



OUTD 2270 FA
Programming
Fall 2019

Instructor Information

Kelsey Johansen, Ph.D. (ABD)
E-Mail: kmjohans@lakeheadu.ca
Phone: 343-8057

Office: SN 2005A (Faculty Hallway)
Office Hours: Monday 9 – 11am
or by appointment

Course Identification

Course Number:	OUTD 2270 FA		
Course Name:	Programming		
Lecture:	Mondays	11:30am - 2:30pm	SN 2008
Lab:	Fridays	11:30am – 2:30pm	RC 1003

And, other required sessions for program delivery

Course Description/Overview

Overview of the concepts, theories, and strategies to create and facilitate recreation experiences and to promote specific outcomes for participants and organizations. Students will advance their understanding and skills through designing, implementing, and evaluating programs.

Prerequisites: OUTD 1070 (Foundations Outdoor Recreation) and, OUTD 1150 (Land Relations)

Course Details

This course incorporates theoretical seminars and practical labs, including the development and delivery of a program in community. It is the students' responsibility to come to classes and labs punctually, fully prepared and ready to participate in discussions, and ensure that all practical responsibilities are appropriately fulfilled. The course will demand a great deal of self-responsibility, independent and cooperative work.

Course Learning Objectives

Upon successful completion of the course, students will be able to:

1. Identify the stages of the programming cycle;
2. Explain the role of organizational philosophy in programming;
3. Describe the components of a program plan;
4. Use data and information to create programs;
5. Use programming principles to create appropriate programs;
6. Understand how to facilitate recreation experiences with a variety of populations in a range of settings;
7. Apply the principles of risk management in program planning and delivery;

8. Demonstrate leadership in nature-based programming that is founded on social, environmental, economic and ethical responsibility;
9. Evaluate the strengths and weaknesses of recreation programs;
10. Identify and employ the principles of social justice, equity and inclusion.

Additional Course Information

Students should be aware of the following important academic dates:

Final Date to Register (Add)	Monday, Sept 16, 2019
Final Date to Withdraw (Drop)	Friday, Nov 8, 2019
Examination Period	Thursday, Dec 5, 2019 - Sunday, Dec 15, 2019
Exam Contingency Date	Monday, December 16, 2019

You will be collaborating with other members of the course in order to prepare and deliver a program to participants from either: Claude E. Garton School, Matawa Learning Centre students, or Nanabijou Childcare Centre. You need to ensure that you understand your role and that you act in a professional, respectful and safe manner at all times. You will need to enthusiastically participate as a team member to ensure the success of the program and completion of the related work.

Course Resources

Course Website: There is a Desire2Learn companion site for this course accessible through myCourseLink. Students are expected to access it consistently and frequently throughout the course. Course readings and notetaking guides, and supplemental course information and announcements are made available through this site. Assessment submissions are also facilitated through this site with student's marks and feedback subsequently available for review.

Required Texts: Rossman, J.R., & Schlatter, B.E. (2019). *Recreation Programming: Designing and staging leisure experiences*. 8th Edition. Urbana, Illinois: Sagamore Publishing.

Available in the LU Bookstore and as an eBook

Supplemental Readings: Supplemental course readings will be available on-line through Lakehead University's electronic journals or the Desire2Learn site for this course. Other internet sites and hard-copy material on reserve in the library may also be assigned as mandatory readings for this class. A comprehensive list of required readings, and their associated read-by dates, can be found at the back of this syllabus.

Equipment Use for this Class

Students are allowed to utilize the School's outdoor equipment for activities related to this class. If you need equipment for your program delivery, contact Craig Paiement at least two weeks before the date of your program to make arrangements. If you are facilitating a program for Nanabijou Childcare Centre, you can also request access to their equipment. As with the School's equipment, requests must be submitted at least two weeks before the date of your program. Requests will be forwarded to Nanabijou Childcare Centre through your instructor.

Course Schedule and Detailed Course Outline

This schedule is subject to change at the discretion of the instructor and/or based on the learning needs of the students. Inclement weather may also impact the schedule. Any changes to said schedule will be discussed in class and posted on Desire2Learn.

