**PRM 461-01: Management & Administration of Parks and Recreation Programs**

**Parks & Recreation Management Department of Human Services**

Course # & Title: PRM 461-01: Management & Administration of P&R Programs (3 credit hours)

Class Times: Tuesday/Thursday; 8:00am-9:15a,

Location: Reid 132

**Instructor:** Debby Singleton, M.A., Instructor

**Preferred Pronouns:** she/her/hers

**Office:**  Reid 122-J

**Office Hours:** By Appointment

**Phone #:** 227-3971 (office) **E-mail:** singleton@wcu.edu

**Catalog Description**:

Management, organization, and supervision in recreation and leisure service administration. Includes entre/intrapreneurship, planning processes, marketing, fiscal strategies, human services, evaluation, and research.

**Course Objectives:**

Students will be able to…

1. Identify and describe management competencies, theories, processes, and roles of recreation service managers (7.03).
2. Articulate an understanding of various sectors (public, private, profit, and non-profit) in leisure services and their respective organizational structure, policy-making and legal requirements (7.03).
3. Evaluate public policy, decision making, and advocacy in the recreation sector. (7.02)
4. Articulate an understanding of the common management responsibilities of a recreation professional including personnel management, risk management, strategic planning, marketing and promotion, fiscal management and grant-writing (7.03).
5. Design, organize, implement, and evaluate a recreation program or project (7.02).

**Required Text: (bookstore rental)**

Hurd, A., Barcelona, R., & Meldrum, J. (2008). *Leisure Services Management.* Champaign, IL: Human Kinetics.

**Supplemental Required Text: (pdf copy in Blackboard)**

Peterson, J. and Hronek, B. (2011). Risk Management for Park, Recreation, and Leisure Services. 6th edition. Urbana, IL: Sagamore Publishing.

**Suggested Text for NRPA Certified Parks and Recreation Professional exam prep:**

Mulvaney, M. and Hurd, A. (2012) CRPR Study Guide 2012. 4th edition. <http://apps.nrpa.org/Store/detail.aspx?id=CPRPLPB17>

**NRPA Candidate Handbook:**

<http://www.nrpa.org/uploadedFiles/nrpa.org/Professional_Development/Certification/CPRP/CPRP-Candidate-Handbook.pdf>

**Other Resources:**

• Access to Blackboard.

• Access to a computer, printer, ink cartridges for the printer, paper for the printer, internet access, current browser software, pen, pencil, notebook, paper, stapler.

**Course Requirements:**

|  |  |
| --- | --- |
| **Assignment/Project** | **Points** |
| NCRPA Membership | 100 |
| In class assignments, homework, small projects | 300 |
| Recreation Project (COAPRT 7.02) | 300 |
| Final Comprehensive Exam (COAPRT 7.02, 7.03) | 200 |
| Attendance-Participation | 100 |
| **Total Points** | 1000 |

1. Join the NC Recreation and Park Association. (100 points)

You can register at this site: <https://ncrpa.site-ym.com/general/register_member_type.asp>?

Scroll down and select “Individual Student”

Create a Username

Student memberships are $10

\*If you are already a member, bring a record of membership to instructor for verification.

\*Take a screenshot of your paid membership, embed in a word document, print and bring to instructor to receive full points. Email verification will not be accepted (I receive more than 100 per day and I can’t keep up with assignments that come in via email).

2. In Class Assignments, Homework, and Small Projects: (300 points)

Students will be given the opportunity to complete assignments in class and for homework, which apply the concepts covered in class discussions and chapter readings. These assignments may include a facility schedule, budget/financial exercise, community hearing, legal briefs, debate, mock interviews, grant writing/research, risk management analysis and plans, assessment tools, personal assessments, policy statements, etc. Students will work individually and in a variety of small groups to complete these assignments.

4. Recreation Project (300 points) (COAPRT 7.02)

Students will have the opportunity to apply skills, knowledge and tools developed in this course and other PRM required courses to complete an applied learning assignment that spans the semester. The Recreation Program assignment will require students to work in groups of 4-6 to research, design, create, implement, organize and evaluate a semester long project. For spring 2019, the class will develop a large scale community based project as a team.

