SYLLABUS

Parks & Recreation Management
PRM 275: *Program Planning*

Fall 2013, 1st 8-week session; 3 Credit Hours

SBS-West (building #70) Room 204, MWF 9:10 – 10:00am + assigned Saturday Community Volunteer Event

Instructor:

Aaron Divine, M.S.
Room 268 SBS - West Building #70, (928) 523-7835
Aaron.Divine@nau.edu
Open Office Hours: Monday & Wednesday, 10:30am – Noon *Or by Appointment*
I tend to be in the office most days unless I am in the field with Outdoor Education & Leadership Emphasis students or doing field data collection / research. Please feel free to contact me if you have questions or comments about the course.

Course Prerequisites: **Officially Declared** PRM Major, Minor, or Certificate seeking student

Course Fee:

The $50 (mtn campus students) or $25 (online students) course fee covers the cost of software licensing, web content, equipment and travel (Flag Mtn. Campus Students) to hosted community volunteer event(s).

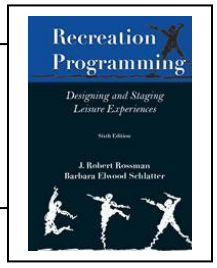
Course Catalog Description:

This course introduces students to program development processes and computer applications in leisure services. Emphasis is on creating and implementing opportunities for positive leisure experiences.

Required Textbook:

Rossman, J.R., Schlatter, B.E. (2011). *Recreation Programming: Designing and Staging Leisure Experiences* (6th ed.). Urbana; IL, Sagamore Publishing.

ISBN: 978-1-57167-669-6



Take a quick look at an electronic copy of Chapter 1

The text is available from: NAU Bookstore for purchase or as a semester rental or for purchase from one of the numerous online book services, such as, Amazon.com, Textbooks.com or chegg.com

Course Structure:

For Fall 2013, PRM 275 Program Planning is delivered through a combination of a self-directed readings, web-enhanced activities and postings (primarily through NAU Blackboard Learn) as well traditional lecture (Fall semester in-person sections only), student participation/volunteerism in the hosting a community recreation event (often occurring on a weekend), and work group collaboration in the development of a written capstone program proposal. In short, there are:

- Assigned Textbook Readings;
- In-class small group assignments & discussions (Fall semester Mountain Campus students);
- One Quiz, and Four online Tests/Assessments;
- A few minor introductory & lead-in assignments; as well as,

- Two major end-of-term assignments -
    1. Recreational Program Proposal (in five parts) + a graded Draft submission, and
    2. Community Volunteer Event Participation and individual Critical Reporting

  (The Recreational Program Plan should be retained for inclusion into the PRM Professional Portfolio for ALL PRM majors. Details - http://www.prm.nau.edu/emphasis/prm_professional_portfolio.htm)

Please refer to either the attached schedule or the electronic Syllabus/Schedule posted in BBLearn PRM 275 "Getting Started" link for associated due dates, as well as other Test, Assignment, and Additional Resources links for specific directions and guidelines.

***Note: The instructor will reserve and exercise the right (in line with University policy and the Provost's directives) to administratively drop any student who does not attend the first week(s) of class (Mtn Campus) and/or participate/submit all assigned activities (Online).**

Course Objectives / Learning Outcomes:

- **Exposure to the role and content of leisure program services** (COAPRT 7.01, 7.02, 7.03).
  - As measured by Tests & Written Recreation Program Proposal (COAPRT 7.01.03, 7.02.03, 7.03.03)

- **Theoretical understanding of the roles, interrelationships, and use of diverse leisure delivery systems in promoting Community Development** (COAPRT 7.01, 7.02, 7.03).
  - As measured by Tests, Written Recreation Program Proposal, & Community Volunteer/Written Critique (COAPRT 7.01.03, 7.02.03, 7.03.03)

- **Develop the ability to organize and conduct leisure program and services in a variety of settings** (COAPRT 7.02).
  - As measured by Tests, Written Recreation Program Proposal, & Community Volunteer/Written Critique (COAPRT 7.02.03)

- **Gain exposure to various leadership techniques and strategies to enhance the individual's leisure experiences for all populations, including those with special needs** (COAPRT 7.02).
  - As measured by Tests & Written Recreation Program Proposal (COAPRT 7.02.03)

- **Develop the ability to analyze the concepts and use of leisure resources to facilitate participant involvement** (COAPRT 7.01, 7.02, 7.03).
  - As measured by Tests, Written Recreation Program Proposal, & Community Volunteer/Written Critique (COAPRT 7.01.03, 7.02.03, 7.03.03)

- **Develop the ability to analyze programs, services, and resources in relationship to participation requirements and outcomes** (COAPRT 7.01, 7.02, 7.03).
  - As measured by Tests, Written Recreation Program Proposal, & Community Volunteer/Written Critique (COAPRT 7.01.03, 7.02.03, 7.03.03)

