

Eastern Illinois University

**NEW/REVISED COURSE PROPOSAL FORMAT****(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)**

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one:  New course  Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000: REC 4700**
2. **Title (may not exceed 30 characters, including spaces): Employee and Volunteer Management in Recreation**
3. **Long title, if any (may not exceed 100 characters, including spaces): Employee and Volunteer Management in Recreation**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3**
5. **Term(s) to be offered:**  Fall  Spring  Summer  On demand
6. **Initial term of offering:**  Fall  Spring  Summer **Year:**
7. **Course description:** A study of the theory, principles, and techniques of employee and volunteer management for park and recreation agencies. The course topics will focus on the human resource management functions of volunteers and front-line staff and cover the following topics: planning, job analysis and design, staff and volunteer turnover, recruitment, selection, orientation/placement, training, development, supervision, volunteer management, performance management, compensation, collective bargaining, and employee/volunteer relations.
8. **Registration restrictions:**
  - a. **Equivalent Courses**
    - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
    - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course.  Yes  No
  - b. **Prerequisite(s)**
    - **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.  
REC 1320, REC 1780, REC 2290, & Junior/Senior standing
    - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s).  Yes  No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
  - c. **Who can waive the prerequisite(s)?**  
 No one  Chair  Instructor  Advisor  Other (Please specify)

d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):

e. **Repeat status:**  Course may not be repeated.

Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:  
Recreation Administration Majors only

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

10. **Grading methods** (check all that apply):  Standard letter  CR/NC  Audit  ABC/NC  
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

**Please check any special grading provision that applies to this course:**

The grade for this course will not count in a student's grade point average.

The credit for this course will not count in hours towards graduation.

**If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:**

The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in \_\_\_\_\_ (insert course prefix and number).

Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in \_\_\_\_\_ (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

lecture  lab  lecture/lab combined  independent study/research

internship  performance  practicum or clinical  study abroad

Internet  hybrid  other (Please specify)

## PART II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:**

At the conclusion of the course, the student will be able to explain the theory, principles, and techniques of personnel management for park and recreation agencies. To achieve this goal, the following objectives will be addressed:

1. Students will interpret personnel management planning activities within park and recreation agencies. Specifically, students will:

- a. Recognize the role of the park and recreation professional in an agency's personnel management functions.
  - b. Review the strategies and activities associated with staff/volunteer planning (i.e., internal needs/environment, external scanning, trend identification, etc.).
  - c. Identify legal aspects of personnel management in park and recreation agencies.
2. Students will demonstrate contemporary personnel management practices in the areas of job design, recruitment, selection, training, development, performance management, compensation, and employee relations for park and recreation agencies. Specifically, students will:
- a. Review employee and volunteer retention strategies in the management of turnover for park and recreation agencies.
  - b. Develop employee and volunteer work schedules.
  - c. Apply the tasks associated with developing job descriptions for volunteers and front-line staff of park and recreation agencies.
  - d. Identify the steps and activities associated with recruiting, selecting, orientating, and training volunteers and front-line staff of park and recreation agencies.
3. Students will interpret contemporary practices in the area of employee and volunteer supervision within park and recreation agencies. Specifically, students will:
- a. Develop a performance appraisal instrument for front-line staff of park and recreation agencies.
  - b. Discuss issues of motivation for volunteers and front-line staff of park and recreation agencies.
  - c. Recognize disciplinary procedures for volunteers and front-line staff of park and recreation agencies.
  - d. Identify the process associated with making recommendations for retention, renewal, dismissal, or termination for volunteers and front-line staff of park and recreation agencies.

- a. **If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
  - **EIU graduates will write and speak effectively.**
  - **EIU graduates will think critically.**
  - **EIU graduates will function as responsible citizens.**
- b. **If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**
  - **Depth of content knowledge**
  - **Effective critical thinking and problem solving**
  - **Effective oral and written communication**
  - **Advanced scholarship through research or creative activity**