5. Final Comprehensive Exam (200 points) (COAPRT 7.02, 7.03)

*Thursday, May 9, 2019: 12:00noon-2:30pm*

There will be a comprehensive final exam for this class. This exam will help prepare students for the PRM Senior Seminar comprehensive exam and the NRPA Certified Parks and Recreation Professional exam (if you choose to pursue certification). For more information about the NRPA exam: <http://www.nrpa.org/Professional-Development/Certification/CPRP/The-CPRP-Exam/>

6. Attendance-Participation (100 points)

This is a quantitative and a subjective grade. Students are expected to attend every class and participate fully in class discussions, group projects, and guest speaker opportunities. This grade is in “addition to” the attendance policy.

|  |  |
| --- | --- |
| **Attendance Points** | **Participation Points** |
| 100 points= no absences | Fully engaged, active participation, entire semester= +10 points added to attendance total |
| 90 points- 1-3 absences | Above Average participation, engaged at least 75% of the time= +7 points added to attendance total |
| 80 points= 4 absences | Average participation, engaged at least 50% of the time= +5 points added to attendance total |
| 70 points= 5 absences | Below Average participation, engaged at least 25% of the time= +2 points added to attendance total |
| \*6 or more absences= 0 points | Poor participation, not engaged= 0 points added to attendance total |

**Grading Scale:**

|  |  |  |  |
| --- | --- | --- | --- |
| A+ | >101% |  |  |
| A | 93-100% | C | 73-76.9% |
| A- | 90-92% | C- | 70-72.9% |
| B+ | 87-89.9% | D+ | 67-69.9% |
| B | 83-86.9% | D | 63-66.9% |
| B- | 80-82.9% | D- | 60-62.9% |
| C+ | 77-79.9% | F | Below 60% |

**Course Schedule:** Please refer to the course schedule posted in Blackboard for the most current information. \**The Schedule is “Fluid”, meaning that the topics for discussion may change depending upon student participation and interest; assignment dates may change due to student input or university scheduling; or unique opportunities may present themselves and be added. Students will be notified in a timely manner of schedule changes*.

**Course Evaluation Schedule**: All students are expected to complete the course evaluation via the CoursEval system. CoursEval is generally open during the last month of the semester..

**Learning Strategies in My Courses:**

\*\*Current Powerpoints of class lectures will be posted on Blackboard 12-24 hours prior to that particular class. (Past semester ppt’s are available up until the new ones are updated. Please do NOT print off ppt’s until you know they are the current ones.) Powerpoints are not always used in class, they are provided for your benefit. All handouts, worksheets, templates, and useful material will also be posted on Blackboard. If you are unsure how to access this service, please ask for assistance from a classmate, the Technology Commons or make an appointment with the instructor.

**\*\***By Monday of each week, an Announcement will be posted in Bb (and emailed to the class) describing and outlining the schedule for the upcoming weekend. Information and reminders will be posted.

• *For each assignment, a link in Bb will provide instructions, detailed assignment description, grading rubric, due date and submission requirements. The instructor will go over each assignment in class but it is your responsible to read the assignment and ask questions if you do not understand something.*

**Assignment Guidelines:**

1. Each assignment is due the class period assigned or designated on the course schedule.

*Late assignments will be penalized (1 day late = minus 10% of total grade; 2 days late = minus 20%; etc.) If you are having a problem completing an assignment on time, please ask the instructor for assistance. This policy includes weekend days.*

2. Please **staple** multiple hard copy page assignments together before handing them in.

1. Most of your assignments will be submitted via Blackboard.
2. Please type all assignments in a legible, easy to read font. Not typed? A deduction of 10% of overall grade. \*\*There may be some in class assignments that will be hand-written.
3. Use your spell-check, grammar, and thesaurus tools, which are provided in all word document software. I deduct points for errors, PROOF YOUR WORK!
4. If you are required to read a chapter in the text or supplemental readings, visit a website, complete homework or a project prior to a class, please do so. Class time is for discussion and activities. **Be Prepared!!**
5. If you are absent on the day the instructor describes an assignment, it is your responsibility to get the information from a classmate or check Blackboard.

**Attendance Policy:**

This class is an upper level PRM requirement, so it is imperative that you make every effort to attend every class. This policy is primarily in place to encourage students to attend class and be active participants in learning. Those students who choose not to participate nor attend class will be penalized for their lack of commitment. As noted in WCU’s attendance policy: *“A student with more unexcused absences than the semester hours given for a course can expect the instructor to lower their final grade, especially in a 100-(freshman) or 200-(sophomore) level course. Missing* *approximately 10% of class meeting times (e.g. 4-5 MWF classes, 3 TR classes, or 1 laboratory or night class) or more constitutes a significant amount of class materials and experience and is very difficult, if not impossible, to make up.”*

**Attendance is required in my classes.** When a student enrolls in my course, you implicitly accept the responsibility of participating in the classroom educational experience. Actual physical presence and participation is a key component to understanding the material.

