Department of Parks, Recreation and Tourism Management

PRTM 4550
Advanced Program Planning

303 Edwards Hall

Monday & Wednesday 11:15 a.m. – 12:30 p.m.

Instructor:
Dr. Mariela Fernandez – marielf@clemson.edu

Graduate Teaching Assistant:
Paul Gremillion – jgremil@g.clemson.edu
Clemson University
PRTM 4550

Advanced Programming Planning

303 Edwards Hall

Monday & Wednesday 11:15 p.m. – 12:30 p.m.

Instructor:
Dr. Mariela Fernandez – marielf@clemson.edu

Graduate Teaching Assistant:
Paul Gremillion – jgremil@g.clemson.edu
PRTM 4550 – ADVANCED PROGRAMMING PLANNING
Spring 2018

Instructor
Dr. Mariela Fernandez
marie@f.en.edu
864-656-2389
Office: 286 Lehotsky Hall

Graduate Teaching Assistant
Paul Gremillion
jgremil@g.clemson.edu
843-250-4356
G105 Lehotsky

Office Hours:
Dr. Fernandez’s office hours are Tuesday afternoons from 1-3 p.m. You are also welcomed to ask her questions before and after class or set up an appointment. If you need to meet with the TA, Paul’s office hours are Monday and Wednesday from 1:00 to 2:00 p.m.

COURSE DESCRIPTION:
This course provides a basic understanding of theory and practice in recreation program development in various service settings. It covers fundamental programming models, goals, program implementation, and evaluation.

COURSE LEARNING OBJECTIVES:
By the end of the course, students will be able to:

- Demonstrate an understanding of foundational knowledge of service quality, concepts, and principles underpinning community recreation and leisure programming.
- Develop an understanding of agency philosophy, mission and vision and its influence on program development.
- Create and design a comprehensive recreation program plan reflective of your client’s mission and vision which meet the leisure needs of their target market.
- Create a program budget that takes into account expenses, cost recovery, and price setting.
- Design appropriate promotional material targeted at your target market to increase participation at your community event.
- Demonstrate the ability to facilitate a community program and apply learned skills in a practical setting.
- Evaluate the implementation of their community program and debrief the event with various stakeholders.

PRACTICAL APPLICATIONS:

- Students will plan, carry out, and evaluate an activity/program for a local agency.
- Students will participate in a variety of in-class activities that use course material in experiential work applications.
- Students will come to understand the essential service orientation of the leisure industry and understand that the key realization that the industry is customer-driven.
- Students will develop, draft, implement, and evaluate programs and program plans.
CRITICAL THINKING:

What is critical thinking? For the purposes of this course, we understand critical thinking to be, “a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.” (AAC&U 2009). Critical thinking is a self-aware process of thinking in a clear and systematic way in order to gain a deeper understanding. To do so requires engaging in meta-cognition, which means reflecting on our own thinking by recognizing our biases, assumptions, and considering how we create knowledge. Critical thinking does not come naturally; therefore, we must practice critical thinking – which is one of the goals of this course.

Memorizing facts and being able to regurgitate definitions or procedures is not a sufficient skill set to understand and address the complex problems facing our world today. We need to develop the ability to reason, evaluate, and decide if we are to become successful in future careers.

CRITICAL THINKING STUDENT LEARNING OBJECTIVES:

The critical thinking student learning outcomes (SLOs) from this course will align with the universal CT2 SLOs wherein students should: (1) explore complex challenges; (2) analyze multi-dimensional problems; (3) extrapolate from one conceptual context to others; (4) synthesize alternative solutions to multi-dimensional challenges; and (5) effectively communicate complex ideas.

