

DIRECT ASSESSMENT INSTRUMENTS (1-22)

Please find Assessment Instruments located below in **RED**

Course Program Objective	Document	Scoring Guide Indicator COE:
REC 1000: Objective #1: Conceptual	Recreation Areas Analysis	1.3
REC 2000 Objective #4: Delivery and Program/Event Planning	• Program Plan Final Project (multiple components)	1.2, 1.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8, 3.9, 4.8, 6.1 a/b, 6.4 a/b, 6.6 a/b,
REC 2010 Objective #1: Conceptual	• Philosophy Statement	1.1
REC 2070: Objective #5: Administrative/Management	• APA Assignment	1.5
	• Web Page	5.8, 6.7 a/b
	• Power Point Presentation	6.7 a/b
REC 2200 Objective #4: Delivery and Program/Event Planning	• Group Facilitation Project	4.4, 4.7
REC 2300 Objective #4: Delivery and Program/Event Planning	• Lesson Plan on Outdoor/Team Building Activity	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.10, 4.11
	• Reaction Paper	1.3
REC 4000 Objective #5: Administrative/Management	• Facility Design Project	6.5 a/b
	• Maintenance Interview	6.5 a/b
REC 4240 Objective #5: Administrative/Management	• Grant Proposal	6.9b
	• Legislative Project	6.9a
	• Public Relations	3.7
	• Budget	4.7
REC 4300 Objective #5: Administrative/Management	• Inclusion Paper	1.4, 5.7, 6.3 a/b, 6.8 a/b,
REC 4500 Objective #5: Administrative/Management	• Program Evaluation Plan	1.2, 5.6
	• Literature Review	1.5
	• Research Paper	4.8
REC 4540 Objective #6: Field Experience	• Updated Philosophy Paper	6.00, 6.1 a/b
	• Fieldwork Report	6.2 a/b,
	• Field Hours “Tasks of the Week”	6.2 a/b

INDIRECT OR REFLECTIVE ASSESSMENT INSTRUMENT

Student Exit Interview Questionnaire- Recreation Major – Chicago State University

This is a guideline for the exit interview to be performed with every CSU student who is graduating from the Recreation Program. Questions are based on information needed to complete our assessment plan. Please record the student response for each category below.

1. Conceptual:

- a. Do you feel that your time at CSU has given you an adequate understanding of:
 - i. Foundations of play?
 - ii. Recreation?
 - iii. Leisure?
 - iv. Breadth and benefits of leisure services?
 - v. OR do you feel you can state your philosophy of play, recreation, and leisure?

2. Profession:

- a. Do you feel that you have gained the necessary skills in the following areas to be successful in your future employment:

Adequate skill in this area:	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Communicate Professionally					
Use technology (i.e. word products, web page)					
Ability to study and read professional documents					
Ability to use the library and research information					
Leadership/Teaching					

3. Profession:

- a. What are your plans for after graduation? Do you plan to work in a recreation based field? If so, what area?

4. Delivery and Program/Event Planning:

- a. Now that you have been through our program, on a scale of one to ten how to rate your ability to plan, lead, and evaluate recreation programs/events/activities for all populations.
- b. In addition, how would you rate your ability to understand trends and issues related to the delivery of leisure services?

5. Administrative/Management:

- a. How would you rate your ability to analyze and evaluate a program?
- b. How would you rate your ability to lead a group of 'hands on' staff?

6. Field Experience:
 - a. Do you feel that you were given enough ‘hands on’ experiences during your time at CSU to give you first-hand knowledge of what will be expected of you in the recreation profession?

7. Mid-program:
 - a. Do you feel that during the course of your time at CSU that the faculty provided you with adequate knowledge of what courses you were expected to take and of how you were doing in the program?

CRITERIA FOR SATISFACTORY PERFORMANCE
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REC 1000**Formal Field Experience**Description:

The purpose of this assignment is to become familiar with leisure service agencies, programs offered, and the various roles of leisure service professionals.