Course Schedule				
Week	Date	Topic	Readings	Assignments
1	Sept 9th 2019	Course Welcome Day Programming Concepts in Leisure and Recreation	Course Syllabus Ch's 1, 2 and 3	
2	Sept 16th 2019	Program interaction, products and outcomes Mission and philosophy	Ch's 4, 5 and 6	
3	Sept 23rd 2019	Needs Assessment	Ch's 7, 8 and 9	
4	Sept 30th 2019	Program Development and Design	Ch's 10, 11 and 12	
5	Oct 7th 2019	Creating a Program Plan	Ch's 13	<i>Online Quiz #1</i>
6	Oct 14th 2019	No Class - University Closed Fall Semester Break		
7	Oct 21st 2019	Program Promotion and Registration	Ch's 14 and 15	
8	Oct 28th 2019	Risk Management, Equipment, Staffing and Supervising	Ch 16	
9	Nov 4th 2019	Determining Costs and Pricing Programs	Ch's 17, 18 and 19	
10	Nov 11th 2019	Evaluation Methods	Ch 20, 21 and 22	
11	Nov 18th 2019	Program Delivery Contingency Day		<i>Online Quiz #2</i>
12	Nov 25th 2019	Program Delivery Contingency Day		
13	Dec 2nd 2019	Program Delivery Contingency Day		

Note: Even if you aren't scheduled to attend a specific date, **do not book anything in our Monday or Friday time slots as we might need to use those that appear open on the schedule.** Some changes may be needed depending on logistical aspects of program implementation, e.g. the impacts of weather and other unforeseen events. Therefore, please pay attention to the Desire2Learn site on MyCourseLink and regularly check your LU email for updates.

Lab Schedule				
Week	Date	Lab	Topic or Location	Bring
1	Sept 6 th 2019	Lab Orientation A/B	RC1003	Textbook
2	Sept 13 th 2019	Lab 1B – Library Sessions	Meet at Chancellor Paterson Library	Notetaking materials, pens, pencils, etc.
3	Sept 20 th 2019	Lab 1A – Library Sessions	Meet at Chancellor Paterson Library	Notetaking materials, pens, pencils, etc.
4	Sept 27 th 2019	Needs Assessments – Nanabijou Childcare Centre	Nanabijou Childcare Centre 855 Oliver Rd.	Notetaking materials, pens, pencils, etc.
5	Oct 4 th 2019	Needs Assessment – Matawa Learning Centre	RC1003	Notetaking materials, pens, pencils, etc.
6	Oct 11 th 2019	Needs Assessment – Claude E. Garton	RC1003	Notetaking materials, pens, pencils, etc.
7	Oct 18 th 2019	No Lab - University Closed Fall Semester Break		
8	Oct 25 th 2019	Lab 5 A/B – Nanabijou Childcare Centre Dry Run	Lakehead University – Lake Tamblyn	All program facilitation equipment. Weather appropriate outdoor apparel.
9	Nov 1 st 2019	Lab 6 A/B - Matawa Learning Centre Dry Run	Lakehead University – Lake Tamblyn	All program facilitation equipment. Weather appropriate outdoor apparel.
10	Nov 8 th 2019	Lab 7 A/B - Claude E. Garton Dry Run	Lakehead University – Lake Tamblyn	All program facilitation equipment. Weather appropriate outdoor apparel.
11	Nov 15 th 2019	Program Delivery – Nanabijou Childcare Centre	Lakehead University – Lake Tamblyn	All program facilitation equipment. Weather appropriate outdoor apparel.
12	Nov 22 nd 2019	Program Delivery – Matawa Learning Centre	Lakehead University – Lake Tamblyn	All program facilitation equipment. Weather appropriate outdoor apparel.
13	Nov 29 th 2019	Program Delivery – Claude E. Garton	Lakehead University – Lake Tamblyn	All program facilitation equipment. Weather appropriate outdoor apparel.
14	Dec 6 th 2019	No Lab - Fall Semester Exam Period		

Assignments and Evaluation

A variety of evaluation methods will be used in this course to gauge student performance and learning relative to the course's aims, objectives and learning outcomes. Details on each evaluation method are provided in the Assignment Descriptions below. Additional details regarding expectations for in-class assignments will be delivered in class.