The attitude that "I paid my money -- I have the right to skip class if I want" betrays a "consumerism" approach to education rather than the cooperative, interactive process that education has been traditionally seen to be. In general, courses in parks and recreation management tend to be experiential in nature. It is hard to gain valuable insight into leadership, management, human resources, marketing, fiscal management, decision making, risk management, and legal issues if you have an “attendance is optional” attitude. I am not here to “entertain you” (although my lame joke of the day is always a crowd pleaser). I am here to share with you years of experience. It is my goal to be an active educator and an active participant in learning as well.

There are many legitimate reasons for missing a class -- illness, family crisis, transportation problems, wintery weather issues. However, skipping class to study for a midterm in another class or to complete an assignment is a sign of poor time management and poor planning and is not considered a legitimate excuse by most instructors. “I need a mental health day”, is also not an accepted excuse for missing this class.

**So here is the beta on attendance…**

**Singleton’s PRM 461 Attendance Policy**: Your grade in this class may suffer if you miss excessive classes. Work missed due to absences, such as quizzes or in class assignments, can NOT be made up without an university excused absence or a 24 hour pre-absence email to the instructor explaining the nature of your intended absence.

 If a **student exceeds 4 absences in the class** an email will be sent to the student notifying them of their delinquent attendance and a request to meet with the instructor personally to discuss options. Students may be asked to withdraw from the course or complete an action plan for course work.

It is recognized that students may have legitimate excused absences. As noted in WCU’s attendance policy: The current University Class Attendance Policy is located at: <http://catalog.wcu.edu/content.php?catoid=20&navoid=346#clas_atte_poli>.

If you are absent on the day the instructor describes an assignment, it is your responsibility to get the information from a classmate or check Blackboard.

If you are sick or unable to attend class on the day an assignment is due, you must notify the instructor and turn in the work prior to class time. **Late assignments will not be tolerated**. If you do turn in an assignment late, please refer to the penalties in the “assignment guidelines” section.

**Tardiness:**

"Better late than never" is **not** the operative proverb that justifies coming to class late and entering the classroom after the instructor has begun the class lecture or activity. It may be permitted to be "socially late," at some informal gatherings that you frequent, yet most rules of behavior applicable to professional situations (e.g., medical appointments, job interviews, college classes, etc.) consider tardiness as *unacceptable behavior.*

I realize that you cannot control every circumstance such as your car breaking down or if your preceding class runs late. Normally, however, students should plan on arriving *on time, and in some cases, 5 minutes early.*

Entering the classroom after the instructor's presentation has started can be distracting both to the instructor as well as to other students, especially if the person arriving late walks across the length of the classroom between the instructor and the assembled students. Those who come late should seat themselves as close to the door as possible and avoid any sort of disruption. Students who arrive late should consult other students about any announcements made at the beginning of class.

**Each tardy will be recorded in the instructor’s attendance log. Two tardies will equate to ONE absence.**

**Leaving Class Early:**

Unless previously arranged with the instructor for a legitimate reason, students should remain in class the ENTIRE class period. Leaving class early disrupts the flow and students may miss important information. **If a student leaves class early 2 times without prior approval, the action will equate to ONE absence.**

**E-mail Etiquette:** Electronic mail to and from your “@catamount.wcu.edu” address is the preferred method of communication. Please follow common e-mail rules:

1. Use your @catamount.wcu.edu email address

2. Use a short and accurate subject header

3. Use a proper salutation (Hello, Good Morning, Greetings, etc.)

4. Introduce yourself in the first paragraph (if needed)

5. The message body should be written in a concise and clear manner. Please do not BS or ramble. Get to the point.

6. Leave-taking (departing farewell) should be appropriate. (Respectfully, Yours sincerely, Take care, etc.)

7. Sign your email with your full (First and Last) name

8. Proofread for content, spelling and grammar.

**For the visual learners…**



If you need additional information, read this article:

<https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

**Class Disturbances:**

The standard class period (Tues-Thurs) is 75 minutes. Please do not start putting books away, closing up notebooks, and zipping up book-bags 5 minutes before the official end of class. This can be disruptive and distracting to both the instructor and classmates. WCU provides ample time for you to get from one class to another. The campus can be easily navigated by a brisk walk in 10 minutes or less.

Students should not normally leave or re-enter the classroom during the class period. Doing this can be distracting, and can give the impression that you do not respect the educational process taking place.