Specific Assignment Instructions:

Students are required to select four different leisure service agencies to observe and report on from the following partial list of options:

- City or municipal agency (local park district, parks/recreation department)
- County, state or federal agency (county, state, or federal park, natural historical area)
- Non-profit organization (YMCA, Girl Scouts, Boy Scouts, Boys and Girls Club)
- Agencies serving marginalized groups (senior centers, prisons, treatment facilities, ethnic organizations)
- Therapeutic recreation agency [this should be in a clinical or community setting including park district; for example, Special Recreation Association. The agency **MUST** have a Certified Recreation Specialist (CTRS) on staff.]
- Commercial recreation (health club (that is **NOT** part of a municipal or non-profit agency), entertainment/game establishments such as Dave and Busters or ESPN Zone).

Students are required to visit agencies from at least two different categories. Additionally, only one agency can be used for one report. In other words, one agency cannot be used for 2-4 reports. **You must visit four separate agencies.** Before visiting an agency, be sure to have the instructor approve the agency. This is the student’s responsibility and no further reminders will be given for this requirement. Students are to spend a minimum of 2.5 hours in each agency participating and observing the agency and/ or the program in action. Be sure to collect information and take notes during your experience to assist you in writing a 2 – 4 page paper answering the following questions in a narrative (paragraphs) format related to programming and services provided. **DO NOT USE BULLET POINTS.** This is a formal paper/report.

Report Format (This report is to be completed for each agency visited. Therefore, you will complete this report 4 times):

1. At the top of the page list the basic agency information:
 - i. Name of the Agency
 - ii. Address
 - iii. Phone Number
 - iv. Contact Person
 - v. Type of Agency
 - vi. Date and time of your visits
2. Describe your expectations before arriving.
 - i. On what did you base your expectations?
3. What did you observe?
 - i. Were people present?
 - ii. What were they doing?
 - iii. Who were the participants?
 - iv. Did they tend to be similar or diverse (e.g. age, sex, race, ethnicity, functioning)?
 - v. Did they appear to be engaged in leisure (as defined in your text)?
 - vi. Why or why not?
4. What did you observe the staff doing?
 - i. What do you think their jobs were?
 - ii. What were their responsibilities (make an educated guess or ask)?
 - iii. How were they dressed?
 - iv. Were they pleasant, informed, helpful, unavailable, inattentive, etc.?
 - v. Could you perform their job based on your observation?
 - vi. Would you want to perform their job?
5. What do you think the purpose of the agency is?
 - i. What does the staff or agency literature say about the agency purpose?
 - ii. Do they match? Why or why not (your opinion)?
6. Was the agency accomplishing its purpose?
 - i. How or why do you believe they are or are not?
 - ii. For example, do the programs address the purpose of the agency?
 - iii. Does the manner in which the staff lead or present activities aid in accomplishing the purpose?
7. Is this a place you would want to spend your free time?
8. Summarize what you have learned about this type of agency or this specific agency as related to leisure service provision.

REC 2000

PLEASE NOTE YOU ARE DESIGNING TWO PROGRAMS, ONE SPECIAL EVENT AND ONE PROGRAM. NEITHER CAN BE SPORT RELATED. USE THE SAME FORMAT FOR BOTH EVENTS.

Assignment 1: Needs Assessment of local Agency (10 points) February 9th

Assignment 2: Specific Program and Special Event Overview (5 points) February 16th

Submit a paper containing the following information for the specific program you are planning:

- a. Program Title,
- b. Program Description,

- c. Need for Program,
- d. Description of Target Population.

Assignment 3: Program Goals and Objectives (6 points) March 1

Write 2 program goals and 2 participant goals. Each goal must have at least two corresponding objectives.

Assignment 4: Activity Analysis (6 points) March 8

The activity that constitutes your specific program plan needs to be analyzed to reveal the requirements for participation in the activity. **The activity needs to be analyzed according to its inherent cognitive, emotional, physical, and social domains.**

Assignment 5: Inclusion Plan (7 points) March 22

In keeping with the requirements of the Americans with Disabilities Act, you will need to identify how you might modify the activity so as to include all qualified persons with disabilities or special needs so that they may be active, successful participants in the program and experience the program's benefits.

