APPLICATION FOR APPROVAL OF NEW EDUCATIONAL PROGRAM

I. College: Santa Barbara City College
   District: Santa Barbara
   Date: November 19, 1986

II. Program Descriptive Material:
   A. Program Name: Recreation
   B. TOP #:
   C. Program goals (mark all applicable boxes):
      [XX] AA or AS Degree  [XX] Transfer  [□] Special Education (Handicapped)
      [□] Occ. Employment  [□] Certificate (Units Req'd 26)  [□] Other (explain)
      [□] Entry Skill Training  [□] Skill Upgrading  [□] License Preparation
   D. If program requires approval of licensure board, supply evidence of compliance.
   E. Date Program will be initiated if approved: Fall 1986

III. Objectives of Program:
   A. What are the objectives of the proposed program? The goal of Santa Barbara City College is to prepare students for direct face-to-face leadership or technical jobs in the field of recreation and parks. This involves preparation of the student to enter the recreation field after the two-year community college program with an Associate Degree, or to transfer to a four-year college to continue toward a bachelor's or Master's degree. A major objective of the program is focused on the preparation of individuals for early entry into the recreation field. This is accompanied, in part, by requiring each student to acquire on-the-job experience while attending classes.
   B. If program has not appeared in Academic Master Plan, explain reasons for proposing it at this time. NA
   C. Courses Included in Program:
      1. Attach list of all courses in the proposed program, including an expected sequence or learning pattern (such as the recommended course sequence from the catalog). Give title, course number, units and hours per week (lecture and laboratory). Indicate new courses to be included in the program.
      2. Attach course descriptions for new courses. Course Outlines/Descriptions Attached

Use Attachments as Necessary
Form CCC-EP-1 (Rev. 3/85)
SP 50

Encl. 2
Item 4.1
1/22/87
IV. Establishment of Need:

How has the college established need for the proposed program? Report on one or more of the following as appropriate. Respond to as many as possible.

A. Report interdistrict attendance agreements, actions and comments of area or regional councils, inter- or intra-district advisory groups, advisory committees, or similar bodies testifying to the need for the program. Attach minutes of appropriate meetings.

B. Show summary results of job market analysis, surveys or other evidence of employment possibilities for personnel trained in the proposed program.

C. What are the indications of student interest in the proposed program, and how were they determined? (particularly appropriate to non-occupational programs)

D. Describe service to other disciplines which this proposed program will provide.

V. Estimated enrollment:

A. Estimate initial enrollment. What changes in the initial enrollment are anticipated as this program becomes fully operational?
   1. 35-50 Students

B. Will this program have a significant effect on existing enrollments? If so, explain. With a growing tourism industry in Santa Barbara a need exists for skilled, trained recreational leaders. Our program should provide preparation for entry level jobs. We anticipate an increase of approximately 20-25% in enrollment.

VI. Articulation:

A. What articulation provisions have been made or are in process with other educational institutions? Articulation agreements have been made with Cal State San Luis. Agreements in process with Cal State Chico, Cal State Northridge and Cal State Fresno, see letter (Attached)

B. What related programs, if any, already exist at your college?
   No related programs

C. What programs with similar objectives are offered or are planned at other regional schools and colleges?
   Moorpark College, in Ventura county, has a similar program, our students are not served by their program.
VII. Capital Outlay Program:

A. Will this proposed program require any additional facility or major equipment outlays (also consider effect on library or learning resource center)?
   No additional outlays required

B. Have these needs been identified in the facility master plan? If so, in what manner?
   N/A

C. What sources of income will be used to cover the above costs?
   N/A
   [ ] State Bonds       [ ] State/Local Operations
   [ ] Available Local Bond Funds [ ] Federal
   [ ] Permissive Tax (Const. Act)  [ ] Other (describe)

VIII. Staff:

Will additional staff be required for this program to become fully operational? (if yes, specify)
No additional staff required

IX. Evaluation:

What plans does the college have for periodic evaluation of this program, e.g., COPES, SAM, enrollment data, Transfer Student Success Rate, placement-followup?
We have been doing transfer follow ups for 8 years with the majority of our students who transfer completing their Bachelor's Degree. On going evaluation under provisions of our institutional guidelines is a regular part of our program.

X. Certification of compliance with Title 5:

On the Board of Trustees of District approved the above educational program and by my signature I certify that all provisions and conditions of Article 2 of Title 5, Section 55130(h) have been considered, and that all factors, taken as a whole, support establishment and maintenance of the proposed educational program.

Superintendent/Chancellor

Date
4. Need

Our Recreation Education program serves the needs of several youth serving agencies in Santa Barbara County. Our students work in such agencies as the YMCA, Boys & Girls Clubs of America, The Santa Barbara Recreation Department, Scouting organizations as well as private and semi-public sports and recreational centers.