**2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

|   | Exams (30%) | Quizzes/In-Class Activities (20%) | Employee/Volunteer Work Schedule Assignment (10%) | Job Analysis & Job Description Assignment (10%) | Employee/Volunteer Recruitment & Placement Plan Assignment (15%) | Mock Interviews (10%) | Performance Appraisal Instrument (5%) |
|---|-------------|-----------------------------------|---|---|--|-----------------------|---------------------------------------|
| Recognize the role of the park and recreation professional in an agency's personnel management functions.   | <b>X</b>    | <b>X</b>                          |   |   |  |                       |                                       |
| Review the strategies and activities associated with staff/volunteer planning (i.e., internal needs/environment, external scanning, trend identification, etc.).    | <b>X</b>    | <b>X</b>                          |   |   | <b>X</b>   |                       |                                       |
| Identify legal aspects of personnel management in park and recreation agencies.   | <b>X</b>    | <b>X</b>                          | <b>X</b>  | <b>X</b>  | <b>X</b>   | <b>X</b>              | <b>X</b>                              |
| Review employee and volunteer retention strategies in the management of turnover for park and recreation agencies.  | <b>X</b>    | <b>X</b>                          | <b>X</b>  |   | <b>X</b>   |                       |                                       |
| Develop employee and volunteer work schedules.  | <b>X</b>    |                                   | <b>X</b>  |   |  |                       |                                       |
| Apply the tasks associated with developing job descriptions for volunteers and front-line staff of park and recreation agencies.                                    | <b>X</b>    |                                   |   | <b>X</b>  | <b>X</b>   | <b>X</b>              | <b>X</b>                              |
| Identify the steps and activities associated with recruiting, selecting, orientating, and training volunteers and front-line staff of park and recreation agencies. | <b>X</b>    | <b>X</b>                          |   | <b>X</b>  | <b>X</b>   | <b>X</b>              |                                       |
| Develop a performance appraisal instrument for front-line staff of park and recreation agencies.  | <b>X</b>    | <b>X</b>                          |   |   |  |                       | <b>X</b>                              |

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| <i>Objectives (cont.)</i>  | Exams (30%) | Quizzes/In-Class Activities (20%) | Employee/Volunteer Work Schedule Assignment (10%) | Job Analysis & Job Description Assignment (10%) | Employee/Volunteer Recruitment & Placement Plan Assignment (15%) | Mock Interviews (10%) | Performance Appraisal Instrument (5%) |
|--|-------------|-----------------------------------|---|---|--|-----------------------|---------------------------------------|
| Discuss issues of motivation for volunteers and front-line staff of park and recreation agencies.  | X           | X                                 | X   |   | X  |                       |                                       |
| Recognize disciplinary procedures for volunteers and front-line staff of park and recreation agencies.   | X           | X                                 | X   |   |  | X                     |                                       |
| Identify the process associated with making recommendations for retention, renewal, dismissal, or termination for volunteers and front-line staff of park and recreation agencies. | X           | X                                 |   |   |  | X                     |                                       |

**3. Explain how the instructor will determine students' grades for the course:**

| <u>Evaluation Criteria</u>             | <u>Total Possible Points</u> | <u>Cumulative Grading Scale</u> |
|--|------------------------------|---------------------------------|
| Exams (3)                              | 150 points                   | A = 500 – 450 points            |
| Quizzes/In-Class Activities (10)       | 100 points                   | B = 449 – 400 points            |
| Employee/Volunteer Work Schedule       | 50 points                    | C = 399 – 350 points            |
| Job Analysis & Job Description         | 50 points                    | D = 349 – 300                   |
| Emp./Vol. Recruitment & Placement Plan | 75 points                    | F = below 299 points            |
| Mock Interviews                        | 50 points                    |                                 |
| Performance Appraisal Instrument       | 25 points                    |                                 |
| <b>Point Total:</b>                    | <b>500 points</b>            |                                 |

**4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**

- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
- b. Describe how the integrity of student work will be assured:
- c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

**5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**

- a. **course objectives;**
- b. **projects that require application and analysis of the course content; and**
- c. **separate methods of evaluation for undergraduate and graduate students.**