Assessment	Due Dates	Weight
<i>Individual Assignments (50%)</i>		
Library Activity	As scheduled in Week 2 or 3	5%
Online Quiz #1	Week 5	15%
Online Quiz #2	Week 11	15%
Program Report and Implementation Review	Scheduled in November	15%
<i>Group Program Development and Implementation (50%)</i>		
Needs Assessment	Scheduled in September / October	10%
Program Plan	Scheduled in October / November	15%
Program Dry Run	Scheduled in October / November	10%
Program Delivery	Scheduled in November	15%
Total		100%

Grading:

The letter grade assigned to each student will reflect the description of the grade outlines below. Grades will be based on the following scale:

A+	90 to 100%	
A	80 to 89%	1st class standing
B	70 to 79%	
C	60 to 69%	
D	50 to 59%	
E	40 to 49%	Failed
F	1 to 39%	Failed
F	0	Academic Dishonesty

Note:

Unless otherwise specified, final grades will be calculated to 0.01 decimal points.

Late Assignments:

All assignments are due on the date specified, at the time specified, unless prior arrangements have been made with the instructor, or a [Certificate of Illness or Incapacitation](#) from a doctor or other medical practitioner excusing the student is provided. As per Lakehead University policy, **late assignments will be assessed at a 10% deduction per day late to a maximum of 3 days at which point assignments will no longer be accepted** without a prior extension, compassionate circumstances, or a [Certificate of Illness or Incapacitation](#) from a doctor or other medical practitioner. Assignments will be considered late after 11:59pm on the due date.

- For the purpose of determining a late penalty, weekends will count as 2 days.
- No late assignments will be accepted after graded assignments have been returned to students.
- This policy applies to individual, group and practicum assignments as will the application of late penalties.

Assignment Descriptions

Individual Assignments

Library Assignment (5%)

Per Schedule

On the second and third weeks of the lab, students will attend a library orientation session. Due to space constraints, **students in the FB section will attend the Library Lab on Week 2 (September 13th 2019); students in the FA section will attend the Library Lab on Week 3 (September 20th 2019).** Attendance at the Library Lab, and completion of the associated assignment will be graded as follows:

- 0.0 = Did not attend
- 2.0 = Attended, but did not participate; did not complete the Library Assignment.
- 2.5 = Attended, superficial participation; did not complete the Library Assignment.
- 3.0 = Attended, satisfactory participation; superficial completion of the Library Assignment.
- 4.0 = Attended, substantial participation; satisfactory completion of the Library Assignment.
- 5.0 = Attended, excellent participation; thorough completion of the Library Assignment.

Online Quizzes (2 x 15%)

Weeks 5 and 11

This class has two online quizzes. The first online quiz will cover all class materials and lecture notes covered up to and including October 7th, 2019, including textbook chapters one (1) through thirteen (13). The second online quiz will cover all class materials and lecture notes covered up to and including November 11th, 2019, including textbook chapters fourteen (14) through twenty-two (22). There will be a window during which students can write each of the quizzes, from 8am on Thursday to 11:30pm on Friday of the Quiz week. Once you open the quiz, you will have 75 minutes to complete it. Please see the dates posted on MyCourseLink / Desire2Learn. **There is no final exam for this course.**

NOTE: Students are expected to write both online quizzes during the scheduled window. Students will only be allowed to write the online quizzes outside of the scheduled window in extreme circumstances (illness with a doctor's note, family emergency with documentation, a University related event with a note from a senior staff or faculty member or an official Accommodation from Student Accessibility Services).

Program Report and Implementation Review (15%)

Per Schedule

While an individually assessed item, the Program Report and Implementation Review is related to the Group Program Assignment detailed below. This assignment is an opportunity for you to reflect on your program design and implementation, as well as your individual contributions to the group work.

In this critical reflection you will use the structure provided by the leisure programming framework – the key elements of situated leisure and the framed experience model – to provide an assessment of the program. Review the material in Chapter 3 on situated leisure and in Chapter 11 on frames, factors and transitions, and the framed experience model.

In 8 to 10 pages, students must respond to the following questions:

1. How closely did the implementation follow the program plan? Describe any areas of difference and explain why these occurred.

2. How has your understanding of situated leisure changed?
3. Did your group provide a leisure experience? Explain.
4. What do you think are the strengths and weaknesses of the framed experience design model?
5. What would you change about your program if you were to implement it again?
6. Describe your specific contributions to the program development and implementation.
7. What percentage of the overall work (100%) do you believe that you did?
8. If your overall mark were to be divided among all your group members (split 100% into marks for all group members), what percentage should each member, including you, receive? Why?
9. Be prepared to discuss this assignment on the last day of class or a later date (timing dependent on your group's due date).