The economy of Santa Barbara County depends heavily upon the tourism industry. Our students receive valuable experience and preparation for entry level employment in this field.

Recreation and its related fields has attained its full stature in our Community. Factors such as shorter work weeks, increased life expectancy, greater participation by all age groups and a prospering society coupled with a natural environment of a sea shore community has increased the demands for skilled, trained recreation leaders. Our program provides this needed leadership.
### AS/RECREATION

<table>
<thead>
<tr>
<th>MAJOR FIELD REQUIREMENTS</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rec. 214 - Intro.</td>
<td>3</td>
</tr>
<tr>
<td>Rec. 215 - Camping &amp; Outdoor Ed.</td>
<td>2</td>
</tr>
<tr>
<td>Rec. 216 - Group Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Rec. 217 - Prog. Plan. &amp; Organiz.</td>
<td>3</td>
</tr>
<tr>
<td>Rec. 218 - Social Rec.</td>
<td>3</td>
</tr>
<tr>
<td>Rec. 261 - Rec.Tech. Work Exp.</td>
<td>1-4</td>
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<tr>
<td>H.E. 4 - 1st Aid/Ath. Inj.</td>
<td>2</td>
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<tr>
<td>P.E. 135 - Water Safety</td>
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<td>P.E. Activities*</td>
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Choose one from each area *(4 UNITS total)*

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<tr>
<td>P.E. 140-144 Fitness</td>
<td>1</td>
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<tr>
<td>P.E. 150-156 Dance</td>
<td>1</td>
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<tr>
<td>P.E. 160-165 Combatives</td>
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Choose 2 from below *(2 UNITS total)*

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<td>P.E. 124,125,127</td>
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Choose 3 from below *(3 UNITS total)*

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<td>P.E. 107-109</td>
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<td>P.E. 160</td>
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### GENERAL EDUCATION REQ. |

<table>
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<tbody>
<tr>
<td>English 1</td>
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<tr>
<td>Logical Thought</td>
<td>3</td>
</tr>
<tr>
<td>Hist.5/Poli.Sci.1A/Hist.7&amp;8*</td>
<td>3-6</td>
</tr>
<tr>
<td>Speech 21 or 23</td>
<td>3</td>
</tr>
<tr>
<td>Nat. Sci. w/Lab.</td>
<td>3-4</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Social &amp; Behavioral Sci.*</td>
<td>3</td>
</tr>
<tr>
<td>Math 10 or higher or Exam.</td>
<td>4</td>
</tr>
</tbody>
</table>

*A course in Hist/Poli.Sci. also satisfies Social & Behavioral Science requirement.

For information, contact C. Pagliaro, SC-9, or call 965-0581, ext. 332

1986/87
APPLICATION FOR APPROVAL OF NEW EDUCATIONAL PROGRAM

I. College: Santa Barbara City College
   District: Santa Barbara
   Date: October 14, 1986

   Contact Person: Pat Moorhouse
   Title: Physical Education Division Chair
   Phone Number: (805) 965-0581

II. Program Descriptive Material:

   A. Program Name:

   B. TOP #:

   C. Program goals (mark all applicable boxes):

       [ ] AA or AS Degree    [ ] Transfer    [ ] Special Education
       (Handicapped)
       [ ] Occ. Employment    [ XXX ] Certificate (Units ___
       Req'd 32)
       [ ] Entry Skill Training [ ] Skill Upgrading [ ] License Preparation

   D. If program requires approval of licensure board, supply evidence of
      compliance.

   E. Date Program will be initiated if approved: Has been in progress.

III. Objectives of Program:

   A. What are the objectives of the proposed program? (Append extra pages as
      necessary)

      See attached.

   B. If program has not appeared in Academic Master Plan, explain reasons for
      proposing it at this time.

      A two-year certificate program has been offered for many years. The Chancellor's
      office had no record of the program. This form is being submitted to complete
      Chancellor's office files. This opportunity is being taken to modify the two-
      year certificate program to a one-year program to better meet the needs of the

   C. Courses Included in Program: Occupationally-oriented Student.

      1. Attach list of all courses in the proposed program, including an
      expected sequence or learning pattern (such as the recommended course
      sequence from the catalog). Give title, course number, units and hours
      per week (lecture and laboratory). Indicate new courses to be included
      in the program. No new courses included.

      2. Attach course descriptions for new courses.

FORM CCC-EP-1 (Rev. 3/85)
SP 50
IV. Establishment of Need:

How has the college established need for the proposed program? Report on one or more of the following as appropriate. Respond to as many as possible.