**6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix \*.)**

**PART III: OUTLINE OF THE COURSE**

**Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.**

|         |   |
|---------|---|
| Week 1  | Environment of Personnel Management in Parks and Recreation Agencies                  |
| Week 2  | Personnel Management Planning in Parks and Recreation Agencies                        |
| Week 3  | Legal Aspects of Personnel Management in Parks and Recreation Agencies                |
| Week 4  | Legal Aspects of Personnel Management in Parks and Recreation Agencies (cont.)        |
| Week 5  | Jobs in Parks and Recreation Agencies   |
| Week 6  | Designing Jobs in Parks and Recreation Agencies                                       |
| Week 7  | Employee and Volunteer Recruitment in Parks and Recreation Agencies                   |
| Week 8  | Employee and Volunteer Selection in Parks and Recreation Agencies                     |
| Week 9  | Training & Development for Employees & Volunteers in in Parks and Recreation Agencies |
| Week 10 | Employees and Volunteer Performance Appraisals in Parks and Recreation Agencies       |
| Week 11 | Supervision of Employees and Volunteers in Parks and Recreation Agencies              |
| Week 12 | Compensation & Benefits Administration in Parks and Recreation Agencies               |
| Week 13 | Merit-Based & Other Incentive Plans in Parks and Recreation Agencies                  |
| Week 14 | Managing Employee & Volunteer Relations in Parks and Recreation Agencies              |
| Week 15 | Managing Employee & Volunteer Relations in Parks and Recreation Agencies (cont.)      |
| Week 16 | Final Exam  |

**PART IV: PURPOSE AND NEED**

**1. Explain the department’s rationale for developing and proposing the course.**

Our accrediting body, the National Recreation & Park Association, has announced changes to their accreditation standards. In response to this change, the department is attempting to more clearly match their department learning objectives with the changing NRPA Accreditation Standards. Several departmental meetings were held to review our department’s mission, purpose, and goals. Based upon these discussions, a strategic priority emerged. Specifically, our department identified the Certified Park and Recreation Professional (CPRP) certification as the core priority for our undergraduate generalist student majors. The content of the CPRP certification and exam were reviewed and compared against our course requirements and content. This review identified an area of deficiency within the human resource management functions domain. According to the National Recreation & Park Association’s new accreditation standards, programs are expected to provide outcome-based evidence to support the program’s priority area(s). Currently, the Department of Recreation Administration provides outcome-based evidence in all content areas of the CPRP with the exception of the human resources management domain. In response to this deficiency and in an effort to meet the accreditation requirements, the proposed course seeks to fill this void in our curriculum by preparing students majoring in

recreation administration with the needed competencies in the management of front-line/seasonal/part-time/contractual staff and volunteers.

- a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
- b. **If the course or some sections of the course may be technology delivered, explain why.**

**2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

This course provides an overview of the theoretical tenets and activities associated with managing part-time/seasonal/contractual employees and volunteers within the park and recreation profession. The content and requirements are consistent with courses at the 4000-level.

**3. If the course is similar to an existing course or courses, justify its development and offering.**

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**

A meeting was held with the Chair of the Business School and HR instructor in the School of Business to discuss the proposal and content. The faculty and Chair from the School of Business felt the proposed course and content was specific to the field of parks and recreation. In particular, issues such as volunteer management and supervision of seasonal, part-time, and contractual employees were primary content areas within the proposed course and did not overlap with the content within the HR courses offered within the School of Business.

- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

**4. Impact on Program(s):**

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

The addition of the course will assist undergraduate students majoring in Recreation Administration obtain the personnel management competencies necessary in the recreation field and will be added as a core course requirement.

- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

**If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.**

## **PART V: IMPLEMENTATION**

**1. Faculty member(s) to whom the course may be assigned:**

Qualified faculty in Recreation Administration (Michael Mulvaney)

**If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.**

**2. Additional costs to students:**

No additional costs beyond textbook rental.

**Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)**

**3. Text and supplementary materials to be used (Include publication dates):**

Arnold, M., Glover, R., & Beeler, C. (2012). *Human resource management in recreation, sport, and leisure services*. State College, PA: Venture Publishing.

**PART VI: COMMUNITY COLLEGE TRANSFER**

**If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.**

**PART VII: APPROVALS**

**Date approved by the department or school: October 23, 2012**

**Date approved by the college curriculum committee:**

**Date approved by the Honors Council (if this is an honors course):**

**Date approved by CAA: CGS:**

\*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

**Student  
Success  
Center**

<http://www.eiu.edu/~success/>

**581-6696**



<http://www.eiu.edu/~counsctr/>

**581-3413**

**Career  
Services**

<http://www.eiu.edu/~careers/>

**581-2412**

**Disability  
Services**

<http://www.eiu.edu/~disablt/>

**581-6583**