- **Theoretical understanding of procedures and techniques for assessment of leisure needs** (COAPRT 7.01, 7.02, 7.03).
  - As measured by Tests & Written Recreation Program Proposal (COAPRT 7.01.03, 7.02.03, 7.03.03)

- **Develop an understanding of principles and procedures for planning and evaluation of leisure services, resources, areas, and facilities** (COAPRT 7.01, 7.02, 7.03).
  - As measured by Tests & Written Recreation Program Proposal (COAPRT 7.01.03, 7.02.03, 7.03.03)

- **Familiarity and working application of computer programs/applications for scheduling, reservations, accounting, activity registration, and online evaluation** (COAPRT 7.01, 7.02, 7.03).
  - As measured by Tests & Written Recreation Program Proposal (COAPRT 7.01.03, 7.02.03, 7.03.03)

Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) learning outcomes listed in parenthesis

Course Assignments / Deliverables:

Written Assignments – ** *See attached schedule or look in BBLearn for all assigned due dates* **

❖ Recreational Program Proposal:

Personal/Group Contact Info Assign.

- Written document w/personal info to share = 05 points

Meet & Greet Work Group Assignment

- Collaborative work group contact & contract = 15 points

DRAFT Submission & Peer Review – 50 points:

- Parts 1, 2 & 4 = 20 points (completeness as determined by ***brief*** instructor review)
- Peer Review = 20 points (averaged score from 2 peer reviews)
- Quality of Peer Reviews = 10 points (effort/quality of the reviews your group provides to others)

FINAL Submission of all parts – 155 points:

- Parts 1&2 (Written portions) = 100 points
- Part 3 Online Registration = 30 points (as confirmed by registration email from RecDesk.com)
- Part 4 Online Evaluation = 20 points
- Part 5 Peer Feedback Reflection = 05 points

❖ Community Volunteer Event:

- Full Attendance / Participation = 40 points (sign-in, verified attendance for full event)
- Critical Review Reporting = 20 points (submitted in BBLearn)

Tests / Assessments –

❖ Tests / Assessments in Blackboard – 130 points:

- Quiz #1 = 10 points
- Assessment #1 = 30 points
- Assessment #2 = 40 points
- Assessment #3 = 30 points
- Assessment #4 = 20 points

Total points available = 415

Grading Basis: Term grades will be assigned as:

90 – 100%	=	A	=	373.5 – 415 points;
80 – 89%	=	B	=	332 – 373 points;
70 – 79%	=	C	=	290.5 – 331.5 points;
60 – 69%	=	D	=	249 – 290 points;
< 60%	=	F	=	< 249 points

NOTE: No Assignments or tests will be accepted after the posted deadlines!

Extra credit: Up to 25 points may be earned by volunteering to assist with programming of an additional (2nd) Community Recreation Event and submitting a written report which follows all of the same guidelines as the original Community Rec. assignment. If you are planning to do a second event for extra credit, ***you must contact the Instructor for pre-approval*** before participating.

Please note that Extra credit is only offered as a slight grade enhancement for those students who have completed all other assignments and are wishing to potentially "bump" into a next grade category. **Extra credit is NOT offered in substitution to regular assigned points** (i.e. please do not ask for permission to do extra credit if you have missed any regular assignments/exams).

SCHEDULE

Fall 2013 (1st 8-week session) **Subject to change as semester progresses*

Week 1: August 28th – September 1st

For the week you are responsible for reading the Introduction to Part 1, as well as, Chapters:

#1 – Basic Programming Concepts;
#2 – How Individuals Experience Leisure;
#3 – Six Key Elements to a Situated Activity System; and
#4 – Outcome-Based Programming

MONDAY – No Class, University officially starts later this year

WEDNESDAY – Class Orientation and Organization: Review Syllabus, Class Assignments, Textbook readings, and Using Blackboard Learn. Question / Answer.

FRIDAY – Lecture / Class Activity**:**

- **Complete Quiz #1** in Blackboard by the end of day, August 30th
- **Personal/Group Contact Info Assign. is DUE** in Blackboard by end of day, August 30th

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Week 2: September 2nd – 8th

This week Read Chapters:

#5 – Developing Leisure Products in the Experience Economy;
#6 – Using Goals and Objectives in Program Development;
Read the Program Development Cycle (pages 107-110), the Introduction to Part 2;
#7 – Developing the Agency's Programming Mission; and
#8 – Developing Strategic Directions: Writing Program Management Goals

MONDAY – NO CLASS - Labor Day!!!