A. Report interdistrict attendance agreements, actions and comments of area or regional councils, inter- or intra-district advisory groups, advisory committees, or similar bodies testifying to the need for the program. Attach minutes of appropriate meetings.

B. Show summary results of job market analysis, surveys or other evidence of employment possibilities for personnel trained in the proposed program.

C. What are the indications of student interest in the proposed program, and how were they determined? (particularly appropriate to non-occupational programs)

D. Describe service to other disciplines which this proposed program will provide.

V. Estimated enrollment:

A. Estimate initial enrollment. What changes in the initial enrollment are anticipated as this program becomes fully operational?
   It is anticipated that the program will consistently enroll approximately 20-25 students.

B. Will this program have a significant effect on existing enrollments? If so, explain.
   No

VI. Articulation:

A. What articulation provisions have been made or are in process with other educational institutions? This is an occupational program and not intended for transfer, though all Recreation courses are transferable and a student completing the certificate program could continue in the Associate Degree Program or transfer to a four-year institution.

B. What related programs, if any, already exist at your college?
   A two-year transfer Associate Degree Program.

C. What programs with similar objectives are offered or are planned at other regional schools and colleges?
   N.A.

FORM CCC-EP-1 (Rev. 3/85)
SP 50
VII. Capital Outlay Program:

A. Will this proposed program require any additional facility or major equipment outlays (also consider effect on library or learning resource center)?
   No.

B. Have these needs been identified in the facility master plan? If so, in what manner?
   N.A.

C. What sources of income will be used to cover the above costs?  N.A.
   [ ] State Bonds  [ ] State/Local Operations
   [ ] Available Local Bond Funds  [ ] Federal
   [ ] Permissive Tax (Const. Act)  [ ] Other (describe)

VIII. Staff:

Will additional staff be required for this program to become fully operational? (if yes, specify)
   No.

IX. Evaluation:

What plans does the college have for periodic evaluation of this program, e.g., COPES, SAM, enrollment data, Transfer Student Success Rate, placement-followup?

Enrollment data and placement follow up will be used to evaluate the success of this program.

X. Certification of compliance with Title 5:

On ___________ the Board of Trustees of District approved the above educational program and by my signature I certify that all provisions and conditions of Article 2 of Title 5, Section 55130(b) have been considered, and that all factors, taken as a whole, support establishment and maintenance of the proposed educational program.

________________________________________
Superintendent/Chancellor

________________________
Date

Use Attachments as Necessary

FORM CCC-EP-1 (Rev. 3/85)
SP 50
III A. Objectives

1. To provide a short-term program leading to local employment in the Recreation service industry.

2. To provide the first steps in a two-year Associate Degree Program for those interested.

3. To encourage students to continue their education and provide them with an opportunity to earn income in the field of their choice while furthering their education.

4. To provide a service to the community by providing qualified employees to community recreation agencies.

IV B. No formal job analysis was done, primarily because this program has been in existence as a two-year program for many years. However, community interest exists in a one-year program (see attached letters), and approximately 20-25 students have consistently enrolled in the Recreation courses.
One Year Recreation Certificate

Clientele: Directed toward individuals seeking entry level recreation employment with such local agencies as the YMCA, recreation department and the boys and girls clubs.

Community Outreach: In providing this short term program we are able to provide qualified employees to our community and the agencies will (in turn) direct individuals to train with SBCC.

Degree prospects: Once these students are on campus enrolled in our rec-program we then have the opportunity to encourage them to remain in school and to transfer on to 4 yr institutions (if they do decide to pursue their education). During the remainder of their schooling at SBCC if transfer is pursued, these students will have completed 26 transferrable units in their first year at SBCC.

One-Year 32 Unit Recreation Certificate

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Recreation 216</td>
<td>Group Leadership</td>
<td>3 *</td>
</tr>
<tr>
<td>Recreation 217</td>
<td>Program Planning</td>
<td>3 *</td>
</tr>
<tr>
<td>Recreation 218</td>
<td>Social Recreation and Elementary School P.E.</td>
<td>3 *</td>
</tr>
<tr>
<td>Health</td>
<td>Personal Health Awareness</td>
<td>3 *</td>
</tr>
<tr>
<td>Health</td>
<td>First Aid &amp; CPR</td>
<td>1 *</td>
</tr>
<tr>
<td>PE</td>
<td>Water Safety Instruction</td>
<td>1 *</td>
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<tr>
<td>Math 1 (or higher)</td>
<td></td>
<td>3</td>
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<tr>
<td>Eng 10 or 90 (or higher)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Speech 21 or 23</td>
<td>Child Development</td>
<td>3 *</td>
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<td>Psych 4</td>
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Elective Courses: Minimum of Six Units

