

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
DEPARTMENT OF LEISURE STUDIES AND RECREATION
RTM 280
ORGANIZING CAMPUS RECREATION

Instructor: Leanne Vincent, MPA
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USU 100

Office Hours: M, W, Th and F by apt.
Tuesdays 11:00 am - Noon

COURSE DESCRIPTION: Organizing Campus Recreation provides an overview of the concepts and applications for effective recreation programming and administration in the university environment. The course material is designed to be of value to current and future leaders in the field of campus recreation, with specific field observation experiences included to enhance the classroom discussion. The purpose of this course is to provide a living laboratory for discussion and practice of issues that relate to student leaders at CSUN, including student government leaders, club and organization officers and members, orientation leaders and student staff, and campus entertainment board members.

METHOD: This course includes discussion, lecture, class participation, and three class projects.

TEXT: RTM 280 spiral-bound notes including NACA Programmers Handbook, 2004-05 Edition (available at the Matador Bookstore).

LEARNING OBJECTIVES: By the end of the semester, the majority of students in the course will be able to meet the following objectives as they relate to Campus Recreation:

1. Understand and discuss the benefits of recreation participation among college students.
2. Identify, articulate and demonstrate an understanding of developmental, social and cultural characteristics of various age groups and the relationship to campus recreation programming and participation.
3. Differentiate the fundamental differences between various program delivery systems within the campus recreation field.
4. Articulate and demonstrate the fundamental programmatic tenets of the various program delivery systems within the campus recreation profession.
5. Identify, discuss and demonstrate fundamental program management and administrative strategies among the various program delivery systems within the campus recreation profession.
6. Understand and articulate the basic tenets of personnel management as they relate to the campus recreation profession.
7. Understand the financial responsibilities of campus recreation directors, including the ability to identify revenue sources, identify major expenditures, and understand the budget process inherent in most campus recreation professional settings.
8. Understand, articulate and demonstrate the process of facility and equipment management/supervision.
9. Understand and articulate the principles of tort law, "standard of care", negligence, and risk management as they typically relate to the campus recreation profession.
10. Understand, articulate and demonstrate the functions of marketing within the campus recreation profession.
11. Understand the education and career paths available locally and nationally for campus recreation directors.

**COURSE OUTLINE
RTM 280 – FALL 2008
ORGANIZING CAMPUS RECREATION**

NO CLASS:

- **Thursday, October 9 (Big Show preparation)**
- **Tuesday, October 28 (AS Elections)**

OUT OF CLASSROOM HOMECOMING RELATED PROJECTS:

- Tuesday October 7 (Homecoming Picnic)
- Wednesday, October 8 (Movie Night)
- Thursday, October 9 (CSUN Dance Showcase)
- Saturday, October 11, Noon – 5 pm (Big Show 8), Sierra Quad Lawn

Projects are Due:

Project One:	Report on University Recreation	Thursday, September 18
Project Two:	Group Survey Project	Thursday, October 16
Project Three:	Three (3) Program evaluations	Thursday, November 13
Final:	Team program pitches	Dec. 4, 9 and 11

INSTRUCTIONAL UNITS for RTM 280:

Unit 1 – Introduction

- What is campus recreation
- Introduction to Leisure as a key component to campus life
- Terminology and key service areas
- Status of the campus recreation profession
- Leadership development as a key component of student life
- Identifying students personal leadership profile

Unit 2 – The Team Approach to Campus Recreation

- Creating teams in service delivery systems
- Defining team identities and goals
- Developing frameworks and handbooks to facilitate team leadership
- Identifying team strengths and weaknesses
- Strategies for maintaining, transitioning and repositioning teams
- Team retreats and trainings
- Understanding the basics of experiential learning and experience it's benefit it team building

Unit 3 – Programming Basics for Campus Recreation

- Understanding and using basic assessment tools
- Identifying campus community recreation needs
- Identifying programming options through use of assessment tools

Unit 4 – Budget Planning and Campus Recreation

- Developing budget requests for individual events
- Creating operating budgets for regular events
- Creating annual budgets
- Identifying key budget areas and appropriate levels of funding
- Identifying campus program budget sources
- Co-sponsorships and their relationship to campus recreation.

Unit 5 – Late Night and Weekend Recreation Programming

- Identifying and recruiting your audience
- Identifying programming options
- Building collaborations to create better programming
- Current trends in late-night and weekend programming

Unit 6 - Political Sexual and other Controversial Events

- Identifying the value of controversial programming
- Determining the risk factor of controversial programming
- Developing relationships with faculty and the university to facilitate controversial programs
- Developing a risk management plan
- What to do when police get involved

Unit 7 – Alcohol Free Campus Recreation Options

- Identifying needs and wants of both students and administrators
- Identifying risk factors
- Implementation and assessment of alcohol-free campus programming

Unit 8 – Campus Sports Programming

- Defining the population
- Determining student needs and programming options
- Safety and risk management in campus recreational sports
- An overview of the programming options and career opportunities in recreational sports.