Assignment 6: Financial Plan (6 points) March 29

The financial plan needs to contain the following information: a simple listing of all projected costs (indirect and direct) for implementing the program (list item and for all direct costs project amount) and a pricing plan and/or suggested means for recovering some of the expenses.

Assignment 7: Program Promotion Packet (4 points) April 5

You are to submit a tool for promotion the program (e.g., news release, poster, flyer) and a plan for utilizing the tool to promote the program (e.g., distribution plan with timeline). The program promotion tool must be developed on the computer.

Assignment 8: Risk Management Plan (5 points) April 12

Identify all potential risks for your specific program and how you propose to address each risk.

Assignment 9: Evaluation Plan (6 points) April 19

Identify the means and describe the process for evaluating the program. You do not need to design the specific instrument.

Assignment 10: Final Project Plan & Presentation (10 points) April 26

As a group, you are to submit a final Specific Program Plan, which is to contain assignments 3-10 above, revised as needed, plus program content and process and registration and scheduling information. During the semester, you will receive each of the assignments back with comments. It is your responsibility to revise each assignment as needed to complete this last assignment. You will be graded on the quality of each piece as well as the fit of the pieces together to produce a solid program worthy of implementing with enough information so that someone else could easily implement it.

REC 2010

Philosophy of leisure paper (12 pts)

Review and expand on assignments 1 and 3 above and include references to leisure philosophy literature and the value of leisure in your life. This paper must be DIFFERENT from assignments 1 and 3 and CANNOT be the same paper re-submitted for credit for assignment 4. This paper should be written in essay form and be approximately 3-4 pages in length. Include issues discussed in class, such as flow experience, the defining characteristics of leisure, the social or cultural implications of leisure, and the benefits of leisure. In addition, you must answer the following questions:

What is the value of leisure to society?

How are you as a Leisure professional (or any professional) going to promote these values?

Rough draft of the Philosophy of leisure paper (3 pts)

A rough draft will be required for the philosophy of leisure paper. The draft should cover all sections required for the final paper. The draft will be given back to the student with comments and suggestions on how to improve the paper.

It is highly recommended that use the College of Education Teacher's Writing Center (ED111) to aid you in clearly communicating your philosophy of leisure (both rough and final drafts). Note, the instructor may request you re-write this paper to insure clarity. If you are major or minor in recreation, you are required to save this paper. It will be required to become a part of your portfolio (REC 4540).

REC 2070

Web Page Assignment

- Students will create their own web page using instructions provided on line
- Web page can be personal or professional but must be in good taste.
- Web page must include the following:
 - A background image (something other than a basic color)
 - Two pictures or clip art
 - Two different types of font and font color
 - Your email address linked correctly
 - Return to the top of the page
 - Link to a resume or word document

*You are **not** allowed to use Word or Publisher for this assignment

* Additionally, you are **not** allowed to use Facebook, My Space, or any other web development software or hosting site

Power point presentation assignment

- Power Point presentation software: Creating a presentation including clip-art, various fonts (color and size), various types of animation for the presentation, as well as various layouts including graphs.

REC 2200

Leadership Project assignment (15 points)

Students will be divided into two small groups and will create a recreational activity or project that they will lead. As it is impossible to totally separate out program planning from leadership, the team will need to engage in a minimal amount of programming activities. Projects will take place during the second half of the semester. Each group as a whole will submit an implementation plan for the program, and "lead" the activity. This is a group effort; therefore all documents will be graded as such. Each group will do peer evaluations to evaluate each other's participation in the event. Please do not wait until the last moment to prepare your activity. Each group must submit what the plan of what the activity or project is by **March 24TH** for approval. Use the form attached to this syllabus to guide your project.