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>Theater Arts 11</td>
<td>Beginning Acting</td>
<td>3 *</td>
</tr>
<tr>
<td>Soc 17</td>
<td>Aging</td>
<td>3 *</td>
</tr>
<tr>
<td>Comp Sci 6</td>
<td>Intro To Micro Computers</td>
<td>3 *</td>
</tr>
<tr>
<td>Health 213</td>
<td>Concepts of Fitness</td>
<td>2 *</td>
</tr>
<tr>
<td>Bio 4</td>
<td>Nutrition</td>
<td>3 *</td>
</tr>
<tr>
<td>Managment 10</td>
<td>Public Relations</td>
<td>3 *</td>
</tr>
<tr>
<td>Spanish 1</td>
<td></td>
<td>4 *</td>
</tr>
<tr>
<td>Earth 10</td>
<td>Intro to the Geography of the National Parks</td>
<td>3 *</td>
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* Transferrable units
<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
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<tbody>
<tr>
<td>Recreation 217</td>
<td>Recreation 216</td>
</tr>
<tr>
<td>Health 1</td>
<td>Recreation 218</td>
</tr>
<tr>
<td>Health 3</td>
<td>Physical Education 135</td>
</tr>
<tr>
<td>English 19</td>
<td>Communications 21/23</td>
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<tr>
<td>Math 1</td>
<td>Psychology 4</td>
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<tr>
<td>Electives</td>
<td>Electives</td>
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<tr>
<td>16 units</td>
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</table>
Nature of the Course
Introduction to Community Recreation is a three-unit course, meeting three lecture hours per week for recreation majors and non-majors. It is a basic course designed as an introduction to the study of organized recreation in the United States. The course includes history of the development of the recreation profession, a survey of recreation and leisure services, description and interpretation of recreation as a form of community service. The course includes discussion of the significance of leisure and recreation as a social force in contemporary society.

Aims and Objectives
1. General
   a. To examine the various aspects of recreations.
   b. To understand the knowledge, skills, and competence necessary for a career in the profession.
   c. To introduce the historical and philosophical foundation of leisure and recreation and the implications of the recreation movement in the United States.
   d. To offer the student an opportunity to develop concepts concerning recreation, the meaning of leisure and recreation, and the socio-economic movements which have affected the growth and development of recreation.
   e. To understand the goals, trends and problems in recreation service, the key issues of the field, and the challenges facing society.
   f. To identify principles involved in the organization of recreation on a community basis and to examine the roles played by local, state and national organizations in providing recreation services.
   g. To develop an understanding of career opportunities available in the recreational field.

2. Skills and Abilities
   a. Ability to make a well organized, brief oral presentation
   b. Ability to use library and other resource centers efficiently
   c. Ability to participate in discussion from a data (as opposed to emotional) base.
   d. The student is to be able to identify the significant historical "ages" of the field of recreation
e. The student is to be able to list the outstanding leaders who laid the foundations of the playground and recreation movement.

f. The student is to be able to construct a basic personal philosophy of recreation, leisure, enforced leisure, play and therapeutic recreation.

g. The student will be able to list the role of all levels of government and their specific influences on the field of recreation.

h. The student will construct a list of ways in which local community, private, and commercial recreation programs function.

3. Attitudes and Appreciations
   a. To become aware of the significance of worthy use of leisure time.
   b. To appreciate the differences among people and their choice of recreational activities.
   c. To stimulate an understanding of the need to develop knowledge and skills at all levels of recreational leadership.
   d. To understand opportunities for professional advancement in recreation.
   e. To develop an awareness of the necessary professional preparation for entering the field of recreation.

C. Content and Organization
      a. What is recreation? Leisure? Play? Work?
      b. The importance of recreation; objectives of recreation
      c. The history of Municipal Recreation in the U.S.
      d. The theory, philosophy, and principles of leisure, play, work and recreation; recreation as a social force.
      e. The sociology of leisure
      f. The economics of recreation
      g. Psychological aspects of play
      h. Recreation potentials and unequal situations

   2. Recreation Leadership
      a. Recreation agency personnel
      b. Selecting and maintaining the leadership staff
      c. Volunteer Service in the recreation department
      d. Education and training the leadership staff
      e. Program planning (principles and methods)
      f. Program areas and activities (sports, arts and crafts, music, etc).