After taking the course, students should be able to:

1. Explore complex challenges
   a. Explain, with examples, the dependence of quality programs on economic, social, and political factors
   b. Analyze programming topics from several different stakeholder perspectives

2. Analyze multi-dimensional problems
   a. Assess both positive and negative aspects of proposed solutions to organizational challenges
   b. Evaluate data for consistency with established facts, hypotheses, or methods

3. Extrapolate from one conceptual context to others
   a. Develop and justify one’s own hypotheses, interpretations, or positions

4. Synthesize alternative solutions to multi-dimensional challenges

5. Effectively communicate complex ideas
COURSE STANDARDS/POLICIES

(1) Course Notes: Lectures, internet readings, and discussion notes are needed for assignments, projects, and quizzes in this course. Students are responsible for their own notes. Regular attendance and participation in discussions is necessary to acquire this information. Students should make their own arrangements to secure notes and information from classes they miss.

(2) Participation: The expectation is that all students are fully engaged with classroom activities and presentations, thereby contributing to a climate of engagement throughout the class. Thus, using a cell phone, working on assignments for other courses, reading newspapers or books, doing email, surfing the Internet, playing computer games, or sleeping are unacceptable. Any student who engages in behaviors such as these, which are inconsistent with full engagement in class activities, will result in loss of points and/or you may be asked to leave.

(3) Content & Format of Assignments: All assignments will be graded based on content (i.e., thoroughness, creativity, accuracy) and format (i.e., clarity of writing, correct use of grammar and spelling, professional presentation). **All written assignments/projects submitted electronically should be in a .doc, .docx, or .pdf file.**

(4) Communication: Success in this course is dependent on good communication among all of us. Please always let me know if you’re confused or lost during class. Also, feel free to call or e-mail to make an appointment to see one of us if you need extra help on certain topics.

(5) Attendance & Tardiness: Attendance at every class is expected of each student. The course policy on attendance for the course will be based on common practices in the workforce. When you have a job, you have to work! So as a new employee (student in this course), your presence is required. In the field of recreation, sports, and tourism, oftentimes you need to be flexible with your schedule, especially when programming. **You will need to plan to have some meetings outside of class and your program implementation will most likely not occur during regular class times. Special “work time” will be designated during our regular class time to help relieve some potential meeting conflicts.**
What constitutes as an excused absence in my class?
- Participation in an activity appearing on the university authorized activity list.
- Death or major illness in a student’s immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student’s presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence.

COURSE ASSIGNMENTS/GRADING POLICY

(1) In Class Assignments/Quizzes/Attendance: There will be 8 in-class activities throughout the semester. The lowest 2 will be dropped. Each is worth 10 points.

(2) Individual Assignments (IA): There will be 7 individual assignments throughout the semester. The assignments are developed to comply with the suggestions set by the Critical Thinking Institute. Here is the list of assignments:

- IA #1- Critical Thinking Assessment-Pretest (10 points)
- IA #2- Protecting the Brand Write-up (20 points)
- IA #3- Sponsorship Training Report for Staff (20 points)
- IA #4- Case Study Write-up (20 points)
  Case Study Presentation (10 points)
- IA#5- Camp Clemson Volunteer and Evaluation (20 points)
- IA#6- Reflective Piece (20 points)
- IA#7- Critical Thinking Assessment-Posttest (10 points)

(3) Group Agency Program (GAP): The purpose of the GAP is to teach you to successfully work on a project with peers (event team) and an outside agency (your client). You will take the skills and theory you have learned throughout your college experience and in this course to: Create, plan, budget, market, fundraise, implement and evaluate a real program/event for real people. In order to be successful you will need to divide and conquer! You will need to work as a team to accomplish the tasks and then create one cohesive program/event and written report. Failure to participate 100% in your group can result in being removed from your group. In that case, you will fail the project or will be responsible for obtaining your own agency and completing this project on your own.