WEDNESDAY – Lecture / Class Activity

FRIDAY – NO CLASS

- **Complete Test #1** (Chapters 1 – 6) in Blackboard by end of day, September 6th

Week 3: September 9th – 15th

This week Read Part 3 Chapters:

#9 – Obtaining Participant Input;
#10 – Writing Program Design Goals;
#11 – Program Design; and
#12 – Creative Programming

MONDAY – Lecture / Class Activity – Introduce Capstone Workgroups

WEDNESDAY – Lecture / Class Activity

FRIDAY – NO CLASS

- **1st Group Assignment (Meet & Greet) is DUE** in Blackboard by end of day, September 13th
- **Complete Test #2** (Chapters 7 – 12) in Blackboard by end of day, September 13th

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Week 4: September 16th – 22nd

This week Read Part 4 Chapters:

#13 – Preparing the Program Plan;
#14 – Techniques for Program Promotion;
#15 – Registration Procedures;
#16 – Staffing and Supervising Program Operations;
#17 – Developing Program Pricing Philosophy;
#18 – Determining Program Costs; and
#19 – Pricing Program Services;

MONDAY – Lecture / Class Activity

WEDNESDAY – Lecture / Class Activity

FRIDAY – Community Volunteer Event Prep (for those involved with Saturday's event); – NO CLASS for those not involved in the event.

- **Complete Test #3** (Chapters 13 – 19) in Blackboard by end of day, September 20th

***SATURDAY*, September 21st –** Community Event: Flagstaff Trail Marathon @ Nordic Center on Highway180

Week 5: September 23rd – 29th

This week Read Part 5 Chapters:

#20 – Program Evaluation Techniques;
#21 – Developing a Comprehensive Evaluation System; and
#22 – Making Decisions about Program Services

MONDAY – Lecture / Class Activity

WEDNESDAY – Lecture / Class Activity

FRIDAY – Community Volunteer Event Prep (for those involved with Saturday's event); – NO CLASS for those not involved in the event.

- **Complete Test #4** (Chapters 20 – 22) in Blackboard by end of day, September 27th

***SATURDAY*, Sept 28th** – Community Event: **Boehle-Gustafson Invitational** @ Coconino High - OR -
***SATURDAY*, Sept 28th** – Community Event: **Verde River Day** @ Dead Horse State Park, Cottonwood, AZ

Week 6: September 30th – Oct 6th

MONDAY – Lecture / Class Activity

WEDNESDAY – Lecture / Class Activity

- **DRAFT Rec. Program Proposals are DUE** in Blackboard (submit to appropriate electronic Discussion Board thread) for Peer Review Pod Evaluation by end of day, Wed. October 2nd

FRIDAY – NO CLASS – Instructor in the Field, work to complete Program Plan Peer Reviews

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Week 7: October 7th – 13th

MONDAY – NO CLASS – Instructor is still in the Field, work on proposal

WEDNESDAY – Open Class Session, Groups will meet with Peer Review Pods, to share/exchange peer reviews and ask any remaining questions

- **Peer Review Pod Evaluations of other groups' Draft Recreational Program Proposals are DUE** in CLASS Wednesday. This will be an Open Class Session where Groups will meet in their larger Peer Review Pods,to share/exchange peer reviews and ask any remaining questions of one another and the instructor – *ALL groups need to come well prepared with finalized hard copies of peer reviews; remember, you will be partly graded on the quality of reviews that you provide to other groups!!!*

FRIDAY – Community Volunteer Event Prep (for those involved with Saturday's event); – NO CLASS for those not involved in the event.

***SATURDAY*, October 12th** – Community Event: **Soulstice Mountain Trail Run** @ Sunset Trailhead off of Elden Lookout Road

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Week 8: October 14th – 20th

MONDAY – NO CLASS – work on proposal (individual groups may schedule meetings with instructor for question/answer of the Final Proposal)

WEDNESDAY – NO CLASS – (individual groups may schedule meetings with instructor for question/answer of the Final Proposal)

- **Final Rec. Program Proposal are DUE** in Blackboard by end of day, October 16th
- **Community Volunteer Event written reports are DUE** in Blackboard by end of day, October 16th

FRIDAY – NO CLASS – please complete online course evaluation

Any PRE_APPROVED Extra Credit reporting is DUE in Blackboard by end of day, October 18th

RECREATIONAL
Program Proposal

The Goal of this assignment is to allow your Capstone work group an opportunity to demonstrate and apply your Program Planning skills and knowledge coupled with your creativity, in developing a proposal for a theoretical new recreation program. As small assigned planning committees or work groups, you and a few other students will coordinate / collaborate to synthesize your ideas, in writing and application, for multiple components of the planning process.