   3. Recreation Areas and Facilities
      a. Planning areas and facilities
      b. Park-school concept
      c. Urban planning for recreation and parks
      d. Operation of recreation facilities
4. Organization and Administration
   a. Municipal organization for recreation
   b. Organization of the recreation department
   c. Legal Aspects of recreation
   d. Financing recreation
   e. Public relations
   f. Records, Reports, Research
   g. Cooperation and relationship with public and private groups

5. The Recreation Profession
   a. The professional
   b. The role of the professional
   c. Public recognition of the field
   d. Careers in recreation and parks
   e. Professional preparation
   f. Certification of professionals
   g. Professional associations
   h. Periodicals and references

6. Goals and Problems in Recreation Service
   a. Goals to improve the quality of community life
   b. Human values
   c. Problems and key issues

7. The Future
   a. Challenges facing society
   b. Leisure—A major factor in our society
   c. What the recreation movement needs
   d. What tomorrow will bring

D. Texts, References and Supplementary Aids
1. Required Texts:

2. References:
   a. Kraus, Richard, Recreation and Leisure in Modern Society, 3rd edition (Scott, Fordsman and Co. 1984)
   b. Weis Kopf, Donald, Recreation and Leisure, Improving the Quality of Life (Boston: A Liyn & Bacon)

3. Guest Speakers and Field Trips
   Various leaders from community recreational organizations will speak during the semester. Field trips will also be included.

E. Required Assignments
1. Notebook - Each student shall prepare a notebook covering all class assignments and class discussions
2. Class discussions - Each member of the class is expected to participate in all units by reading the assigned textbooks and taking part in class discussion
3. Quizzes - Covering specific chapters or areas
4. Magazine articles - Each student will be responsible for at least three articles pertaining to leisure time, recreation and parks from professional journals, magazines or publications pertinent to the field.

5. Term Report - Each student shall select one area of interest related to leisure. The student may select to approach the area in one of the following ways:
   a. Written research paper, using standard term report procedure and format (typed)
   b. Videotape with explanatory paper
   c. Any other selected audio-visual method (i.e., tape, slide show, movie)

6. Mid-term and final examination
7. Proficiency in attendance and class participation

F. Basis of Student Evaluation
1. Class participation 25 Pts
2. Notebook 25
3. Quizzes 25
4. Magazine articles 75
5. Report 50
6. Midterm and final exam 100
7. Attendance and promptness 25

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325 Pts

G. Provision for Special Needs of Students
1. Appointments with the instructor to discuss special required activities
2. Appointments to discuss results of examination
3. Attempt to include all areas of interest to students
4. Individual counseling appointments for career opportunities

H. Contribution to General Education
Introduction to Community Recreation fulfills the aims of general education in the following areas:
1. Helps students understand the requirements and opportunities of the profession and evaluate themselves as a potential leader.
2. Learns to understand the scope of recreation, work and play and its place in education.
3. Helps the student recognize the value of a liberal education.
4. The student gains a knowledge of physical capacities and limitations, the value of rest, relaxation, and constructive use of leisure time.
5. Gives students an opportunity to express their ideas correctly and clearly in speaking and in writing.

1-rec-214-5/86gc
RECREATION EDUCATION 215 -- CAMPING AND OUTDOOR RECREATION

A. Nature of the Course

The course consists of two lecture hours per week, with oneweek-end field trip. The course will be designed primarily for Recreation and Physical Education Majors, but is open to all students. The course will give the students the background and practical experience necessary in order for them to become leaders and organizers of youth organizations interested in camping and outdoor recreations. 2 units of credit.

B. Aims and Objectives

1. General
   a. To provide an overview of the fundamentals of camping
   b. To develop a philosophy of camping
   c. To prepare students for service in areas of camping and outdoor recreation, particularly in regards to youth organizations

2. Skills and Abilities -- to prepare the student to be able to demonstrate, as well as teach skills and abilities necessary in camping.

3. Attitudes and appreciation -- to develop the students' awareness of conservation, nature and ecology in general.

C. Content and Organization

1. Introduction of course; values and philosophies in camping and outdoor recreation
2. Trends and current issues
3. Conservation, preservation, federal agencies and their policies
4. Water and waste problems
5. Map and compass reading, fire building techniques
6. Menu planning and cooking demonstration (participation if possible)
7. History of organized camping
8. Camping equipment, location and shelters
9. Campfire programs, and nature lore (participation)
10. Woodcraft, campcraft, rainy day activities and special events
11. The camp counselor and staff
12. Camping with special populations
13. Field trip: overnight camping in Los Padres National Forest

D. Texts, References and Supplementary Aids

1. OUTDOOR RECREATION IN AMERICAN, Jenson, 1985
2. Guest Speakers from various agencies in the field
E. Required Assignments
   1. Field Trips
   2. Written Exams
   3. Class participation
   4. Individual and group projects

F. Basis of Student Evaluation

   Quizzes                             25
   Mid-term and final exam             100
   Individual projects (2)             50
   Group project (1)                   50
   Field Trip                          50

   ______
   275 pts

G. Provisions for Special Needs of Students

   1. Individual counseling appointments to aid in career goals
   2. Personal meetings with students in planning camping trip and
t      developing individual projects

H. Contribution to General Education
   Camping will provide the student knowledge and experience that can be
   used for their own recreation or as a means of employment.

l-rec215-5/86
A. Nature of the Course

The principles of human dynamics as they apply to effective face-to-face and group leadership. Emphasis is on the identification of various types of groups and the application of leadership techniques to various group situations in a recreational environment. This is a 3 hour lecture, one hour lab weekly (3 units).

