Ramsing. <i>Leadership in Leisure Services: Making a Difference</i> . Sagamore Venture Publishing.
5. Shivers, J... <i>Programming Recreational Services</i> – Jones and Bartlett Learning.
6. Schneider and Kivel. <i>Diversity and Inclusion in the Recreation Profession: Organizational Perspectives</i> . Sagamore Publishing.
7. Anderson and Kress. <i>Inclusion: Including People with Disabilities in Parks and Recreation Opportunities</i> . Venture Publishing.
8. Prosser and Rutledge. <i>Special Events and Festivals: How to Plan, Organize and Implement</i> . Venture Publishing.
9. Fitness Professionals Manual (NETA). Current edition and workbook that accompanies the manual
10. Other Supplemental Materials related to specific discipline of student.

*Editions listed are current as of date of syllabus. More recent editions may be used.*

## IX. Other Learning Resources

**Audiovisual:** None specified

**Electronic:** None specified

**Other:** None specified

**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 academic adjustments. All course materials are available in alternate formats upon request.*

**Academic Integrity:** *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

*Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.*

*Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*