Note: Grade will take into consideration the group's ability to work as a small group to both plan and implement the project effectively

LEADERSHIP PROJECT – IMPLEMENTATION PLAN OUTLINE

Activity:

Title:

Activity Description:

Goal(s) & Objective(s):

Resources Needed:

Environment/Venue:

Time:

Equipment:

Materials:

Supplies:

Staff (Number, skills/abilities, other considerations when selecting/assigning):

Participants:

Age group:

Numbers (minimum – maximum):

Functioning:

Additional qualifications, if any

Implementation Process & Guidelines

Preparation/Set-Up (environment, equipment, materials, supplies)

- In advance (and when and amount of time to do)
- Immediately prior to activity (and amount of time to do)

Leadership Style, Roles, & Guidelines

Clean-Up

Risk Management Plan (Potential risks and how manage)

Means of including qualified persons with disabilities (cognitive; physical – hearing, vision, mobility, other; psycho-social)

Step-by-Step Implementation Procedures (Delivery) [Based on your activity, you may need to modify order of steps.]

1. Means of arousing participants' interest
2. Means of getting participants' attention
3. Means of organizing participants including grouping
4. Means of introducing activity
5. Directions for activity and means of providing
6. Means of engaging participants
7. Means of concluding activity including evaluation.

REC 2300

Assignment 3. Lesson Plan and Teaching

Each student will be in a small group (2 or 3 students); the groups will be assigned a topic. The students will design a lesson plan to teach their topic. The group may select from several activities or narrow their topic. Lessons should focus on activities that are non-traditional, and take place in the natural environment. Prior to teaching the instructor must approve the lesson plans. Lesson plan formats will be provided in class. Plans will be evaluated based on the following:

<u>Lesson Plan</u>	<u>Points</u>
• use of multicultural strategies to promote inclusion	20
• awareness of environmental ethics	20
• promotion of lifelong leisure skills	20
• provide community resources from a community you might do this activity in	20
Teaching (date to be assigned)	
• leadership skills (see initiative activity)	30
• involvement of class (all students involved)	20
• creativity/originality	10
• appropriate use of time	<u>10</u>
	150

Assignment 4. Laboratory Experience and Reports (A4)

Field Trips: Two trips are planned for Saturdays or Sundays (to be announced within the first two weeks of the course); (a) to the Chicago River for a kayaking or canoeing experience (3 hours) and (b) to Irons Oaks Adventure Center for a Teams Course experience (6 hours).

You must attend both trips to receive credit for this class.

Students will write a separate report for each experience. Reports will include discussion of recreational activities in a wilderness environment, facility and environmental design, environmental impact of design and use, risk management, outdoor/adventure activities for team building, and feelings related to participation, leadership, programming, group dynamics, and the student's learning experience. A more complete report guideline will be provided in class.

REC 4000

Assignment 2: Maintenance Interview assignment

Students are to select and interview an individual who is in charge of a facility to obtain information about facility maintenance. The report for the interview should be at least 2 pages and can be in bullet format. The student should interview the facility manager about the following items:

- What is the Agency Name
- Who did you interview
- What is their title
- How long have they been employed there
- What is their maintenance plan
- Who is in charge of maintenance
- How many staff do they have
- How many supervisors

- How are the shifts divided or set-up
- What type of training or certifications/licenses does staff have
- Does the agency send them for training
 - Are there Agencies that come on-site to train them
- how are responsibilities delegated
- What are issues they encounter concerning maintenance
 - Indoor issues
 - Outdoor issues
- how is their maintenance plan implemented
- How do they prioritize maintenance needs
- What type of forms are used
- What is their annual maintenance budget
 - Are they involved in the budget process
- What is their biggest maintenance problem
 - Indoor and outdoor

Assignment #4 Facility Design Project assignment

PREPARING THE HANDOUT FOR YOUR PRESENTATION:

You will prepare a two or three page handout for the class and a 20-minute presentation on your recreation site. You will locate at least two articles that deal with the construction of the assigned facility and discuss issues raised in the article such as how it was financed and considerations concerning its construction. You should be prepared to present as the expert on this type of facility. Handouts and presentations are to be prepared in a professional manner.

FORMAT

Name of the type of facility

Introduction

The project is to include an introduction paragraph that addresses the history, present/projected popularity, and the benefits of the activity that are the focus of your handout. For example, if you choose to do a gymnasium then you should discuss the sports that it is designed for such as volleyball and basketball.