B. Aims and Objectives

1. Knowledge of theories and techniques of leadership
2. Ways to translate what is known about individual and group behavior on a practical basis so that it can be used by recreation leaders to make the group action more efficient and effective.
3. Insight into human behavior, particularly the everyday problems of group living in various recreation setting.
4. Knowledge of skills needed in a great variety of recreation activities.
5. Study, analysis, and practice of the many group techniques to facilitate group action toward goals.
6. Realistic and attainable leadership techniques to those who wish to improve their human relations skills and assume greater responsibilities.
7. The understanding of group dynamics and process.
8. Methods to help the student realize that the leader must understand the individual in the group as a total person... his needs, motives, abilities, aptitudes, and his behavior, as a basis for facilitating his growth.
9. The basic requirements for developing a recreation program that will contribute to the needs and growth of the members of the group.
10. An awareness of the need for continuous appraisal and evaluation of the program, its leadership, and the growth of individual participants, as a constructive means of improving both the program and leadership ability.
11. Ability to acquire the materials, supplies, personnel and facilities needed for various activities
12. Knowledge of theories and techniques of instruction

C. Content and Organization

1. Introduction to Recreation Leadership
   A. Where are you now?, and what makes you an effective leader
   B. Professional Leadership - Definition of recreation as a career choice
2. Leadership Theories
3. The nature and types of groups and how to fulfill their specific needs.
4. The leadership process and group dynamics
   a. Styles and types of leadership
   b. Participation in group dynamics
      1. Organizing groups and formulating proposals
      2. Performing under stress
      3. Competition
      4. Effects of group membership on the individual
      5. Barriers to communication
      6. Effect of group action on behavior of individuals
      7. Demonstrating effect of group attitude on individual's behavior
      8. Managing a situation in which nothing is resolved
      9. Improving interviewing skills

5. Principles of effective leadership and leadership techniques
   a. Roles of the leader
   b. Principles for recreation leaders
   c. Techniques needed for different types of groups

6. Recreation needs and interests of various types of groups

7. Leadership personnel in various recreational agencies

8. Skills and abilities needed for job placement in recreational agencies
   a. Recruitment, selection and placement
   b. Employment policies, interviews, resumes

9. Supervision
   a. Concepts and techniques
   b. Functions of the supervisor
   c. Employee morale and motivation

D. Texts and References
1. Leadership in Recreation and Leisure Service Organization
   Edington and Ford, 1985

E. Required Assignments
1. Develop on campus recreation program
2. Plan & Lead one on campus activity
3. Teach one in-class activity
4. Present one letter and resume
5. Interview community recreational leader
6. Maintain a notebook of all activities
F. **Basis of Student Evaluation**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Quizzes (25 pts)</td>
<td>50</td>
</tr>
<tr>
<td>2. Final Exam</td>
<td>50</td>
</tr>
<tr>
<td>3. Notebook</td>
<td>50</td>
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<tr>
<td>4. Presentation of Recreational activities for SBCC recreation program</td>
<td>40</td>
</tr>
<tr>
<td>5. In-class presentation of teaching unit</td>
<td>30</td>
</tr>
<tr>
<td>6. Presentation of cover letter and resume</td>
<td>50</td>
</tr>
<tr>
<td>7. Interview of community recreation leader with written summary</td>
<td>40</td>
</tr>
<tr>
<td>8. Attendance and participation</td>
<td>30</td>
</tr>
</tbody>
</table>

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340 pts

G. **Provisions for Special Needs of Students**

1. Individual counseling concerning academic progress
2. Individual appointments to plan future educational and professional goals

H. **Contribution to General Education**

Group leadership in recreation will provide not only specific knowledge for those entering the recreation profession but a general appreciation of leadership skills and abilities to aid in all aspects of an individuals life.

1-rec-216-5/86gc
RECREATION EDUCATION 217 - Program Planning and Organization in Recreation

A. Nature of the Course

Program planning principles and methods for planning, organizing staffing, directing and controlling a recreation program in contemporary society. Three hours lecture, one hour lab weekly - 3 units.

B. Aims and Objectives

1. General
   A theory and activity course for recreation majors, and non-majors involving a study of essential elements and basic principles of organization, supervision, promotion, and evaluation of various types of recreation programs, including the methods and materials used in planning and conducting organized recreation programs in public and private agencies. Emphasis is on the role of the face-to-face leader in organizing recreational programs in a variety of settings.