Unit 9 – Serving Non-Traditional Students through Campus Recreation

- Defining the population
- Determining needs and programming options
- Implementation and assessment of non-traditional programming

Unit 10 – Off Site and Dance Programming

- Options, challenges and assessing the risks
- Risk management

Unit 11 – Clubs, Organizations and Student Government as part of campus recreation

- Exploring the relationship to campus recreation
- Exploring programming challenges and opportunities
- Student government basics
- Creating and developing new clubs on campus.

Unit 12 – Purchasing and contracting entertainment

- Concert and contract terminology
- Basics of artist contracts and riders
- Negotiating with artists and agents
- Artist management and hospitality
- Related expenses and risk management

Unit 13 – Promotion of Campus Recreation programs and events

- Marketing at CSUN – where do students look for info
- Creating affordable and eye-catching publicity campaigns
- Designing publicity timelines

- Street teaming and new publicity strategies

Unit 14 – Event Logistics

- Determining event elements
- Strategies for managing event logistics
- Creating and using event checklists and timelines
- Training and scheduling event staff and volunteers

Unit 15 – Program Evaluation

- Developing and using audience evaluations
- Developing and using board/officer evaluations

Unit 16 – The role of the University in Campus Programming

- The role of the advisor/program director in campus recreation at CSUN
- The process of developing relationships for service delivery within the university
- Policy, operational requirements and precedence as it affects the campus recreation professional
- Challenges to campus recreation programming presented by the university.

Unit 17 – Risk Management in Campus Recreation

- Risk Management principles
- Standard of Care requirements
- Principles of negligence
- Personal and agency liability
- Importance of public security within the campus environment
- Actions needed for successful campus risk management plans
- How to implement successful risk management plans

Unit 18 – Campus Recreation as a Profession

- The characteristics of a professional
- Opportunities available to become a campus recreation and/or sport professional: at CSUN and at other campuses
- Graduate programs and graduate assistant opportunities

NOTE: This schedule may be adjusted as needed to accommodate the level of discussion and participation of the class, to accommodate scheduled on-campus programming/learning opportunities and to provide opportunities for unplanned guest speakers. Units may not be presented in the order listed above, but will be presented so as to provide students with the information needed to complete the various assignments and projects in class.

COURSE EVALUATION
RTM 280
ORGANIZING CAMPUS RECREATION

Your final course grade will be based upon the following:

Attendance and participation: 5% of final grade – 25 points maximum.

Learning is best achieved through active class participation. Regular attendance, prompt arrival, preparation, timely completion of assignments and active participation are signs of maturity, and required in any professional setting. Students who miss class will miss in-class learning opportunities such as leadership assessments, practice with evaluation and survey tools, and other interactive experiences that may affect a student's ability to be fully prepared to perform required course work effectively. If you miss class, make arrangements with peers to collect class information, announcements and materials. If tardy, do not disrupt the class and take a seat close to the door. Information will not be repeated for those who are tardy or absent. Students are responsible for signing their own name, and only their own name in on the sign-in sheet every day. Students may not sign-in on behalf of another student for any reason. This class is held Tuesdays and Thursdays, and begins at 9:30 am. Any student who misses three or fewer classes will receive full credit for the attendance and participation points. Any student who misses more than three classes will forfeit those same points. A student will not be able to earn "partial" points.

Project #1: Report on University Recreation (15% of the final grade – 75 points maximum) due Thursday, September 18, 2008 – 10:45 am.

Working alone and using the Internet and/or phone interviews, the student will research the various campus recreation offerings at a pre-assigned university within the United States. The student's final report should include an overview of the various types of facility the university has at its disposal for student-focused entertainment and recreation; a review of the various types of units that provide campus recreation and entertainment programming, and an outline of the types of Homecoming and/or Spring Fling type events offered at the campus, including the various entities that participate. The paper should be no more than six pages of information, but can contain additional information pulled from the Internet including web pages, links, pictures or other information designed to enhance the report.

Project #2: (20% of final grade – 100 points maximum) due Thursday, October 16, 2008 – 10:45 am

Work in teams of 3-4 to develop, implement and analyze a survey or set of one-on-one interviews to determine changes or improvements to The Big Show. Your survey must encompass a minimum of 50 participants. One final paper should be turned in on behalf of your group- Individual papers will not be accepted or graded for credit. Class members whose names do not appear on the cover page of the final paper will not receive credit for this project. Your group paper should include all of the completed survey instruments or copies of your interview notes for each participant, your group's detailed analysis of the data you collected, charts or graphs representing your findings, and your recommendations for changes or improvements to Big Show based upon your survey findings.