Location and dimensions

This is to include the size of the space needed (length/width/height). Make certain this is the entire space needed, not just the playing area size. Also, identify is the type of area needed (e.g. flat, shaded, out-of-the-wind, quiet, location of the sun in relation to the layout, proximity to other activities/resources).

In addition,

- *Special needs and dimensions of the various activities using your facility or space:*
 - List of the activities and sports that may use the space.
- What are the varying dimensions of the sports and within the sports (i.e. are the dimensions for a lacrosse match the same as a soccer game and within soccer are the dimensions the same for a high school game and a collegiate or tournament game?)

Surface

Start first with the base required and then up to the floor/top surface. List choices and what are most recommended. Sealers may also need to be discussed.

Lighting

List the types that are appropriate and the advantages/disadvantages of each. Discuss pertinent issues such as underground wiring, poles, location of switches, coin operated/timed switches, and candlepower needed.

Diagram

Show a diagram with dimensions, markings, barriers, etc.

Risk Management Concerns

List risk management concerns such as high security for pool chemicals, smoke alarms, fire extinguishers, available telephone, emergency entrance gate/doors, locks/keys, floodlights, non-slip surfaces, etc.

Special Concerns

Each facility type will have its own concerns. Examples include drainage for ball diamonds, types of nets for tennis courts, ventilation for aerobics areas, special equipment needed like bases/backstops/seating.

Costs

Show estimate of cost for equipment, materials, and supplies. Do not include Labor.

Comparison

Discuss how this facility may differ in another city/community or by another provider (i.e. how popularity of activity may change depending on neighborhood). In addition and more specifically, compare to another similar facility by visiting another similar facility or talking with the other facility manager on the phone. What additional considerations did you find?

Trends

Discuss the popularity of the activity/facility that is the focus of this handout. With regard to future trends, is this an activity/facility that is becoming more popular? Is building this facility a wise use of money considering these future trends?

Resources

Include a list of resources where information can be found concerning the facility in question. This list should include web sites that discuss the facility as well as magazines and journals that discuss the facility (reference magazines, journals, and web sites according to APA guidelines)

References

Include a list above and beyond the 3-4 pages of references you used in the preparation of this presentation

REC 4240

Assignment 2: Creating a Budget (10 points)

Students will be required to create a budget **for presentation** showing line items to include all expenses and income for their event for a 100 students. You should assume the following:

- You will have 100 participants (identify the age group)
- You will have a sufficient number of leaders (tell us how many)
- You will need to provide (rent) a facility
- You will need to provide food
- You will need to provide supplies (identify them in line item format)
- You will need prizes for any activities that warrant them.
- Transportation will need to be hired/rented
- Fee for leader and transportation should be absorbed by the student cost
- In addition, you will need to present your budget to the class. We will analyze each others budgets to see if any items were not included.

Assignment 3: Public Relations Project: (10 points)

Part A: You have just been hired as the Director of a small Parks and Recreation Department in a suburb of Chicago. Your hire follows a director that had caused a great deal of division between the community/city and the Recreation Department. “Bridges have been burnt” **Your assignment is two part:**

- You are to come up with a plan as to how you will build and restore community relations with the Recreation Department. Remember there are several sub groups in the community and your plan must reflect a way to reach them all. You must be thorough and provide multiple examples of reaching the various groups.
- Secondly, you are to report on how you will promote and market a “Greet the New Director” social for the community and city officials. This is an important event and you need to have a great attendance
 - Develop a promotional program for the program. What types of promotional tools would be best? Why? How would you implement them? How far in advance? Where would they be announced or posted? How does this fit the target audience?
 - Design one promotional tool to serve as an example of how you would promote the event or activity.