2. Skills and Abilities
   a. The recreation needs and interest of various groups.
   b. A practical laboratory experience in the planning, organization, promotion and evaluation techniques in various types of programs with emphasis on intramural sports and recreation programs.
   c. An opportunity for leadership of recreation activities.
   d. Stimulate and develop student leadership through committee action.
   e. Ability to acquire the materials, personnel and facilities required for a recreation program.
   f. Knowledge of and skill in a variety of recreational activities and in theories and techniques of instruction

3. Attitudes and Appreciations
   a. Demonstrate effectiveness in face-to-face leadership and program operation skills
   b. To develop an appreciation for the value of recreation in all areas of our society today

C. Content and Organization

1. The Recreation Professional
   a. Trends in organized recreation service
   b. The recreation profession today
   c. Leadership and group dynamics
2. Program Planning Principles and Methods
   a. Factors in planning recreation programs
   b. Pitfalls in planning
   c. Methods of organization
   d. Implementation of a recreation program with emphasis on school programs
   e. Instructional techniques needed to successfully develop programs for any age group
   f. Publicity, public relations and fund raising techniques not only utilized in our on-campus program but necessary in other recreational agencies
   g. Record keeping, reports, and budget techniques
   h. Operation of playgrounds, recreation centers and other recreitional facilities

D. Texts, References and Supplementary Aids
   1. Texts
      a. Kraus, Richard, Recreation Program Planning Today
         Scott, Foresman & Co. 1985
      b. Boyden & Burton, Staging Successful Tournaments
         Creative Editorial, CA 9173

2. Speakers
   To be selected from local recreational and educational institutions for enrichment in areas of specialization

3. Field Trips
   a. Local playgrounds
   b. Local Recreation Agency

E. Required Assignments
   1. Development and scheduling of on-campus intramurals programs
   2. Plan and implement two events for campus wide program
   3. Teach one instructional program for class participation
   4. Develop and participate in one major fund raising event
   5. Maintain a notebook of all recreation information during semester

F. Basis of Student Evaluation
   1. Quizzes and final exam 100 pts
   2. Notebook 50
   3. Intramural Events (40 ea) 80
   4. In-class teaching assignment 40
   5. Attendance and participation 50

   320

G. Provisions for Special Needs of Students
   1. Individual counseling by the instructor
   2. Appointments with the instructor to discuss procedures for events
   3. Individual Discussions concerning career opportunities
H. Contribution to General Education

Program Planning and Organization in Recreation will provide the student knowledge and experience that can be used for his own recreational endeavors or as a means of employment opportunities in the field of recreation.

1-Rec217-5/86gc
A. Recreation Education 218 - Social Recreation and Elementary School Physical Education (3)

B. Nature of the Course

A theory and activity course designed to present instruction and material necessary to conduct social recreation activities and elementary school physical education programs. This course is designed for freshman and sophomore level students who are interested in recreation or physical education. The course consists of 3 hours lecture and one plus hour per week for 3 units of credit.

Prerequisite: none

Recommended Skills Level: Essn Skills 40-44

C. Aims and Objectives

1. General

Emphasis on specific development and integration of individuals into diverse group programs in Social Recreation as well as Elementary School psycho motor Physical Education.

2. Skills and Abilities

a. Techniques and methods in leadership situations.
b. Practice teaching in both social and elementary school physical education environments.
c. Knowledge of various age groups; their unique characteristics and adaptations to a variety of activities for each age group.
d. Experience for planning activities for special populations; i.e., handicapped, elderly, and the very young.
e. Develop progressions for skill development for psychomotor education programs.
f. Develop applications for the various learning theories pertinent to movement education.

3. Attitudes and Appreciations

A. Develop a sound philosophy of leisure and psychomotor education
b. Develop an appreciation for the value of recreational and developmental activities for each individual.

D. Content and Organization

1. Social Recreation

a. The Nature of Social Recreation
   1. Definition of recreation and social recreations
2. Classification and characteristics of social recreation games.
3. Goals and objectives of social recreation.
4. Intrinsic values of social recreation.