The following due dates are scheduled:

Nanabijou Childcare Centre	November 18 th 2019
Matawa Learning Centre	November 25 th 2019
Claude E. Garton	December 2 nd 2019

Group Program Assignment

Students will have an opportunity to design, develop and implement a program for the following groups:

- Nanabijou Childcare Centre
- Matawa Learning Centre
- Claude E. Garton

Needs Assessment (10%)

Per Schedule

The purpose of the Needs Assessment is for your group to meet with a representative of your organization to learn about the organization, their population of service users, and their program needs. It will inform the development and delivery of your program in later phases of this assignment.

The following due dates are scheduled:

Nanabijou Childcare Centre	September 27 th 2019
Matawa Learning Centre	October 4 th 2019
Claude E. Garton	October 11 th 2019

Group participation will be assessed using the following scale:

- 0 = Did not attend.
- 4.0 = Attended, but did not participate; did not complete Needs Assessment Sheet.
- 5.0 = Attended, superficial participation; did not complete Needs Assessment Sheet.
- 6.0 = Attended, satisfactory participation; superficial completion of Needs Assessment Sheet.
- 8.0 = Attended, substantial participation; satisfactory completion of Needs Assessment Sheet.
- 10.0 = Attended, excellent participation; thorough completion of Needs Assessment Sheet.

Attendance and full engagement in the Needs Assessment is pivotal to students success on the Group Program Assignment.

Program Plan (15%)

Per Schedule

This assignment is an opportunity for your group to apply principles of program design and planning through the creation and documentation of your program plan.

In between 6 to 8 pages, your program plan is to include:

Program title

Justification (needs assessment, relationship to curriculum and other programs if known)

Performance outcomes

Length of program and timing

Location/site/facility

Management, contingency and set-up plans

Risk management

Animation plan

Other elements you wish to include – e.g. equipment needs, permission slips for participants etc.

A draft of your program plan is due at your Dry Run (see next item). Your program plan is formally due the Sunday after your Program Implementation Dry Run to allow you to modify your plan, based on the feedback received from your peers and instructor during the dry run. As such, these are the due dates:

Nanabijou Childcare Centre	October 27 th , 2019
Matawa Learning Centre	November 3 rd 2019
Claude E. Garton	November 10 th 2019

Program Dry Run (10%)

Per Schedule

The Dry Run is an opportunity for your group to practice facilitating your program for a group of your peers. Following your Dry Run, you will receive feedback from your peers, and the Course Instructor. This feedback should inform the revisions made to your program plan, prior to its submission (see item above).

The Dry Run dates are as follows:

Nanabijou Childcare Centre	October 25 th , 2019
Matawa Learning Centre	November 1 st 2019
Claude E. Garton	November 8 th 2019

NOTE: Students must bring the following to their dry run:

- a) A printed copy of their draft program plan,
- b) All equipment needed for their program,
- c) Paper and pens to log feedback from their Instructor and Peers.

Group participation will be assessed using the following scale:

0 = Did not attend.

4.0 = Attended, unable to facilitate program dry run to completion; did not provide Draft Program Plan to Instructor.

5.0 = Attended, program dry run was poorly facilitated (poor time management, lack of coordination, missing equipment, etc.); did not provide Draft Program Plan to Instructor.

6.0 = Attended, program dry run was satisfactory; superficial Draft Program Plan provided to Instructor.

8.0 = Attended, program dry run was satisfactory; satisfactory Draft Program Plan provided to Instructor.

10.0 = Attended, program dry run was excellent; thorough Draft Program Plan provided to Instructor.

NOTE: All students are required to attend all dry run days. This is to ensure that those doing the Dry Run has sufficient participant numbers from amongst their peers to run their program.

Program Delivery (15%)

Per Schedule

The Program Delivery dates are as follows:

Nanabijou Childcare Centre	November 15 th , 2019
Matawa Learning Centre	November 22 nd 2019
Claude E. Garton	November 29 th 2019

NOTE: Students must bring the following to their Program Delivery:

- a) A printed copy of their final program plan, and
- b) All equipment needed for their program.

Student are reminded that they must book all equipment requests with Craig Paiement a minimum of 2 weeks prior to their program implementation.

