

**College of Education and Allied Professions**

**Department of Human Services**

**Parks & Recreation Management Program**

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**Course:** PRM 361 Program Planning and Evaluation in Parks and Recreation Mgmt.

**Credit Hours:** Four (4) - 3 lecture, 1 lab

**Professor:** Dr. Callie Schultz

Office Location: REID 122-F

Phone: 227-3844 (Office)

Email: [csschultz@wcu.edu](mailto:ajbobilya@wcu.edu)

**Office Hours\*:** By appointment

\*As office hours never work for everyone, I have found it most useful to schedule times to meet with students on an individual basis. Please contact me via email to schedule an appointment for a time to meet. I welcome the opportunity to speak with you!

**Meeting Day, Time & Classroom:**

Class: Tuesday & Thursday 11:00- 12:15 pm (Belk 404)

Lab: Tuesday 12:30 – 1:45 pm (Belk 404)

**Course Description:** *This course is designed to equip students with a variety of program planning methodologies and skills including proposal and grant writing. Evaluative research methods are also included. Theories are applied in an experiential setting. In particular, students will serve their communities by partnering with local agencies to plan, implement, and evaluate a program that aligns with the agency’s needs. This course meets the WCU service learning course designation.*

**Service Learning Course Designation:**

The WCU Center for Service Learning describes, “**Service-learning** combines community-based experiences, academic instruction, and structured reflection.” As this is a service learning course, The Center for Service Learning will be a great resource for students, Belk 273, 828-227-7184, [servicelearning@wcu.edu](mailto:servicelearning@wcu.edu).

**Objectives/Expected Student Outcomes:**

In collaboration with a community partner, students will …

1. Identify and facilitate recreational opportunities for diverse populations (7.02).
2. Develop an overall program plan that includes all the information needed to plan, implement, and evaluate a recreation program (7.03).
3. Demonstrate the ability to conduct a needs assessment and utilize the assessment information to plan and develop recreation programs and resources (7.03).
4. Design and implement an evaluation tool, analyze data and report it in an evaluation report (7.03).
5. Develop one’s ability to work cooperatively as part of a programming team, honing communication skills and problem-solving strategies (7.03)

**Assumptions and Choices**

My assumptions:

* You are an honorable person who stands by her/his word.
* Your enrollment in this class was a willing choice. As such, you are intrinsically motivated to learn.
* You do not equate effort with understanding, and value the latter more highly.
* You are willing to take personal responsibility for your experiences in this class.
* More than likely, you will disagree with me and/or your classmates at some point and will do so respectfully.
* You will come to class prepared and ready to participate.

Choices to facilitate your success in this class:

* You may type and proofread all take-home assignments for content and grammar (including spelling).
* You may turn in your assignments any time up until the due date and may ask for feedback.

**What about using my computer/phone in class?**

In-class technology is a double-edged sword. Studies have shown that using computers in class reduces learning, and a recent study draws a direct correlation between cell phone use (texting) in class and a low GPA.

However, computers provide incredible resources. If you use a computer in class, stay on task. Cell phones should be always be turned off or set to vibrate.

Per the above study, in an interest to raise you GPA…Texting is strictly forbidden – for every person I see texting, I will add an additional question to the mid-term exam. LOL OMG :(

JK….for real though, no texting.

**Required Texts and Assignments**

**Required Texts:**

Rental: Rossman, J. R. & Schlatter, B. E. (2019). *Recreation Programming: Designing and Staging Leisure Experiences* (8th Edition). Urbana, IL: Sagamore.

Purchase: *None*

**Assignments/Projects\***

1. TBL Quizzes – there will be several in-class quizzes covering the readings from the previous week (50 points)

2. Tent Peg Presentation-Each student will have an opportunity to practice PechaKucha presentation format through a short (3 minutes 40 second-10 slides) presentation of their Tent Peg article. Students will be required to turn in the script for their presentation. (50 points)

3. Tent Peg Article – each student will write an article for the PRM Publication to be distributed at the end of the fall semester. This will be included as a part of the marketing section of the course. (50 points)

4. Program Plan - a written proposal to be presented to the 'board' for approval. This is to be completed in assigned program groups. A specific format will be explained in class. The typewritten proposal and visual materials must be printed**.** (500 points)

5. Evaluation Report – this is a comprehensive report summarizing the program and its effectiveness. (100 points)

6. Oral Presentations - Students will work in their program groups to complete two presentations using PechaKucha style. The first will be the “pitch” for the program idea. The second will be an oral presentation of the program plan, implementation and evaluation results. (100 points)

7. Final Poster Presentation – Students will work in their program groups to present a poster that visually displays their program and evaluation results. (100 points)

8. Midterm and final reflection – Students will evaluate their own as well as their group members’ participation in the program planning process. (50 points)

\*Complete details on all assignments and due dates will be provided in class and on Blackboard.

