

Faculty Senate Curriculum Committee

Approval Form



Proposal Title: School and Community Recreation

Sponsor(s): Dr. Daniel Stanley Dept.: Health and Physical Education

Ms. Mary L. Putman

Check one: [X] Course [] Specialization [] Concentration [] Achievement Certificate

[] Certification Program [] Major Program [] Minor Change (please name: deletion or credit/title/catalog change)

[X] Undergraduate [] Graduate 5 Credit Hours

Step 1 (Department)
[X] Approved 11/24/85
[] Not Approved
[] Reviewed
Dept. CC Chairperson: Mary L. Putman
Chairperson, Dept.: Daniel C. Stanley

Step 2 (Receipt)
SCC# 85-86-56
Proposal Received 12/3/85
Chairperson, SCC: Brenda A. Boley

Step 3 (School CC)
Reviewed 3-25-86
[X] Approved
[] Not Approved
Comments:
Chairperson, School Curr. Comm.: Ethel Combs

Step 4 (Academic Dean)
Reviewed 3/27/86
Comments:
Signature, Dean of School: Marion Kelling

Step 5 (SCC)
Open Hearing 4/1/86
[X] Approved by Senate Curriculum Committee 4/1/86
[] Returned to sponsor(s) for the following reasons:

Step 6 (Faculty Senate)
Presented to Faculty Senate:
[] Approved [] Not Approved
Notification to Vice-President Academic Affairs:
Signature, SCC Chairperson:

Step 7 (Vice-President for Academic Affairs)

Received 5/15/06
Date

Approved Yes No


If no, reasons are as follows:

Student credit hours 3

Faculty load hours 3

Equalized credit hours 3

Official copy and approval sheet filed 9/16/06
Date

Signature 
Vice-President for Academic Affairs

Registrar

Approved course description received _____
Date

Hegis Taxonomy and Course Number assigned _____

Signature _____
Registrar 11/20/06
Date

Notification forwarded: Senate Curriculum Committee Chairperson, Department Chairperson(s), Academic Dean(s), Registrar, Sponsor(s).

SCHOOL/COMMUNITY RECREATION

1. Details:

- A. Title: School/Community Recreation
- B. Sponsor: Dr. Daniel P. Stanley
Department Health and Physical Education
- C. Level: Senior, 3 S. H.
- D. Curricular Effect: Requirement for Recreation Specialization and Recreation Concentration
- E. Prerequisite: Completion of 12 Hours in Recreation Specialization and/or Concentration
- F. Implementation: Spring 1987
- G. Present staff, resources, and library materials are adequate at this time.

2. Rationale:

School/community recreation is a required course area for accreditation as established by joint professional association of (NRPA) National Recreation Park Association, and (AALR) American Association of Leisure and Recreation. The course content is applicable to contemporary school/community relationships that attempt to meet total citizen needs with existing resources.

3. Essence:

- A. At the completion of this course the student will be able to:
 - 1. Trace the history and development of recreation and school relationships in America
 - 2. Know three national professional organizations currently working to advance community/school programs
 - 3. List five reasons why municipality and school cooperation is a necessity in contemporary society.
 - 4. Understand how their own communities and schools are working together to achieve common goals.
 - 5. Develop a comprehensive recreation program that matches the needs and resources of a community while reaching all groups of citizens.

6. Examine existing intramural and school recreation programs to determine the values, content, supervision and funding sources of these educational experiences.

B. Topical Outline/Content

Introduction and terminology - recreation, leisure, parks community education, intramurals, playgrounds

Community education goals, national associations related to community education (NCEA), (AAHPERD), (NRPA), comprehensive CE programs.

Demographic data, own community - needs and resources, local resolutions, power structure, cooperative efforts currently in effect.

Historic view of school/community cooperative programs, New Jersey system of checks and balances, budgets of schools and local governments. Local government's involvement with rejected voted budget.

College accreditation National Certification Programs relative to school/community recreation. The NRPA/AALR structure for accreditation.

Needs assessment, community councils, advisory boards - why, who, when.

Administrative guidelines POSDCORD Plan, Organization, Staff, Direct, Coordinate, Record, Budget are related to community/school program.

Program development for all populations including special persons.

Visitations to community school sites, review existing programs.

C. Evaluation and Grading

Class participation, written and verbal community report, comprehensive program design, approved topical report, final examination.

D. Course Evaluation

Course success will be determined from student evaluation forms, personal comments and student interests.

4. Results of Consultations

1. Dr. Barbara Sampson AALR Director
2. Mr. Kurt Bloominthal NRPA Staff
3. Dr. John Radig ERIC South Jersey - Submitted prior letter. Is currently on sick leave.

Catalog Description

School/Community Recreation

Programs of school and community recreation are reviewed to determine the degree to which community resources are used to meet community needs of all people. New viewpoints are considered that are influencing cooperative efforts between schools and various community agencies. School intramural and recreation programs are examined to assess the administrative functions in selected programs.



AMERICAN
ASSOCIATION FOR
LEISURE AND
RECREATION

1900 Association Drive, Reston, VA 22091

(703) 476-3471

March 3, 1986

Dr. Daniel P. Stanley
Glassboro State College
Dept. of HPE
Glassboro, NJ 08028

Dear Dan:

The proposed course on school/community recreation for the undergraduate recreation program is a much-needed course in the professional preparation of the future recreation professional.

From a practical point of view, the coordination of finances and facilities with an eye to elimination of duplication in community services is a growing need given the current and expected budget constraints. The recreation and leisure professionals are often called upon to work with community groups such as neighborhood associations, youth serving agencies and other groups who are interested in organizing, promoting, and implementing their own recreation and leisure service activities. It is, therefore, imperative that the recreation professional be knowledgeable about not only the various community groups but also the various activities which are available within the community.

Of particular interest is the document entitled, "A Nation at Risk - The Imperative for Educational Reform" produced in 1983 which was an indictment of public education and called for a re-examination of teacher preparation curriculums, etc. It is interesting to note that the state of Indiana in the same year assembled a Congress on Education to assess issues affecting education. Among the calls for more school days, longer school days, and greater emphasis on the basics, was a suggestion that Friday afternoons be given to lifestyle skills taught not by the teachers but by the park and recreation personnel in the community. Such a plan with community/school cooperation would extend leisure education opportunities. Should this type of extended "school" become a common practice then the recreation professional will indeed be called upon to provide that life skill learning to students.

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Daniel P. Stanley
March 3, 1986

McLean, Peterson and Martin stated the following in their 1985 edition of Recreation and Leisure: "In our interrelated and ever more interdependent society, our profession [recreation] must perceive and understand the entire community or neighborhood in order to act relevantly and effectively in any part of it." I don't think it could be stated more clearly that we need qualified leadership not only to plan for finance and environment of recreation but to develop appropriate skills and attitudes that will allow the public to enjoy their leisure time to the fullest.

I compliment Glassboro State for seeing the need to strengthen the undergraduate curriculum by the inclusion of this course and support its inclusion.

Please contact me if I can be of further assistance.

Sincerely,



Barbara M. Sampson, Ed.D.
Executive Director

BS:jb