YOU MUST BE PRESENT IN CLASS TO RECEIVE CREDIT FOR GAPS DUE IN CLASS.
Summary of Grading Components

Students will receive a grade based on their performance on these items. A summary of the components of PRTM 4550 includes:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class Activities</td>
<td>60</td>
</tr>
<tr>
<td>Individual Assignments</td>
<td>130</td>
</tr>
<tr>
<td>Group Assignment</td>
<td>420</td>
</tr>
<tr>
<td>Total</td>
<td>610</td>
</tr>
<tr>
<td>Additional Extra Credit</td>
<td>Up to 20 points</td>
</tr>
</tbody>
</table>

Grading Scale

The grading scale will be as follows:

A: 90-100%  
B: 80-89%  
C: 70-79%  
D: 60-69%  
F: Below 60

Extra Credit

Observing and evaluating programs is an incredible opportunity to learn! Students who volunteer for other class programs do much better on their personal projects. Because this is so valuable, I am offering the following extra credit opportunity:

GAP PEER PROGRAM EVALUATION (Up to 10 points each): You can attend, volunteer, evaluate, and assess up to 2 group program implementations. Assignment detail can be found on Canvas. You must be at the entire event to be eligible for full points.

Assignment Deadlines: When deadlines are imposed by your employer, your job may be in jeopardy if you do not meet the deadline given. Similarly, your course grade may be in jeopardy (and will be penalized) if deadlines are not met. All assignments are due at the beginning of class. **No assignments should be submitted through email unless you have a university excused absence.** Anything submitted after class begins is considered late.

If you do not begin an assignment until the night before it is due, or if you wait until the morning of class to print out your paper, there is some probability that computer equipment will malfunction and that your assignment will not be ready to hand in at the start of class.

If you cannot attend class on a day when there is an assignment/project due, please make arrangements with the instructor or TA to submit it on time. You will not be given an opportunity to make up any work you have missed unless you make arrangements in advance. No assignments are accepted beyond three days after the due date. The policy for late assignments is as follows:
| After class to one business day late:          | minus 10% |
| Two business day late:                       | minus 20% |
| Three business days late:                    | minus 30% |
| Four or more business days late:             | not accepted |

**ACADEMIC INTEGRITY**
As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning’. Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

**PLAGIARISM**
Plagiarism will NOT be tolerated and if committed, will be sanctioned. Anyone caught cheating will receive a grade of a zero for that test or assignment. Always acknowledge the source of an idea or figure through citations of the original or relevant work. Work submitted for credit in a previous course without modification is also considered plagiarism. Anyone involved in two or more incidents of cheating will receive a grade of “F” for the course. Please consult the instructor if you have any questions about the possibility of plagiarism for an assignment. If at any time you are unsure as to what constitutes plagiarism, please do not hesitate to ask.

**DISABILITY ACCESS**
Students with disabilities requesting accommodations should make an appointment with Dr. Margaret Camp (656-6848), Director of Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disability Services when they meet with instructors. Accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester.

**TITLE IX (SEXUAL HARASSMENT)**
Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at http://www.clemson.edu/campus-life/campus-services/access/title-ix/.
Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 110 Holtzendorff Hall, 864.656.3184 (voice) or 864.565.0899 (TDD).

**EMERGENCY GUIDELINES**
From Clemson University Police Department: All students and employees should be familiar with the following guidelines: http://www.clemson.edu/cusafety/preparedness/.

Evacuation:
- When evacuating buildings, do not use elevators as they may lose power, stranding riders.
- Familiarize yourself with the locations of stairwells and exits.
- Individuals needing assistance evacuating should move to a stairwell away from the hazard, dial 911, and provide the Dispatcher with their exact location and what they need regarding evacuation.
- When evacuating follow the instructions provided by Public Safety personnel to reach a safe place.
- To seek “Tornado Safer Places,” get to the lowest level of the building time allows, stay away from areas with windows and glass, and put as many walls as you can between yourself and the outside. In public buildings, bathrooms typically have an additional wall.

**Active Shooter:**
- Always call 911 as soon as you possibly can.
- Run away from the area, if it is safe to do so, time allows and the gunman is not nearby.
- **Hide** if the gunman is too close to your location. Find a safer place, lock and barricade doors, turn lights out and cell phones off or to vibrate.
- **Fight**. As a last resort, resolve to fight the intruder with everything you have at your disposal.

A short video prepared and presented by the Department of Homeland Security can be found at the following link: [dhs.gov/video/options-consideration-active-shooter-preparedness-video](http://dhs.gov/video/options-consideration-active-shooter-preparedness-video).
## Course Dates and Information

This is your course date grid. These are tentative dates and subject areas, some changes may occur. You must check Canvas regularly and attend class to stay up to date on all course details.