# **Written Assignment Policies**

# All written assignments are required to meet the following criteria:

* Have a font no smaller or bigger than 12-point with standard 1” margins.
* Be completed on a computer
* Be double-spaced and in the appropriate format for the assignment.
* Have numbered pages and a heading, including the cover sheet
* Have a cover sheet listing the following:
  + Name and number of course
  + Student’s name
  + Date assignment is due
  + Named title
* Meet APA Publication Manuscript style, i.e., references, citing (direct and paraphrased quotes, headings, etc.). See Purdue Owl for help: http://owl.english.purdue.edu/owl/section/2/10/ or For a complete guide, use the following text available in the WCU Hunter library:

American Psychological Association. (2001). *Publication manual of the American*

*psychological association* (6th ed.). Washington, DC: American Psychological Association.

**Lab**

The lab time throughout the semester will be spent researching, planning, organizing, marketing and implementing and evaluating the program. The **program should be done with an existing agency like Basecamp Cullowhee, Catamount School, Oconoluftee Job Corps, Campus Recreation Center, Jackson County Parks and Recreation Department, Jackson County 4-H, etc.** A contract must be signed by the students and the organization supervisor.

**Late Assignment Policy**

All of the class assignments have a specified due date, so pay attention to the syllabus (read it and refer to it often). Assignments must be handed in on time. Generally, I **do not accept** late assignments. If, however, a special circumstance does arise in regard to the timely completion of an assignment, please contact me immediately. **To reiterate🡪Late assignments will not be accepted unless prior arrangements have been made with the instructor…deductions of 10% per day *may* be given.** If you are going to miss a class session, please make arrangements to have your assignments submitted on time. Carefully read all the requirements for all of the assignments and make sure your work meets the requirements completely and on time.

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**Grading**

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| --- | --- |
| ***Assignments*** | ***Points*** |
| **Quizzes**  **Reflection** | **50**  **50** |
| **Tent Peg Presentation** | **50** |
| **Tent Peg Article** | **50** |
| **Final Program Plan (Sections 1-5)** | **500** |
| **Oral Presentations** | **100** |
| **Evaluation Report**  **Final Poster Presentation** | **100**  **100** |
| Total *\*Assignments or points allotted are subject to change.* | **1000** |

Note: No final proposal or evaluations will be accepted without required drafts

**Grading Scale:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A+ | 101+% | Greater than 1000 points |  |  |  |
| A | 93-100% | 930-1000 points | C | 73-76.9% | 730-769 points |
| A- | 90-92% | 900-929 points | C- | 70-72.9% | 700-729 points |
| B+ | 87-89.9% | 870-899 points | D+ | 67-69.9% | 670-699 points |
| B | 83-86.9% | 830-869 points | D | 63-66.9% | 630-669 points |
| B- | 80-82.9% | 800-829 points | D- | 60-62.9% | 600-629 points |
| C+ | 77-79.9% | 770-799 points | F | Below 60% | 599 or below |

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**Course Policies and Expectations**

**Attendance Policy**

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). Students are responsible for information and assignments presented and collected during any missed class sessions. **To allow for illness, family emergencies, sporting events, etc. each student is provided with two unexcused/excused absences during the semester. After two absences the student’s final grade will be reduced by 2 percentage points for each additional absence.** Program facilitation and group presentations cannot be rescheduled.