Assessment of the Program Delivery will require a rubric (available on MyCourselink / Desire2Learn). This rubric will be completed by: the Instructor, as well as a Co-Supervisor (Craig Paiement) and a representative from the Organization. Group marks will be the average of the three scores.

University, Faculty and Course Policies

University Policies: All students are to be aware of and adhere to the following Lakehead University policies; all University Policies can be found [here](#). Pay particular attention to those found under the Category of “Regulations” and “Student-Related”. If you have a question, please let me know by email or in-class. If you have a question, it is likely that at least a few others in the class are wondering the same thing. The following policies are of particular importance:

- **Student Code of Behaviour** Students are advised that as of May 1st, 2019 the Code of Student Behaviour and Disciplinary Procedures was rescinded and replaced by the:
 - **Student Code of Conduct - Academic Integrity**; it can be accessed here: <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/student-code-of-conduct---academic-integrity/node/51262>,

- **Student Code of Conduct - Non-Academic**; it can be accessed here: <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/student-code-of-conduct---non-academic/node/51263>, and,
- **Student Code of Conduct - Appeal Policy**; it can be accessed here: <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/student-code-of-conduct---appeal-policy/node/51261>,
- Furthermore, effective July 22, 2019 **the Student Code of Conduct - Appeal Policy: Judicial Panel Procedures** was also approved. It can be accessed here: <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/student-code-of-conduct---appeal-policy-judicial-panel-procedures>.
- **Regulations** – General Information from the [Academic Calendar](#)
 - “It is the responsibility of each student registered at Lakehead University to be familiar with, and comply with all the terms, requirements, regulations, policies and conditions in the Lakehead University Academic Calendar. This includes, but is not limited to, Academic Program Requirements, Academic Schedule of Dates, University and Faculty/School Policies and Regulations and the Fees and Refund Policies and Schedules.”
- **Independent Work, Unauthorized Collaboration or Communication and Plagiarism** - Students are directed to SECTION III: VIOLATIONS OF THIS ACADEMIC INTEGRITY CODE concerning regulations on cheating and plagiarism.
 - Under this policy, **plagiarism is defined as**: Presenting another’s ideas or phrasings as one’s own without proper acknowledgement.
 - Examples include: copying and pasting from the internet, a printed source or other resource without proper acknowledgement; copying from another Student, whether past or present; using direct quotations or large sections of paraphrased material in an assignment without proper acknowledgement; submitting the same piece of work in more than one course without the permission of the instructor(s);
 - Under this policy, **unauthorized collaboration or communication is defined as**:
 - Examples include: unauthorized collaborating between students; communicating with anyone other than an invigilator during an examination or obtaining any non-authorized assistance during a test or examination.
 - **Plagiarism or unauthorized collaboration or communication will result in a mark of zero (0) for the work concerned, and students may face additional penalties under the Student Code of Conduct - Academic Integrity policy.**
- **Academic Misconduct** <https://www.lakeheadu.ca/faculty-and-staff/departments/services/provost-vice-president-academic/academic-integrity-plans-policies/academic-dishonesty-regulations>, and,
- **Accommodation for Students with Disabilities** All efforts will be made to ensure that appropriate accommodations for students are provided in accordance with University policy and where documented circumstance exist. <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/accommodations-for-students-with-disabilities/node/1045>.

School Policies: All students are to be aware of and adhere to the following policies germane to the School of Outdoor Recreation Parks and Tourism, all found on the ORPT webpage under Student Resources (please see links below):

- ORPT Culture of Respect <https://www.lakeheadu.ca/academics/departments/outdoor-rec/student-resources/policies-guidelines#respect>

In keeping with the spirit of the ORPT Culture of Respect document, please keep the following principles in mind:

- We all have the right to learn.
- We all share in the responsibility to not deprive others of their right to learn.
- We are all accountable for our actions and for our words.

Course Policies: All students are to be aware of and adhere to the following course-specific policies, details of which are outlined below, can be found on the course website (under Course Policies), and will be discussed in class on the first day.