Point Structure:

DRAFT Submission (for Peer Review) = 50 points total

*Parts 1, 2, & 4 (part 3 omitted for draft peer review) = 20 points
*Peer Review (scores from others) = 20 points (average from two peer reviews)
*Quality of Peer Reviews = 10 points (5 x 2 reviews)

FINAL Submission of all parts (Instructor Graded) = 155 points total

*Parts 1 & 2 (Written portions) = 100 points
*Part 3 Online Registration via RecDesk.com = 30 points
*Part 4 Online Evaluation via Surveymonkey.com = 20 points
*Part 5 Peer Feedback Reflection = 5 points

Please submit your:

- **DRAFTS** for Peer Review -- in OUTLINE format (with appropriate headings/sub-headings and/or narratives where requested in directions) as ONE complete electronic document in either: Word [.doc or .docx]; Rich Text Format [.rtf]; or Portable Document Format [.pdf] to the **Blackboard Peer Review Pod File Exchange so others in your Peer Review Grading Pod will have easy electronic access to the document**. (NOTE: Part 3 – Online Registration – is not included for Draft Peer Review).

- **FINAL** copy for Instructor Grading -- in OUTLINE format (with appropriate headings/sub-headings and/or narratives where requested in directions) as ONE complete electronic document in either: Word [.doc or .docx]; Rich Text Format [.rtf]; or Portable Document Format [.pdf] to the **Blackboard Assignment link**. (NOTE: Part 3 will be verified with an individual automated email confirmation from RecDesk to the instructor - see details below).

Refer to course schedule for specific DUE dates

The Scenario:

Your small group now works (*fictitiously*) as city Department of Parks and Recreation employees for a somewhat isolated, smaller City with a population of 75,000 - 100,000 people, surrounded by public lands and varied recreational opportunities (you can use Flagstaff or a similar city of your choosing). The City Parks and Recreation Director (PRM 275 Instructor) has asked you and your fellow Recreation employees to prepare and submit comprehensive program proposals (one proposal per team). It is the Director's hope that the following task will generate a large pool of quality programming ideas to choose from; implementing the best proposals in the coming year - to better serve and enhance the recreational desires and needs of your citizens.

Guiding direction for types of programs:
Use the following statement to help guide you -- In a recent public meeting, when asked about the development of new City recreation programs and events, your Parks and Recreation Director commented:

> *"I want to see more programs that tie into and support our community and families in a way that allows us to learn about and celebrate the unique setting we live in.*
>
> *It would be great to successfully create comprehensive thematic programs that allow for multiple format offerings, perhaps including an educational element where recreational & leisure opportunities are being supported and specific skills/outcomes are being developed, measured, improved upon and carried on and then celebrated in a final special event. The hope is that we will be in better alignment with our target of providing inclusive benefits-based programming. Maybe it could consist of something that highlights recreational opportunities found in our surrounding region. Perhaps some of our new programs will get people excited about exploring the outdoors or tie into and highlight the values that our citizens hold dear and support. Whatever it is, I am certain with the help of my talented programming staff the ideas and possibilities are truly endless!"*

The following guidelines have been laid out by the Director regarding the proposal submissions, as standardization of formatting the written proposal will ease in their evaluation:

- Title/Cover Page - Include a unique name of the proposed program; a professionally appealing image/graphic; your class prefix and number; your name(s) and date of submission
- Font - Utilize a 12 point font of your choice uniformly throughout the body of the document text (exceptions can be made for budgets, fliers, and other supporting appendices)
- Line Spacing –
  - **DRAFT** = *Double-spacing* for body of the document text
  - **FINAL** doc = *Single-spacing* for the body of the document text
- Margins - 1 inch margins, all the way around; top and bottom - left and right
- Page numbers in lower right corner (not including title page)
- ALL papers should follow general APA formatting for form and include APA citations (for body of text and end of paper Reference List) for any researched/referenced information. This would include your Textbook and any websites that you have used for information while creating your plan.

Part One – Agency Culture and Target Program Development, (30 pts) chapters 7 – 10

This section describes the agency you have chosen in its entirety and should include:

- The **Name and an Overview of the Agency --** be sure to describe the type of agency you're working for and give a brief overview of the agency; *pretend that you're describing the agency to a family member or friend who has no knowledge of recreation agencies.* This should be in narrative form.

- **A Complete and Detailed Description of the Agency Culture** – be sure to include, *at a minimum*, information describing the following:
  - **Individual** - who are your patrons? You may have to reference Census Data or other resources to describe your patrons in terms of:
    - **demographic**
    - **social**
    - **economic**
    - And, **technological/political** indicators
    - Other…? etc.
  - **Organizational** - Detail the **Strengths and Weaknesses** of the your Agency
  - **Community** - What are the **Threats and Opportunities** in your environment? Where can you make a difference?