**Library Research**

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>) 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](mailto:emarcus@email.wcu.edu), or from the research guide: <http://researchguides.wcu.edu/prm>

**Content Accommodations**

In the spirit of higher education, this course should present challenges, some of which may be ideological in nature, and you are encouraged to empower yourself to engage these challenges. This course has been designed to meet or exceed the quality of similar courses taught at top‐caliber universities around the world. Readings and materials assigned for this class have been carefully scrutinized and selected. As we study programming in its various forms and contexts, we will apply the concepts we engage to a variety of examples, including those that occur in the venue of popular culture. Popular culture, as you are certainly aware, can contain potentially objectionable material. Please understand that all material that I will present in this class or require you to engage with has been selected for its overall value and its applicability to the course. That said, I will not make content accommodations for any material scheduled for this course. It is your responsibility to review the syllabus, readings, assignments, and materials to be sure that this is a course you wish to take. Should you have questions or concerns, please see me immediately.

**Assignment Make-up and Missed Class**

There are no make-up opportunities for quizzes or other class presentations/projects. 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.

**Professional Expectations**

You will be representing yourself, me, and the university as you implement your program. Please dress appropriately and behave appropriately. Please refrain from tobacco, drugs and alcohol use during class sessions and programming or any time that might impact your representing the WCU PRM program professionally.

**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 you email with your full (First and Last) name

8. Proofread for content, spelling and grammar.

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**University Expectations and Support Services**

**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://walc.wcu.edu) or call 828-227-2274.

**Math Tutoring Center**

The Mathematics Tutoring Centerprovides tutoring in all lower-division math and many CS courses (455 Stillwell, <http://mathlab.wcu.edu>, 828-227-3830), help with mathematical concepts in other disciplines, and workshops on study skills specific to mathematics courses. Tutoring is available on a drop-in basis, 9 am – 5 pm and 6 - 9 pm Monday-Thursday, and 9 am – 5 pm on Friday.

**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.

**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](mailto:sssprogram@wcu.edu) for more information. SSS is located in the Killian Annex, room 138.

**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.

**Sexual Harassment Policy**

The University deems sexual harassment to include conduct constituting sexual harassment under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

**Academic Integrity Policy**

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).