- **Technology in the Classroom** - It is the general Lakehead University policy that all technology resources are to be used in a responsible, efficient, ethical and legal manner. The student may use forms of technology in classroom settings but only for educational purposes approved by Instructor and/or Lakehead University's Student Accessibility Services.
 - Student should not participate in personal direct electronic messaging / posting activities (e-mail, texting, video or voice chat, wikis, blogs, social networking [e.g. Facebook]), online and offline "gaming" or viewing of streamed or other forms of video content online or offline (e.g. Netflix, YouTube, etc.) during scheduled class time (adapted from © S Kondrashov; used with permission).
 - **If a student is on call (for an emergency or has a child in care) then the student should switch their cell phone to vibrate mode and leave the classroom before using it.**
- **Recording Class Lectures** - Both myself (Kelsey Johansen) and Lakehead University hold copyright over the course materials, presentations and lectures which form part of this course. **No audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission of your instructor, Kelsey Johansen, or the guest lecturer in question. Students should note that this includes photographing slides.** Course materials (both paper and digital) are for the participant's private study and research. As such, and as per the above, they may not be uploaded to a virtual learning management system (such as Desire2Learn / myCourseLink) or any website, or otherwise distributed in print or digital format, unless an exception to the *Copyright Act* applies or written permission has been confirmed from the original author.
 - **Students with an accommodation from Student Accessibility Services (SAS) will be permitted to record lectures for their personal and private use only, and in accordance with the privacy agreements stipulated by SAS.** See Accommodations below.
- **Submission of Assignments** – All course assignments are to be submitted online using myCourseLink, and are due by 11:59pm on the date specified. All in-class activities are due at the end of the class on the date the activity occurs.
 - **Neither printed nor emailed course assignments will be accepted.**

- All written course assignments must adhere to APA 6th Edition formatting guidelines.
- **Requests for Extensions** - Fair consideration of all requests for extensions on coursework will be given, provided they are requested as proactively as the situation allows. For this reason, extensions will be considered if requested 72 hours before the due date unless an emergency occurs. If you are struggling to meet a deadline, please contact me, rather than miss the deadline. Students should be aware that ultimately decisions will be based on University Policy and in a manner that ensures fairness to **all students in the course**. For this reason, students may be requested to provide a [Certificate of Illness or Incapacitation](#) from a doctor or other medical practitioner which details the length of their incapacitation.
- **Late Assignments** – As per Lakehead University policy, **late assignments will be assessed at a 5% deduction per day late to a maximum of 5 days at which point the point assignments will no longer be accepted** without a prior extension, compassionate circumstances, or a [Certificate of Illness or Incapacitation](#) from a doctor or other medical practitioner. Assignments will be considered late after 11:59pm on the due date.
 - For the purpose of determining a late penalty, weekends will count as 2 days.
 - No late assignments will be accepted after graded assignments have been returned to students.
 - This policy applies to individual, group and practicum assignments, as will the application of late penalties.
- **Accommodations** – Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities and/or medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability or medical condition and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please contact Student Accessibility Services <http://studentaccessibility.lakeheadu.ca> (SC0003, 343-8047 or sas@lakeheadu.ca). Accommodations will be provided to students based on individual needs as determined in consultation with Student Accessibility Services.
- **Attendance** - Attendance will be regularly taken, and the course attendance policy will be strictly enforced in this class. Students absent from class for three or more days due to illness are required to present a certificate from a physician. **Unexcused absences** of more than three hours of class time in an experiential learning course may result in the student being asked to withdraw from the course or may result in an "F" grade being assigned.
 - For the purpose of this policy, an excused absence includes:
 - Medical certificate,
 - A bonafide inter-university sport competition,
 - Permission of instructor prior to absence, or
 - Compassionate reasons to be determined by the instructor or Director.
 - **Students should be aware that as this class occurs twice per week, for a 3 - hour interval, this equates to missing one class.**
 - Student should also be aware of the course lab policy below.

- **Absences & In-Class Activities** - You are responsible for getting all information for any class that you miss. **You cannot make up in-class assignments or in-class viewings if you are absent.**
- **Lab Attendance Policy** - Attendance will be regularly taken, and the lab attendance policy will be strictly enforced in this class. **Students cannot successful complete the course without passing the lab component. You cannot make up lab assignments, particularly the Needs Assessment, and Program Delivery, if you are absent.** Furthermore, your absence places an unfair burden on your group members. Therefore, unexcused absences from lab sessions will require a meeting with the instructor to discuss your continued success in the course.
 - For the purpose of this policy, an excused absence includes:
 - Medical certificate,
 - A bonafide inter-university sport competition,
 - Permission of instructor prior to absence, or
 - Compassionate reasons to be determined by the instructor or Director.