- **Mission Statement** – List the Mission Statement, by either: 1) creating your own mission statement; 2) borrowing directly from Flagstaff's City Recreation mission statement, or a similar community that you are choosing to fictitiously use as your Agency/employer.

- **Agency's Organizing Authority** - this section should include information about the agency's organizing authority and structure. Provide detail of where and by whom funds are raised and distributed, essentially who, ultimately, is in charge and how the is power relegated. Include in this section:

  - **A narrative statement that explains the organizations structure**. Research it if need be,

make it up if you will – but it should be logical in presentation and match who/what you are representing.

- an **Organizational Chart** - detail the organization (from top to bottom), show where your team members are located within the organizational hierarchy (many word processing software have flow chart templates to utilize if you do not want to completely re-invent the wheel),
- **Job Descriptions** of all recreational and administrative personnel positions.

- A **Description of Agency Areas and Facilities** (**describe** and provide an overview of the areas and facilities your agency operates/maintains – include all parks, trails, open-space areas, buildings, venues, etc.). An overview map may be useful if available.

Part Two – Operation Strategies and Program Plan, (70 pts) Chapters 13 -19

This section details the creation and implementation of the program plan.

- The selected program should contain:
  - **Program Title**; this should reflect the over-arching program theme. Then include a brief, introductory, descriptive paragraph indicating the who, what, when, where, why, and how of the program. After reading this paragraph, the reader should have basic familiarity with the leisure experience the program is attempting to create.

  - **Selected Formats;** your group must choose three (or more) different preferred format offerings from the six programming formats listed below to be integrated into the program. Describe in narrative your selected offering formats. For example, in Flagstaff we have a title/themed Halloween Harvest Festival with 3 (or more) specific format offerings that support the festival - *Drop-in* Haunted Tours of old downtown, various themed *Competitions* such as a Pumpkin Carving Contest, and the celebration comes to fruition with a final *Special Event* sort of Carnival on Halloween in the downtown Heritage Square (reference your text page 48 & 54 for more on format offerings):

    The 6 formats described in your text –
    - **Self-directed, Noncompetitive**
    - **Clubs and Groups**
    - **Open House, Drop-in**
    - **Competition Leagues and Tournaments**
    - **Special Events**
    - **Skill Development**

  - **General Mission and Programming Philosophy of the Agency**; a statement of the agency's mission and its programming philosophy should be included in the plan to *make it apparent why the agency is involved in producing this program*. This is not a restatement of the agency's mission statement, <u>but rather, how the mission statement applies and is connected to this particular proposed program.</u>

  - **Patron's Needs Assessment And Market Analysis**;
    Provide a statement of the need (essentially a justification) for the program. It should answer the question: Why is this program needed and how was this need determined? Describe what strategy would propose to use to assess your target population's leisure needs/desires/interests and their willingness to participate in your proposed program. Link this to the agency's philosophy, organizational structure, and goals (there are 3 – 4 example needs assessments in the additional course resources folder in BBLearn & Chapter 9 in text).

  - **Goals and Objectives**; focus on **Participant Goals/Objectives for outcomes you would like to facilitate**. It is recommended to include a minimum of one goal and three objectives for each of the three Learning Domains: Cognitive, Affective and Psychomotor (where appropriate). A total minimum of 3 goals and 9 supporting objectives are required).

The **Operation Details** should create a detailed record of instructions about how your specific program is to be implemented and operated. One must provide enough details so that another professional programmer could obtain the plan and reproduce the program.

a. **Venue Arrangements**; Venues are locales used to stage leisure experiences and include

buildings, special facilities, and park areas. Clearly **describe** the areas and facilities you will be using **including a diagrammatic layout**). If these do not belong to the agency, include rental fees for use in the budget.

b. **Special Arrangements**; Programs often require special arrangements with agencies or businesses outside of the recreation agency, such as contractual agreements for transportation, entertainment, land agency special use permits, concessions, etc. Describe the special arrangements necessary for your program to be a success.

c. **Inclusion Plan**; Detail what arrangements are being made accommodate people with disabilities.

d. **Equipment, Supply and Material Needs**; an exhaustive/detailed list of equipment, supplies and materials needed to operate the program should be included in this section.

e. **Promotion Plan**; details about the types of promotional materials, their distribution, and the time line for implementing the promotion plan should be included in narrative form (your group is responsible for also creating TWO promotional products – **both a news/press release, AND a promotional flier** – to be attached within the document as appendices). How to develop promotional materials is discussed in **Chapter 14**, examples in class and additional resources folder in BBLearn.

f. **Budget and Pricing Information**; a budget for the program (including revenues, income projections, expenses, and how the price for participation was determined) along with the agency's pricing philosophy and means to meet the budget should be included in narrative form (the actual budget(s) spreadsheets are to be embedded at the end of the document as appendices). How to budget and price programs is discussed in **Chapters 17-19**.