b. Specific Leadership Techniques and Nature of Social Recreation
1. General game leadership techniques
2. Nature of social recreation activities
   a. mixers          e. inactive games    i. card games
   b. defrosters      f. dance mixers     j. skits
   c. active games    g. brain teasers    k. table games
   d. relays          h. stunts           l. singing games
   m. tricks & puzzles

c. Leadership Techniques in Working with People
   a. Principles of social games leadership
   b. Signals and cues to gain attention
   c. Use of volunteers
   d. Formations for explaining games (Circle, line, files, etc.)
   e. Psychological effects of game formations
   f. Techniques for maneuvering groups
   g. Choosing teams
   h. The attributes of the good recreation leader
   i. Responsibilities of the leader

d. Planning in Social Recreation
   1. Selection of program activities
   2. Facilities, publicity, finance
   3. Decorations and refreshments

e. Party Planning and Organization
   1. Pre-party committee of individual work
   2. Mechanics of party-giving
   3. Before, during and after the party.
   4. Progressive parties
   5. Evaluation

f. Age characteristics and adapting activities

g. Special areas within social recreation
   1. Banquets
   2. Picnics and outdoor social events
   3. Progressive and large group programs
   4. Decoration, sources and resources
   5. Skits and drama
   6. Publicity and promotion

h. Special Leadership Problems (Discipline and Control)
i. Evaluation of Social Events
   1. Criteria for evaluating the social recreation program.
   2. Methods of program evaluation
   3. Misconceptions in evaluation

j. Use of Social Recreation in Various Settings and for Special Groups
   1. Young children
   2. Teenagers
   3. Adults
   4. Social recreation of the elderly
   5. The family
   6. Disabled

2. Elementary School Physical Education
   a. Organizing and implementing the program
      1. Patterns of teaching
      2. Defining responsibility
   b. The Learning Process
      1. The teachers role
      2. Directing the learning process
   c. Bases of Movement Learning
      1. Principles of learning motor skills
      2. Basic principles important in movement experiences and skill performance.
   d. Developing movement patterns and fundamental skills
      1. Locomotor activities
      2. Balance activities
      3. Perceptual motor competency
      4. Rhythmic movement
      5. Gross motor skills
      6. Activities with ropes, balls, bean bags.
      7. Stunts and tumbling
      8. Physical fitness activities.
   e. Adaptation of traditional games to fulfill psychomotor, social and competitive needs.

E. Tests, References and Supplementary Aids
F. Required Assignments

1. Each student will prepare a lesson plan and teach a lesson in each unit:
   - Social Recreation
   - Psychomotor Education

2. The class will be divided into small groups, each group will present a party which will include:
   - Pre party plan
   - Party invitations
   - Party Production
   - Written Evaluation

3. Each student will develop and present a "Fun Kit" featuring a repertoire of games, activities and songs.

4. One quiz and one final exam.

5. Participation with class to present a psychomotor station teaching lesson at a local elementary school.

G. Basis of Student Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Category</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Individual teaching assignments</td>
<td>Social</td>
<td>25 pts</td>
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<tr>
<td>Party presentation</td>
<td>Psychomotor</td>
<td>25 pts</td>
</tr>
<tr>
<td>Fun Kit</td>
<td></td>
<td>100 pts</td>
</tr>
<tr>
<td>Psychomotor Station Teaching</td>
<td></td>
<td>100 pts</td>
</tr>
<tr>
<td>Final exam - quiz</td>
<td></td>
<td>25 pts</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td></td>
<td>25 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td>425</td>
</tr>
</tbody>
</table>

H. Provisions for Special Needs

1. There will be an opportunity for individual counseling by instructor before each teaching lesson.

2. Small group conferences will be held prior to each group project.

3. Individual counseling will be encouraged with each student regarding any aspect but will be especially important regarding the student career goals and interests in physical education and/or recreation.

I. Contribution to General Education

1. To prepare the SBCC student for direct leadership or technical jobs in the field of recreation and parks.

2. To train persons for para-professional entry-level jobs in leisure service agencies.

3. To provide for a smooth transfer of those who may elect to continue an education toward a degree in a four-year program.
### One-Year Recreation Certificate

**1. Present Course Sequence:** Include course number, title, units by semester

- See Attached

**2. Proposed Course Sequence:** Include course number, title, units by semester

- See Attached

**3. Division/Department:**
- Physical Education/Recreation

**4. Departments the change will directly affect:**
- Recreation

**5. Effect on Enrollment in own department and others:**
- Increase in Recreation Majors

**6. Effect on Transferability:**
- None - All classes transfer

**7. Effect on Employability of Students:**

With one yr. certificate we will be able to place students in local recreation agencies

**8. Justification for New Requirements:**

Certificate will be attainable within one year with all classes still transferrable to four year institutions

**9. Resources, facilities, equipment required for New Requirements:**

No additional resources required

Source of Funding:

**10. Signature of Chair of Department(s) directly affected by New Requirement:**

- Endorsements:
  - Department Chair
  - Division Chair
  - Division Dean

- Approvals:
  - Vice President, Instruction
  - Curriculum Advisory Com. Chair
  - Curriculum Advisory Com. Vice Chair

- Date: 12/1/86

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