Teaching Style

I use a Socratic teaching style. Therefore, a large part of my in-class teaching is interactive and includes posing questions. The aim of these questions are not to test your knowledge, but to encourage critical thinking and reflection and promote cooperative but 'argumentative' dialogue in which one perspective is debated and critiqued by questioning our assumptions and internal beliefs. While I expect students to respond, I do not expect perfection. Offering examples from your personal and professional experiences, and exploring them through dialogue and in light of theory is highly encouraged. Furthermore, to facilitate a deeper and more reflective understanding of course content, students are strongly encouraged to ask questions, be engaged in class and come to class having already completed the readings.

Class format and important details:

Classes will be a combination of lectures, discussions, guest speakers, and in-class activities, including small group activities and in-class viewings. Students are expected to be prepared for class, to arrive on time, and to be actively involved in class discussions. Students are responsible for all class material, readings, and announcements made in class (which may include changes in dates for topics, tests or assignments). It is recommended that students take notes during class lectures, presentations and when guest speakers join us.

In-Class Activities:

There will be some dates when you will work with each other to complete in class activities, problem solve, or critique course readings and material. Group work is a valuable part of this course and is directly connected with Learning Outcomes (Please see 'Absences & In-Class Activities' above) and to assessments.

Lab:

This course entails a lab component which merges both theoretical and applied aspects of program development and delivery. Furthermore, it draws on experiential and service-learning as a delivery method. Marks are therefore divided between the theoretical and lab portions of the course. **Students cannot successful complete the course without passing the lab component. You cannot make up lab assignments if you are absent.** Therefore, unexcused absences from lab sessions will require a meeting with the instructor to discuss your continued success in the course.

Notes:

Instructor's detailed notes / PowerPoints will **NOT** be provided to students. If you miss a lecture for a valid reason you are expected to obtain class notes from a fellow student, do the associated readings as assigned, and if questions persist to arrange to meet with the Instructor to review your questions about the missed material. Material **will not** be re-taught one-on-one to students who are absent from class, see *Expectations* below.

Notetaking Guides:

Notetaking guides will be posted on Desire2Learn. These guides are not intended to replace classroom learning, nor are they comprehensive. Instead, they are made available to assist students with active notetaking in class.

Desire2Learn / myCourseLink:

Desire2Learn / myCourseLink will be used by the Instructor to upload course related material (including posting durable links to supplemental required readings, assignment outline documents, etc.), grades will be posted, and updates will be added via this online learning support tool. Check this regularly for up-to-date course related information and relevant newsworthy research and community-based service provider updates.

Expectations

Your voice, your insight, and your presence are all important! Therefore, class participation is a substantial part of this class and you cannot participate if you are not present or are unprepared. In addition, attendance and being in class on time are professional behaviour that should be fostered now, if they are not already part of your academic routine.

My expectations of you:

- to attend all classes;
- to be punctual and engaged;
- to be prepared for class having read the assigned readings in advance;
- to read and engage with all assigned readings;
- to be responsible for all class material, readings, and announcements made in class and via Desire2Learn (which may include date changes for topics, tests or assignments);
- to actively and frequently check their Lakehead University email account;
- to listen attentively when others are speaking;
 - o this means listening to understand, not listening to respond;
- to use inclusive and person-first language when speaking and writing and to be respectful of others;
- to be self-aware, in order to ensure that all have the opportunity to speak;
- to ask for clarification when you do not understand concepts or expectations;
- to turn off cell phones in class and store them completely out of site (as per the technology in the classroom policy outlined above);
- to approach me if you have concerns about anything related to the course;
- to challenge the material, the instructor, your peers and yourself in a respectful way; and,
- to question assumptions and think outside the box, including
 - o thinking critically, reflexively and creatively.