The 75 minute class period is of such a length that it should be rare for someone to have to leave because of physiological needs. If illness or medication has affected your digestive rhythm or kidney functioning, and you realize that it may be necessary for you to leave during a class period, please arrive early enough to sit close to a door so that you may leave and return with a minimum of disturbance.

All attention during class should be focused on the instruction/lecture/activity. iPods and/or iPads (tablets) should not be used to check email, SnapChat, FaceBook, Twitter, Instagram or the latest cat video on YouTube. Cell-phones or pagers should be turned to silent. **NO TEXT MESSAGING. \*\*There may be classroom learning opportunities involving electronics. When that does occur, the instructor will notify students and ask for participation via cell phone, computer or tablet.**

**General Classroom Environment:** It is my intention to create a friendly, exciting, safe, and positive learning environment for this class. In order to accomplish this goal, there are several norms for classroom behavior. These include:

 • Students should avoid disturbing the class with their behavior.

* Please turn off cell phones during class, this includes the “vibration” setting and text messaging.
* Laptops can only be used to take notes or work on group projects in class with instructor permission.
* NO TEXT MESSAGING IN CLASS. Texting in class will make it more difficult for you to concentrate on the material being discussed and your grade may suffer. See the following article for more information: <http://www.sciencedaily.com/releases/2012/04/120404101822.htm>
* Please turn off and put away all portable music players, and take ear buds OUT of ears.
* Headsets are not allowed during class. Even one earbud in is a distraction.
* Smokeless tobacco is DEFINITELY NOT ALLOWED during class. Please spit it out prior to class.
* E-cigarettes or vapor cigarettes are DEFINITELY NOT ALLOWED during class.
* Food and drink are acceptable, however, students are expected to throw away their own trash and not make a mess of the classroom.
* Students should be **ON TIME** for class. Walking in late disrupts the entire class. Announcements, assignments, and quizzes are given within 1 minute after class begins. You may miss something important and not be able to make up a quiz.
* Students should stay for the **ENTIRE** class period.
* Please be courteous and not talk while the instructor or another student is speaking.
* Please keep “sidebar” conversations to a minimum.
* Please stay awake during class. Going to sleep will be counted as an absence. Repeatedly falling asleep (more than 3 times in a one month period) will require a meeting with the instructor to discuss your sleep behavior and strategies to increase your restorative sleep time and your ability to stay alert during class.
* **Repeated disregard for these norms will result in removal from the class.**

• Students are expected to give their best effort and maintain the highest standards of academic honesty and integrity as established by the university. Students caught cheating, practicing plagiarism, or fabrication will be given an F (failure) for the assignment and possibly the course. Sanctions from the university may also apply (see your student catalog for more information or refer to the academic honesty statement described below).

• Students have a right to see their grades (schedule an appointment with the instructor), and to have their work (assignments, quizzes, tests, projects) returned in a reasonable amount of time. All grades and instructor/student conversations will remain confidential. You may check your grades in Blackboard.

• Students are expected to support WCU’s Community Creed and keep an open mind during class discussions, guest speaker presentations, and when working in groups.

* I will live by high standards of personal integrity.
* I will embrace my responsibilities as a member of this community.
* I will respect the rights and the well-being of others.
* I will engage myself in the artistic, cultural and academic life of my University
* I will celebrate and express pride in Western Carolina University.

**The instructor reserves the right to modify the norms of classroom behavior, the course requirements, or the schedule of activities for the benefit of the students if circumstances warrant.**

**\*Helpful WCU Resources:**

**Technology Resources**: There are various technology resources available to you to help you complete assignments in this course.  You can check out video cameras, voice recorders, and tripods from the Instructional Technology office in Killian 102B.  The Technology Commons on the bottom floor of the library also has equipment for checkout.  Both units also provide consultation on the use of technology and software training.   If you have questions or need assistance, see Misty Colton in Killian 102B, call 828.227.2747, or email mcolton@wcu.edu

**Hunter Library:**

Hunter Library provides students with access to group and individual study spaces and to thousands of information resources: print and electronic books, newspapers, and scholarly journal articles. These resources can be searched online and often accessed there ([http://library.wcu.edu](http://library.wcu.edu/)) or can be searched and located in the library building. Students in need of research or library support can get help online (<http://researchguides.wcu.edu/help>), from your subject specialist, Elizabeth Marcus emarcus@email.wcu.edu, or from the research guide: <http://researchguides.wcu.edu/prm>

**Writing and Learning Commons (WaLC):**

The Writing and Learning Commons (WaLC) is a free student service,located in BELK 207, providing course tutoring, writing tutoring, academic skills consultations, international student consultations, graduate and professional exam preparation resources, and online writing and learning resources for all students. To schedule tutoring appointments, visit the WaLC homepage ([http://tutoring.wcu.edu](http://tutoring.wcu.edu/)) or call 828-227-2274.