g. **Registration Plan**; when registration will occur, who will conduct it, where it will occur, and how it be conducted should all be specified in narrative form. The actual online registration will be developed in RecDesk.com as in Part Three of the overall assignment (see directions below). How to conduct registration is discussed in detail in **Chapter 15.**

h. **Staffing and Staff Orientation Plan**; the number **and qualifications** of the staff needed to operate the program should be specified. How the staff is to be hired, oriented, and trained should also be specified. Staffing is discussed in **Chapter 16.**

i. **Management Plan**; you will create a Flow Chart Management Plan which identifies all activities that must be completed to implement the program and details their **time line**. The chart must be explicit about what needs to be accomplished, when it needs to be accomplished leading up to the actual delivery of the program, and the relationship of the activities of each function to each other and the overall program. How to create a Flow Chart Management Plan is discussed in detail in **Chapter 13.**

j. **Cancellation Plan**; a plan that details what will happen if the program is canceled should be included. Contingencies need to be specified, and for events for which a fee was paid, detail refund information.

k. **Set-Up**; Detailed plans for program set-up should be specified (who/what/when/where – may be included / referred to as part of the Management Plan).

l. **Risk Management Plan**; Plans should be made to ensure that the safety of all persons involved in the program, detail unique safety procedures was well as how emergencies would be handled.

m. **Program Wrap-Up**; Detail how (who/what/when/where) the program will be cleaned up – essentially a list of responsibilities.

**** Please DO NOT FORGET TO INCLUDE an APA CITATIONS section at the end of your document to indicate where/what/who your group collected information from – OTHERWISE YOU COULD BE IN VIOLATION OF PLAGIARISM.** There are also APA citation reference materials in your BBLearn course shell in the Additional Course Resources folder.

Part Three - Online Registration: utilizing RecDesk (30 pts)

- Each group will create an Online Registration for the Proposed Event/Program and Register participants... include all individuals in your Capstone work group and the instructor (Aaron Divine)
    - NAU Parks and Recreation Management program has purchased the rights to 20 website domains (accounts) that are hosted by RecDesk.com. Each Capstone Work Group will be provided an active weblink to their own account along with corresponding User ID and Password. This will occur around week 4 of the 8-week course.

    - Once accessing your group's account (using the information provided by the instructor) You will need to:

- **Add a new Facility** (where your proposed Program/Event will take place, such as a gymnasium, soccer field, trailhead, etc.) - you must also set, capacity, hours of operation, etc. and select SHOW ON PORTAL; then,
- **Add a new Program** (the event, program or activity you are proposing) - for purposes of this portion of the assignment - select "individual fee" of $___.__ (should match the cost you have listed in your budget), and select SHOW ON PORTAL;
- **Add new Members** – Create new members including: 1) Each Member of your Capstone work group and 2) Aaron Divine, make sure to use the correct email address **Aaron.Divine@nau.edu** and make up the rest of the instructor's information.
- **Register Participants** – enroll all Capstone work group members as well as the Instructor, Aaron Divine, in your recently created program/event.
- **Check Out:** To finalize the registration you must "checkout" from the shopping cart function. ***Note that while in checkout you should select the Instructor to be the person paying the bill so that RecDesk will automatically send an email registration/receipt confirmation to the instructor showing everyone who is registered for the event/program.*** This RecDesk automated email is how we will verify proper enrollments and award you points for completing the registration portion of this overall assignment. Once the automated RecDesk email is received by the instructor a confirmation will be forwarded to the work group. Don't wait until the last night to complete the RecDesk portion of the assignment – doing so eliminates your opportunity to receive instructor confirmation that the process was completed correctly before the due date.

*** There is a short (2 page) tutorial "Quick Start Guide" located in the Additional Course Resources folder to aid with these functions. The program is one of the more "user friendly" online registration programs that we have recently tried. There are some limitations to the basic program offered by RecDesk, however, we believe that the user friendly format is a good way to expose beginners to the world of developing programs and events that will utilize online registration.*

Part Four – Follow-Up Analysis: utilizing SurveyMonkey (20 pts)

- Develop a sample Program Evaluation Form (for examples of Program Evaluations see Additional Course Resources folder) - **refer to chapter 20.**
  - Utilize the free online survey/evaluation software available at SurveyMonkey to create your own user account – if you do not already have an account.
    - For Username: please use (Your Name underscore NAU User ID) -- (for example: **JoeStudent_js99**); then once your account is created,
  - You will need to:
    - Create a Survey Title: please use: PRM 275 - followed by NAU(no spaces workgroup #). For example: **PRM 275 NAU1**
    - Select a theme/look
    - Create / Design an evaluation of **10 questions**. *The questions should be directly related to your proposed event, program or activity; and focused on the quality of the program, addressing your stated goals/objectives, future participation interest, etc. Remember this is a tool to* ***evaluate the quality of your programming*** *and would in theory be sent to participants AFTER the event/program –* ***this should not be confused with the Needs Assessment portion*** *from Part 1 of the assignment.*
    - Collect Reponses to your survey. Under the collect responses tab, select "Create a link to send in your own email message" and click "next step" and send yourself and all group members the email link.
    - Copy the assigned URL (for example: http://www.surveymonkey.com/s/FKCRN62), and paste the URL into the end of the finished document. **Make sure the link is working, active, and correct!**

