COURSE NAME: REC105 Leadership and Program Planning

Credit Value: 3
Total Course Hours: 42
Prerequisite Course(s): Current satisfactory criminal record check with vulnerable sector screening.
Corequisite Course(s): No

COURSE DESCRIPTION

Theories and practical aspects of becoming an effective leader and program planner provide a dual focus for this course. Students will lead activities for a wide variety of populations and will organize programs using the Systematic Planning Process Model. Students will also participate in certification workshops.

PLAR INFORMATION

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

1.0 Comprehend differences and basic concepts associated with these physical recreation activities: leisure, recreation play, games, sports, and high performance sports.
   1.1 List the distinguishing characteristics relating to these levels of physical activity: play, games, sports, and high performance sports.
   1.2 Describe the values and benefits to be derived from participating in physical recreation activities.

2.0 Understand multi-dimensional aspects of being a successful leader.
   2.1 List objectives associated with effective leadership.
   2.2 Identify the qualities of an effective recreation leader.
   2.3 Outline the duties, roles, and responsibilities of a leader.
   2.4 Demonstrate ability to utilize various leadership styles in a recreation environment.

3.0 Recognize the components inherent in the teaching/learning process.
   3.1 Relate the principles of learning to effective leadership.
   3.2 Demonstrate knowledge of the skill learning process.
   3.3 Describe how people learn.

   3.4 Discuss safety aspects of being a leader.

4.0 Demonstrate the preparatory steps to leading an activity.
   4.1 Relate characteristics associated with various age groups.
   4.2 Identify considerations to ensure proper activity selection.
   4.3 List the steps for activity preparation and organization.
   4.4 Consider programs, events, and facilities, which could serve as alternatives to traditional direct programming while maintaining the benefits of recreation.
   4.5 Draft an outline for organizing an activity, including the following:
   4.6 Facilitate the education of the individual and caregivers regarding the understanding of developmentally appropriate recreation programs.

5.0 Demonstrate the ability to conduct an activity.
   5.1 Design and use a leadership evaluation form.
   5.2 List techniques to ensure effective leadership.
   5.3 Use appropriate motivational techniques for involving participants.
   5.4 Demonstrate disciplinary techniques
employed by leaders.

5.5 Know the effects of various formations on participants.

5.6 Implement appropriate leadership in program delivery.

6.0 Appreciate the process in modifying activities for special populations.

6.1 Relate typical characteristics associated with the following:

6.2 Lead an activity to accommodate needs of a special population group.

6.3 Discuss modifications for special populations.

6.4 Develop and implement an activity for a special population group.

7.0 Appreciate leadership styles by participating in various activities.

7.1 Experience various planning techniques and leadership styles through participation in workshops and applied sessions.

8.0 Understand the steps involved with public speaking techniques.

8.1 Describe effective strategies of public speaking.

9.0 Implement the Systematic Planning Process Model.

9.1 Define terms relating to program planning process.

9.2 List the steps associated with the Systematic Planning Process Model.

9.3 Plan and conduct a recreation program.

9.4 Evaluate planning process and program outcomes.

GENERAL EDUCATION
This is not a General Education course.

PROGRAM VOCATIONAL OUTCOMES
This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

Ecotourism
6. work effectively with co-workers, supervisors, and others.

Recreation And Leisure Services
1. Develop, implement and evaluate inclusive recreation, leisure and wellness programs and events for individuals, groups and communities which respond to assessed needs, interests, abilities and that use available resources and incorporate best practices.

2. Apply administrative and customer service skills to support the delivery of recreation, leisure and wellness programs, events and services.

5. Supervise, lead and support the development of staff and volunteers involved with recreation, leisure and wellness programs, events and services.

6. Apply safety and accessibility practices to the efficient operation and administration of recreation and leisure facilities and settings.

7. Promote the benefits and values of recreation, leisure and healthy active living and recommend inclusive programs, events and services to individuals and groups.

Recreation Therapy
1. assess recreation and leisure needs of people with disabling conditions.

3. plan, implement, and evaluate recreation therapy treatment programs.

Rural Recreation
1. Plan, organize and deliver inclusive recreation, leisure and wellness programs and events that respond to identified needs, interests, abilities and available resources in remote or rural communities.
4. Identify strategies that maintain fiscally sustainable and responsible recreation, leisure and wellness programs, events and services using basic principles and practices of business and finance.
5. Assist with the supervision and leadership of staff and volunteers involved with recreation, leisure and wellness programs, events and services in recreation settings within remote or rural communities.
6. Contribute to the safety and accessibility practices and to the efficient operation of recreation and leisure facilities and settings within remote or rural communities.
7. Identify strategies that promote the benefits and values of recreation, leisure and healthy active living for individuals and groups in remote or rural communities.

**ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES**

This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
3. Apply a systematic approach to solve problems
4. Use a variety of thinking skills to anticipate and solve problems
5. Locate, select, organize, and document information using appropriate technology and information systems.
6. Analyse, evaluate, and apply relevant information from a variety of sources.
7. Show respect for the diverse opinions, values, belief systems, and contributions of others
8. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
9. Manage the use of time and other resources to complete projects.
10. Take responsibility for one’s own actions, decisions, and consequences.

**EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS**

NCCP (optional)
First Aid/CPR (optional)

**COURSE EVALUATION**

Assignments 35%
Quizzes 25%
*Practical Activities 40% (approximately 10 hours of practical experience)

All course work must be submitted electronically to iLearn (D2L) in PDF format and must be submitted as one document.

*Practical activities assigned by course professor.

**PROGRAM SPECIFIC GRADING**

Per College Grading System
50% required to pass

**GRADING SYSTEM**

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*For a complete detailed description please refer to the College website.

**LEARNING RESOURCES**

Follow The Leader, CIRA, Ontario, Authors: Baldauf, Byl, Grigg, Raithby, Schwass, Wilson.
Publisher: Canadian Intramural Recreation Association of Ontario
ISBN 078-0-9866837-1-8

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor’s teaching methodology and the nature of the resource.

**LEARNING ACTIVITIES**

Variety of specialized certification workshops and applied experiences.

**DELIVERY MODE**

Classes available onsite and online (3 hours/week).
Also available entirely online.

**EXPERIENTIAL LEARNING**

All full time programs of study at Canadore College provide students with the opportunity for experiential learning or applied research. This course provides students with an experiential learning opportunity through – Formal Course Projects.

**ACADEMIC POLICIES**

- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: http://www.canadorecollege.ca/about-us/college-policies.

STUDENT SUCCESS SERVICES

YOUR SUCCESS MATTERS!

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops
- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don’t hesitate to drop by C262 or to book an appointment please call 1-705-474-7600 ext. 5205.

FIRST PEOPLES’ CENTRE:

We offer a culturally safe environment where our student focused services provide you with the following CONFIDENTIAL services:

- One on one counselling
- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.
HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.