I.   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.

II.    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).

 III.   Undergraduate and Graduate Academic Integrity Process:

1. Within five (5) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, s/he will inform his/her department head (or associate Dean of the graduate school when applicable) in writing of the allegation and proposed sanction(s).
2. Within ten (10) business days of the instructor’s knowledge of the alleged violation of the Academic Integrity Policy, the instructor will inform the student of the allegation, including the proposed sanction(s), in writing.  In the written notification, the instructor will inform the student of his/her right to request a meeting with the instructor.  During the meeting, the instructor shall complete the Academic Integrity Violation Faculty Resolution Form.  If the student does not request a meeting with the instructor within five (5) business days of receipt of the written allegation(s), the student shall be deemed to have mutually resolved the matter and shall be bound to the sanction(s) outlined by the instructor in the written allegation.  If the student does not request a meeting, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
3. Within five (5) business days of meeting with the instructor, the student shall either appeal the decision to the department head or mutually resolve the matter by accepting the allegation and proposed sanction(s).  No action by the student within five (5) business days of the meeting with the instructor shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy.  If the student does not respond within five (5) business days of meeting with the instructor, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
4. Within five (5) business days of receiving a student’s appeal, the department head must schedule a meeting with the student.  The instructor may be present during the meeting.  During the meeting, the department head shall complete the Academic Integrity Violation Department Head Resolution Form.  Only information submitted during the meeting with the student, or in the meeting between the instructor and the student, may be considered by the department head.  The evidentiary standard for making a decision shall be preponderance of the evidence.  The department head may agree or disagree with the allegation(s) of the instructor.  The department head may also approve, overturn, or modify the sanction(s) proposed by the instructor.  If the student does not attend the scheduled meeting with the department head, the matter will be heard in absentia and shall not be subject to further review and/or appeal.
5. Within five (5) business days of meeting with the department head, the student shall either appeal the decision to an Academic Integrity Board or mutually resolve the matter by accepting the allegation and proposed sanction(s).  The student must submit an appeal to the academic Dean listed on the Academic Integrity Violation Department Head Resolution Form.  No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy.  If the student does not respond within five (5) business days of meeting with the department head, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
6. Within seven (7) business days of receiving a student’s appeal, the appropriate academic Dean must schedule an Academic Integrity Board hearing with the student.  The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member).  A faculty member will serve as chair of the board.  The instructor may be present during the hearing.  Only information submitted during the hearing, or in the meetings between the instructor/department head and the student, may be considered by the hearing board.  The evidentiary standard for making a decision shall be preponderance of the evidence.  The hearing board may agree or disagree with the allegation(s) of the instructor.  The hearing board may also approve, overturn, or modify the sanction(s) proposed by the instructor and/or department head.  If the student does not attend the scheduled hearing, the matter will be heard in absentia and shall not be subject to further review and/or appeal.  Within ten (10) business days of the hearing, the appropriate academic Dean shall review pertinent records and send the student written notification of the decision of the Academic Integrity Board.
7. Within five (5) business days of receiving written notification of the decision of the Academic Integrity Board the student may accept the findings and sanctions of the board or submit an appeal to the designated academic Dean.  No action by the student within five (5) business days of the meeting with the department head shall constitute a mutual resolution and waiver of the student’s rights to appeal pursuant to the Academic Integrity Policy.  If the student does not respond within five (5) business days of meeting with the Academic Integrity Board, the alleged violation of the Academic Integrity Policy shall not be subject to further review and/or appeal.
8. If the student elects to file an appeal of the decision of the Academic Integrity Board, she must submit a written appeal within five (5) business days of receiving written notification of the decision of the Academic Integrity Board to the designated academic Dean.  An appeal to an academic Dean must be limited to the following grounds; 1) a violation or due process or 2) a material deviation from Substantive and Procedural Standards by the UNC Board of Governors (as set forth in the UNC Manual 700.4.1).
9. If an appeal is heard by an academic Dean, s/he shall review pertinent records within ten (10) business days of receiving a valid appeal.  The academic Dean may agree or disagree with the allegation(s) of the instructor.  The academic Dean may also approve, overturn, or modify the sanction(s) proposed by the instructor, department head, and or Academic Integrity Board.  Within five (5) days of making a decision, the academic Dean shall provide the student with a written decision.  The decision of the academic Dean shall be final.
10. The student must remain enrolled in the course related to the case, and may not be permitted to withdraw from the course related to the case, until all hearing timelines, notifications, and/or appeals have been completed.
11. Upon resolution of each level of the case (no matter the outcome), the instructor, department head, and academic Dean must provide the Department of Student Community Ethics with all materials and documents related to the case (i.e. course syllabus, materials in violation of the Academic Integrity Policy, Instructor Resolution Form, Department Head Resolution Form, Academic Integrity Board decision letter, academic Dean decision letter, etc…).  The Department of Student Community Ethics shall serve as the repository for all records associated with allegations and violations associated with the Academic Integrity Policy.

IV.   Academic Integrity Board:

The Academic Integrity Board shall consist of a minimum of two (2) currently enrolled students and/or faculty members (with a minimum of one faculty member).  A faculty member will serve as chair of the board.  Students and faculty members serving on boards for each college will be selected by each college Dean.  The Department of Student Community Ethics will train all board members prior to their service on a hearing board.  Each academic Dean will convene hearing boards as necessary, and will determine a faculty member to serve as chair prior to a hearing.

V.   Sanctions:

The instructor, department head, Academic Integrity Board, and/or academic Dean may impose academic sanctions permitted by the institution (not to exceed receiving a grade of “F” for the course).  The instructor, department head, Academic Integrity Board, and/or academic Dean may not permanently remove the student from the course or suspend/expel the student from a program or the University.  Student behavior of the magnitude to warrant consideration for permanently removal from the course or suspension/expulsion from a program or the University must be referred to the Department of Student Community Ethics.

VI.   Habitual Violations of the Academic Integrity Policy:

Upon receipt of materials associated with violations of the Academic Integrity Policy, the Department of Student Community Ethics will determine if a student has previous violations of University policies.  Students with a prior record of violations, or who commits a gross and/or egregious violation of the Academic Integrity Policy, will be referred to the Department of Student Community Ethics for consideration of being subject to hearing proceedings as a habitual violator.  Students with three or more violations of the Academic Integrity Policy will automatically be subject to hearing proceedings as a habitual violator.  Students in this category are subject to course-related sanctions imposed by the instructor, department head, Academic Integrity Board, and/or academic Dean and University-level sanctions imposed by the Department of Student Community Ethics for habitual violations of University policies.

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

**Academic Calendar** includes dates for all breaks, university closures, final exams, etc.  The academic calendar can be found at: <http://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_Fall_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.