*** SurveyMonkey offers a free basic online survey/evaluation program, which the free version is somewhat limited in capabilities although serves the purpose of this assignment very well. SurveyMonkey is becoming a VERY popular mode of conducting online evaluation and receiving feedback for varied organizations, and there is a good chance that a large portion of you have already taken an survey through this medium.*

Part Five - Peer Feedback Reflection **(5 pts)**

- Answer the following questions regarding the peer feedback you received from other work groups and **include at the end of your final write-up**:

    1. Which single portion of peer feedback did you find **most** useful in creating a more professional proposal? And, why?
    2. What peer feedback did you find **least** useful in creating a more professional proposal? And, why?
    3. What area of the proposal were you hoping to receive more critical feedback on?
    4. Did you feel that providing others with critical feedback and having the opportunity to view others work, in and of its self, improved the quality of work your group produced? Why or why not?
    5. Overall did you find the peer feedback process a positive experience? And, do you feel it should be retained in this assignment process?



For In-Person courses

The Goal of this assignment is to have you network within your local (or a nearby) community in support of Community Development through recreation/leisure programming. Thus, students should gain a valuable opportunity to work with and observe an established program, event or activity. The assignment is worth a total 60 points between participation and written report submission.

Community Volunteer Participation, (40 pts.):

As NAU Mountain Campus Students (as opposed to our online students), much of the busy work of locating an appropriate event/program within the community will be handled in cooperation with the instructor. This Fall semester we will be assisting in the hosting of four different local / regional events:

1. Flagstaff Trail Marathon, Half-Marathon & 10K run fundraiser for North County Healthcare at the Nordic Center
2. Verde River Day, Cottonwood Chamber of Commerce / AZ State Parks Dept. at Dead Horse St Park
3. Jack Boehle Cross-Country Invitational at Coconino High School & Buffalo Park
4. Soulstice Mountain Trail Run (11 & 6 mile) fundraiser for Northern Arizona Big Brothers Big Sisters, at the Sunset Trailhead on Elden Lookout Road.

All are traditionally well attended events and welcoming of additional volunteer staffing. We will have between 10 and 20 volunteers at each event.

The Critical Review Reporting (20 pts): **written submission through Blackboard assignment link

Program Delivery -

1. How many Staff were needed for the program?
2. How many Volunteers were needed for the program?
3. How many Participants were in the program/event this year?
4. How was registration handled?
5. Specifically, what was/were your role(s)?

Program Evaluation -

- From your perspective, identify one thing that you feel was done very well –

And, three specific things you would do differently with the same program, if you were responsible for or assisting with running it in the future:

1. ?
2. ?
3. ?

COMMUNITY
Volunteer Assignment

For Online courses

The Goal of this assignment is to have you network within your local (or a nearby) community in support of community development through recreation/leisure programming. Thus, students should gain a valuable opportunity to work with and observe an individual who is already working as a Recreation Program Planner or Coordinator in the planning and delivery of an established program, event or activity.

Critical Review Reporting & Volunteer Participation, (50 pts.); Email confirmation from Supervisor/Planner/Coordinator, (10 pts.) = totaling 60 pts.

The Overall Assignment Guidelines:

FIRST - You will need to contact a local community group or organization (city/county/state/tribal parks and recreation department, public or private schools, daycare centers, YMCA/YWCA, Boys & Girls Club, Nursing Home, Boys & Girl Scouts, non-profit advocacy group, etc. -- the possibilities are truly wide ranging, so long as the programming supports the Community through delivery of recreational/leisure related activities!). Then arrange to assist the organization in developing, planning and implementing ONE recreation/leisure program, event or activity. It may take several inquiries to find a current event and organization that works well for you. ***Start making contacts right away!!!***

Please carefully review all of the below reporting criteria and verify with the individual or organization to assure that you will be able to obtain and report on the required information... before you commit to moving forward. **Access to the reporting information is your responsibility** and will require prior planning and coordination on your part. The assignment should require a bit more in-depth involvement than simply showing up the day of the event.