Project #3: (20% of final grade – 100 points maximum) due Thursday, November 13, 2008 – 10:45 am

Attend and provide comprehensive event evaluations for three (3) individual CSUN campus programs or events: One where you learned about another culture, one related to your future career goals or current academic program, and one that sounded "fun" to you. Included in your written evaluation must be the following information;

- a. The full name of the organization, as well as any other name the organization is known by on campus, and which one of the requirements each analysis is focused on – cultural, career or fun.
- b. **A full budget for the event**, including the amount of money budgeted, the actual amount of money spent, and the organizations explanation for any differences between the two.

- c. A copy of any written A.S. unallocated or annual budget, or USU/UPC budget that pertains to the events funding.
- d. An evaluation of the quality of the event (provide details of the event (food, decorations, entertainment, etc. and evaluate each; was it well produced – why or why not).
- e. An evaluation of the publicity of the event (was it well publicized – why or why not, and copies of the event publicity), as well as copies of the event publicity.
- f. An attendance report that includes: The number of people the event organizer believes attended, and your actual headcount of the number of people that attended.

Each report need be no longer than three pages, but must include budget and publicity information, or an explanation of why none could be provided by the organization/event planner.

Final Project: (40 of the final grade – 200 points maximum).

Working in groups of 2-3, plan and pitch a program you would like to see produced on campus by students, using student funding. Write up a complete program proposal using the form provided in class, and include a complete budget request. Include actual quotes from service providers or vendors (Leanne will talk with you in class about getting quotes from campus service providers), copies of proposed publicity, hand-outs, give-aways, etc. Student groups are encouraged to use their creativity to bring the maximum dramatic impact to the program pitch. Groups must bring enough copies of their final program pitch for each member of the class. Each group will give a ten minute pitch about their program to the class, and be prepared to answer questions from the class and instruction about any of the details in their proposal. The proposal may be for any reasonable program that the student proposes could actually be held at CSUN based on information from class lectures, discussions and readings. The proposal may be for any amount that the students can back up as being appropriate, reasonable and based on real costs.

GRADING FOR LSRC 280:

	Maximum points	Percentage of final grade
Attendance and Participation	25 points	(5%)
Project #1	75 points	(15%)
Project #2	100 points	(20%)
Project #2	100 points	(20%)
Project #3	200 points	(40%)
Total	500 points	100%

Professor’s evaluation of written work:

- A. Papers must be typed with adequate margins and spacing. Handwritten papers will not be accepted.
- B. Papers must reflect a clear, organized and logical development of the students’ ideas and points.
- C. Students should avoid vagueness and unsupported generalities, and never use another person’s ideas, phrases, sentences or terms without acknowledging the source (This is plagiarism).
- D. Be thoroughly proofread for spelling and grammatical errors.
- E. Be turned in no later than the day and time they are due – the professor does not accept late papers.
- F. ***Any work that does not follow these criteria will either be marked down, or returned with no evaluation.***

NOTE:

1. Papers will not be accepted via email.
2. Late papers will not be accepted. A student who does not turn in a project as required, and on time, will receive a 0 grade for that project. Papers that are turned in late and returned with a “0” grade cannot be rewritten.

Professor's evaluation of attendance and participation will be based upon subjective evaluation by the professor, but will include:

- The number of times the student is absent from all, or portions of class
- The degree of mature enthusiasm and cooperative participation the student shows during classroom discussions, interactive events, group projects, field trips and all other classroom experiences.

The C.S.U.N. criteria for grading is stringently adhered to and is interpreted as follows:

A= Outstanding:	Includes criteria for "B" plus an innovative analysis/application.
B= Very Good:	Includes criteria for "C" plus an in-depth investigation/analysis of subject matter.
C= Average:	Adequately meets the criteria of accurate recall and use of subject matter.
D= Barely Passing:	Inadequately meets the criteria of accurate recall and use of subject matter some of the time.
F= Failure:	Inadequately meets criteria most of the time.
I= Incomplete	Only in those instances as specified by the Professor and upon consultation with and approval of the Professor.
U=	Unauthorized Incomplete or withdrawal.

If a student has concerns or questions about their progress in the course, it is the student's responsibility to make an individual appointment to discuss this with the Professor.

STUDENT DISCIPLINE: Inappropriate conduct by students or by applicants for admission is subject to discipline as provided in Sections 41301 through 41304 of Title 5, California Administrative Code. Some of these sections are as follows:

41301: Expulsion, Suspension and Probation of Students. Following procedures consonant with due process established pursuant to Section 41304, any student of a campus may be expelled, suspended, or placed on probation or given a lesser sanction for one or more of the following causes, which must be campus related:

- D. Cheating or plagiarism in connection with an academic program on campus.
- E. Forgery, alteration or misuse of campus documents, records or identification of knowingly furnishing false information to a campus (Appendices, CSUN Catalog)