**Blackboard Support:**

The learning management system for this class is blackboard and can be found at: http://wcu.blackboard.com. Additional help with blackboard can be found at: tc.wcu.edu, (828) 227-7487 or by visiting the Technology Commons located on the ground floor of the Hunter Library.

**Center for Career & Professional Development**: New website at [http://careers.wcu.edu](http://careers.wcu.edu/) for additional information.

**These are FREE services for WCU students!**

**Other Administrative Information**

**WCU Academic Integrity Policy & Reporting Policy**

"I will practice personal and academic integrity" – WCU Community Creed

**Academic Integrity Policy and Reporting Process**

This policy addresses academic integrity violations of undergraduate and graduate students.

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see ArticleVII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).

**General:**

This policy addresses academic integrity violations of undergraduate and graduate students. Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity.  Any violation of this policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community.

Instructors have the right to determine the appropriate academic sanctions for violations of the Academic Integrity Policy within their courses, up to an including a final grade of “F” in the course in which the violation occurs.

**Definitions:**

1. Cheating – Using, or attempting to use, unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – Creating and/or falsifying information or citation in any academic exercise.
3. Plagiarism – Representing the words or ideas of someone else as one’s own in any academic exercise.
4. Facilitation – Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another person to copy information during an examination).

**Undergraduate and Graduate Academic Integrity Process:**

Additional information is available on the Student Success website under Student Community Ethics:

<http://www.wcu.edu/experience/dean-of-students/AcademicIntegrity/academicintegrity.asp>

**\*\*Students who are caught cheating, fabricating, plagiarizing or facilitating academic dishonesty, will receive a grade of F in this course.**

**Accommodations for Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions.  Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Disability Services.  All information is confidential.  Please contact the Office of Disability Services at (828) 227-3886 or come by Suite 135 Killian Annex for an appointment.

**Student Support Services:**

Student Support Services provides support to students who are either first-generation, low-income or those who have disclosed a disability with: academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, financial aid and graduate school preparation. You may contact SSS at (828) 227-7127 or email **sssprogram@wcu.edu** for more information. SSS is located in the Killian Annex, room 138.

**\*\*If you do require accommodations for this class, it is YOUR RESPONSIBILITY to schedule them with Student Support Services.**

Civility and Ground Rules:

The Western Carolina University Community Creed states: “I will respect the rights and well-being of others.”

Each student may possess different ideas, as well as different ways of communicating those ideas. Because of these differences, respect and civility are integral to maintaining the quality of the academic environment and free inquiry.

(http://www.wcu.edu/student-life/policies-affecting-students/statement-of-student-rights-and-responsibilities.asp)

SafeAssign Tool:

All written work submitted for this class is eligible for submission to the SafeAssign tool at the instructor’s discretion.

**Grading and Quality Point System**

**Grade Interpretation Quality Points per Grade Interpretation Quality Points per**

 **Semester Hour Semester Hour**

A+ Excellent 4.0 I Incomplete --

A Excellent 4.0 IP In Progress --

A- 3.67 S Satisfactory --

B+ 3.33 U Unsatisfactory --

B Good 3.0 W Withdrawal --

B- 2.67 AU Audit --

C+ 2.33 NC No Credit --

C Satisfactory 2.0

C- 1.67

D+ 1.33

D Poor 1.0

D- .67

F Failure 0

The grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D- and F indicate gradations in quality from Excellent to Failure. Please note that a C- grade is less than satisfactory and may not meet particular program and/or course requirements.

**Academic Calendar**

This includes dates for all breaks, university closures, final exams, etc.  The academic calendar can be found at <https://www.wcu.edu/learn/academic-calendar.aspx>

**Final Exam**

The university final exam schedule can be found here:

<https://www.wcu.edu/WebFiles/registrar/REG_Spring_Final_Exam_Schedule.pdf>

Syllabus Updates

This syllabus, with its course schedule, is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events. Updates will remain focused on achieving the course objectives and students will receive notification of such changes. Students will be notified of changes and are responsible for attending to such changes or modifications as distributed by the instructor or posted to Blackboard.

**Students must be familiar with the class attendance, withdrawal, and drop-add policies and procedures.**