It is anticipated that students will be volunteering with a Community Program, Event or Activity that takes place ***while enrolled in the course, and not reporting on something they volunteered for months or years prior.*** By choosing a current event, it will allow for participation with more purpose and intent, thereby gaining additional perspective and complimenting the material covered. And, you may have more to offer as a volunteer in the Community resulting from application of the course material. Contact the Instructor if you would like any clarification.

The Critical Review Reporting (50 pts):

Please submit a written report in the below **OUTLINE FORMAT** as an electronic document in either: Word [.doc or .docx]; Rich Text Format [.rtf]; or Portable Document Format [.pdf] to the Blackboard assignment link. All program factors listed below must be addressed in your report, even if you were not responsible for them. The selected program and report must demonstrate your understanding (you will likely need to refer to your textbook) and attention to the following program factors:

- Name of Program, event or activity; as well as the Date, Time(s)/Duration, and Location
- Name of the agency or organization; including the name of agency contact person; their phone number and e-mail
- Program Development & History:

- How was the program developed?

- What need(s) does it meet?

- How did they determine a need for the program?

- Program Leadership:

  - What type of leadership would you say was most evident? Why?

- Program Format:

  - What was the program format?

  - How did the program/event flow from one activity to the next?

- Program Promotion:

  - Specifically, how was the program publicized/advertised? Include a sample flyer or other promotional material. If not in available in electronic form, you may need to scan it.

- Program Budget:

- Provide a rudimentary/basic line item program budget for this activity. You may need to ask, take notes, and create your own for inclusion.

- Program Delivery -
  1. How many Staff were needed for the program?
  2. How many Volunteers were needed for the program?
  3. How many Participants were in the program?
  4. How was registration handled?
  5. Specifically, what was/were your role(s)?

- Program Evaluation:

  -What type of evaluation tool was used for participants of this program? Include a copy of the activity evaluation form used. If not in available in electronic form, you may need to scan it.

  - From your perspective, identify three specific things you would do differently with the same program, if you were responsible for running it in the future:

    1. ?
    2. ?
    3. ?

Supervisor email confirmation (10 pts):

Be sure to have the agency / organization person who agrees to work with you on the Community Volunteer Assignment send a confirmation email to Aaron.Divine@nau.edu after the event is completed for your final 10 points.

For your peace of mind, I recommend you ask the individual to include you as a carbon copy (cc) on the email confirmation. That way you don't have to wonder whether / when it was sent and you have a record of the email.

NORTHERN ARIZONA UNIVERSITY
POLICY STATEMENTS

SAFE ENVIRONMENT POLICY

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website http://home.nau.edu/diversity/. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action (928-523-3312).

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice)or 523-6906 (TTY), dr@nau.edu (e-mail)or 928-523-8747 (fax).Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

INSTITUTIONAL REVIEW BOARD

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office or on their website: http://www.research.nau.edu/vpr/IRB/index.htm. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

ACADEMIC INTEGRITY

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU's Student Handbook http://www4.nau.edu/stulife/handbookdishonesty.htm**. Or E-Learning's tutorial**
http://www2.nau.edu/~d-elearn/support/tutorials/academicintegrity/index.php

Take care to understand what Plagiarism is and avoid using or presenting others work as your own. If you want to better understand what plagiarism is, research it! You can start here: http://en.wikipedia.org/wiki/Plagiarism and http://www.nau.edu/~d-elearn/support/tutorials/academicintegrity/03_03_QuizPlagiarism.php

ACADEMIC CONTACT HOUR POLICY

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time…at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

SENSITIVE COURSE MATERIALS

If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

“University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.”

Classroom Civility Statement

"Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to the freedom to teach and to learn. Part of that obligation implies the responsibility of each member of the NAU community to maintain a positive learning environment in which the behavior of any individual does not disrupt the classes of teachers or learners.

It is the responsibility of the individual faculty member to determine, maintain and enforce the standards of behavior acceptable to preserving an atmosphere appropriate for teaching and learning. Students will be warned if their behavior is evaluated by the faculty member as disruptive.

Sanctions may include a range of responses from immediate removal from class to referral to the appropriate academic unit and/or the Office of Student Life to review pertinent alleged university violations of ethical and behavioral standards. Significant and/or continued violations may result 'in administrative withdrawal from the class."

Successful Student Campus Resources

Successful university students take advantage of services and resources designed to boost learning and achievement. NAU recommends that you begin with:

- MyFoundations- use this online tool to assess and develop required university skills at your own pace (free for first-time freshmen at NAU Flagstaff)
- Supplemental Instruction- attend these course-specific review sessions whenever offered; proven to reduce D’s and F’s
- Student Learning Centers- free drop-in, online, and individual tutoring appointments for math, writing, and over 100 courses; available Monday through Friday
- ResourceConnect- your online central navigation point for all NAU student resources
  For a full-listing of University College services visit: http://nau.edu/University-College/