<table>
<thead>
<tr>
<th>Date</th>
<th>Area of Study</th>
<th>IA</th>
<th>GAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 10</td>
<td>Introduction Syllabus Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 15</td>
<td>MLK Holiday-No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 17</td>
<td>Basics of Programming for Clients</td>
<td></td>
<td>Submit the names of team members (will be done in class)</td>
</tr>
<tr>
<td></td>
<td>**GAP 1-**Ranking of Agencies (will be done in class)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 22</td>
<td>Team Agreements, Contact Agencies, Create questions for agencies</td>
<td><strong>IA #1-Critical Thinking Assessment Due</strong></td>
<td><strong>GAP 2 - Team agreement</strong> (will be done in class)</td>
</tr>
<tr>
<td></td>
<td><em>Hint: Expect Write-up/Quiz on Notes from the Panel Session</em></td>
<td></td>
<td>Contact agency for a meeting next week</td>
</tr>
<tr>
<td>January 24</td>
<td>Service and Quality Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 29</td>
<td>Begin Agency Profile in Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 31</td>
<td>Workday-Meet with Agency this week</td>
<td><strong>IA #2-Protecting the Brand</strong></td>
<td>Meet with Agency</td>
</tr>
<tr>
<td>Date</td>
<td>Area of Study</td>
<td>IA</td>
<td>GAP</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------</td>
<td>-----------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>February 5</td>
<td>Debrief class on your meeting with Agency Contact</td>
<td>Create Zippy Titles and Descriptions for your program</td>
<td>GAP 3-Agency Profile Due and program proposal due (will be done in class)</td>
</tr>
<tr>
<td>February 7</td>
<td>Sponsorships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 12</td>
<td>Sponsorships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 14</td>
<td><strong>Workday-Meet with Agency this week</strong></td>
<td></td>
<td>GAP 4-Sponsorship Letters Due</td>
</tr>
<tr>
<td>February 19</td>
<td>Debrief class on your meeting with Agency Contact</td>
<td><strong>IA #3-Sponsorship Training Report</strong></td>
<td>Try to Meet with Agency</td>
</tr>
<tr>
<td>March 5</td>
<td>Operational Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 7</td>
<td>Staff and Volunteers</td>
<td></td>
<td>GAP 5 Marketing Mix &amp; GAP 6 Budget &amp; Explanation</td>
</tr>
<tr>
<td>Area of Study</td>
<td>IA</td>
<td>GAP</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------------------------------------</td>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>March 12  Evaluating Program</td>
<td></td>
<td>GAP 7 –Proposed Evaluation Form</td>
<td></td>
</tr>
<tr>
<td>March 14  Workday-Meet with Agency this week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 19  Spring Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 21  Spring Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 26  Debrief class on your meeting with Agency Contact</td>
<td>IA #4 Case Study Presentation and Write-up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 28  Individual Presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 2   Time Trade-Will help with Camp Clemson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 4   Time Trade-Will help with Camp Clemson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 9   Individual Presentations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 11  Connecting the Six Elements to the Program Guidelines for Presentation</td>
<td>IA #5 Camp Clemson Volunteer and Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 16  TBA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Area of Study</td>
<td>IA</td>
<td>GAP</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------</td>
<td>-----------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>April 18</td>
<td>Final Presentations</td>
<td></td>
<td>GAP 10-Debrief Presentations</td>
</tr>
<tr>
<td>April 23</td>
<td>Reflective Piece</td>
<td>IA #6- Reflective Piece</td>
<td></td>
</tr>
<tr>
<td>April 23</td>
<td>Course Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 25</td>
<td>Post-Test</td>
<td>IA #7- Critical Thinking Assessment</td>
<td></td>
</tr>
<tr>
<td>Week of April 30th</td>
<td></td>
<td>(will be done in class)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>GAP 11-Final Portfolio Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hardcopy and Electronic Copy Due</td>
</tr>
</tbody>
</table>