Part B: Legislative Project: You are to identify you State Legislator and State Senator for your district and report the following:

- What legislative projects are they currently sponsoring
- What Bills have they enacted into law
- What Capital Improvement Projects are they sponsoring
- What types of Grant funding is available in their office
- Are there any education scholarships available in their office
- What is their term, Party
- What committees does he/she serve/chair on

Assignment 4: Grant Proposal \$50,000 (10 points)

GRANT PROPOSAL OUTLINE

Assignment 4: Grant Proposal \$50,000 (10 points)

Please note the following grant is fake and this assignment is just an exercise to apprise you of the process for writing and applying for grant funding.

Grantor: Department of Health Physical Education and Recreation

Grant Administrator: Dr. June N. Shingles

Amount to be awarded: \$50,000

Funding Projects:

- Sport equipment
- Playground equipment
- Kitchen equipment
- Program supplies
- Office supplies/equipment
- Construction
- Contractual fees
- Professional Development
 - Must be awarded certification or license upon conclusion of PD

We will not fund the following:

- Utilities
- Staff salaries
- Travel/lodging/food expenses
- Leases

Eligible recipients:

- Park Districts, Recreation Centers
- Child Care agencies
- Non-for-profit agencies
- Municipalities

The department of HPER is awarding up to \$50,000 to agencies that demonstrate a need for expansion of services offered to the community.

- Agency Name/Location
- Contact Person/Title
- Agency Mission Statement
- Description of need for funding
- Scope of Work
- Population to be served
- Itemized budget

REC 4300

Recreation Inclusion Plan Assignment 200pts

The purpose of this assignment is for the student to become aware of the options available to include a person with a disability in a community recreation setting and to develop a plan that will allow that person to be included.

This assignment will be done in partners. Students may select their own partner, students must inform the instructor of their partner. This assignment requires research on the part of the students and an oral presentation of 15 minutes as well as a written paper, 5-8 pages on a word-processor, double-spaced. Again assume you are making a report to the (Day Camp) supervisor for inclusion of children with disabilities in (summer camp) regular activities. What does the staff need to know to appropriately include this person?

Process:

1. Instructor will provide topics see the calendar.
2. Start with the information in the text (read it), then do research on the disability.
3. Use at least **three other resources**, including books, articles, or journals.
4. Use practical or real life examples.
5. In your field participation site you may want to interview/talk with a person with the disability you are researching.
6. Select a recreational activity with which you are familiar.

If you have any problems writing a paper in the APA Style go to the College of Education Teacher's Writing Center. Poorly written papers will not be accepted. They will be returned with no grade and 0 points.

Oral Presentation with partner, 10--15 minutes in length. Date of presentation will be assigned.

Report content (page length estimates are given):

1. A brief introduction to your paper (1/2 page).
2. Describe in detail the disability, how functioning is impaired and common adaptations used by people who are impaired (1 ½ page). You will need to summarize the information you find and decide what information is necessary to assist in making a plan for participation in **recreation activities**.
3. Describe how people with a similar disability commonly participate in recreational activities Ex. People who have had a leg amputated commonly participate in wheelchair sports, and/or use a prosthesis to walk (1/2 page).
4. Describe techniques, methods or processes that can be used to include the individual in a community recreation setting. You may ask questions at your field participation site (1 page).
5. A brief description of a person with the disability and their individual characteristics (1/2 page). Create a person based on your research or use a person you have met or know.
6. Describe/discuss your inclusion plan (see chapter 13 in your text). The plan should include all the elements discussed in class, activity analysis, purpose, objectives and basic approaches (1 page).
7. Your conclusion should answer the question can the person you described with the disability (assigned) be included in a community recreation setting? Remember this is an individual with individual characteristics (1/2 page).

Oral Presentation:

1. Should contain all the pertinent information in an enjoyable learner friendly manner.
2. Can be structured in any manner as long as both partners speak. Graded together, based on knowledge of topic and engagement of the audience.
3. This is a formal presentation, which will be graded on the professionalism of presentation. Presentation must include at least two of the following; visual aides, handouts, audience participation, demonstration, videos, etc.

Written presentation:

Written and graded individually.