Additionally, students are expected to contribute to creating an engaging and respectful learning environment by:

- Not using or checking cell phones or texting during class / field time – turn it off and put it away;
 - o This includes **not** taking photographs during practicum time or of course slides;
- Attending all scheduled classes / field trips / practicums and arriving on time.
 - o Late arrivals and early departures are very disruptive. Students who are late for field experiences risk being left behind, and losing out on participation marks;
- Being prepared for each class (e.g. completing readings in advance, bringing appropriate outdoor clothing, and completing any pre-assigned tasks);
- Not engaging in side conversations, as they make listening difficult for others;
- Not scheduling other activities during this class/field time;
- Using your laptop for matters that are only related to the course;
- Letting your instructor know immediately if you are experiencing a problem that is preventing you from performing satisfactorily in this class;
- Not expecting instructors to check or respond to emails according to your own tight schedule or deadline, especially in the evenings, and / or on weekends;
- Asking for help on an assignment only after you have truly tried to resolve issues; and,
- Not coming to a meeting for help on an assignment unprepared.

What you can expect from me:

In addition to the information provided above, under the heading ‘*Teaching Style*’, students can expect the following from me:

- That I will strive to foster a respectful and engaging classroom and extended learning environment, by respecting your input in class and quickly and professionally dealing with any disruptions and conflicts which may arise in accordance with [the School of Outdoor Recreation, Parks and Tourism Culture of Respect](#) document.
- That any changes to the course’s scheduled delivery will be communicated and discussed with you with as much advanced notice as possible, and that changes will be emailed to the student body as well as posted on Desire2Learn.
- Timely responses to email inquiries (usually in 24-48 hours), **provided that email correspondences are sent from your Lakehead University email address**, and are professionally written, with the subject line beginning with the course number, as per the statement on ‘*Contact*’ (page 1).
 - o An automatic response to your email indicating when you can expect to have a response from me will be used when emails cannot be responded to within 24 – 48 hours (for example automatic responses will be used: during University closures, semester breaks, off campus training, workshop attendance or conference or research leave, and / or during times of illness).
- Fair consideration of all requests for extensions on coursework. However, students should be aware that ultimately decisions will be based on University Policy and in a manner that ensures fairness to **all students in the course**.
- Fair consideration of all requests to have papers remarked provided the following criteria is met:
 - o The student has taken **a minimum of 48 hours** following the receipt of their mark(s) to:
 - Review all detailed comments made on the assessment;
 - Review the assignment outline, expectations and marking rubric;
 - Listed any and all areas where they feel they were marked unfairly; and,
 - Either made an appointment to discuss the mark in question or arrived **prepared** to my next scheduled set of office hours.
- And, that I will be available for consultation regarding the course, and other academic issues, during the posted office hours associated with your course.

- Students are also encouraged to stop by when my office door is open, or to request an appointment outside of the stipulated course-related office hours if they are unable to attend or their inquiry is urgent.

Communication

The University requires all students to activate an official University email account. For full details of the Email Policy of Lakehead University, please visit:

<https://www.lakeheadu.ca/faculty-and-staff/policies/general/email-policy-of-lakehead-university>

You are required to obtain and use your LU email account for all communication between yourself and the University. Additionally,

Email correspondence should be professionally written, including proper punctuation and spelling. The subject line **must** begin with OUTD 4611, and **must** be sent from your Lakehead University email address, as per the above.

Support for Students

There are many resources available to support our students. These include but are not limited to:

- [Health and Wellness](#)
- [Student Success Centre](#)
- [Student Accessibility Centre](#)
- [Library](#)
- [Academic Support Zone](#) (Writing and Math Tutoring Centre)

Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities and/or medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please contact Student Accessibility Services <http://studentaccessibility.lakeheadu.ca> (SC0003, 343-8047 or sas@lakeheadu.ca).

Student Study Resources

A NOTE ON ACCEPTABLE SOURCES:

It's perfectly acceptable for an academic paper to cite non-scholarly sources. For instance, if you wanted to argue that a summer camp provides services to a specific therapeutic population, you would probably be expected to describe the camp by quoting key phrases or slogans from their mission, vision and values, or including information from annual reports, and refer to their program offerings. **BUT: this kind of a paper wouldn't be a researched academic essay, unless** it was also grounded in recent research on such subjects as psychology, physical activity, and therapeutic recreation. For this reason, students must include a minimum number of academic sources in each assignment. These academic sources may then be supplemented with alternative sources from government, industry, and popular media. However...

WIKIPEDIA IS NOT AN ACCEPTABLE ACADEMIC SOURCE!!!

To help you identify viable sources for your academic researched essays and critical reflections in this course, the following lists of helpful texts, websites and web resources are provided.