Points will be awarded for the following:

Description/summary of disability	
Selection of important information	20
Common activities and methods for participation	10
3—5 techniques, methods or processes for inclusion	20
Inclusion plan, which is specific to the individual described in your paper	30
Written in an interesting and creative manners	<u>20</u>
Total	100

Points will be subtracted for the following:

Lack of proper citations,	5 each
Poor grammar and spelling (proof read)	10
Poor organization	10
Opinion with no facts	5 each
No introduction or conclusion	10 each
Lack of summary of information (#2 in presentation content)	10
Length less than 5 or more than 8 pages	5--20

Points subtracted are dependent on how much over or under the paper is. For example a 3-page paper with have 2 points subtracted, a 8½-page paper will be subtracted .5 point.

REC 4500

Program/Event Evaluation assignment (20 points total)

Students are asked to select and identify a program/or event that they can evaluate for this project. This must be approved by the instructor. Students should observe the program/event and submit a report (not less than two pages) describing the following:

- a. Describe the program and the population served
 - i. If the population/participants have specific interests or needs related to the above program, identify these:
- b. What was the program goal or objective
 - i. What knowledge, skill or benefit will the participants gain?
- c. Program description (how was the program suppose to impact the goal?)
 - i. What are the main activities, experiences, concepts, skills?
 - ii. What type of program was it?
- d. How did you measure it (procedures used, operational definition?)
 - i. What is the best way to measure whether the program met its goal?

- ii. What can the participants say or do to show they gained from the experience?
- e. Findings/Conclusions (chart or table are appropriate) and implications.

Research Proposal assignment (40 points total)

The research proposal will either be a research project or program evaluation . Four major sections will be required throughout the semester. Each section will be given back to each student to be revised for a final draft to be submitted at the end of the semester. See the above course schedule for exact due dates for each section.

- f. Research Question – Using what has been discussed regarding basic principles of research, students must choose a proposal topic. This topic must be chosen, which will guide the rest of the research proposal. The Research question must be stated in one to three sentences and include applicable objectives. Details regarding how to complete this section of the proposal will be distributed in class.
- g. Statement of purpose – The purpose for why this proposal/assessment/research is necessary. Investigations are done for a purpose. Information regarding who would benefit and why the investigation is important will be included. Details regarding how to complete this section of the proposal will be distributed in class.
- h. Literature review – Background information from at least 3 outside sources (books, articles, and internet) will be integrated into a report, which will be in a formal paper format (introduction, body, and conclusion). Details regarding how to complete this section of the proposal will be distributed in class.
- i. Proposed method – Information regarding how you will collect data or the assessment information will be detailed in this section. Various methodologies will be presented in class. Each student will choose an appropriate methodology (either quantitative or qualitative) for his or her proposal. An appropriate rationale for choosing the specific methodology will be required. Students will detail how appropriate research methodology will best answer the chosen research question. Moreover, students will be required to discuss how the proposal will apply to evidence-based decision making. Furthermore, students will discuss the applicable data analysis technique for the data that will be hypothetically collected. Details regarding how to complete this section of the proposal will be distributed in class.
- j. Final Draft of Proposal – All of the above sections will be given back to each student throughout the semester. It is the student’s responsibility to correct mistakes and add any additional information as detailed by the instructor’s comments for a final draft of the proposal to be submitted the last class period.

REC 4540

Field Work Log and Report assignment (10 points; 5 points for each half submitted)

Each student will complete two 25 hour field experiences; one during the first half of the semester and the other during the second half of the semester. The instructor will provide a list of possible internships sites and contact list that the student can choose a field site. Field sites are not limited to this list; students can find a suitable site outside of this list. **However, it is the student's responsibility to secure and have a site approved by the instructor at the beginning of the semester (Monday Sept. 12).** The experiences are designed to enable the student to gain a better understanding of the roles and responsibilities of leisure services professionals, and career opportunities of interest to him/her and to prepare the student for the internship experience. Each experience must take place over at least 5 different visits. Students are required to submit a journal (handwritten in spiral notebook), a report for each field experience modeled after the internship weekly report, and verification form from each site supervisor. The weekly report must be submitted to the instructor as an email attachment in addition to hard copy version.